



# 2023 NC CHARTER APPLICATION



NC Public Charters

## Organization Information

Organization Name \*

Triad International Studies Academy

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Telephone

3366080676

Fax

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Address

1817 Ramhurst Drive

Unit/Suite

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Zip Code

27012

City

Clemmons

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State

North Carolina

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Primary Contact Name \*

Chaowei Zhu

Opening Year \*

2025

Is Management Organization Used

Yes  No

Primary Contact Relation To Board \*

Board Chair

Management Organization Name

Board Members Roster \*

Management Organization Contact Name

Primary Contact Email \*

zhuchaowei2@gmail.com

Management Organization Phone

Primary Contact Phone \*

3366080676

Management Organization Email

PrimaryContact Address \*

1817 Ramhurst Drive

Unit/Suite \*

Zip Code \*

27012

City \*

Clemmons

State \*

North Carolina



## 1. Application Contact Information

### Q1. Name of Proposed Charter School

Triad International Studies Academy

### Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Primary Contact Dr. Chaowei Zhu: 336-608-0676

### Q3. Geographic County in which charter school will reside

Guilford County

### Q4. LEA/District Name

Triad International Studies Academy

### Q5. Zip code for the proposed school site, if known

Not known yet until the facility is nailed down, but we are actively seeking facilities in Greensboro area.

### Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

Yes

No

### Q10. Projected School Opening Month

August 2025



Q11. Will this school operate on a year-round schedule?

- Yes (Year-Round)
- No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Summar...

Applicant Evidence :

detailed projected e...

Uploaded on **3/29/2023**  
by **Chaowei Zhu**

Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, the school will offer five classes per grade level in Kindergarten through 5th grade with 30 classes in total in elementary, and three classes per grade level in 6th through 8th grade with nine classes in total in middle school. The estimated student enrollment will be 39 classes in total with 936 students.

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

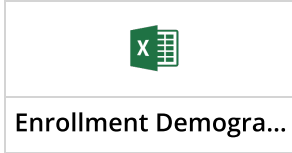
Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Demogra...



Applicant Evidence :



Uploaded on **4/19/2023**  
by **Chaowei Zhu**

**Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**

We will start with two classes in each grade in Kindergarten through 2nd grade in Year 1. One class for Chinese immersion track and the other for Spanish. Then add one grade level each year till Year 7 when we will have the first cohort of 8th grade students.

From Year 3, we will provide two classes for Chinese immersion track considering Chinese is in high need as shown in the survey. Or we will add one class for French or German immersion track, depending on the local need by then.

From Year 5, we will add one class for Japanese or Korean, or add a class for Chinese, French or German, depending on the local need by then.

From Year 8, we will add one class of the language that has the most needs.

Our average class size will be 24 students per class, with maximum class size being 26 students per class.

This growth plan was created based on what we saw from the other similar successful schools in both North and South Carolinas, as well as the design of starting a new language in early education. We also refer to our local survey about the local community's needs including the grade level and language options.

**Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- I certify
- I do not certify

**Q17. Explanation (optional)**



**2023 NC CHARTER APPLICATION**  
NC Public Charters







## 2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

### Q18. Organization Type

- Non-Profit Corporation
- Municipality

### Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC State Board of Education.

Triad International Studies Academy

### Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

### Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No



**Applicant Comments :**

We have yet applied for non-profit status, but we will make sure we obtain it from IRS within 24 months of the date the charter is approved.

**Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status**

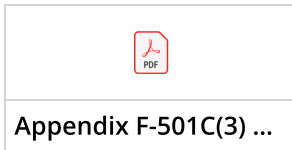
Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

**Applicant Comments :**

Our non-profit organization has not yet obtained 501(c)(3) status. Considering it usually takes 6-12 months for IRS to process the application, we should have enough time to ensure the tax-exempt status be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. We have talked with our attorney about this and our attorney will work on the application for 501(C)3 soon.

**Applicant Evidence :**



Uploaded on **4/24/2023**  
by **Chaowei Zhu**

**Q23. Name of Registered Agent and Address**

- **As listed with the NC Secretary of State**

Chaowei Zhu

1817 Ramhurst Drive, Clemmons, NC, 27012

**Q24. Federal Tax ID**

92-2500809

**Applicant Comments :**

EIN for non-profit organization (Triad International Studies Academy) 92-2500809





### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q25. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No



## 4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



## 5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

***If applying for a replication, please review the following definitions and continue in this section.***

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

**Q56. Do you want this application to be considered for standard or fast-track replication?**

- Standard
- Fast-Track



No, this is not a replication



## 6. Alternative

\*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

\*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

**Q67. Do you want your application to be considered for an Alternative Charter School?**

- Yes
- No





## 7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



## 8. Mission Purposes, and Goals

### 8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

**Q84. Please state the mission statement of the proposed charter school (35 words or less)**

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of Triad International Studies Academy is to educate its students to think and behave as global citizens with multilingual proficiency, intercultural competence, strong academics, and leadership skills.

**Q85. Please state the vision statement of the proposed school.**

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

Triad International Studies Academy will be a national leader in education, fostering multiculturalism, leadership, and global citizenship among students.

**Q86. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect**



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the socioeconomic status of the LEA, SWD population, and ELL population of the district?  
See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).



Triad International Studies Academy will target a diverse population of elementary and middle school students from Guilford and the surrounding counties. Triad International Studies Academy will make efforts to market to the diverse cultures represented by the local population. As According to Niche.com data as of April 23, 2023, the Guilford County Schools' demographics are as follows: 0.4% American Indian, 41.8% Black or African American, 4.5% Multi, 7.1% Asian or Asian Pacific Islander 17.20% Hispanic/Latino, and 29% White. This data will guide our group as we market to local neighborhoods.

Triad International Studies Academy will be based in principle on a successful language immersion school called South Academy of International Languages(formerly known as E.E. Waddell Language Academy, and before that, Smith Academy of International Languages) that is a language immersion magnet school located in Charlotte, North Carolina and offers language immersion education in six languages to more than 1,300 students in grade K-8. Here are links to two videos about South Academy of International Languages.

<https://www.youtube.com/watch?v=vpPhKMRmnHk&t=7s> (<https://www.youtube.com/watch?v=vpPhKMRmnHk&t=7s>)

<https://www.youtube.com/watch?v=RX94ojdFVHk&t=26s> (<https://www.youtube.com/watch?v=RX94ojdFVHk&t=26s>)

Note that South Academy of International student demographics are as follows: 0.2% American Indian or Alaska Native, 22.8% Black or African American, 6.4% Multi, 5.2% Asian or Pacific Islander, 25% Hispanic/Latino, and 40.4% White. Greensboro is the third largest city in North Carolina with similar demographics as Charlotte. This data indicates that Triad International Studies Academy also has the potential to attract families from a wide range of socioeconomic statuses and ethnic backgrounds. The immersion model offered by Triad International Studies Academy requires no prior knowledge of Mandarin- Chinese or Spanish for students to enter the program. As the school will be the first public school in Guilford county that offers Chinese in K-8, and also the first charter school in Triad area, that offers several language immersion options, Triad International Studies Academy will provide innovative and unique educational opportunity for Piedmont Triad area students from all backgrounds.

Triad International Studies Academy strives to serve families throughout the Guilford and surrounding counties who desire the rich experience offered by a cultural and multilingual immersion education. Our distinct environment will give parents, who value strong academics and global awareness, another educational choice. Piedmont Triad area is an ever-growing metropolitan areas with more and more international trade. The Triad remains a national center for textile manufacturing, represented by corporations including but not limited to International Textile Group, based in Greensboro, Glen Raven, Inc. based in Glen Raven, and Hanes, based in Winston-Salem. The High Point Market (formerly the International Home Furnishings Market and the Southern



Furniture Market), held in High Point, North Carolina, is the largest home furnishings industry trade show in the world, which attracts over 80,000 attendees from over 100 countries each year. The global business links have created a demand for a multilingual workforce. More and more families are coming to this realization and thinking about what the future will look like for their children in this increasingly interconnected world. Talking to community members has generated an excitement about the many opportunities a school like Triad International Studies Academy can bring to the region in terms of local education, culture, and economy.

Finally, Greensboro has a strong Chinese and Hispanic community with a population of more than 30,000. We have seen provision for the school through financial backing and volunteer hours. The rich local resources and strong support will facilitate the execution of our plans.

**Q87. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**



According to NC School Report Card, the total enrollment in public schools in Guilford County for the 2021-22 academic year was 67,038 students. This was a slight increase from the previous year (2020-21 academic year), which had enrollment of 66,420 students. This echoes what has been stated in Q86 about the growth of the population in the target area.

As for academic performance outcomes, Guilford County schools have a mix of high-performing and struggling schools, with some schools consistently achieving high levels of student achievement and others facing persistent challenges. According to the North Carolina Department of Public Instruction, in the 2020-2021 academic year, 38.3% of Guilford County Schools met or exceeded growth expectations, while 61.7% did not meet growth expectations. In the 2021-22 academic year, 59 out of 116 Guilford County schools have been identified as low performing schools and the Guilford County Schools has been designated as an NC Low Performing District and both Reading and Math performance were lower than the NC average.

Hence, academic rigor will be TISA's main focus in order to meet the needs of our target students.

The TISA educational model can meet the needs of our target student population by focusing on academic rigor, implement immersion education, and enhancing leadership skills.

(1) A school that focuses on academic rigor can benefit students in several ways. As indicated in our mission, TISA will focus on academic rigor and provide students with the skills, knowledge, and experiences they need to succeed academically, personally, and professionally.

*Preparation for College and Career:* Schools that focus on academic rigor typically have higher academic standards and expectations for their students, which can better prepare them for college and future careers. By challenging students academically, TISA can help students develop critical thinking, problem-solving, and analytical skills that are necessary for success in higher education and the workforce.

*Increased Achievement:* Academic rigor often leads to increased student achievement. TISA will hold high expectations for our students, and will provide the necessary resources and support to help students meet those expectations. Additionally, students who are challenged academically are more likely to be engaged in their learning and develop a sense of pride and accomplishment as they work towards their goals.

*Development of Life Skills:* TISA's rigorous academic programs will require students to develop strong time-management, study, and organizational skills. These skills are essential for success in college and beyond, and can help students become more responsible, self-directed learners.

*Improved Self-Esteem:* When students are successful in challenging academic programs at TISA, it can help boost their self-esteem and confidence. They develop a sense of pride and accomplishment as they meet academic challenges, which can carry over into other areas of their



lives.

(2) Immersion education is a powerful tool that extends beyond just the target language. Extensive research and observations from immersion programs in North and South Carolina have demonstrated that students enrolled in dual-language immersion programs perform better than their peers on state tests in English reading and math. Studies have also revealed that English learners who participate in dual-language immersion are more likely to be classified as proficient in English by grade 6, particularly when their native language aligns with the classroom partner language. At TISA, students can choose to pursue either Chinese or Spanish immersion tracks based on their needs and interests. In addition, English classes at TISA will be taught by a reading instructor who will focus on improving students' English reading and writing proficiency, while also providing support for their reading skills in math and science content. This unique model of immersion education will enable students to excel not only in their target language but also in English, math, and science, ultimately fulfilling TISA's mission of academic rigor and bilingual proficiency.

(3) Leadership education will play a crucial role in supporting academic rigor in TISA. By promoting leadership education, TISA can:

*Setting High Expectations:* TISA's curriculum design will prioritize leadership education and set high expectations for academic performance, emphasizing the importance of academic rigor. By setting high standards and promoting a culture of academic excellence, TISA's students can be motivated to strive for their best.

*Promoting Student Engagement:* Leadership education can also help leaders promote student engagement, which is a key component of academic rigor. Engaged students are more likely to be motivated, curious, and invested in their learning, which can lead to better academic outcomes.

*Fostering Innovation:* Schools who prioritize leadership education are more likely to be innovative and creative in their approach to education. At TISA, through the implementation of leadership education, we can inspire teachers to try new teaching methods, incorporate technology into the classroom, and explore new ways to engage students, all of which can contribute to academic rigor.

*Building Strong Relationships:* By prioritizing leadership education, we can build strong relationships with teachers, students, and parents, creating a supportive learning community. By fostering positive relationships, TISA can create an environment that encourages academic rigor, motivates students, and supports teacher development.

*Providing Professional Development:* TISA's leadership education model will not only benefit students directly but also encourage teachers to take on leadership roles on campus, develop their skills and knowledge, and support academic rigor, ultimately improving students' academic achievement. This investment in teacher development will have a positive impact on the overall



learning environment, contributing to a culture of academic excellence at TISA.

Overall, the focus on academic rigor, implementation of language immersion, and prioritization of leadership education at TISA can provide the TISA with the tools and resources we need to promote academic rigor and create a supportive learning environment for students.


**Q88. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

The total projected enrollment at Triad International Studies Academy (TISA) for the first year is 144 students in kindergarten through second grade with plans to include an additional grade level each year until it reaches 8th grade. TISA expects the overall capacity to be 432 students by the fifth year. At full capacity (the thirteenth year), the school will serve approximately 912 students in kindergarten to 8th grade.


While there is no specific average daily membership (ADM) data available for K-2 students only in GCS, the total ADM for elementary schools (K-5) in GCS was 31,424 for the 2020-21 school year, according to the North Carolina Department of Public Instruction (NCDPI). At 144 students in Kindergarten through second grade, Triad International Studies Academy proposed enrollment for the Year One would be about 0.46% of the LEA's total K-5 ADM.

According to the North Carolina Department of Public Instruction (NCDPI), the average daily membership (ADM) for K-8 students in Guilford School District (GCS) during the 2020-21 school year was 43,479. At 912 students in K-8 when we reach our full capacity, TISA proposed enrollment would be about 2% of the LEA's total K-8 ADM.

**Applicant Evidence :**



Enrollment Demogra...



detailed projected e...

Uploaded on **3/29/2023**  
by **Chaowei Zhu**

Uploaded on **3/29/2023**  
by **Chaowei Zhu**

**Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?**





TISA have four unique features which make ITSA unique and more effective than the currently available public-school options, including language immersion education, departmentalized teaching structure, world culture courses, and leadership education.

**1. Language Immersion Education:** TISA will implement language immersion education in all the grade levels. Starting from two languages, TISA will gradually add to at least four languages by Year 8. Language immersion education is a unique and effective approach to language learning that can offer several benefits over traditional language instruction. By immersing students in a language-rich environment, language immersion education can promote fluency, proficiency, and cultural competence in the target language. Here are some ways in which TISA's language immersion program can be unique and more effective than currently available public-school options:

(1) Early exposure to a second language: TISA will begin the language immersion education in the early grades (K-2), when young children are most receptive to language learning. This early exposure to a second language can help students develop a high level of proficiency and a more natural understanding of the language.

(2) Authentic language use: In TISA, students learn in an authentic language environment, using the target language for instruction, communication, and social interaction. This immersive approach provides a natural and effective way to learn a language, and can help students develop both linguistic and cultural competence.

(3) Cognitive benefits: Language immersion education has been shown to offer cognitive benefits, such as increased cognitive flexibility, better problem-solving skills, and improved memory. These benefits are thought to result from the increased cognitive demands of learning a second language.

(4) Improved academic achievement: Studies have shown that students in language immersion programs often outperform their peers in academic achievement, particularly in language arts and math. This may be due to the cognitive benefits of language learning, as well as the increased focus and motivation that often accompanies language immersion education. The South Academy of International Languages was honored in 2012 with the Melba D. Woodruff Award as an Exemplary Elementary Foreign Language Program. A similar charter school in South Carolina East Point Academy also received the Global Engagement Award in 2021. Both awards were sponsored by ACTFL (American Council for the Teaching of Foreign Languages). The first Chinese immersion charter school in North Carolina, East Voyager Academy, was also presented Exceed Academy Growth Goal Award in 2021-22 school year by Department of Public Instruction.

Overall, a language immersion education can make a school unique and more effective than currently available public-school options by providing students with a unique and effective approach to language learning, early exposure to a second language, an authentic language environment, cognitive benefits, and improved academic achievement.



**2. Departmentalized teaching structure:** Another unique feature of TISA's program is the departmentalized teaching structure. Unlike most elementary school teachers, TISA's teachers will be specialized to teach one or two subjects, rather than teaching all subjects to a single group of students. There are several potential benefits to departmentalized teaching in elementary schools, including:

(1) **Subject expertise:** Regardless of what program, the teacher is the single most important factor that determines a student's educational outcome. It is difficult for a teacher to be an expert in all. Departmentalized teaching allows teachers to teach subjects they enjoy and have developed an expertise in, which can increase their motivation and expertise, and improve the quality of instruction in that subject. Teachers who specialize in a subject have more time to research and prepare engaging lesson plans, and they may be more knowledgeable about the subject matter. Teachers can focus on a smaller number of subjects, which can allow for more depth and complexity in the curriculum.

(2) **Flexibility:** Departmentalized teaching can provide more flexibility in scheduling and curriculum planning. The flexibility can help TISA overcome the teacher shortage in current workplace by inviting more experts in various areas to join in educational fields.

(3) **Increased collaboration:** Departmentalized teaching can promote collaboration among teachers, as they work together to plan lessons, align curriculum, and share best practices. This can improve the quality of instruction across all subjects, increase student learning, and also provide more social and emotional support for students.

(4) **Personalized instruction:** Departmentalized teaching can allow for more personalized instruction, as teachers can focus on the needs of students in their subject area. Teachers can differentiate instruction based on student needs and provide more targeted support. Specifically in language immersion education schools, in which usually English-speaking teachers and target language speaking teachers work together as a team, the education philosophies and methodologies from different cultures can be combined and generate the best teaching practices for the students.

(5) **Preparation for middle school:** Departmentalized teaching can help better prepare students for the transition to middle school, where they will likely have multiple teachers for different subjects. Students who are accustomed to a departmentalized structure may be better equipped to manage their time, organize their work, and adjust to different teaching styles.

**3. World culture courses:** At TISA, besides the instruction for content knowledge including math, English Language Arts, science, and social studies, students will also be offered related arts in either target language or English depending on their language track. The related arts to be offered at TISA include the required Physical education, and electives like dance, music, art, and theatre, etc. A unique elective at TISA will be World Cultures, which provides students opportunities to learn about



some other cultures besides American culture and the cultures of the target language from elementary school. There are numerous benefits to incorporating world culture courses into elementary school curriculums.

(1) Culture awareness: By teaching students about different cultures, they can develop an appreciation for diversity and understand that there are many ways of looking at the world. This can lead to greater tolerance and empathy towards people who are different from them.

(2) Global perspective: Learning about different cultures can help students develop a global perspective. In a world that is becoming increasingly interconnected, this is a crucial skill to possess. Students who have a global perspective are better equipped to understand how other people live, work, and think, and can become better global citizens as a result.

(3) Career opportunities: Exposure to different cultures can prepare students for future career opportunities. In an increasingly globalized world, employers value candidates who have experience and understanding of other cultures. By learning about different cultures in elementary school, students may be better prepared for future job opportunities that require cross-cultural communication.

(4) Social skills: Learning about other cultures can also help students develop important social skills, such as communication, empathy, and cooperation. These skills can help students succeed both in school and in their personal lives.

(5) Cultural preservation: By learning about different cultures, students can help preserve and celebrate the unique traditions and practices of different communities. This can help prevent cultural homogenization and promote cultural diversity, which is important for maintaining a healthy and vibrant society.

**4. Leadership education:** At TISA, we recognize the importance of leadership education in increasing students' confidence, and developing strong communication skills, problem-solving abilities, empathy, and a sense of civic responsibility in young students. While there is no one-size-fits-all model for leadership education in elementary and middle school, we are committed to providing our students with a comprehensive leadership education program that meets their individual needs and interests.

-Starting from kindergarten, TISA offers leadership classes as part of our regular curriculum, which focus on developing fundamental leadership skills.

-From third grade, we will have a student council that provides students with opportunities to plan events and activities for the school community.

-From fourth grade, we will assign service-learning projects that enable students to apply their



leadership skills to make a positive impact on our community.

-From fifth grade, TISA will offer a peer leadership program that pairs older students with younger students, fostering mentorship and guidance.

-And from sixth grade, we will launch a leadership portfolio program that enables students to reflect on their leadership experiences and track their growth over time.

-We also aim to offer leadership camps when funding allows, to provide students with an intensive leadership training experience.

Overall, TISA's language immersion program in departmentalized teaching structure, which integrates world culture courses and leadership education, is designed to empower students with the skills and mindset needed to become successful and compassionate global leaders in their future endeavors.

**Q90. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**



TISA has started to reach out to the communities to generate support for the school. A need survey was set out to the community via Facebook and flyers and received more than 200 responses for over 260 students within a short period of time. The purpose for the need survey was to assess demand for the school and also seek input from communities about location (via zip code), language options, and design of the programs.

According to the responses we received, 92% (194/212) of participants expressed an interest in learning Chinese, while 74% (157/212) were interested in Spanish and 68% (144/212) participants expressed an interest in both Chinese and Spanish. Additionally, 18% (39/212) of respondents also indicated an interest in languages other than Chinese or Spanish. Based on these findings, it appears that Chinese will be the most in-demand language track. As a result, we are considering adding an additional Chinese class to the kindergarten curriculum starting in Year 3, and also offer a third language and fourth language in coming years when our student enrollment grows steady.

The survey also showed that most of the responses heard of the school from a friend while a few came from social media. The results helped shape our marketing plan, in which “word of mouth” was emphasized and social media also has heavy weight in our marketing plan.

In the answers to “what factors are most important to you when choosing a school for your child(ren)?” Academic performance was on the top and was almost in every response, which confirmed to us that focusing on academic rigor is vital for the school's success. Parents also showed much attention on cultural diversity and extra-curricular activities, as well as teachers' quality. One surprise from the survey was it seemed that parents did not consider small class size that much compared with other factors.

Besides the survey, we are also reaching out to youth centers in local communities such as Children's Museum, Public library, Science Center, churches, and some of the local preschools and Sunday schools, with the purpose of seeking partnership that can benefit the school for the future. So far, all the organizations that we have been contacting are very responsive and showing welcome to a new school like TISA to their communities because of the uniqueness of our program and the strong team that we are having on the board.

Parents and Families: The support of parents and families is crucial for TISA's success. TISA will prioritize building positive relationships with parents and families by providing opportunities for involvement, open communication channels, and regular updates on the school's progress. We have established an email distribution list generated from the need survey and will regularly send emails to the parents. We are also working on establishing our social media platform and website, so we can post updates there for parents and communities.

Business partners: We have identified a business partner, who is very interested in TISA and willing to invest and support the TISA regarding facilities and opening. We are also connected with another



business partner, who is willing to share facilities with us in the future, so we can supplement some budget for the facility. Even if we have not signed any contract or MOU with them at this stage because we want to wait for the approval or at least after the first interview in the fall, before we can make a commitment, two supporting letters from these potential business partners can be found attached.

For the coming months, we will continue in establishing strong relationships with stakeholders, including local school districts, elected officials, business partnership, and more churches and daycares. The goal is to seek more support from the community so we can identify and secure a facility by the end of 2023. By establishing strong relationships with these key stakeholders, TISA can build support, create partnerships, and establish a foundation for success.

#### Q91. **Attach Appendix A: Evidence of Community/Parent Support.**

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

#### **Applicant Comments :**

As of April 23, 2023, TISA has yet to commence its official marketing plan. Currently, our focus is on gaining a deeper understanding of the general needs of the local community in order to better tailor our school's design. To achieve this, we conducted a need survey that was mainly distributed through Facebook from March 10, 2023. Additionally, we distributed flyers with QR codes for the survey at the local grocery market and Children's museum to make it more accessible. We have not engaged in aggressive marketing efforts or public meetings at this stage.

Despite the short window of the survey collection, we have successfully collected over 200 responses from approximately 260 students in nearly one month. The feedback we received from the survey has given us more confidence in the success of the school and has helped us refine our program to meet the needs of the community. We have shared some of the data analysis results in previous sections, and a sample survey form can be found attached and in this Google Form: (<https://forms.gle/uihg6A3JY14fAg6T7> (<https://forms.gle/uihg6A3JY14fAg6T7>)).



Applicant Evidence :



Appendix A Evidence...

Uploaded on **4/24/2023**  
by **Chaowei Zhu**

## 8.2. Purposes of the Proposed Charter School

Q92. **Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:**

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Q93. **Provide a brief narrative to coincide with each applicable legislative purpose(s).**



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

Under the proposed charter, teachers will have access to new professional opportunities, including the chance to take on a leadership role in designing and implementing the learning program at the school site. In the first year alone, the charter will create at least 12 teaching positions and 4 staff member positions, forming a cohesive team to serve up to 120 students from Kindergarten through 2nd grade.

As the school expands and enrolls more students in subsequent years, additional professional opportunities for teachers will become available. This approach will empower teachers to shape the direction of the school's curriculum and instructional practices, and will support the development of a strong and collaborative teaching community. Ultimately, the charter's commitment to providing new opportunities for teachers will help attract and retain highly qualified educators who are dedicated to driving student success.

2. Hold schools accountable for meeting measurable student achievement results.

Under the proposed charter, the school will be held accountable for achieving measurable student outcomes. To achieve this, all students will participate in the i-Ready test for English reading and math three times per year, starting in the school's first year. Additionally, teachers will administer various formative and summative assessments throughout the year to measure student progress. ESL students will also participate in the ACCESS test to evaluate their English language proficiency annually.

Starting in Year Two, when TISA will have the first cohort in the third grade, all students in third or above grade will take the state test for English reading, math, and science according to the state requirement. The data generated from these assessments will be analyzed to direct curriculum development and implementation, ensuring that instruction is tailored to meet the needs of all learners.

This approach will provide a comprehensive view of student learning and support the school's commitment to academic excellence. By establishing clear expectations for student achievement and regularly assessing progress, the proposed charter will help ensure that all students have access to high-quality educational experiences that prepare them for success in college, career, and life.

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

The proposed charter will offer parents and students expanded choices in the types of educational opportunities available within the public-school system. One of the key areas of focus will be language immersion programs, which research has shown to be an effective method for promoting





language acquisition in young learners.

Unfortunately, the current options for language immersion in Guilford County Schools are limited, with Chinese, French, and Japanese only offered as electives at the high school level, and only two elementary schools providing dual language programs in Spanish and Urdu. This represents a significant gap in language instruction for students in the third largest school district in North Carolina, which serves approximately 70,000 students in the 2022-23 school year.

Under the proposed charter, eventually four languages, including Chinese, Spanish, French, and Japanese, will be offered starting from Chinese and Spanish in Year One and adding more language tracks in the coming years gradually, to provide students with greater access to language instruction in the elementary and middle school levels. This will help children develop initial literacy in the immersion language, and then progress towards a full understanding of the foreign language.

By expanding the range of educational choices available to families, the proposed charter will help meet the diverse needs and interests of students in the community. This will support the development of well-rounded, globally-minded learners who are prepared to succeed in a rapidly changing world.

#### 4. Improving student learning

The proposed charter will offer a comprehensive approach to education that includes dual-language immersion programs, world culture courses, and leadership education for all students. This unique combination of language instruction, cultural awareness, and leadership development will prepare children to become bilingual global leaders, and provide a host of additional benefits that extend far beyond language acquisition.

By integrating dual-language immersion programs with world culture courses and leadership education, students will have the opportunity to develop biliteracy, taking advantage of their young minds' natural propensity for language acquisition. Additionally, they will be immersed in a more diverse learning environment, cultivating intercultural competence that will serve them well throughout their lives.

Research shows that immersion programs have been successful in improving students' math, science, and communication skills, as well as increasing their global awareness. By expanding access to this type of education, developing language skills, cultural awareness, and leadership abilities, the proposed charter will empower students to think globally while acting locally, making them well-rounded, culturally aware leaders in their communities and beyond, and be better prepared to navigate the complex global landscape and make a positive impact in their communities.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



The proposed charter school will provide opportunities to increase learning for all students, with a focus on both at-risk and gifted students. Through the implementation of a Multi-Tiered System of Supports (MTSS), students who are at-risk will receive additional assistance to help them succeed academically. Additionally, academically and intellectually gifted (AIG) students will have access to an AIG program designed to challenge and stimulate their advanced abilities. Research indicates that dual-language immersion programs can benefit both at-risk and gifted students, as they provide a more diverse and inclusive learning environment and the opportunity to learn content and language simultaneously, resulting in enhanced academic achievement. By addressing the individual needs of all students, the proposed charter school will help all students reach their full potential.

#### 6. Encourage the use of different and innovative teaching methods.

The whole school multi-language immersion model adopted by the proposed charter is a use of different and innovative teaching methods. At the proposed charter school, the portion of instructional time taught by a target language will start from above 85% in kindergarten and be gradually decreased to no less than 25% in 8th grade. Math, science, social studies will be taught in target language in elementary level, while English Language Arts will be taught in English. In middle school level, science and social studies can be taught by bilingual or English only. At least two related art classes will be taught in target language for each class. A world culture course will also be offered to all the students from the school's Year One with a full curriculum implemented.

Besides language immersion education, the proposed charter school will provide leadership education opportunities for all students through a variety of methods. Leadership courses will be incorporated into the curriculum, and students will have the opportunity to participate in the student council, where they can develop their leadership skills by organizing events and advocating for their peers. Service projects will also be an important part of leadership education, allowing students to make a positive impact in our community while developing their leadership abilities. Additionally, students at middle school will create a leadership portfolio, which will document their leadership experiences and growth throughout their time at the school.

To further enhance leadership development, the proposed charter school will also offer leadership camps if budget allows, where students can engage in team-building activities, learn new skills, and develop their leadership abilities in a fun and supportive environment. The goal of leadership education at the proposed charter school is to empower students to take ownership of their own learning and develop the skills and confidence to be leaders in their communities and beyond.

### 8.3. Goals for the Proposed Charter School

Q94. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics,



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finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



The goals and objectives outlined in the proposed charter will serve as a unifying force for Triad International Studies Academy (TISA)'s educational community, and will be aligned with TISA's mission. To ensure accountability and transparency, the principal will provide monthly reports to the Board of Trustees at regularly scheduled meetings to update them on the school's progress toward achieving the identified goals. Additionally, the principal will prepare a comprehensive annual report to be presented at the final board meeting of each academic year, including evidence and data to support the reports and any recommendations for action. These reports will be documented in the board meeting minutes and made available to all stakeholders and the public. Summative data related to the charter goals will be included in TISA's annual report to the public. Necessary adjustments based on the reports will be made to keep the school on track toward achieving its goals.

**GOAL 1 Operations:** The first goal of TISA is to ensure operational compliance with its charter contract and the policies and procedures set forth by the North Carolina Department of Public Instruction.

This includes meeting all requirements outlined in the charter, such as maintaining adequate facilities, staffing, and financial management, as well as adhering to state and federal regulations governing public education. TISA will regularly review its policies and procedures to ensure ongoing compliance and provide training to staff and faculty as needed to maintain high standards of operation. The school will track its progress toward meeting this goal and provide regular reports to the Board of Trustees and other stakeholders to demonstrate compliance and identify areas for improvement.

**GOAL 2 Academics:**

TISA aims to achieve academic excellence, bilingual proficiency, cultural awareness, and leadership skills for its students. By the end of five years of continuous enrollment, students are expected to exceed the set standards in these areas.

*Objective 2.1: After five years of continuous enrollment at TISA, 80% of students will achieve bilingual proficiency in both English and the target language. English language proficiency will be assessed annually using North Carolina state standardized tests and/or other approved tests as applicable.*

*Objective 2.2: After five years of continuous enrollment at TISA, 80% of students will achieve bilingual proficiency in both English and the target language. Target language proficiency will be assessed annually according to the North Carolina World Language Essential standards at each grade level, using a set of well-defined assessment tools. Standardized tests such as AAPPL or other suitable assessments will also be used at the end of the 5th year of study.*

*Objective 2.3: TISA will exceed the Local Education Authority (LEA) average on academic*



*performance annually at each applicable grade level, as measured by the North Carolina READY accountability model.*

*Objective 2.4: By the end of each academic year, 80% of TISA students will demonstrate cultural awareness and understanding of world culture through culminating project presentations.*

*Objective 2.5: 80% of TISA students in 6th through 8th grade will demonstrate leadership skills through a cumulative individual leadership portfolio.*

**GOAL 3 Finance:** TISA aims to maintain a balanced budget that provides adequate financial support for both short- and long-term operations, while demonstrating sound fiscal practices. The school will gradually establish a general reserve fund equivalent to 3 months of operating expenditures by the end of the fifth fiscal year, with annual targets to guide progress. The Board will review monthly financial statements and related reports to monitor the school's progress toward developing reserve funds. Additionally, a contracted professional audit service will conduct an annual audit and provide an independent report.

*Year 1: A reserve fund that equals to 0.3 months of the operating expenditures or 2.5% of the annual operating expenditures will be established.*

*Year 2: A reserve fund that equals to 1 month of the operating expenditures or 8.33% of the annual operating expenditures will be established.*

*Year 3: A reserve fund that equals to 1.5 months of the operating expenditures or 12.5% of the annual operating expenditures will be established.*

*Year 4: A reserve fund that equals to 2.5 months of the operating expenditures or 20.83% of the annual operating expenditures will be established.*

*Year 5: A reserve fund that equals to 3 months of the operating expenditures or 25% of the annual operating expenditures will be established.*

**GOAL 4 Governance:** By the end of the first semester of each academic year, all members of the Board of Trustees will submit documentation of completed board training equaling at least 10 contact hours. The training will focus on enhancing the understanding of the board's role in governance rather than management. The board secretary will maintain records of completed training and related activities.

**Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**



The governing board will know that the proposed public charter school is working toward attaining their mission statement through regular reports and data provided by the principal. The principal will make monthly reports to the Board of Trustees for the school at agreed-upon monthly board meetings to communicate the school's progress toward attaining the identified goals. In addition, the principal will produce a comprehensive annual report to present at the last board meeting of each academic year. The reports will include evidence and data to support any recommendations for actions. The board will record the reports as part of the board meeting minutes and make them available to stakeholders and the public. Summative data regarding the charter goals will be part of the school's annual report to the public, and necessary adjustments based on the reports will be made to keep the school on target toward its goals.



## 9. Educational Plan

### 9.1. Instructional Program

Q96. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



TISA's overall instructional program is a whole-school one-way language immersion with leadership education.

## TERMS

**Language immersion:** Language immersion is a method of language education in which the student is immersed in an environment where the target language is the primary mode of communication. The approach emphasizes communication and language use in context, rather than grammar and vocabulary acquisition in isolation.

**Target language:** The second language being taught and used. At TISA, the target languages include simplified Mandarin-Chinese or Spanish in Year One, while French and Japanese will be added in the future.

**One-way language immersion:** It requires no prior knowledge of the target language for students to enter the program.

**75/25 model:** Students will begin in kindergarten with 75% or more instruction in the target language and 25% or less in English. As they move up in grade level, instruction time in the target language will be gradually reduced.

**Leadership education:** Leadership education is a type of education that focuses on developing the skills, knowledge, and attitudes necessary for effective leadership. It involves the systematic teaching and learning of the principles and practices of leadership, as well as the development of leadership qualities such as communication, critical thinking, problem-solving, decision-making, emotional intelligence, and teamwork. Leadership education can be delivered in a variety of contexts, including formal academic programs, training workshops, mentoring, and coaching, experiential learning, and self-directed study. Its ultimate goal is to prepare individuals to lead themselves and others towards positive change and success in their personal and professional lives.

## STANDARDS

In general, immersion programs are not directly linked to specific content areas. As a public school in North Carolina, TISA's curriculum will be based on the North Carolina curriculum standards. These standards are designed for each grade level and subject area and will be used as the minimum expectations for TISA students. All currently adopted standards can be found on the website of the North Carolina Department of Public Instruction: <http://www.ncpublicschools.org/curriculum/>. Additionally, TISA will have a language curriculum that aligns with the North Carolina World Language Essential Standards and a curriculum for leadership studies.

## INSTRUCTIONAL METHODS

TISA's instructional structures are indeed innovative, as they are designed to support language





immersion while also ensuring that students receive a well-rounded education that prepares them for success academically and beyond.

In the elementary grades, TISA's model involves teaching math, science, and related arts in the target language, while English Language Arts is always delivered in English. In kindergarten and first grade, Social Studies will also be taught in the target language to create a rich language environment that puts young students on the path to bilingual proficiency. This 75/25 ratio between the target language and English is designed to provide a strong foundation in both languages.

Starting in the second grade, different core subjects will gradually shift to be taught in a bilingual or English-only format. By fifth grade, all core subjects except for math will be taught in English, creating a 50/50 ratio. This balanced design ensures that students' acquisition of the target language is not compromised while also preparing them adequately for standardized testing, which is typically conducted in English.

TISA's instructional model is supported by a sample daily schedule in Appendix E, which provides more details on how the school day will be structured to support language immersion and academic success. Overall, TISA's approach to instruction is designed to provide students with a well-rounded education that prepares them for success in a globalized world.

## ASSESSMENTS

It is important for schools to have a robust assessment and evaluation system in place to monitor student progress and ensure that they are meeting learning goals. At TISA, a variety of formative and summative assessments will be used to guide learning and monitor student progress. These assessments will be administered throughout the year, and teachers will use the results to adjust their lessons to fit the needs of individual students.

Formative assessments, such as teacher observations, checklists, and quizzes, will be used to track day-to-day performance and provide ongoing feedback to students. Summative assessments, such as culminating projects, authentic assessments, and state-standardized tests, will be used to evaluate student learning at the end of a unit or semester. The results of these assessments will be recorded by teachers and shared with parents through tools such as PowerSchool, interim reports, and report cards.

In addition to regular assessment and evaluation, TISA will conduct parent-teacher conferences at least twice a year. These conferences provide an opportunity for teachers and parents to discuss the progress of individual students and to identify areas where additional support or intervention may be needed.

Overall, TISA's assessment and evaluation system is designed to ensure that students receive a high-quality education that meets their individual needs and prepares them for success in a globalized



world.

#### TARGET-POPULATION NEEDS

The research on language immersion programs does indeed suggest that students who participate in such programs tend to develop high levels of proficiency in both the target language and English. Additionally, immersion students tend to perform at or above grade level academically and exhibit positive cross-cultural attitudes and behaviors. These are important skills and qualities for success in a globalized world.

TISA's whole-school language immersion model, which integrates the target language and cultural learning into all aspects of the school with world culture and leadership education, is a promising approach to quality education. By departmentalizing teaching and pairing target language-speaking and English-speaking teachers, TISA can provide students with a unique and innovative educational experience. Additionally, the low teacher/student ratio may allow for more personalized attention and support for each student.

Overall, TISA's immersion model has the potential to provide students with a strong foundation in both language and culture, which can benefit them in numerous ways both in and outside of the classroom.

#### Q97. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q101. **Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



**Technology in classroom:** TISA's budget will allow for all classrooms to be equipped with the latest technology, such as interactive panels or smartboards, and computers with internet access.

**Class size:** Research has shown that small class sizes are highly beneficial for student performance, particularly in the lower grades. This effect is even more pronounced for minority students, with twice the impact compared to non-minority students (Nye, et al., 1989, 1994-1999; Word, et al., 1990). Understanding this, TISA has budgeted for a student/teacher ratio of 10:1 and an average class size of 24 students with each classroom has no more than 26 students, with the consideration that younger grade will have smaller class size while the class size for upper grades will be a little bit bigger. But even though we expect that the average class size for upper grades will be lower than traditional schools due to natural attrition from the immersion language programs. In addition, TISA intends to place an extra teaching assistant/intern in the lower grades (kindergarten through second grade) to further reduce the student/teacher ratio. To address the financial feasibility associated with implementing a low student/teacher ratio, EVA will seek a partnership with the Teaching Critical Language Program (TCLP). *(Note: TCLP is a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State, is designed to increase the study and acquisition of important world languages in U.S. schools. This program enables primary and secondary schools to strengthen their teaching of Mandarin and Arabic by bringing teachers from People's Republic of China (PRC), Egypt, Morocco, and Taiwan to the U.S. to teach their native languages and culture for an academic year. East Voyager Academy of Charlotte has been hosting TCLP teachers since 2022-23 school year and has witnessed the effectiveness of the program and the teachers in this program.)*

**Class structure:** Classrooms at TISA are divided into two groups: English classrooms and target language immersion classrooms. The setup of both classroom types will be similar to that of a traditional public school, but immersion classrooms will have everything in the target language to create the immersion learning environment needed for students to acquire the target language. In the first year, new students are encouraged to speak the target language in their immersion classrooms but are still allowed to speak English. From the second year onward, however, students must speak only the target language in their immersion classrooms.

**Grade span:** In kindergarten through second grade, students spend most of their day in the immersion classroom, with the exception of their English Language Arts (ELA) class. Their ELA class serves as a pull-out class, providing the target language-speaking teacher with a planning period. From third grade, more instructional time in English and/or bilingual will be added gradually till fifth grade, when 50/50 language immersion module will be adopted.

One-way immersion programs typically last five or six years of whole immersion in elementary grade level, followed by a few years of language enrichment in middle school. After the initial five years of operation, TISA's middle school structure will transition into a traditional public middle school with a leveled world language course, allowing both new students and those who graduated from the school's whole immersion program in elementary to learn the target languages according



to their proficiency level. In middle school, students can also choose to begin a third language, giving them a significant advantage when they enter high school and beyond.

Although TISA's Board may consider partnering with nearby high schools or extend TISA to a high school, it is not part of the current plan.

**Q102. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.**



## MISSION

Triad International Studies Academy educates and empowers students to become global citizens with multilingual proficiency, intercultural competence, strong academics, and leadership skills.

At TISA, the school's belief is that a high-quality bilingual program with world culture courses will enhance students' academic growth and intercultural competence, and the leadership education will cultivate students' social and emotional skills, hence students can be educated to be a leader for making change.

**Language immersion:** The school believes that two languages are simply better than one. The data from other language immersion schools in both North and South Carolinas, such as East Point Academy in Columbia, East Voyager Academy in Charlotte, East Link Academy in Greenville, and South Academy of International Languages in Charlotte, show that children's first language does not suffer by participating in an immersion program and, in fact, they even score higher on measures of verbal ability in their native language. We fully expect that the majority of TISA's students will gain the basic bilingual proficiency as outlined in the NC ELA curriculum and World Language Essential Standards by the end of the fifth year of study at TISA. Moreover, it is well documented that bilingual students gain additional cognitive, academic, and social benefits beyond facility with a second language. Examples of these additional advantages include increased mental flexibility, improved divergent thinking, and broader cultural diversity awareness. Therefore, students in immersion bilingual programs in general do better academically than students who only speak one language. There are several successful language immersion programs in North and South Carolinas can be the evidences of the effectiveness of immersion education, including but not limited to East Voyager Academy of Charlotte, which received Exceeded Academic Growth Goal Award in 2021-22 school year presented by NC DPI; East Link Academy in Greenville, which has been ranked the No.1 best public elementary school in SC by Niche.com; East Point Academy in Columbia, which was ranked No.1 Charter school in SC by Niche.com and also the winner of the Global Engagement Awarded by American Council for Teaching Foreign Language; and South Academy of International Languages, which has been in top 20% of all schools in NC for overall test scores and numerous award winner.

**World culture courses:** Secondly, the rich cultural content in immersion classes and world culture courses in TISA's curriculum will be naturally integrated into the daily studies as students immersed with both English and targets languages, enhance their awareness and appreciation of different cultures. Studies have shown that by taking world culture courses, elementary and middle school students can promote their cultural understanding and empathy, and reduce stereotypes and prejudices; broaden students' horizon and expand worldview, hence become more open-minded and better equipped to navigate an increasingly interconnected and diverse world; enhance communication skills, particularly in multicultural and multilingual settings; and develop critical thinking skills by exposing students to different perspectives and encouraging them to question their own assumptions and biases. Research also shows that students who take world culture



courses are more likely to pursue careers that involve international work or travel, indicating that these courses can have a long-lasting impact on students' lives.

**Leadership education curriculum:** Finally, the leadership education curriculum to be implemented at TISA can help individuals develop important skills and competencies to become effective leaders. Research has shown that some of the benefits of a leadership education curriculum include developing leadership skills such as communication, problem-solving, critical thinking, decision-making, and team-building; helping individuals develop self-awareness, emotional intelligence, and a growth mindset; helping individuals understand their social responsibility as leaders and encouraging them to make a positive impact on their communities; as well as promoting ethical behavior and encouraging them to act with integrity and honesty.

#### TARGET POPULATION

Parents who choose to enroll their children in a language immersion program typically do so for two main reasons: to give their child a competitive advantage in an increasingly interconnected world and to provide them with a challenging and intellectually stimulating educational environment. Given that most students entering the program will have limited exposure to the target language, TISA anticipates attracting families from a wide range of socioeconomic statuses and ethnic backgrounds. The success of East Voyager Academy of Charlotte, a Chinese immersion charter school, suggests that TISA's program will appeal to a diverse group of families. As the first K-8 public charter school in the Piedmont Triad area to offer Chinese immersion, world culture courses, and leadership education with a full curriculum for all these elements, TISA's innovative program will provide a unique educational opportunity for students from all backgrounds.

#### NC ACCOUNTABILITY MODEL

To ensure that students at TISA receive a well-rounded education, the school will align its instructional content with North Carolina state standards. This will include participating in all required state assessments for mathematics, English language arts, and science, as outlined in the North Carolina Accountability Model. TISA aims to exceed the average performance of its Local Education Agency (LEA) on these assessments, reflecting the school's commitment to providing an innovative and rigorous instructional program. In line with this commitment, exceeding the average performance of the LEA is one of the charter goals for TISA. By meeting state standards while offering an immersion program and a leadership education curriculum, TISA aims to provide students with a comprehensive education that prepares them for success in an increasingly globalized world. In fact, this is one of our charter goals as listed in the previous section.

Q103. Describe the primary instructional strategies that the school will expect teachers



to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Research has consistently shown that the teacher is the most critical factor in determining a child's educational outcome. Studies have found that if a child has an ineffective teacher for two consecutive years during elementary school, they may not recover from the negative impact on their learning.

At TISA, we recognize that our teachers are the school's most valuable assets. We believe that high-quality professional development is essential for teachers to continually improve their teaching skills and stay current with the latest educational trends and research. We will provide our teachers with access to training workshops, conferences, and professional development programs that focus on language immersion pedagogy, cultural competency, and effective teaching practices. By investing in our teachers, we ensure that they have the knowledge, skills, and resources they need to provide the best possible education to our students. We believe that by empowering our teachers, we empower our students to succeed academically, socially, and personally, preparing them for a bright future.

According to the school's academic calendar (Appendix D attached in previous section) and TISA professional development plan (Appendix O-6 attached here), new teachers at TISA will have at least five days of orientation prior to the first day of school and another ten days or more of trainings throughout the academic year.

Here are examples of some proven instructional strategies and approach that TISA will expect teachers to master:

1. **Basic immersion education skills** are essential for a successful immersion program, particularly in lower grades. These skills include using multiple language inputs with visuals, gestures, body language, expressions, modeling, and movement to supplement verbal cues; establishing No-English rules; encouraging open-ended questions to motivate communication in the target language; and integrating culture learning into language learning, and language learning into content subject classes. With these skills, students can learn both content knowledge and the target language, ensuring a rich and engaging language learning environment.
2. **Communicative teaching.** Communicative teaching is an approach to language teaching that emphasizes the use of language for communication, rather than simply learning grammar rules and vocabulary. It focuses on teaching students how to use the language in real-life situations, through activities that encourage interaction and collaboration. In communicative teaching, students are encouraged to use the language in meaningful ways, such as in role plays, discussions, debates, and group projects. When it comes to immersion education, communicative teaching can be a highly effective approach. In immersion education, students are immersed in a language environment, where the target language is used for all communication. This provides an ideal context for communicative teaching, as students are given ample opportunities to use the language in authentic situations in the content areas including math, science, and related arts such as PE and dance. By focusing on communication and interaction, communicative teaching can help students develop the language skills they need to function effectively in the immersion environment. This can lead to





greater fluency, accuracy, and confidence in using the target language, which can be crucial for success in an immersion program.

3. **Data-driven instruction aligned with standards.** Immersion teachers must possess the skills to assess students' language development and learning progress for content knowledges based on standards, collect and analyze data, and use the resulting information to drive instruction. This is a critical aspect of all immersion programs to ensure alignment between standards and instruction and to hold teachers accountable for student achievement.

4. **Differentiated instruction.** One of the essential skills for immersion teachers is the ability to differentiate instruction to meet the individual needs of each student. Students in immersion programs come from diverse backgrounds, including academic levels, cultural backgrounds, learning abilities, and family support. Therefore, teachers must dedicate time to tailor their instruction to each student's unique needs. In third grade and beyond, when achievement gaps can become more apparent and easily identified through standard tests, differentiating instruction to narrow the gap between students becomes even more crucial for both student success and school achievement.

5. **Culturally responsive instruction.** Culturally responsive instruction is critical in any language immersion program because language and culture are closely intertwined. In order to truly understand and communicate in a language, it's essential to understand the cultural context in which the language is used. Culturally responsive instruction in a language immersion program involves recognizing and valuing the cultural backgrounds and experiences of students and incorporating them into the curriculum and instructional practices. Culturally responsive instruction not only helps students develop a deeper understanding of the language they are learning but also helps them develop a positive sense of identity and appreciation for their own culture and the cultures of others. This, in turn, can lead to increased engagement, motivation, and academic success. Additionally, in a language immersion program, students are often learning not just a language but also the content of other subjects, such as math, science, and social studies. Culturally responsive instruction helps teachers integrate language and culture into these content areas, making learning more relevant and meaningful for students.

6. **Blended learning approach.** Blended learning is a combination of usage of online resources and in-person instruction, which can be an effective approach to support and enhance immersion education. In immersion education, blended learning can provide opportunities for students to access language materials and resources outside of the classroom, such as authentic texts and multimedia content in the target language. This can help reinforce language acquisition and provide opportunities for students to practice their language skills beyond the classroom. With blended learning, teachers can provide personalized feedback, track student progress, and adjust instruction to meet individual needs. Another benefit of blended learning in immersion education is the ability to connect students with native speakers and other students who speak the target language. This can be accomplished through online language exchange programs, virtual tutoring, or video conferencing with students in other countries. These connections can enhance students' language proficiency and provide opportunities for cultural exchange.

Last but not least, collaboration is crucial for teachers at TISA where English-speaking teachers are



paired with target language-speaking teachers. Partner teachers may have different educational experiences and cultural backgrounds, but by working together with mutual respect and trust, they have the opportunity to learn from each other and bring out the best in teaching philosophies and methodologies from different cultures.

Close collaboration between teachers is essential for TISA to provide high-quality instruction and ensure that students receive a consistent and comprehensive educational experience. By working together, teachers can develop effective lesson plans that integrate language and culture, differentiate instruction to meet individual student needs, and provide ongoing feedback and support to help students reach their full potential.

Ultimately, the success of an immersion program depends on the quality of instruction and the collaboration between teachers. By working closely together, TISA teachers can provide an enriching and engaging learning experience for their students, helping them to develop strong language skills, cultural competency, and a lifelong love of learning.

**Applicant Evidence :**



Appendix O-6 TISA P...

Uploaded on **4/3/2023**

by **Chaowei Zhu**

**Q104.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.**



The core instructional program for Kindergarten through eighth grade will address the NC Accountability Model while incorporating the NC Common Core Standards to ensure a smooth transition from one grade level to the next. Students will be well-prepared to take all required End of Grade tests. TISA's requirements for transitioning between grades are similar to traditional standards. While TISA students are expected to make progress towards achieving bilingual proficiency, a deficiency in the target Language Arts alone will not impede a student's transition.

**English Language Arts Education:** In Kindergarten through eighth grade, the TISA English Language Arts curriculum will integrate all aspects of the NC Accountability Model while also encompassing the NC Common Core Standards. The curriculum will incorporate current best practices for teaching phonemic awareness, vocabulary, literacy, reading, and comprehension. Instruction will be differentiated to accommodate learners at all reading ability levels. TISA's ELA classrooms will be structured in a more traditional classroom setting.

**Mathematics Education:** In Kindergarten through eighth grade, the TISA math curriculum will address the NC Accountability Model while also encompassing the NC Common Core Standards. These standards include process standards that students should use to develop conceptual understanding and applications of mathematical content and skills. Mathematics will be taught in target language immersion classroom settings, and instructional strategies will incorporate immersion language strategies that support both language acquisition and content mastery.

**Science Education:** In Kindergarten through eighth grade, the TISA Science curriculum will address the NC Accountability Model while encompassing the NC Common Core Standards. Science instruction in Kindergarten through second grade will take place in a language immersion classroom setting, with partial immersion in third and fourth grade. Instructional strategies will include immersion language strategies that support both language acquisition and content mastery. In the fifth through eighth grades, science will be taught in English to ensure students are well-prepared for standardized testing, which must be taken in English. This balanced approach ensures that students' acquisition of target language is not compromised while also providing them with a solid foundation in English-language science education.

**Social Studies Education:** In Kindergarten through eighth grade, the EVA Social Studies curriculum will address the NC Accountability Model while encompassing the NC Common Core Standards. The curriculum will cover essential topics such as government, geography, history, and economics, providing students with the knowledge needed to become informed citizens who participate in a democratic society. In Kindergarten through third grade, social studies topics will be taught in a language immersion classroom setting, while from fourth grade through eighth grade, instruction will be in bilingual or English.

**Target Language Arts Education:** For the first five years, from kindergarten through eighth grade, the TISA target language arts curriculum will cover the NC World Language Essential Standards and will



also be aligned with the World-readiness Standards for Learning Language by American Council for Teaching Foreign Languages. Language immersion at TISA serves as a point of integration for various learning and educational objectives. The campus setting will be prepared as a context for students to practice their language skills as they interact with others in all situations. Students will build their language skills through the integration of language acquisition, cultural learning, and content in core academic instruction. The school's language immersion curriculum will include a variety of authentic materials and interactive classroom activities.

**World Culture Education:** At TISA, the World culture education will be integrated into the core academic instruction at the elementary and middle school levels, while some world culture courses will also be provided as related arts or electives in all grade levels. Teachers will incorporate relevant cultural information and experiences into subject areas such as social studies, language arts, science, dance, music, and art classes. For example, students may learn about the customs and traditions of different cultures while studying ancient civilizations in social studies class. In the world culture course, which will be taught in English or bilingual or target languages depending on grade levels and language track for each class, students will have the opportunity to systematically learn different cultures besides American culture and the culture of their target language. A full curriculum that ensures age-appropriate contents for each grade will be implemented in the world culture courses. Additionally, students will have the opportunity to participate in cultural events and activities throughout the school year. The goal is to expose students to different cultures and promote an appreciation for diversity and global awareness.

**Leadership Education:** At TISA, the leadership education will be integrated into social and emotional learning courses. A comprehensive leadership education program that meets their individual needs and interests will be offered as below:

*-Starting from kindergarten, TISA offers leadership classes as part of our regular curriculum, which focus on developing fundamental leadership skills.*

*-From third grade, we will have a student council that provides students with opportunities to plan events and activities for the school community.*

*-From fourth grade, we will assign service-learning projects that enable students to apply their leadership skills to make a positive impact on our community.*

*-From fifth grade, TISA will offer a peer leadership program that pairs older students with younger students, fostering mentorship and guidance.*

*-And from sixth grade, we will launch a leadership portfolio program that enables students to reflect on their leadership experiences and track their growth over time.*

*-We also aim to offer leadership camps when funding allows, to provide students with an intensive*



*leadership training experience.*

**Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

The calendar for the academic year at TISA is designed to follow a traditional school year, starting in August and ending in June. However, TISA's calendar (Appendix D) includes some traditional holidays from different cultures as in-service days. On those days, special activities will be organized to help students learn cultural awareness as part of their education.

TISA's draft academic calendar, which aligns with the Guilford County Schools calendar, is included in Appendix D. The K-8 structure and traditional calendar of TISA will allow families with elementary and middle school children to choose one school throughout their elementary and middle school years, while still generally reflecting the schedule of district schools.

Days for standardized testing will be incorporated into the calendar according to testing days set by the state of North Carolina.

The current plan is for the school day to run for 7 hours, from 8:30 a.m. to 3:30 p.m., providing approximately 6.5 instructional hours per day. TISA plans to provide around 180 days of instruction in a year, exceeding the required minimum of 1025 instructional hours. This structure offers students and parents more educational time than traditional district schools in the area.

**Applicant Evidence :**



Appendix D-TISA aca...

Uploaded on **4/3/2023**

by **Chaowei Zhu**

**Q106. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**




TISA's immersion model demands a unique daily schedule, which can prove to be challenging to organize feasibly. However, the whole-school model simplifies the task at hand. The daily and weekly schedule, which reflects TISA's exceptional feature, is available in Appendix E. The school day will run for 7 hours from 8:30 a.m. to 3:30 p.m., which provides approximately 6.5 instructional hours per day. The core subject classes will be taught every day, with the instructional minutes per day for core subjects allocated as follows: English language arts—90 minutes in K-4th, and 60 minutes in 5th-7th; Math—90 minutes in K-4th and 8th, and 60 minutes in 5th-7th; Science—30 minutes in K-4th, and 60 minutes in 5th-8th; Social Studies—30 minutes in K-4th, and 60 minutes in 5th-8th; and Target language arts—45 minutes in K-4th, and 60 minutes in 5th-8th.

As shown in the sample weekly schedule (Appendix E), elementary students will rotate for related arts with at least one physical education class each week and 30 minutes of recess every day, while middle school students will have more time allocated for physical education classes to ensure compliance.

This schedule will optimize student learning as it allows sufficient time for students to learn core courses and acquire the target language while also allowing them to experience diverse related art classes in elementary and make elective choices when they move to middle school. The schedule includes world culture courses and leadership education, which helps the school achieve its mission and goal.

The school intends to provide a before- and after-school program to meet the needs of families' schedules for drop-off and pickup times. Additionally, the program will assist students with their academic requirements and engage them in extracurricular activities and clubs. This will enable them to enhance their communication, leadership, and artistic skills.

**Applicant Evidence :**


<b>Appendix E Daily an...</b>

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**Q107. Describe a typical day for a teacher and a student in the school's first year of operation.**



**A sample of typical day for a first grade Chinese immersion teacher:**

8:20am: Arrive at school, prepare the classroom for the day.

8:20 am -8:30 am: Greet students as they arrive at the classroom, lead homeroom activities to start the day.

8:30 am -9:15 am: Teach Chinese language art classes to first grade students.

9:15 am -10:00 am: Assist related art teachers for her first grade related art class.

10:00 am -11:30 am: Teach math classes in Chinese to first grade students.

11:30am -12:30 pm: Supervise students during lunch and recess time.

12:30 pm -2:00 pm: Planning period (Her HR students should be in ELA class at this time so she can use this time to plan lessons, grade student work, and meet with colleagues or parents. Once a week, the teacher will participate in a professional learning community meeting during the planning period to meet with peers and administrators.)

2:00 pm -3:00 pm: Teach science or social studies in Chinese to first grade students.

3:00 pm -3:30 pm: Lead Lion time for stations and blended learning

3:30 pm - 3:50 pm: Dismiss students for carline

3:50 pm - 4:20 pm: Participate in after-school meetings or professional development sessions once a week, or stay in the classroom to prepare for the next day.

**A sample of typical day for a kindergarten grade student in Spanish immersion track:**

7:20 am -8:20 am: If parents choose to register the student for the Before-school program and drop off early, the student can arrive at school as early as 7:20 am. Students will be supervised and engaged in some morning activities, including but not limited to Morning Read-aloud, Morning Exercise, Morning Homework Time, Morning Silent Reading Time, Morning Online Learning, and Morning Board Games.

8:20 am -8:30 am: Arrive at school, greet classmates and teachers, participate in homeroom activities to start the day.

8:30 am -9:15 am: Attend Spanish language art classes, with bathroom breaks as needed.

9:15 am -10:00 am: Attend related art classes (taught in Spanish or English), with bathroom breaks as needed.



10:00 am -11:30 am: Attend math classes (taught in Spanish), with breaks for snacks and bathroom as needed.

11:30am -12:30 pm: Have lunch and recess time with classmates and Spanish-speaking teacher.

12:30 pm -2:00 pm: Attend ELA classes (taught in English).

2:00 pm -3:00 pm: Attend science or social studies (taught in Spanish).

3:00 pm -3:30 pm: Attend Lion time for stations and blended learning (taught in Spanish)

3:30 pm - 3:50 pm: Dismissal from carline

3:50 pm - 6:00 pm: If a parent chooses to register the student for the after-school program, then the student will participate in the extracurricular clubs or activities till the parent comes to pick up the student. The latest pickup time will be 6pm.

**Q108. Will this proposed school include a high school?**

- Yes
- No

**Q114. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5


**Applicant Comments :**

Please refer to Appendix B for a sample curriculum outline in graph form for math, covering kindergarten through 8th grade, which the school will ultimately serve. At TISA, the math curriculum aligns with NC math standards and is taught at, or above, the grade level. Math classes for grades K-4 will be conducted in the target language, while classes for grades 5-8 will be taught in bilingual or English. Key terms for each grade will be taught in both English and the target language to ensure language acquisition without compromising content mastery.





**Applicant Evidence :**


Appendix B Curricul...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**


**Q115. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

**Applicant Comments :**

TISA's draft academic calendar, which aligns with the Guilford County Schools calendar, is included in Appendix D . The K-8 structure and traditional calendar of TISA will allow families with elementary and middle school children to choose one school throughout their elementary and middle school years, while still generally reflecting the schedule of district schools. The yearly academic calendar we submitted here will be for 2023-24 school year. Since TISA will open in August 2025 if approved, we will update our calendar in March or April 2025, right after Guilford County Schools releases their calendar, so we can continue in aligning with their calendar. The draft calendar shows that TISA will offer 180 instructional days with 1170 hours (6.5 instructional hours per day).

**Applicant Evidence :**


Appendix D-TISA aca...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**Q116. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

**Applicant Comments :**

This sample daily and weekly schedule was designed for two classes in each grade in K through 5th grade and one class for each grade in 6th-8th grade.



Applicant Evidence :



Appendix E Daily an...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

## 9.2. Special Populations and “At-Risk” Students

Q117.Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



To identify and meet the learning needs of students who are performing below grade level, the school will utilize a range of strategies and tools.

1. Assessments: Assessments will be used to identify struggling students and determine their learning needs. This includes standardized tests, formative assessments, and diagnostic assessments. The i-Ready test for English reading and math will be administered three times a year. Multilingual language (ML) students will be identified upon entry to the school by WIDA screener, and their learning progress will be monitored by classroom teachers and through annual ACCESS tests. Students will also participate in EOG testing when applicable.
2. Data analysis: The school will analyze the assessment data to identify trends and patterns in the areas where students are struggling.
3. Multi-tier supporting system (MTSS): For students not progressing at expected levels, we will implement a Multi-Tiered System of Support (MTSS). MTSS will focus on having identified students meet grade level expectations in both academics and social-emotional learning. Highly qualified teachers or interventionists will provide direct instruction tailored to student needs through proven methods such as computer-assisted learning, blended learning, writing remediation, and math fundamental skills for each grade level. Language barriers will be addressed by providing instruction in either the target language or English in MTSS. Multilingual students will be served according to their individual language plan. Teachers for ML students will teach in consultation with an ML specialist.
4. Differentiated instruction: Teachers will use differentiated instruction to meet the diverse learning needs of their students. Classroom assessments will be ongoing to determine student progress, and teachers will meet individually with students and/or parents to discuss learning progress.
5. Small group instruction with blended learning model: We will provide small group instruction with a blended learning model to maximize the outcome of the learning resources provided for students. Teachers will work with students in small groups to provide more individualized instruction and support. The blended learning model to be implemented will utilize technology and blend computer assisted learning, teacher face-to-face instruction, peer learning, and independent work into the same classroom.
6. Individualized Education Plans (IEPs): Students with disabilities or special needs will be served according to their individualized education plans (IEPs) to address their specific learning needs.
7. Tutoring programs: We will offer tutoring programs in before- and/or after-school time to provide additional support to struggling students.

To monitor the progress of students who are performing below grade level, TISA will employ the following strategies:

1. Progress monitoring tools: Teachers will use progress monitoring tools to track the progress of students and adjust their instruction and support accordingly. Some progress monitoring tools teachers will use include: (1) Curriculum-Based Measurement (CBM): This tool involves administering short assessments of basic skills, such as reading fluency or math computation, on a



regular basis to track students' progress over time. (2) Running Records: This tool can be used to assess a student's reading level by having them read aloud from a book while the teacher records their errors and self-corrections. (3) Checklists and Rubrics: These tools can be used to monitor student progress on specific skills or behaviors, such as writing or social skills, by tracking their performance against a set of criteria. (4) Formative Assessments: These assessments will be used to gauge student learning and understanding throughout the learning process, and can take many forms, such as quizzes, exit tickets, or peer/self-assessments. (5) Diagnostic Assessments: These assessments will be used to identify specific areas of student weakness or need, and can be used to inform instructional decisions and interventions. (6) Standardized Tests: These tests will provide a snapshot of student achievement and growth over time, and will be used to compare student performance to a larger population. (7) Digital Tools: Teachers will also use some digital tools to track student progress, such as Gradebook, IXL, i-Ready, STEMscope, and Lexia. By using these progress monitoring tools, teachers can gain valuable insights into student learning and adjust their instruction and support accordingly to better meet the needs of their students.

2. Parent-teacher conferences: Parent-teacher conferences will be held to discuss the progress of struggling students and develop strategies to support them.

3. Student support teams: Student support teams, including but not limited to ML teams, IEP teams, MTSS teams, AIG teams, leadership teams, and Mandarin/Spanish Enrichment teams, will collaborate to develop strategies to support struggling students.

4. Ongoing school-wide professional development will occur through Professional Learning Communities (PLCs), during specific staff meetings, on staff development days, and through individual teachers' pursuits to continually strive for additional means to reach all students. This includes grade level and beyond achievers, exceptional children, ML students, academically and/or intellectually gifted students, and students with any identified barriers to learning.

Overall, our school will employ a variety of programs, strategies, and supports to meet the learning needs of students who are performing below grade level, and will monitor progress closely to ensure students receive the individualized support they need to succeed.

**Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**



Dr. Chaowei Zhu, the chair of TISA's founding board, has significant experience working with special populations in various educational contexts. He has worked as a classroom teacher, an ESL teacher, and an interpreter for K-12 schools. He also served as a founding board member for East Voyager Academy, the first Chinese immersion charter school in North Carolina, and oversaw educational programs for special populations. As Assistant Dean for the Graduate School of Science and Arts at Wake Forest University, Dr. Zhu supported all graduate students, including special populations. With this breadth of experience, he is well-positioned to support TISA in preparing for special populations and overseeing the school's educational plan.

Mr. Lin Wang, the vice-chair of TISA's founding board, is also experienced in overseeing educational programs for special populations. He serves as a board member for East Voyager Academy and previously served on the School Improvement Council for East Point Academy in Columbia, South Carolina. Both roles involved providing advice and support for the schools to improve their educational plans for all students, especially those with different needs.

Dr. Irma Alarcon and Dr. Tamara Cabrera, two other members of TISA's founding board, are experts in Spanish as a second language and Hispanic culture. With TISA's target student population likely to have a large number of Hispanic students, and one of the first two language tracks will be in Spanish, their expertise will be invaluable in supporting the language immersion program and better serving special populations.

The other three board members, Ms. Sarah Munro, Ms. Chris Yang, and Ms. Hua Qin, are all bilingual professionals with extensive knowledge in designing and implementing language programs to serve all students.

TISA will also recruit certified EC, ESL, and AIG educators to serve on the planning team and teach after the school opens. The team is confident that we can effectively serve all students and meet their individual needs at all times.

**Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



1. EVA staff will conduct a home language survey on the registration and lottery application. This will help identify students who may qualify for ESL services. Students will be assessed using the appropriate standardized assessment, such as WIDA screener, to determine eligibility. Parents of Title III qualified students will be notified of ML student qualification and participation.

2. TISA will employ specific instructional programs, practices, and strategies to ensure academic success and equitable access to the core academic program for ELL students. A school ELL plan will be created to guide the ELL program and ensure academic success and equitable access to the core academic program for ELL students. A Language Education Plan (LEP) will be created for each ELL student. LEPs will indicate data analysis, services to be provided, and class modification and/or test accommodation. After LEP is created, TISA will provide services with a qualified ELL instructor and provide direct intervention strategies and classroom/teacher support as directed in LEP. Some strategies, practice and programs that TISA will use include but are not limited to:

(1) Sheltered Instruction, which involves modifying instruction and using techniques such as visual aids, hands-on activities, and simplified language to make the curriculum more accessible to ELL students.

(2) Cooperative learning, which provides opportunities for students from diverse backgrounds and abilities to work together and learn from each other.

(3) think-pair-share, which is a strategy that involves students working in pairs to share and discuss their ideas and thoughts about a particular topic or question.

(4) English as a Second Language (ESL) Programs, which provide intensive English language instruction to ELL students and may include content-based instruction that integrates language and subject matter learning.

(5) Culturally responsive instruction: Teachers who are culturally responsive create a supportive and inclusive classroom environment that values students' diverse backgrounds and experiences. Teachers can incorporate culturally relevant materials, use examples and analogies that are relevant to students' lives, and make connections between students' experiences and academic content.

(6) Professional development for teachers: Teachers can benefit from professional development opportunities that focus on best practices for teaching ELL students. This can include training on sheltered instruction, language development, and strategies for working with students from diverse backgrounds.

(7) Family engagement: Engaging families and communities in the education process is critical for supporting ELL students' academic success. Schools can involve families in decision-making, provide information in multiple languages, and offer parent-teacher conferences in the parents' primary language.



3. Monitoring and evaluating the progress and success of English Learner (EL) students is essential to ensure that they are making progress towards language proficiency and academic success. Here are some plans that TISA plans to do in order to monitor and evaluate the progress and success of EL students, including exiting students from EL services:

(1) Language proficiency assessments: EL students will be assessed regularly using language proficiency tests, such as the WIDA ACCESS test and i-Ready English reading test, to monitor their progress towards language proficiency. These assessments should be administered to track progress over time and determine when students are ready to exit EL services.

(2) Academic progress monitoring: In addition to language proficiency assessments, ELL students will also be monitored for academic progress in core content areas. Teachers will use formative and summative assessments, such as quizzes and assignments, EOG, and i-ready test, to monitor student progress towards learning objectives.

(3) Individualized education plans (IEPs): EL students who have a diagnosed disability or special needs may have an IEP that outlines specific goals and accommodations. The IEP will be regularly reviewed and updated to ensure that the student is making progress towards their goals.

(4) Parent-teacher conferences: Regular parent-teacher conferences can provide an opportunity for teachers to share student progress with parents and discuss strategies for supporting the student at home.

(5) Exit criteria: TISA will establish clear exit criteria for EL services based on language proficiency assessments and academic progress following DPI's guidelines. Once students meet these criteria, they will be exited from EL services and monitored for two years to ensure that they continue to make academic progress.

(6) Professional development: Teachers and administrators will receive ongoing professional development to ensure that they are equipped to support EL students and monitor their progress effectively.

By using these plans to monitor and evaluate the progress and success of EL students, TISA will ensure that these students receive the support they need to achieve academic success and thrive in school.

4. There are several means for providing qualified staffing for English Language (EL) students. Here are a few:

(1) Bilingual and Multilingual Teachers: Schools can hire bilingual and multilingual teachers who are fluent in the languages spoken by EL students. These teachers can provide instruction in both the students' native language and English, which can help EL students to better understand the



academic content. Since the school will be a language immersion school, the school has the rather unique advantage of having many language acquisition specialists on staff to assist with the language development of all students, including ELL students.

(2) ESL (English as a Second Language) Teachers: TISA will hire specialized ESL teachers who have expertise in teaching English to non-native speakers. These teachers can provide language instruction that is specifically tailored to the needs of EL students.

(3) Paraprofessionals: TISA will hire paraprofessionals who can provide additional support to EL students in the classroom. These paraprofessionals can work alongside the classroom teacher to provide one-on-one or small group instruction to EL students.

(4) Professional Development: TISA will provide professional development opportunities for teachers and staff to help them better understand the needs of EL students and learn effective, as well as support them in getting teaching license in ESL if applicable.

(5) Community Partnerships: TISA will partner with community organizations and local colleges and universities to recruit bilingual or multilingual student teachers or volunteers who can provide language support to EL students. With several founding board members working at universities as language experts or serving as local community leaders, we are confident that we will receive strong support from local community partners for staffing.

(6) Technology: TISA will also use technology to provide language support to EL students as needed. This can include online language learning programs or software, language translation tools, or multimedia resources that provide visual and auditory support for language learning.

**Q120. Explain how the school will identify and meet the needs of gifted students, including the following:**

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**





1. **AIG Identification:** TISA will comply with North Carolina State and local legislation regarding identification and serving of AIG students. TISA will work on an official AIG program. A school AIG plan will be created and approved by the board, then submitted to DPI. Following the approved TISA's AIG plan, TISA will identify intellectually gifted students through classroom observations, on-going assessments, including but not limited to i-Ready, BOG, and EOG, and CogAT test results. Homeroom teachers will work closely with the school's AIG program coordinator and parents to identify and develop individualized educational plans to meet the needs of academically and intellectually gifted (AIG) students. In particular:

To **meet the needs** of gifted students, TISA will employ several research-based instructional programs, practices, strategies, and opportunities. These may include:

1. AIG curriculum: The TISA AIG team will develop a curriculum for AIG students with input invited from parents, students, and outside resources about gifted education.
2. Differentiated instruction: Teachers will modify their teaching methods and materials to provide advanced content, more challenging assignments, and opportunities for creative and critical thinking. This can be done through acceleration, compacting, and extension activities.
3. Enrichment programs: Gifted students at TISA will benefit from a range of enrichment programs that provide opportunities to delve deeper into subjects that interest them. Examples include math and science clubs, debate teams, music and art programs, advanced target language courses, third-language clubs, Leadership program, world culture clubs, Student Technology Association, Beta club, and gifted summer programs.
4. Advanced courses: TISA will offer advanced courses such as advanced target language courses, third-language courses, high school courses for 7th and 8th grade, and honors classes that are designed to challenge gifted students and provide opportunities for advanced learning.
5. Mentoring and coaching: Gifted students at TISA will benefit from having a mentor or coach who can provide guidance and support to help them develop their skills and interests.
6. Flexible grouping: Gifted students at TISA will benefit from being grouped with other gifted students for certain activities, projects, or courses, which can provide opportunities for intellectual challenge and social interaction with peers.
7. Use data and research to inform instruction: TISA will use data and research to inform their instruction of gifted students. This includes using data to identify gifted students, tracking their progress, and using research-based practices to develop appropriate instruction and curriculum.

2. To **monitor and evaluate** the progress and success of gifted students, TISA will:

1. Use multiple measures: TISA will use multiple measures, such as standardized tests, teacher observations, and performance-based assessments, to evaluate the progress and success of gifted students.
2. Individualized education plans: TISA will create individualized education plans (IEPs) for gifted students. These plans outline the student's strengths, interests, and academic goals, and provide a roadmap for their academic and personal development.
3. Communication and feedback: Effective communications between teachers and parents will be an



important part of plans for supporting, monitoring, and evaluating the progress and success of intellectually gifted students. The AIG team, which will consist of homeroom teachers, AIG coordinators, school administrators, and parents, will meet regularly to do data analysis and provide feedback on the students' progress, strengths, and areas for improvement.

To provide **qualified staffing** for gifted students, TISA will:

1. Hire specialized teachers: TISA plans to hire teachers who are trained and/or certified in teaching gifted students. These teachers should have a deep understanding of the characteristics and needs of gifted students, as well as expertise in differentiated instruction and curriculum development.
2. Develop teacher training programs: TISA will develop teacher training programs to help existing teachers gain the knowledge and skills they need to effectively teach gifted students. These training programs should cover topics such as identifying gifted students, developing appropriate curriculum and instruction, and creating a positive learning environment, as well as pathway for the current teachers to get license in gifted education in North Carolina.
3. Create gifted education positions: TISA will create positions dedicated specifically to gifted education. These positions may include gifted coordinators, specialists, or resource teachers who work with gifted students and support their teachers in providing appropriate instruction.
4. Partner with universities: TISA will seek opportunities to partner with local universities to bring in experts in gifted education to work with students and teachers. These partnerships may also include opportunities for professional development and research collaborations.
5. Offer professional development opportunities: TISA will offer ongoing professional development opportunities for teachers to continue to learn about and improve their teaching of gifted students. These opportunities may include conferences, workshops, or webinars.
6. Provide access to technology and resources: TISA will provide access to technology and other resources that are specifically designed to support gifted learners, such as online courses, virtual labs, and advanced software.

### 9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*



**Q121. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.**

1. Review student records: New students will be given an enrollment packet containing paperwork on student information that the families must complete and return to the school before the actual admission. Student records will be requested from previous educational institutions. TISA will review student records to identify students who have previously been found eligible for special education services or who have a Section 504 plan in place. These records may include but are not limited to Individualized Education Plans (IEPs), 504 plans, evaluations, and other relevant documentation.
2. Provide notice to parents: TISA will provide notice to parents that they are responsible for identifying and evaluating students who may be eligible for special education services or protections under Section 504. This notice will be provided through newsletters, handouts, and/or other communication channels.
3. Parent conference: All students will be invited to the open house and other information sessions that will be scheduled before the starting date of the school. New students who are or might be eligible for special education services will be requested to attend parent/student/teacher conferences. These conferences will be held within the first month of school or within the first two weeks of a transfer student during the year. Disclosure during conference and/or student records will provide information on eligibility for special education services or students protected under Section 504 of the Rehabilitation Act.

**Q122. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**



The Child Find mandate is a federal requirement that schools identify and evaluate all students who may have a disability and require special education services. Here is a process that TISA will follow to identify and evaluate students who may be eligible for special education services:

1. Initial screening: Schools should conduct an initial screening of all students to identify any who may be at risk for having a disability. This can include reviewing academic and behavioral records, conducting teacher observations, and gathering information from parents or guardians. All the students will do an i-Ready diagnostic test for math and reading within two weeks after enrollment. The i-Ready test score will also be used as a major academic record for the initial screening.
2. MTSS: If a student is identified as at risk, then the student will be served in MTSS for one or two quarters. The student's progress will be monitored and the data in MTSS can be a part of the records for the future's evaluation.
3. Referral: If a student is identified as potentially having a disability, the school will refer them for a comprehensive evaluation. Parents or guardians can also initiate a referral for their child.
4. Evaluation: The evaluation will be conducted by a multidisciplinary team that includes professionals with expertise in different areas, such as psychology, education, and speech-language pathology. The evaluation will include a variety of assessments and evaluations, such as standardized tests, classroom observations, interviews with the student, parents or guardians, and teachers, and psychological assessments as needed.
5. Determination of eligibility: Based on the results of the evaluation, the team will determine whether the student has a disability and whether they require special education services. This determination must be made in accordance with federal and state laws and regulations.
6. Development of an Individualized Education Program (IEP): If the student is found eligible for special education services, the team will develop an IEP that outlines the student's specific needs, goals, and services. The IEP will be reviewed and updated annually.

To avoid the misidentification of special education students, TISA will take several steps:

1. Use a multidisciplinary team: A team approach to evaluation helps ensure that a variety of perspectives are considered and that the evaluation is comprehensive.
2. Use multiple sources of information: Information from multiple sources, including standardized tests, teacher observations, and parent input, can help provide a more accurate picture of the student's abilities and needs.
3. Consider cultural and linguistic differences: TISA will take into account the cultural and linguistic backgrounds of students when evaluating them for special education services.
4. Avoid making assumptions: TISA will not make assumptions about a student's abilities based on factors such as race, ethnicity, or socioeconomic status.
5. Provide ongoing professional development: TISA will provide ongoing professional development to staff on the identification and evaluation of students with disabilities, including how to avoid misidentification.

Q123. Provide a plan detailing how the records of students with disabilities and 504



## Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

Proper management of student records is essential to ensuring that students with disabilities and those with 504 accommodation plans receive the appropriate services and accommodations. Here is a plan for managing the records of students with disabilities and 504 accommodation plans:

1. Requesting records from previous schools: When a student with a disability or a 504 accommodation plan enrolls in TISA, TISA will request their records from their previous school. The request will be made in writing and will include a release of information form signed by the student's parent or guardian. The request will specify the types of records being requested, such as evaluation reports, IEPs, or 504 plans. The request will also include a release of PowerSchool and ECATS by previous school, if applicable.

2. Record confidentiality (on-site): TISA will take steps to ensure the confidentiality of student records. This includes storing records in a secure location and limiting access to only those staff members who have a legitimate need to know. Records will be kept in locked cabinets or secure electronic systems with password-protected access. Access to these records will be granted only to staff members who have received training on the importance of confidentiality.

3. Record compliance (on-site): TISA will ensure that we are maintaining accurate and up-to-date records on students with disabilities and 504 accommodation plans. To ensure compliance, TISA will:

- Develop and implement a system for tracking and updating student records
- Regularly review and update student records to ensure they are accurate and complete
- Maintain records in accordance with federal and state laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA)
- Provide staff with training on record keeping and compliance with federal and state laws and regulations
- Record retention: TISA will develop and implement a record retention policy that outlines how long student records should be kept and when they can be destroyed. This policy will be in compliance with federal and state laws and regulations.
- Transfer of records: When a student with a disability or a 504 accommodation plan transfers to another school, the school will ensure that their records are transferred in a timely manner. The school will send the student's records to the new school in a confidential manner and in accordance with federal and state laws and regulations.

By following these guidelines, TISA will ensure that the records of students with disabilities and 504 accommodation plans are properly managed, confidential, and compliant with federal and state laws and regulations.



**Q124. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

Charter schools have a responsibility to provide educational services to all students, including those with mild, moderate, and severe disabilities. To meet the learning needs of students with disabilities in the least restrictive environment possible, TISA will follow these strategies:

- 1. Inclusive classroom:** One of the ways to meet the needs of students with disabilities is to provide inclusive classrooms. This means that students with disabilities are included in general education classrooms and receive support from special education teachers, paraprofessionals, and other support staff as needed.
- 2. Individualized Education Program (IEP):** For students with disabilities, an IEP is a legally binding document that outlines their specific learning needs and how the school will provide accommodations and services to support their learning. The IEP will be developed by a team that includes the student, parents or guardians, teachers, and other support staff. The IEP will be reviewed and updated regularly to ensure it is meeting the student's needs.
- 3. Assistive technology:** TISA will use assistive technology to help students with disabilities access the curriculum and participate in classroom activities as indicated in IEPs. This includes devices such as text-to-speech software, voice recognition software, and specialized keyboards.
- 4. Differentiated instruction:** TISA will use differentiated instruction to meet the needs of students with disabilities. This means that teachers provide different ways of learning for students with different abilities and needs, such as modifying assignments, using visual aids, or providing additional support.
- 5. Co-teaching:** TISA will use co-teaching to provide support to students with disabilities. This means that a special education teacher and a general education teacher work together in the same classroom to provide instruction and support to all students.
- 6. Multi-tiered system of supports (MTSS):** TISA will implement a MTSS to provide support to all students, including those with disabilities. This approach involves a system of support that is implemented at three levels, with increasing intensity and individualization of support for students who need it.

By implementing these strategies, TISA can meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. This approach can help ensure that all students have access to high-quality educational services and supports, regardless of their level of ability or disability.

**Q125. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**



To ensure a full continuum of services for students with disabilities, a charter school can provide a range of educational programs, strategies, and additional supports. These may include:

1. TISA will meet all state and federal standards as noted in the Individuals with Disabilities Education Act (IDEA), G.S 115C-238.29F(g)(5), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). We will contract the necessary services as identified by need.
2. Individualized Education Programs (IEPs): TISA will develop individualized education plans (IEPs) for each student with a disability, which outline the student's unique needs and the support they require to access the general education curriculum. The IEP will be reviewed regularly to ensure it is meeting the student's needs.
3. Co-teaching and collaboration: TISA will encourage collaboration between general education and special education teachers to support students with disabilities. Co-teaching is an effective way to provide individualized support to students with disabilities in the general education classroom. In a language immersion program, this is even more important regarding reducing the stress that new EC students might have when they start a new language in a new environment.
4. Assistive technology and accommodations: TISA will provide assistive technology and other accommodations to support students with disabilities. This could include technologies like text-to-speech software, alternative keyboards, and communication devices.
5. Multi-tiered systems of support (MTSS): TISA will implement an MTSS to provide support to all students. This approach involves a system of support that is implemented at three levels, with increasing intensity and individualization of support for students who need it.
6. Specialized instruction and interventions: TISA will provide specialized instruction and interventions to students with disabilities who require additional support to access the general education curriculum. This could include specialized reading or math instruction, social skills training, or other targeted interventions.
7. Extended learning opportunities: TISA will provide extended learning opportunities to students with disabilities to ensure they have additional time to access and engage with the general education curriculum. This could include before- and/or after-school programs, summer programs, or other extended learning opportunities.
8. Professional development: TISA will provide ongoing professional development for teachers regarding creating inclusive classrooms, collaboration for EC students, and test accommodations, etc, so they can better support the students with disability in their classes.

**Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**



To ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE), TISA will put several methods and support systems in place. These include:

1. Individualized Education Program (IEP): An IEP is a legally binding document that outlines the student's unique needs, goals, and accommodations required to access the curriculum. The IEP will be developed by a team that includes parents, teachers, school administrators, and other relevant professionals.
2. Inclusive classrooms: TISA's instructional model is geared towards meeting and encouraging academic progress through individual learning styles. In order to create a more inclusive learning environment for all the students, the school will welcome students with varying levels of disabilities or giftedness and will actively seek diversity in the student body. Students will be served in the least restrictive environment (regular education setting and through self-contained classrooms if deemed most appropriate to students' needs) to ensure all academic, social, and developmental needs will be met. No matter the level of disability, all students will be encouraged to become active learners and participate in learning experiences on both the school campus and in the community.
3. Assistive technology (AT): Assistive technology includes devices, software, and equipment that can help students with disabilities access the curriculum. Examples of assistive technology include text-to-speech software, Braille readers, and mobility aids.
4. Special education services: Special education services will include individual or small-group instruction, pull-out and push-in services, social and emotional support, speech therapy, occupational therapy, and other services as specified in the student's IEP.
5. Accommodations and modifications: Accommodations and modifications are changes made to the curriculum or learning environment to ensure that students with disabilities can access the curriculum. Examples of accommodations and modifications include extended time on tests, modified assignments, and preferential seating. TISA's special education teacher will work with our testing coordinator closely to ensure the accommodations are in place and with teachers to ensure classroom modifications are implemented.
6. Teacher training and support: Teachers who work with students with disabilities will receive specialized training and ongoing support. Professional development opportunities, mentorship programs, and coaching will be provided to help teachers improve their practice and better support their students.
7. Parent involvement: Parents play a critical role in ensuring that their child receives a FAPE. Parent-teacher conferences, parent support groups, and opportunities to participate in the IEP process can help parents understand their child's needs and advocate effectively for their child.
8. Compliance monitoring: Compliance monitoring ensures that we are meeting our legal obligations. The methods include but are not limited to periodic evaluations, data analysis, and reviews of IEPs.

By implementing these methods and support systems, TISA will ensure that students with disabilities receive a FAPE and have access to the same educational opportunities as their peers.





**Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**

The Individualized Education Plan (IEP) is a legally binding document that outlines the unique needs, goals, and accommodations required for a student with a disability to access the curriculum.

Monitoring and reporting the progress of a student's IEP is an essential part of ensuring that the student is receiving a Free and Appropriate Public Education (FAPE). Here are the steps that TISA will implement in monitoring and reporting on an IEP:

1. **Implementation of the IEP:** The first step in monitoring an IEP is to ensure that the plan is being implemented as intended. This involves ensuring that all the accommodations, modifications, and services specified in the IEP are being provided to the student. The student's teachers and service providers are responsible for implementing the IEP, and they will be regularly reviewing and revising the plan to ensure that it remains appropriate and effective.
2. **Progress monitoring:** The next step is to monitor the student's progress towards the goals outlined in the IEP. This involves collecting data on the student's academic and functional skills and analyzing the data to determine whether the student is making progress towards their goals. The data will be collected through informal observations, formal assessments, and progress reports.
3. **Reporting to parents and relevant staff:** The student's progress towards their IEP goals will be reported to their parents and relevant staff regularly. This can be done through progress reports, report cards, parent-teacher conferences, and other forms of communication. The reports will clearly communicate the student's strengths, areas of need, progress towards goals, and any adjustments that may need to be made to the IEP.
4. **Reviewing and revising the IEP:** The final step is to review and revise the IEP as necessary. The IEP team, which will include parents, teachers, service providers, and other relevant staff, will meet at least annually to review the student's progress and make any necessary adjustments to the IEP. If the student is not making progress towards their goals, the team may need to consider new interventions, accommodations, or modifications to help the student succeed.

In summary, monitoring and reporting the progress of a student's IEP involves ensuring that the plan is being implemented as intended, monitoring the student's progress towards their goals, reporting progress to parents and relevant staff, and reviewing and revising the IEP as necessary. By following these steps, TISA will ensure that students with disabilities are receiving a FAPE and making progress towards their goals.

**Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**



According to Guilford County School's website, currently approximately 15% of Guilford County students are identified as having a disability. TISA will expect a similar percentage as the district. To ensure we have qualified staffing adequate for the anticipated special needs population, TISA will:

1. Hiring certified EC educators: TISA will hire certified special education educators for students with special needs to provide specialized instruction directly to students and to serve as a consultant to regular education classroom teachers to further enhance the school's philosophy of meeting the individual learning needs of all students.
2. Contracting professional services: TISA will contract with therapists, counselors, psychologists to provide services for students with disabilities according to their individual needs.
3. Hiring additional teachers and other professionals as needed, as well as providing ongoing professional development and training for existing staff.
4. Implementing collaborative teaching model: Language immersion teachers will also be involved in the planning and delivery of instruction for special needs students. All students are likely to benefit from this collaborative educational model, not just those with special needs. The teaching and support staff will participate in a multiple day workshop before school begins in August 2025 designed to share a plan of cooperative teaching for all students and the integration of Mandarin into the instructional program. Appropriate material and equipment will be provided/purchased as needed to meet the demands of a collaborative teaching model.

#### 9.4. Student Performance Standards

##### Q129. Describe the student performance standards for the school as a whole.

At TISA, we are committed to ensuring that our students receive a comprehensive education that prepares them for success. To this end, we will implement the NC Accountability Model, which will be reflected in our students' report cards. Our focus is on helping our students progress toward proficiency in both the target language and English, while also achieving academic excellence, bilingual proficiency, and leadership skills. We will develop plans to ensure that our students meet and exceed state standards, and our school achieves our mission. To measure our success, TISA aims to score above the state and local educational agencies' average on all End-of-Grade (EOG) and End-of-Course (EOC) tests. For students with Individual Education Plans (IEPs), we will provide tailored support and accommodations to help them achieve their unique goals and accommodate their special needs.

Our commitment to our students extends beyond the classroom, and we are dedicated to providing them with the tools and skills they need to succeed in life. We believe that a comprehensive education that focuses on both academic achievement and personal development is key to unlocking the full potential of each and every student at TISA.

##### Q130. Explain the use of any evaluation tool or assessment that the proposed charter



school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



Assessment of all students at TISA will be ongoing and multifaceted, utilizing both summative and formative techniques, and will form the basis on which teachers make decisions concerning instructional programs. Students will receive state mandated testing as well as other national testing such as i-Ready and IXL diagnostic test for math and reading, AAPPL for Chinese and Spanish, and ACCESS for ELL students. Teachers will also practice and be adept at a variety of formative and summative assessments as well, which will include the assignment of performance-based tasks, evaluation of oral discussion and written work, observation of collaborative work among students in small groups, review of student portfolios, and review of language development in target language. The ongoing nature of these assessments will afford teachers frequent opportunities to provide qualitative feedback concerning performance and progress.

Take i-Ready as an example. TISA will administer the i-Ready test three times a year. It is an adaptive diagnostic and instructional tool used by schools to assess students' proficiency in reading and math and provide personalized instruction to help students improve their skills. Here are some ways in which TISA will use i-Ready data to drive instruction and improve the curriculum for the benefit of students:

1. Identify students' strengths and weaknesses: The i-Ready diagnostic test can identify individual students' strengths and weaknesses in specific reading and math skills. Teachers can use this information to develop targeted instructional strategies that focus on the areas where each student needs the most help.
2. Personalize instruction: i-Ready provides teachers with individualized instructional plans for each student based on their diagnostic results. Teachers can use these plans to tailor their teaching to each student's specific needs, providing extra support where necessary and challenging students who are ready for more advanced work.
3. Monitor progress: i-Ready provides ongoing progress monitoring that allows teachers to track each student's growth and adjust their instructional plans accordingly. Teachers can use this data to identify students who need extra help, provide additional support, and adjust their teaching strategies to meet the changing needs of each student.
4. Use data to inform curriculum decisions: Schools can use i-Ready data to make informed decisions about the curriculum, including what topics to focus on, what resources to use, and what instructional methods are most effective. By analyzing i-Ready data at the classroom, grade, and school levels, TISA team can identify patterns and trends that help us make data-driven decisions about curriculum and instruction.
5. Provide targeted professional development: i-Ready data can help us identify areas where teachers may need additional support and provide targeted professional development to help them improve their instructional practices. For example, if many students are struggling with a particular math concept, the school might provide targeted professional development to help teachers improve their ability to teach that concept effectively.

In summary, by using i-Ready data to drive instruction and improve the curriculum, TISA can provide targeted and personalized instruction to each student, monitor progress, and make informed



decisions about curriculum and instruction.

**Q131. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**



TISA will establish the policies and standards for promoting students from one grade level to the next following the following principles and guidelines to ensure that students, including those with special needs, are promoted in a fair and consistent manner.

Firstly, TISA will set specific promotion criteria that students must meet to be promoted to the next grade level. These criteria will include academic performance with growth goals to be met, satisfactory attendance and behavior, and other factors. TISA students are expected to meet the state standards (or their individual growth goal set by the IEP team for students with disabilities) for promotion to the next grade. A student's readiness for grade promotion will be determined by classroom grades, standardized test scores, and teacher recommendations. The principal has the authority to retain students based upon testing, grades and teacher recommendations. Third grade students who do not show grade level reading proficiency as required by NC Read-to-Achieve regulations will be required to participate in the Read-to-Achieve summer program or carry a reading-retention label to a transition fourth grade class or be retained in third grade.

Secondly, TISA will provide ongoing assessments and progress monitoring throughout the school year to track each student's academic and social-emotional progress. These assessments help teachers and administrators identify students who may need additional support or intervention to meet the promotion criteria. TISA will also offer additional support and resources to students who are at risk of not meeting the promotion criteria to help them succeed.

Thirdly, schools will follow policies and procedures in place to support students with special needs in meeting the promotion criteria. Students with disabilities will have an Individualized Education Plan (IEP) that outlines specific goals and accommodations to help them succeed in the classroom. The IEP team will review and revise the promotion criteria to ensure that they are appropriate and achievable for the student.

It's important for schools to communicate promotion criteria clearly and in a timely manner to parents and students to ensure that everyone understands what is expected and how progress will be monitored. TISA will provide this information at the beginning of the school year, during parent-teacher conferences, and on quarterly report cards. Teachers will also communicate regularly with parents about their child's progress and any concerns that may impact their ability to meet the promotion criteria.

TISA will make direct communication with parents about their child's progress in a standard operating procedure. The process begins with a Parent/Teacher Conference, during which parents are encouraged to share information about their child with their student's teacher or school representative. This opportunity for open dialogue at the beginning of the school year sets the tone for a relationship of mutual trust and cooperation between parents, students, and teachers throughout the year. Subsequent conferences, usually held during the first and third quarter, provide an opportunity for teachers to share insights into students' progress based on various



modes of ongoing classroom assessment. Middle school students will take a leadership role in their own conferences, facilitating discussions and evaluating their own performance and progress towards their goals.

In line with the school's goal of developing bilingual students, TISA will provide frequent opportunities for students to showcase their target language skills in the community. Cultural events, such as plays, choral performances, and language competitions, will provide evidence of progress to parents and the community as a whole.

In summary, the policies and standards for promoting students from one grade level to the next are designed to ensure that students are promoted in a fair and consistent manner.

**Q132. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**

To graduate from TISA, eighth-grade students must demonstrate proficiency in Math, Reading, and Science on EOG or EOC tests. According to North Carolina public school law, the final decision regarding student promotion rests with the school principal.

Additionally, students who successfully complete TISA's language immersion program must be proficient in the target language as assessed by a comprehensive proficiency rubric. Students must demonstrate their language skills either through the AAPPL language proficiency test or through authentic assessments such as oral presentations or portfolios. TISA will offer high school credit courses in the target language in middle school, but a deficiency in target Language Arts alone will not prevent a student's promotion.

Furthermore, TISA students must complete an individualized leadership portfolio upon graduating from eighth grade. However, a deficiency in the leadership portfolio alone will not hold a student back from promotion.

At-risk students are expected to meet the minimum proficiency requirements on EOG or EOC tests for Math, Reading, and Science. They are also expected to demonstrate their current abilities in the target language and world culture learning through authentic assessments such as presentations or portfolios.

## 9.5. School Culture and Discipline

**Q133. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**



TISA will have a culture or ethos that is centered around language learning, leadership development, and global citizenship. The school will strive to create a safe and supportive environment where students are encouraged to explore different languages, cultures, and perspectives and develop their leadership skills. The school's ethos will be built around the following principles:

1. **Language Immersion:** The school will provide students with opportunities to become fluent in two or more languages. This will be achieved by offering language immersion programs where students will have access to native speakers, authentic materials, and cultural experiences that will help them to develop their language skills.
2. **Leadership Development:** The school will prioritize leadership development by providing students with opportunities to develop their leadership skills and cultivate their leadership potential. This will be achieved by offering leadership courses, mentorship opportunities, leadership portfolio projects, and experiential learning opportunities that allow students to practice their leadership skills.
3. **Global Citizenship:** The school will promote global citizenship by encouraging students to become active and engaged global citizens who are knowledgeable about different cultures, perspectives, and issues. This will be achieved by offering opportunities for students to engage in international exchanges or international pen pal programs, participate in service learning projects, and take courses that focus on global issues.

To promote a positive academic environment and reinforce student intellectual and social development, the school will implement the following strategies:

1. **Immersive Learning:** The school will provide students with an immersive learning experience that is designed to develop their language skills, cultural competence, and global awareness. This will be achieved by offering a variety of language immersion programs and cultural experiences.
2. **Experiential Learning:** The school will prioritize experiential learning by providing students with opportunities to learn through hands-on experiences, project-based learning, and field trips. This will be achieved by offering courses that focus on real-world problems and by partnering with community organizations to provide students with meaningful learning experiences.
3. **Collaboration and Communication:** The school will prioritize collaboration and communication by providing students with opportunities to work in teams and to communicate their ideas effectively. This will be achieved by providing students with opportunities to work on group projects, to participate in debates, and to engage in public speaking activities.

By promoting language immersion, leadership development, and global citizenship, and implementing immersive learning, experiential learning, collaboration, and communication strategies, TISA will create a positive academic environment that reinforces student intellectual and social development.

**Q134. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**





To create and implement the culture described above for students, teachers, administrators, and parents starting from the first day of school, TISA will take the following steps:

1. Communication for the mission statement: TISA's mission is to educate and empower students to become global citizens with multilingual proficiency, intercultural competence, strong academics, and leadership skills. The statement clearly communicates the school's values, goals, and priorities. We will communicate this mission to all stakeholders, including students, teachers, administrators, and parents with the purpose of establishing expectations and norms for behavior and academic performance that align with the school's values and mission. This will be done through a student handbook that is communicated to all stakeholders.
2. Foster a sense of community: TISA will create a sense of community by encouraging students, teachers, administrators, and parents to work together toward common goals. This can be done through orientation programs, welcome events, open house, and parent-teacher conferences.
3. Provide professional development: TISA will provide professional development opportunities for teachers and administrators that align with the school's mission and values. This can include training on language immersion, leadership development, and global citizenship.
4. Incorporate cultural experiences: TISA will incorporate cultural experiences into the curriculum and school activities. This will include language immersion programs, cultural events, and international exchange programs.
5. Encourage student leadership: We will encourage student leadership by providing opportunities for students to take on leadership roles within the school community. This can include student government, service projects, and leadership courses.
6. Communicate regularly: TISA will communicate regularly with all stakeholders, including students, teachers, administrators, and parents. This will be done through newsletters, parent-teacher conferences, and school-wide meetings.

By following these steps, TISA will create and implement a culture that promotes language immersion, leadership development, and global citizenship. The culture will be reinforced by clear expectations and norms, a sense of community, professional development, cultural experiences, student leadership, and regular communication. Starting from the first day of school, all stakeholders will understand and embrace the school's mission and values, and work together to create a positive academic environment that reinforces student intellectual and social development.

Acculturating students who enter the school mid-year can be challenging, but there are several steps that can be taken to help them feel welcome and integrate into the school community:

1. Assign a mentor: Assign a mentor to the new student. This can be an existing student who has been at the school for a while, or a teacher or administrator. The mentor can help the new student with navigating the school, making friends, and answering any questions they may have.
2. Introduce the student to classmates: Introduce the new student to their classmates as soon as possible. This can be done in the classroom or during lunch or recess. Encourage the classmates to be welcoming and inclusive, and to help the new student feel like they are part of the group.



3. Provide a school tour: Provide a school tour for the new student. This can include showing them the classrooms, the library, the cafeteria, the gym, and any other important areas of the school.
4. Provide academic support: Provide academic support for the new student, such as tutoring or extra help sessions. This can help them catch up on any material they may have missed and feel more confident in their academic abilities.
5. Provide a peer language buddy: To help reduce the stress of new students who are joining a new language environment, TISA will provide them with a peer language buddy who is a current student in the same class. Although immersion education relies heavily on being immersed in the target language, having a friend who can help interpret when the new student is struggling with the language can be very beneficial for both language acquisition and social-emotional learning. This approach can also be helpful in integrating the new student into the school culture, as the language buddy can introduce the new student to other students and help them make new friends.
6. Communicate with parents: TISA will proactively communicate with the parents of the new student. This can include sending home newsletters or updates on school events, sharing some learning resources with them to help the new student catch up with the target language, and encouraging the parents to get involved in school activities.
7. Provide opportunities for socialization: Provide opportunities for the new student to socialize with their classmates outside of the classroom. This can include after-school clubs, sports teams, or other extracurricular activities.
8. Monitor progress: Monitor the progress of the new student and provide regular feedback to them and their parents. This can include academic progress, social interactions, and any other concerns that may arise.

By following these steps, the school can help acculturate students who enter mid-year and ensure that they feel welcomed and integrated into the school community.

**Q135. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



1. TISA has prepared a student/parent handbook that clearly defines the behavioral expectations of students (refer to Appendix O-3 ). Additionally, the school will provide training to all staff in Positive Behavioral Interventions and Supports (PBIS), which prioritize mutual respect, effective communication, student encouragement, and solutions instead of punishment. The school will focus on preventive measures and efforts to avoid the need for disciplinary action. Students will receive instruction on the school's discipline procedures and the student/parent handbook. The student/parent handbook will be shared with all parents and will also be available on the school's website.
2. The majority of misbehavior will be addressed by the principal or their delegate. For minor infractions, the principal will engage in discussions with the student and utilize mild consequences. Suspension will only be considered after other options, such as in-school suspension for repeat offenders, have been exhausted. In cases of severe misbehavior, including insubordination, physically dangerous conduct, or illegal activity, strict consequences will be administered promptly. Suspension and expulsion proceedings will be conducted in accordance with NC Public School Law 115C-391.
3. The following offenses may lead to suspension or expulsion: bringing weapons to school, engaging in dangerous physical behavior that threatens oneself, others, or school property, bullying or hazing, harassment in any form (verbal, written, or physical), theft, making threats (verbal, written, or physical), creating false alarms, engaging in illegal activity, and exhibiting severe insubordination.
4. In accordance with federal and state laws, TISA will follow standard procedures outlined in the student/parent handbook for student discipline, and will also adhere to regulations specific to students with disabilities. All administrators responsible for student discipline will receive training on federal and state guidelines related to students with disabilities. Furthermore, TISA will contract with qualified legal services to review discipline matters for students with disabilities. The student/parent handbook sets out the rights and procedures for filing grievances related to student suspensions or expulsions. As described in the proposed handbook (refer to Appendix O-3), parents are encouraged to first approach their child's teacher with any concerns or questions. If the issue cannot be resolved at the teacher level in a timely manner, parents may escalate the matter to the principal. If the issue remains unresolved after five days, parents may file a written request with the Board Chair of the EVA Board of Trustees for a hearing before the Board. The Board will discuss the request at the first board meeting following its submission and will determine whether a hearing is necessary. The Board will provide a written response to the request within ten (10) business days of the board meeting.

**Applicant Evidence :**



Appendix O-3 Stude...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**



## 9.6. Certify

Q136. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q137. Explanation (optional):



## 10. Governance and Capacity

### 10.1. School Governing Body

Q138. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

1817 Ramhurst Drive, Clemmons, NC, 27012


### 10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.


Q139. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

#### Resources


Initial Members of t...

#### Applicant Evidence :


Q. 139 Initial Membe...

Uploaded on 3/22/2023

by **Chaowei Zhu**

Q140. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the



lead administrator.



As a nonprofit North Carolina public charter school, TISA will be governed by TISA Board of Trustees (Board). The Board will oversee all major functions of the planning and operation of the school. The Board's primary duties and responsibilities are listed in section 6.2 of the school's Bylaws (which is attached as Appendix J) and copied as follows:

On behalf of TISA, the Board shall at a minimum maintain a Charter School Contract and ensure full compliance with the North Carolina Charter School laws. In addition, The Board's responsibilities include, but are not limited to the following:

1. Sign Charter School Contract
2. Make every effort to maintain a positive and productive working relationship with the Sponsoring School District
3. Comply with all Federal and North Carolina laws
4. Develop and approve a strategic plan for the school
5. Adopt and approve the annual budget of the school
6. Validate all major contracts with the school by giving and approving formal approval
7. Employ the school's principal and oversee the principal's hiring of school staff
8. Evaluate the Principal of the school at least annually
9. Ensure that all personnel undergo background checks and fingerprinting prior to hiring
10. Contract services legally requiring Board Approval for the school
11. Ratify salaries and discharge policies for the school's employees
12. Ensure the approved charter is being followed or amended with approved changes
13. Approve operating procedures for the school
14. Ensure that the curriculum fulfills the mission statement of the school
15. Hear appeals for teacher dismissal, grievances, and student expulsions
16. Build and maintain a parent, educator, and community partnership
17. Ensure that the school will adhere to Federal and State health, safety, civil rights, and disability rights
18. Develop and adopt policies and procedures of the school
19. Oversee and assure the financial health of the school
20. Perform any and all necessary legal acts to effectuate the purpose of the school
21. Delegate the day to day responsibilities of the operations of the school to the school's principal

Recruiting, hiring, and supervising the principal of a charter school is a crucial responsibility of the board of trustees. The Board will hire the principal at least six months before the school opens to plan for the school opening and manage the day-to-day activities after school starts. This will be a top priority and the Board will be open to all options. Here are some steps that will be followed:

1. Develop a Job Description: The board will create a detailed job description outlining the specific qualifications, experience, and skills required for the principal position.
2. Advertise the Position: Once the job description is created, the board will advertise the position in various places, such as local newspapers, online job boards, and/or education-related websites.



3. Review Applications: The board will review all applications received for the position and shortlist the candidates who meet the requirements specified in the job description.
4. Conduct Interviews: The board will conduct interviews with the shortlisted candidates to assess their suitability for the position. The interview process may include but not limited to asking candidates about their educational philosophy, their leadership style, their experience working with students, parents, and staff, and their experience working at charter schools and immersion programs.
5. Select the Principal: Based on the interviews and other factors, the board will select the most qualified candidate for the principal position.
6. Supervise the Principal: Once the principal is hired, the board will establish clear expectations and goals for the principal and provide ongoing supervision and support to ensure that the school is meeting its educational objectives.
7. Evaluate the Principal: The board will conduct regular evaluations of the principal's performance to ensure that the school is achieving its academic and organizational goals. These evaluations should be based on specific metrics that have been established by the board.

Overall, recruiting, hiring, and supervising the principal of a charter school is a complex process that requires careful planning and attention to detail. Having several board members who had experience in hiring, evaluating, and recruiting principals for charter schools before, by following these steps, we are confident that we can select a certified, qualified and effective principal who can lead the school to success.

**Q141. Describe the size, current and desired composition, powers, and duties of the governing board.**





TISA's founding Board of Trustees consists of seven Board members. The Board has a balanced composition of educational, business, and community members. The TISA Board brings a great deal of experience and expertise from a broad range of backgrounds to the table. Currently we have three Board members with PhDs, one Board member of CPA and master in accounting, two board members of MBA, one board member with master 's in computer science, and one board member with two master's degrees, one in international studies and the other in political science. Five of the Board members either are serving or used to serve as professors or program directors in higher education (UNCG, WFU, and USC, respectively), two Board members as private business owners or directors, and one Board member as Certified Public Accountant. In addition, we have three successful community leaders. All of the seven founding Board members have previously served in various non-profit organizations and all founding Board members are multilingual and have worked on cross-cultural endeavors. The languages that the board members can speak include English, Spanish, Chinese Mandarin, French, German, Portuguese, and Hakka, etc. Two of the Board members have worked with language immersion charter schools as board members in both South and North Carolinas. Our founding Chair, Dr. Zhu, has over twenty years of leadership experience in education, serving over a dozen nonprofit organizations, and is a well-respected leader of the Chinese community in North and South Carolinas. The extraordinary capacity of the TISA founding Board of Trustees will be a great strength to ensure the creation and success of TISA. The Board's primary duties and responsibilities are listed in the preceding section.

**Q142. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**



The success of a charter school largely depends on the qualifications and capabilities of its founding board. The following are ways in which the individual and collective qualifications of TISA's founding board can ensure successful implementation of the school design:

1. **School Leadership, Administration, and Governance:** TISA's founding board comprises members with a diverse set of skills and expertise, including extensive experience in education administration, financial management, legal affairs, and nonprofit organization. One board member holds a Doctorate in Business Administration, two board members hold Masters in Business Administration, one holds a Certificate in Public Accountant, all the board members are currently serving as leaders or administrators in either educational institutions, nonprofit organizations, or private businesses, and two board members have years of experience serving as board members in other language immersion charter schools. This collective expertise ensures that the board is well-equipped to oversee the school's operations, manage its finances, and ensure compliance with relevant laws and regulations.

2. **Curriculum, Instruction, and Assessment:** TISA's founding board has members who are knowledgeable about curriculum development, instructional design, and assessment. This will ensure that the school's academic program is rigorous, standards-based, and aligned with the school's mission and goals. TISA is a charter school focusing on language immersion, world culture, and leadership education. With all the founding members being multilingual speakers and having worked on cross-cultural endeavors, three of them are language education experts, four of them are world culture or international studies experts, and all of them are serving in some leadership roles, TISA is confident that we can ensure successful implementation of the school design in academics. In addition, we are fortunate to have a board member who is an experienced computer science engineer from an enterprise in Greensboro. With their expertise, we are confident that our STEM program will be aligned with NC standards and effectively prepare our students for future careers in STEM fields. This board member will play a pivotal role in leading these efforts.

3. **Performance Management:** All the TISA's founding board members understand the importance of performance management and are able to establish clear performance metrics and benchmarks for the school. This will enable the board to monitor the school's progress and make data-driven decisions to improve academic outcomes.

4. **Parent/Community Engagement:** The founding board has members who are connected to the local community and understand the importance of parent and community engagement. This will enable the board to build strong relationships with families and community members, foster a positive school culture, and ensure that the school is meeting the needs of its students and community.

In addition to individual qualifications, the collective expertise of the founding board is also critical to the success of the charter school. The board is able to work collaboratively, communicate effectively, and make decisions in the best interest of the school and its students. By ensuring that the founding board has the necessary capacity in the areas of school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement, TISA can successfully implement our school design and achieve our



educational goals.

(A copy of the founding board members' resumes is attached as Appendix H later in Q153.)

**Q143. Explain how this governance structure and composition will help ensure that**

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**

The governance structure and composition of a charter school's board play a critical role in ensuring that the school will be an educational and operational success. The following are ways in which TISA's board governance structure and composition will help ensure success:

- **Governance Structure:** The board has a clearly defined governance structure, with well-defined roles and responsibilities for board members, officers, and committees. This structure should enable effective oversight and decision-making, and ensure that the board is accountable to key stakeholders, including parents, students, and the community.
- **Board Composition:** The board has a diverse composition that reflects the community it serves. This includes representation from educators, business leaders, and other community stakeholders. A diverse board can bring a range of perspectives and expertise, which can help ensure that the school is meeting the needs of all students and stakeholders.
- **Evaluation of School Success and School Leader:** The board will establish clear performance metrics and benchmarks for the school, and regularly evaluate the school's progress toward meeting these goals. This evaluation will include an assessment of the school leader's performance, and provide feedback and support to help the leader improve.
- **Active and Effective Representation of Key Stakeholders, including Parents:** The board will actively engage with key stakeholders, including parents, and ensure that their voices are heard in the decision-making process. This will include regular meetings with parent groups, surveys and feedback mechanisms, board election for the seats for parents, and other forms of outreach and engagement.

By establishing a clear governance structure and diverse board composition, regularly evaluating the success of the school and school leader, and ensuring active and effective representation of key stakeholders, TISA's board can help ensure that the school is an educational and operational success.

**Q144. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**



After completing his three-year term as a founding board member for East Voyager Academy of Charlotte in 2021, Dr. Chaowei Zhu began planning to open a language immersion charter school in the Piedmont Triad area. He discovered that there were no Chinese immersion charter schools, nor were there any public elementary or middle schools offering Chinese, French, German, Japanese, or satisfactory Spanish programs in Greensboro. Dr. Zhu strongly believed that a language immersion program, similar to the one offered at South International Language Academy in Charlotte, was necessary to meet the demand for K-8 bilingual education and academic excellence in the local community. Dr. Zhang collaborated with other community leaders and explored possibilities, and once the COVID-19 pandemic ended and schools reopened, they quickly turned their good ideas into actions. The following is an outline of the process used to recruit and select founding board members:

Founding Board Members were recruited and selected due to their understanding, support of the school's mission, and their standing in the community. All founding Board Members understand that this is not a short term commitment and expressed a willingness to provide input and to work toward the successful opening and operation of TISA at the first organizational meeting. The founding Board Members have also been selected with a balanced consideration on their educational and organizational/business skill sets. All founding Board Members are selected in compliance with the procedures contained in the Bylaws, with consideration duly given to the Conflict of Interest policy contained therein. All founding Board Members have passed the basic background check and will conduct basic board training by a selected Board attorney.

When, and if, there is a vacant position on the Board it is critical that a replacement will be selected quickly to provide continuity and support.

The placement of Board Members will follow the process outlined in the school's Bylaws. The Board will make efforts to replace a departing Board Member with someone possessing similar skill sets. Board Members are appointed for three-year terms, except for the initial founding Board Members, who will serve staggered terms to ensure that no more than 1/3 of the members' terms expire in any given year.

**Q145. Describe the group's ties to and/or knowledge of the target community.**




Six of the board members are living and working in the Piedmont Triad area for years and have strong ties to and knowledge of the target community. Mr. Yang Yang, Ms. Hua Qin, and Dr. Chaowei Zhu are all community leaders for the Chinese community in the Triad area. Dr. Irma Alarcón and Dr. Tamara Cabrera have a high reputation in the local Hispanic community and Spanish education. And Ms. Sarah Munro has connections with and knowledge of quite a few local educational institutions and business. TISA board's ties to and knowledge of the target community can significantly contribute to the success of the school. With strong connections to the community, TISA's board can better understand the educational needs and aspirations of the community members, which will help in designing and implementing an educational program that meets the needs of the community and is relevant to their cultural and social backgrounds, as well as help build trust and establish partnerships with local organizations, businesses, and leaders. This can provide the school with access to resources, support, and expertise that can enhance the quality of education and improve the school's overall success.

In summary, TISA board's ties to and knowledge of the target community can help create a stronger, more collaborative, and more responsive educational program that meets the needs and aspirations of the community it serves.

**Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

The Board will meet at least 10 times per year as stated in the TISA's Bylaws (Appendix J). The Board meeting calendar and meeting agendas will be provided to the community in accordance with the requirements of NC Open Meeting Law. Special meetings of the Board may be called by the Chair or at least three Board Trustees for unique and specifically noted reasons.

**Applicant Evidence :**


Appendix J-Bylaws_t...

Uploaded on **4/24/2023**  
by **Chaowei Zhu**

**Q147. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**



The TISA charter has set a clear goal for governance in its fourth objective, which states that all board members must complete a minimum of 10 contact hours of board training demonstrating a better understanding of their role in governance rather than management by the end of the first semester of each academic year. The Bylaws also specify that new board members must undergo orientation in addition to training. The annual board training will take place within three months of the start of the school year, while new board member orientation must be completed within one month after they have been seated.

During the orientation, new board members will receive various documents, including a copy of the charter, the principal's quarterly evaluation report on the school's progress, previous year's board minutes, monthly financial reports from the contracted accounting company, and a school tour. They will also have a one-on-one meeting with the board chair and the principal to ask questions and attend a school faculty meeting to observe the process.

The board training will focus on successful oversight of a charter school and will include examples of positive and negative oversight practices that have led to the closure of some charter schools. Some of the training topics may include:

- Governance versus Management: Understanding the Distinction
- Roles and Responsibilities of Board Members
- Legal and Ethical Obligations of Board Members
- Financial Management and Oversight
- School Accountability and Performance Monitoring
- Charter School Renewal and Revocation
- Effective Board Meetings and Decision Making

Overall, the TISA charter's goal number 4 aims to ensure that all board members have the necessary knowledge and skills to effectively govern the charter school and make informed decisions that promote the school's success. Here are some examples of the training topics:

- Board governance expectations and responsibilities.
- Governance vs Management.
- North Carolina Charter School laws.
- Accountability and access to records and public documents.
- Board meetings, including open meeting law requirements.
- Conflicts of interest.
- Financial oversight, internal controls, and review.
- Charter overview and charter goals review.

The first official training for the founding Board was on February 25, 2023. The purpose of the training was to provide an overview of the philosophy behind language immersion programs and the history of language immersion charter schools in the Carolinas. The training was successful and helped the Board members gain a deeper understanding of the subject matter.



The second training session was scheduled on April 19, 2023, and will be conducted by the board attorney Mr. Rocky Cabagnet. The focus of this training was to provide a legal overview of the status of Public Charter School Board Members, as well as a review of the Bylaws of the school. The Bylaws were approved through second reading on March 29, 2023. This training will be crucial in helping the Board members understand their legal obligations and responsibilities, as well as ensuring that the Bylaws are properly implemented. Our accountant Kathy Davies and auditor also presented in the the board meeting on April 19 to rereview the items required for the annual audit and 990 preparations, the financial processes and services provided. Another four-hours training by the attorney have been confirmed in June or July 2023, just pending on Mr. Cabagnet's schedule.

After the charter is approved, during the planning year, all the board members will participate in the board training provided by DPI, and set up and implement a professional development plan to warrant the board's professional growth.

Overall, these training sessions and more other training to be scheduled are an essential part of the Board's preparation to govern the charter school effectively. By gaining a deeper understanding of language immersion programs and the legal status of Board Members, they will be better equipped to make informed decisions that promote the success of the school.

**Q148. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**



TISA's Bylaws address conflicts of interest among board members to avoid any actual or perceived conflicts. The Bylaws stipulate that the Board of Trustees, administrators, faculty, and other employees must exercise their authority solely for the benefit of the school. It is essential to avoid placing oneself in a position of personal interest, and the Board of Trustees will provide guidance whenever necessary.

TISA recognizes that conflicts of interest can arise in various forms, and has identified several areas of potential conflict, including:

- Financial interests, such as the purchase of property, school materials, or equipment, where an individual may stand to profit financially. This includes material financial interests that could influence decision-making.
- Conflicting interests that may not be financial in nature, such as issues related to control and oversight. These conflicts can arise when individuals have competing interests that may influence decision-making.
- Nepotism in employment, where individuals may seek to hire family members or give preferential treatment to relatives.

To address these potential conflicts, TISA has developed a comprehensive conflict of interest policy and a nepotism policy. The policies were designed to ensure that any conflicts of interest are disclosed and addressed in a transparent manner, and that decisions are made solely in the best interests of the school. They set clear guidelines for board members, administrators, faculty, and other employees regarding financial interests, employment of family members, and other potential conflicts. The policies also outline procedures for disclosing conflicts, recusal from decision-making processes, and addressing any violations of the policies. By promoting transparency and accountability and ensuring that decisions are made solely in the best interests of the school, the policies help to build trust and confidence in the school's leadership and operations.

One major source of conflict identified in some charter schools has been board interference in the day-to-day operation of the school. To avoid this potential problem, TISA has made it clear that the board's primary role is oversight, not management. During the organizational meeting of the Board, it was emphasized that board members should avoid overstepping their bounds and interfering in the day-to-day operation of the school. This point was reiterated, and complete agreement was achieved among board members on the importance of maintaining a clear distinction between oversight and management. By emphasizing the board's role in oversight and ensuring that all members are on the same page, TISA is taking a proactive step in avoiding potential conflicts and promoting effective governance. By providing clear guidelines and expectations for board members, the school can help to ensure that everyone is working towards the same goal of providing the best possible education for its students.

Another area of potential conflict that has been identified is when the board is not fully informed about the financial, operational, and academic progress of the school. When board members do not





have a clear understanding of the school's performance in these areas, it can lead to misunderstandings and conflicts. To avoid this potential problem, the TISA Board is committed to staying fully informed by receiving monthly written and verified reports. By staying up-to-date on the school's progress, board members can make informed decisions and avoid potential conflicts. This commitment to transparency and accountability helps to ensure that the board is working in the best interests of the school and its students.

To further prevent conflicts of interest, TISA's Bylaws state that individuals involved in a potential conflict of interest shall not be counted in determining the existence of a quorum at any Board meeting. This ensures that decisions are made by a group without any undue influence from those who may have a personal interest in the outcome. Additionally, the TISA Board of Trustees is committed to avoiding any appearance of conflict of interest in employment matters. As such, the Board will not employ, promote, appoint, advance, discipline, transfer, or otherwise influence the employment status of a relative of any board member in any employment position at the school, unless the person falls under the exceptions that will be clearly defined in the proposed nepotism policy.

Transparency with effective communication is another key to avoid actual conflicts and mitigate perceived conflicts. All board meeting agendas and minutes will be posted on the schools website. The Board will encourage all stakeholders, including parents, to attend the open meetings. All reports, including financial reports, will be made available to the public. The board will affirm all requirements of the Freedom of Information Act and North Carolina Open Meetings Law.

The TISA Board of Trustees does not foresee any existing relationships that could pose actual or perceived conflicts if the application is approved. Overall, by being proactive in addressing potential conflicts and promoting transparency, TISA is taking important steps to ensure effectiveness and integrity of its governance processes and promote the long-term success of the school.

**Q149. Explain the decision-making processes the board will use to develop school policies.**



The TISA Board of Trustees is responsible for making all school policy decisions in line with the school's mission and philosophy, while also considering the best interests of the students and complying with state and federal laws. The principal will provide assistance to the Board in developing policies, but will not have a voting power in policy decisions nor be a voting member of the Board. However, the principal is permitted to participate in discussions and offer input on relevant matters.

Any TISA policy will undergo a minimum of two readings before a decision to adopt it can be reached. Additionally, a waiting period of at least two weeks after the first reading will be implemented to enable the TISA Board of Trustees to collect public input before proceeding to the second reading and ultimately making an adoption decision.

Lastly, any decision made by the majority of the Board in attendance at a meeting where a quorum is present will represent the TISA Board of Trustees' action.

**Q150. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**



To ensure the successful opening and operation of Triad International Studies Academy (TISA) for the upcoming 2025-26 school year, the TISA Board of Trustees has decided to appoint a five-member Advisory Council. This council will provide valuable input on matters related to the school's establishment and operations, such as expert in facility construction and educational certificate of occupancy, attorney, expert in technology, etc. Initially, the Advisory Council will consist of individuals who were involved in the establishment of the school. The Board may also choose to include former Board members and/or school administrators who have served with distinction, and distinguished friends and major contributors to the school, who have not previously served as Board Members, as Future Advisory Council Members. Although Advisory Council Members will be invited to attend Board meetings, they will not have voting rights. By having an Advisory Council in place, the Board will have access to additional community resources and input, which will help ensure the success of the school. Each member of the Council will serve a three-year term, and any vacancies that arise will be filled through a vote by the Board at the meeting following the resignation of an Advisory Council Member.

Once the school is established, the Parent and Teacher Organization (PTO), School Improvement Council (SIC) or Parent Advisory Council (PAC), and Student Council will be created. These groups are known to be highly active in charter schools, promoting active and positive parent and community involvement. This fosters a sense of school community that is integral to the culture of TISA. The PTO, SIC/PAC, and Student Council will assist in organizing and facilitating school fundraisers, family events, community service projects, student activities, teacher appreciation activities, school spirit events, and other such activities. With the guidance of the principal or their designated representative, these groups will also be responsible for developing the school activity calendar and overseeing school-wide projects, activities, and events.

**Q151. Discuss the school's grievance process for parents and staff members.**



As stated in the proposed student/parent handbook (Appendix O), parents are requested to go to their child's teacher first with concerns or questions. If the issue is not resolved at the teacher level in a timely manner, parents can refer the issue to the principal. Issues not resolved by the principal within 5 days can be referred to the TISA Board of Trustees with a written request to the Board Chair for a hearing before the Board. The Board shall discuss the request at the first board meeting after the written request is submitted to the Board Chair and will make a decision whether or not to have a hearing on the request. The Board will follow-up with a written response to the request for a hearing within ten (10) business days of the board meeting.

The following employee grievance process will be in employee handbook:

1. Employees are to discuss any concerns with their immediate supervisor.
2. If the supervisor is not the principal and the issue cannot be resolved in a timely manner, including, but not limited to performance evaluations and decisions to terminate the employee's services, then the employee may submit concerns in writing to the principal.
3. Principal will meet with the employee to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee within a period not exceeding ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
4. If the employee is not satisfied with the proposed resolution, or in the case if the principal is the direct supervisor and the issue cannot be resolved in a timely manner, including but not limited to performance evaluations and decisions to terminate the employee's services, then the employee may submit concerns in writing to the Board, or an appeal of the proposed resolution may be made to the school's Board in writing within five working days of receipt of the proposed resolution. The appeal must contain: 1) a written copy of the original dispute 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel.
5. The Board Chair shall select three board members to review the appeal. This panel may conduct any additional investigation deemed necessary. Findings will be submitted to the Board's legal counsel within 30 days.
6. At the next scheduled board meeting, legal counsel will present the panel's findings to the full Board. The Board shall then decide on an action, if any, that will take concerning the appeal. The employee and the principal shall receive the Board's decision in writing.
7. The Board may decide to hear the appeal. The employee shall be given written notice of the time, date, and place of the hearing.
8. The Board will respond to any appeal within 30 days.
9. No person associated with a grievance shall be the object of administrative reprisal or penalty of any kind, concerning this matter.
10. All procedures shall adhere to Title IX of the Education Amendment of 1972.

The Board will evaluate the principal yearly on his/her communication with the community, parents,



and staff. The evaluation will include the handling of (if any) grievance procedures.


**Q152. Attach as Appendix G Organizational Chart**

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

**Applicant Evidence :**


Appendix G Organiz...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**Q153. Attach as Appendix H Charter School Board Member Information Form and Resume**


- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

**Applicant Comments :**


All the seven board members' information form and resume are include in the PDF file attached.

**Resources**


Charter School Boar...



Applicant Evidence :


Appendix H board info

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

**Q154. Attach Appendix I For Each Board Member**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **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).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50

Applicant Comments :


We have done the background check for all the seven board members via KarmaCheck, which include social security trace, county level and nationwide check. Please find all the seven background forms and reports attached in the PDF file.

Resources


Charter School Boar...



Applicant Evidence :


Appendix I backgrou...


Uploaded on **4/17/2023**  
by **Chaowei Zhu**

**Q155. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Evidence :


Appendix J-Bylaws_t...

Uploaded on **4/24/2023**  
by **Chaowei Zhu**


**Q156. Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix K Articles ...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

### 10.3. Staffing Plans, Hiring, and Management



**Q157. Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10





**Applicant Comments :**

**ADMINISTRATIVE STAFF:**

**YEAR 0, 4 total** (In Year 0, the planning year, the principal with the other three staff will assist the board to prepare for the opening of the school. Half-year salary will be budgeted for Year 0 for the four positions.)

1 Principal

1 Office Manager

1 Registrar and PowerSchool Coordinator

1 Custodian

**Year 1, 8 total**

1 Principal

1 Assistant Principal

1 Office Manager

1 Registrar and PowerSchool Coordinator

1 Executive Secretary

1 Food Service Staff (1 hourly)

1 Custodian (1 salaried)

**Year 2, 9 total**

Add

1 Custodian (1 hourly)

1 School Operations Support Staff

**Year 3, 11 total**

Add

1 Executive Secretary

1 food service staff (1 hourly)



**Year 4, 15 total**

Add

1 Guidance Counselor

1 Food Service Staff (1 hourly)

1 Custodian (1 salaried)

1 School Operations Support Staff

**Year 5, 17 total**

Add

1 Operations and Technology Manager

1 Custodian (1 hourly)

**TEACHING STAFF:** As TISA will add one new grade level each year in the first five years, the school will add new teaching positions each year.

YEAR 0, 0 total

**YEAR 1, 12 total** (serving 6 classes in K-2)

EC/ELL/AIG team: 1

Immersion team: 6

ELA team: 2

Specialized education team: 1 (part-time)

Teacher Assistant: 2

**YEAR 2, 16 total** (serving 8 classes in K-3)

Add

Immersion team: 2

ELA team: 1

Specialized education team: 1 (part-time)



**YEAR 3, 22 total** (serving 11 classes in K-4)

Add

Immersion team: 3

ELA team: 1

Specialized education team: 1 (part-time)

Teacher assistant: 1

**YEAR 4, 26 total** (serving 14 classes in K-5)

Add

EC/ELL/AIG team: 1

Immersion team: 1

ELA team: 1

Specialized education team: 1 (full-time)

**YEAR 5, 35 total** (serving 18 classes in K-6)

Add

EC/ELL/AIG team: 1

Immersion team: 4

ELA team: 1

Specialized education team: 2 (full-time)

Teacher Assistant: 1

**Resources**



Staffing Chart Templ...



Applicant Evidence :



Q157 Staffing Chart ...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

**Q158. Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



## Teacher recruiting strategies

The following recruiting strategies will be utilized to locate and secure highly motivated and high performing teachers:

1. **Start early:** TISA will start teacher recruiting immediately after the charter is approved. Getting teachers involved earlier not only gives them more time to be prepared but also gives them a sense of ownership. Their participation in the opening of the school will be very helpful.
2. **Utilize traditional strategies** such as network and employee referrals, classified advertisements in newspapers and other publications, etc.
3. **Use social media and online job postings:** Reach out to potential candidates through social media and online job boards, advertisement on employment websites, and on-line university job postings.
4. **Collaborate with colleges and universities and teacher preparation programs:** Set up tables at teacher job fairs at colleges. Seek partnership with colleges and universities to advertise job opportunities to recent graduates.
5. **Offer competitive salaries and benefits:** We will offer competitive salaries and benefits packages and try our best to match or exceed the pay scale for Guilford County Schools. Our pay structure will take into consideration the candidates' educational background, teaching licensure status, and working experience.
6. **Offer relocation assistance:** We will offer relocation assistance to attract high-performing teachers who may be hesitant to move to a new area or district.
7. **Look beyond the experience:** Although there has been exponential growth in recent years, language immersion education is still a work in progress. While every effort will be made to hire teachers with immersion experience, TISA will have to consider recruiting teachers with educational backgrounds in other fields instead of K-12 education. Training will be offered for the teachers to grow them to a highly-performing educator, and assistance will be offered for them to seek a pathway for teaching license. From what has been seen in some other immersion schools, the teachers with background in other areas usually bring unique knowledge and experience in content areas to the immersion program and benefit students a lot.
8. **Partnership with teacher recruitment programs:** TISA is fully aware of the challenge that it might face regarding recruiting teachers, especially when teacher shortage is a nationwide issue at this time. TISA will seek opportunities to partner with some teacher recruitment programs to find more highly-performing teachers, such as the Teachers of Critical Language program (TCLP) sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, Participate Learning (formerly known as VIF International Education), Educational Partners International (EPI), and Go Global NC (formerly the Center for International Understanding) .

## Teacher retention strategies

Retaining high-performing teachers is just as important as recruiting them. TISA will implement the following strategies with the purpose of creating a supportive and rewarding work environment that will help retain high-performing teachers and improve student outcomes.



1. **Provide competitive compensation and benefits:** As stated above, TISA will Offer competitive salaries and benefits packages that match or exceed local educational agencies. We will ensure that benefits are regularly reviewed and updated to meet the needs of teachers. Bonuses might also be offered based on teachers' performance.
  2. **Professional development opportunities:** TISA will motivate and grow teachers by offering opportunities for professional growth and development. The professional development opportunities to be offered will include but not limited on-site and off-site workshops, conferences, and training sessions.
  3. **Encourage collaboration and teamwork:** TISA will encourage collaboration and teamwork among teachers to foster a sense of community and support, and provide opportunities for teachers to share ideas and best practices and recognize and reward collaborative efforts.
  4. **Foster a positive work environment:** TISA is committed to foster a positive work environment that is inclusive, supportive, and respectful and ensures that teachers feel valued and appreciated for their contributions. We will also encourage teachers from different backgrounds to share their expertise and cultures with others, which usually plays an important role in creating an inclusive working environment in language immersion schools.
  5. **Provide mentorship and coaching:** TISA will provide mentorship and coaching to teachers to help them improve their skills and develop their careers. We will encourage experienced teachers to mentor new teachers and provide ongoing support and guidance. We will assist experienced teachers to grow as a certified mentor utilizing the training courses in NCEES so they can better mentor new teachers.
  6. **Offer flexible scheduling and work arrangements:** TISA will try our best to offer flexible scheduling and work arrangements to accommodate the needs of teachers and help them balance work and personal responsibilities. Teachers will also love the departmentalized teaching structure at TISA, so they will teach only one or two subjects and get to teach subjects they enjoy. Allowing teachers to utilize best practices they have learned gives the teachers a sense of ownership and more job satisfaction.
  7. **Recognize and reward excellence:** TISA will recognize and reward high-performing teachers for their hard work and dedication. In addition to the base salary, incentive and longevity bonuses will be part of the compensation plan to reward hard work and high performance and encourage the retention of good teachers. Incentives can also be in the form of promotions, and other forms of recognition to show appreciation for their contributions, such as Teacher-of-the-Year.
- Provide a clear career progression path:** High-performing teachers want to know that they have opportunities for advancement and growth within the school. TISA will offer a clear career progression path that outlines the steps teachers can take to advance their careers and increase their salaries. For the teachers who are not certified when hired, TISA will assist them in seeking the pathway to get certified in North Carolina.

Q159.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission.



Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



TISA has already identified the principal candidate, Dr. Junlan Li. Dr. Junlan Li is well-qualified to lead TISA in achieving its mission, and to design, launch, and manage a high-performing charter school.

TISA is a K-8 charter school that focuses on language immersion education, and as such, it is seeking a leader with a strong background or experience in several key areas. These areas include school administration or education, language immersion or bilingual education, business or finance, law, and international study or working experience. While it may be difficult to find a school leader with expertise in all five of these areas, TISA was fortunate enough to find Dr. Li, who possesses all the necessary skills and qualifications and more.

- Holding three degrees in educational areas and serving in the education setting for more than 24 years, Dr. Li's background in school administration and education provides TISA with a leader who can effectively manage the school's operations, design a rigorous educational program, support teachers, and maintain an organized, effective, and positive learning and working environment for all students and teachers. Throughout her previous positions, Dr. Li has consistently demonstrated her ability to improve student performance, lead her school team to victory in competitions, and elevate her school to a higher level. Her track record of success is evidenced by the numerous awards she has received as both an educator and a leader.
- Dr. Li's expertise in language immersion and bilingual education is particularly valuable to TISA, as this is the school's primary focus. Being the only Chinese-speaking Principal license holder in both North and South Carolinas, Dr. Li is a very well-known immersion education expert and has been working directly or indirectly with at least four immersion programs in Carolinas in the past years. Dr. Li was also one of the only three winners for Guan Ai Ling Educator Award in both the U.S. and Canada in 2020 because of her outstanding leadership in language immersion education. Dr. Li can design language immersion programs based on the nature of language acquisition, is familiar with the unique challenges that immersion programs may encounter, such as recruitment and professional development needs for immersion teachers, or creating an inclusive working environment for a more diverse faculty group, and is always ready to overcome any obstacles. Dr. Li's multilingual proficiency always serves as a model for her students, who are encouraged to set bilingual proficiency as one of their learning goals. Dr. Li's international study and working experience gives TISA a leader with a global perspective and an understanding of different cultures and perspectives, and brings TISA the potential to establish international partnerships and introduce new teaching strategies and pedagogical approaches to the school, which are all very important for language immersion schools.
- In addition to her background in education and language immersion, Dr. Li's legal expertise makes her an exceptional candidate for leading TISA. Graduating from the one of the best law schools in China and serving as legal translator and interpreter for over 20 years, Dr. Li is familiar with the law systems in both China and the U.S. Her knowledge in law can be critical for ensuring that TISA is run in compliance with legal principles, policies, and regulations, and is well-prepared to handle legal issues if they arise. Charter schools are typically subject to a range of laws and regulations at the federal, state, and local levels. Even if TISA plans to partner with a law firm as our legal advisor to provide valuable legal expertise and support for the school, it is important for the principal to






understand these requirements and ensure that the school is in compliance with them. This can include laws and regulations related to areas such as employment, student safety, civil rights, special education, and more. Having a leader with knowledge in law can also help ensure that the school is well-prepared to handle legal issues and disputes if they arise. This can include developing policies and procedures to prevent legal issues from arising, document evidence effectively when needed, as well as having the ability to respond quickly and effectively if legal issues do occur. By ensuring compliance and avoiding legal issues, the school can focus on providing a high-quality education to its students and can be well-equipped to navigate the complex legal landscape of education and to make informed decisions that align with the school's goals and values. The advantages of her expertise in law has been witnessed in her previous work with the other immersion schools, and will definitely also benefit TISA for the future.

- In her previous positions, Dr. Li has been actively involved in overseeing budget and business administration, especially good at applying for and managing grants. In the past 12 months, Dr. Li has successfully brought in extra grants of more than 600,000 dollars to the school that she served. When she ran a private school in China, she doubled the enrollment and revenue in one year and achieved consistent growth in both enrollment and revenue in three consecutive years. Dr. Li's background in business and finance provides TISA with a leader who can manage the school's finances effectively and ensure that resources are allocated appropriately, design and implement appropriate marketing plans and grow the enrollment.

In summary, TISA has been extremely fortunate to have found a leader in Dr. Li, who possesses all the necessary qualifications and skills in the key areas required by the school. With her expertise in school administration, language immersion, business, and law, Dr. Li is an invaluable asset to the school community. Her unique combination of skills and experience enables her to provide effective leadership and guidance to the school's faculty and staff, ensuring that TISA can excel in providing a high-quality education to its students.

A detailed resume is attached here.

**Applicant Evidence :**


Appendix O-2 CV Jun...

Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**Q160. Attach in Appendix O the School Leader’s Resume If the school leader has been identified, include the school leader’s one-page resume in Appendix O.**

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5



**Applicant Comments :**

A resume of Dr. Li with more detailed duties and achievement that Dr. Li had is attached in Q.159.

**Applicant Evidence :**



Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**Q161. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

The nonprofit TISA Board of Trustees (Board) is responsible for hiring the principal, who will be the only employee directly accountable to the Board. The principal will then be responsible for hiring all other school employees. All employees will be subject to a Terms of Employment Agreement that has been approved by the Board. The principal will conduct annual evaluations of the employees, while the Board will conduct an annual evaluation of the principal. School employees will report directly to the principal. In the event of any formal grievances being reported to the Board, the process outlined in the Employee Handbook will be followed. The Board will also be responsible for approving the Employee Handbook.

**Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



The TISA board will hire the principal and the principal will be responsible for hiring the rest of the school personnel.

### **Hiring**

TISA is an equal opportunity employer (EOE) employer and is committed to a workplace free from discrimination based on race, religion, color, sex(including pregnancy, sexual orientation and gender identity), language, national origin, disability, age, or genetic information.

In the regular hiring process at TISA, we will post all open positions for a minimum of 10 business days to ensure adequate time for interested and qualified candidates to apply. The principal will be responsible for selecting at least three qualified candidates for each position to be interviewed before making a final decision. Candidates will be interviewed initially, and before making a final decision, at least two additional school employees will be invited to sit in on another interview. References will be requested and checked for the candidate(s) who are to be hired.

### **Background Check**

As a part of the hiring process, all potential employees must consent to a national criminal background check. Satisfactory results from the background check are necessary to finalize the hiring process.

### **Dismissal**

TISA operates as an at-will employer, which means that either the School or the employee can choose to terminate the employment relationship at any time and for any reason. In the event that an employee is recommended for dismissal, they have the right to appeal the decision by submitting a written appeal to the Board of Trustees within 15 days of being released from their position. It is important to note that any acts deemed dangerous, unlawful, or having a negative impact on the school may result in immediate termination.

The Board retains the right to eliminate positions due to school needs or budgetary constraints. The Principal will provide written notification to employees of the intent not to offer an employment agreement no later than May 15th of each year. If an employee's contract is not renewed, they have the right to appeal the decision by submitting a written appeal to the Board of Trustees within 15 days of receiving the written notification. This allows for due process and the opportunity to request a hearing with the Board of Trustees.

**Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.**



Traditional K-12 public school salary structures often fail to take into account the performance of individual schools or teachers. As a charter school, TISA aims to change this by offering a compensation plan that includes a base salary and incentive bonuses to encourage and reward employees for their best efforts. Due to start-up expenses, TISA can initially only offer a base pay that matches or slightly below the pay-scale of the Local Education Authority (LEA), ranging from \$22,000 to \$80,000 before bonuses. The average initial certified core teacher base salary and bonus are budgeted at \$40,000 and \$1,000, respectively. However, the TISA Board is committed to providing much larger actual bonuses, with an anticipated average bonus of up to \$5,000 if the school develops as planned. This pay structure not only motivates staff to do their best but also gives the Board the flexibility to offer an affordable yet competitive compensation plan. The Board also aims to make TISA's teacher base pay-scale competitive and exceed that of the LEA in a few years. To achieve this, a 4% annual base salary increase for teachers is proposed in the 5-year budget; for the principal, in the first 3 years, the annual salary increase will be around 3%.

TISA is committed to providing its full-time employees with the best benefits possible. While the state medical and dental plan will be offered, we believe that joining the State Retirement System would not be in the best financial interest of our employees or the school. Instead, TISA will offer a private 401k or 403b retirement plan with a 4% match. We plan to increase the match to 8% after a few years of operation. This will provide our employees with a better retirement benefit than the State Retirement System, and it will also save the school more than 8% on potential contributions.

**Q164. Provide the procedures for handling employee grievances and/or termination.**



It is important for charter schools to have clear policies and procedures in place for handling employee grievances and termination, as well as complying with any applicable state and federal laws and regulations. The following steps be followed at TISA:

### **Grievances:**

1. If an employee has a concern or grievance, they should first attempt to resolve the issue informally with their immediate supervisor.
2. If the issue is not resolved, including, but not limited to performance evaluations and decisions to terminate the employee's services, then the employee may submit a formal written grievance in writing to the principal. The grievance should include a clear and concise statement of the problem, relevant facts, and any supporting documentation. The school should then investigate the grievance, and the principal will meet with the employee to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
3. If the employee is not satisfied with the proposed resolution, an appeal of the proposed resolution may be made to the school's Board in writing within five working days of receipt of the proposed resolution. The appeal must contain: 1) a written copy of the original dispute 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel. The Board Chair shall select three board members to review the appeal. This panel may conduct any additional investigation deemed necessary. Findings will be submitted to the Board's legal counsel within 30 days. At the next scheduled board meeting, legal counsel will present the panel's findings to the full Board. The Board shall then decide on an action, if any, that it will take concerning the appeal. The employee and the principal shall receive the Board's decision in writing. The Board may decide to hear the appeal. The employee shall be given written notice of the time, date, and place of the hearing. The Board will respond to any appeal within 30 days.
4. No person associated with a grievance shall be the object of administrative reprisal or penalty of any kind, concerning this matter.
5. All procedures shall adhere to Title IX of the Education Amendment of 1972.

### **Termination**

As most of the other charter schools, TISA will operate under an "at-will" employment relationship with its staff, which allows either the employer or the employee to terminate the employment relationship at any time for any reason. However, employees have legal protections against discrimination and retaliation. If the school decides to terminate an employee, the employee must be given written notice of the termination and the reason behind it. The employee may have the right to appeal the decision through the school's appeal process, which may include a hearing before the school's board. This procedure ensures that employees have the opportunity to contest a



termination decision that they believe to be unfair or in violation of their rights.

**Q165. Identify any positions that will have dual responsibilities and the funding source for each position.**

During the first few years, it is expected that some full-time employees such as EC/ESL/AIG teachers, Art, Music, PE, Science, and other specialized course teachers, will not have full teaching loads. To compensate, they will be assigned additional duties. For example, the EC teacher will attend English Language Learner training to assist students in that category. Funding for this position will come from both the EC and ESL funding categories. The Science teacher will also be utilized to help with technology implementation. Other related art classes will be taught by part-time teachers or immersion teachers with extra planning periods and specialized backgrounds. From the second year, we will start to serve AIG students (from third grade), but the few AIG classes in the second year might be covered by a math or ELA teacher who is interested in growing as an AIG specialist with training in the first year.

All administrative staff will also have multiple responsibilities. For instance, in the first year, the PowerSchool coordinator and registrar will carry dual responsibilities, the office manager will assist with HR and finance, and the Dean of Student and Family Services will have multiple responsibilities for both student discipline, event organization, and family communication. The principal will not only serve as the head of school, but also as the testing coordinator, ESL/AIG coordinator, director of finance, academic officer, grant manager, and operations manager.

Funding for these positions will come from the general fund and some grants that can be used to cover the salaries according to the laws and grant policies.

**Q166. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**



**EC and ESL teachers:**

TISA has budgeted to hire an NC certified EC teacher.

As mentioned in the last section, the plan is for this teacher to attend English Language Learner training to assist ESL students as well. Utilizing NCEES resources, the teacher will be offered to take all state mandated training to be able to work with our ELL students. This includes testing and placement requirements as well as techniques needed to best implement ELL teaching techniques.

Meanwhile, TISA also has plans to train our immersion teachers in ESL, as it has been observed in other immersion schools that it would not require much effort for these teachers to add ESL to their existing license, given their bilingualism and potential education background in ESL. If TISA identifies any teacher with this potential, the school will provide them with assistance in obtaining an ESL certification, and they can use their extra planning period to teach ESL.

**Gifted education teacher:**

In its inaugural year, TISA will cater to students from Kindergarten to 2nd grade. Similar to most public schools, the pull-out AIG service at TISA will commence in the 3rd grade. This will allow us a year to groom a teacher for AIG service in our second year. Our plan is to identify at least one ELA teacher and one Math or Science teacher in Year One, who are interested in taking on dual responsibilities and expanding their expertise as AIG specialists in the future. We will provide them with training and support to add AIG to their existing license.

The primary candidate, Dr. Junlan Li, holds certifications in ESL and Gifted education, in addition to passing the Praxis test for EC director, among other professional certifications. Her expertise in license application has led to her successful support of numerous teachers in obtaining licenses in various areas in both South and North Carolina. We are confident that even though staffing for these special areas can be challenging, we can ensure adequate qualified staffing for the anticipated special needs population, as well as providing qualified staffing for EL and gifted students.

**Q167. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**



## Principal

Must be certified for Principal in North Carolina.

Responsibilities may include, but not limited to:

- Ensure compliance with all school policies
- Carry out the mission and create the culture for the charter school.
- Direct the institutional focus on student achievement with a school culture that maintains a relentless focus on motivating students to achieve academic results and encourages collaboration to meet the full range of student needs.
- Develop, refine, and provide input into the implementation of the school's academic program.
- Recruit competent, team-centered teachers who possess the requisite subject-area expertise, willing to understand and implement immersion learning to prepare students for English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.
- Develop a system for ongoing evaluation of teacher performance and professional development that is linked with measurable results.
- Collaborate closely with other school leaders to plan and prepare for academic, social, fiscal, and other transition issues.
- Work with the board and the community to create a sustainable charter school that utilizes all available resources.
- Contribute to the creation of the schools extracurricular, intervention, service learning, and enrichment programs.
- Ensure that all grant and funding requirements of the school are met with goals and objectives appropriately measured and assessed.
- Build and maintain systems for managing information and communications such as scheduling and student management; developing the budget and tracking expenditures.
- Ensure that accurate and current student records are maintained according to the established record keeping format.

**Assistant principals**, including Assistant principal for instruction and Dean of student and family services:

Assistant principal for instruction:

Have a certification for school administration or have a teaching certificate and educational background in school administration or curriculum and instruction.

Duties and responsibilities will be assigned as deemed necessary by the Principal to improve student achievement to help meet the school's educational goals.

Dean of student and family services:

Have a certification for school administration or have a teaching certificate and educational





background or working experience in school administration.

Duties and responsibilities will be assigned to Assistant principals as deemed necessary by the Principal to improve the communication with families and students, help develop school culture, and to help meet the school's mission. Responsibilities may include, but not limited to:

- Promotion of mission and vision of the school through positive interactions with students, parents, staff, and community.
- Help with curriculum development, teacher training and evaluation, and facilitate the building for PLC
- Support of the charter and philosophy of the school in all work activities.
- Use of technology and equipment provided to assist and support student learning.
- Contributions to IEPs as required
- Help implementing IEPs for each student evaluated and identified as requiring Special Education services.
- Provides individual and group counseling as appropriate
- Provides referrals to outside agencies as appropriate
- Assists with lesson planning to accommodate the IEP curriculum.
- Monitors student progress
- Enforces rules, regulations, and policies approved by the Board and required by law.
- Works collaboratively with the teachers, psychologist, students, parents, and administrators to assist in meeting the diverse needs of the students.
- Implements directives and all other duties as assigned by the principal.
- Attends meetings and professional development activities as requested or required.

**Office Manager:**

Must have at least 3 years of experience in running an office.

The Principal will assign appropriate administrative tasks to the office manager to ensure the proper management of the fiscal reporting records, personnel files, and school inventories. The office manager will help run the day to day operations of the school, allowing operations to run smoothly throughout the day.

**Registrar and PowerSchool coordinator:**

Must have experience and training in PowerSchool and/or Lotterease, or have technology background and can learn it fast and effectively.

**Teachers:**

At least fifty percent (50%) of teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall have at least bachelor degree. Teacher Responsibilities may include but not limited to:



- \*Promotes mission and vision of the school through positive interactions with students, parents, staff, and community.
- \*Supports the charter and philosophy of the school in all work activities.
- \*Uses technology and equipment provided to assist and support student learning.
- \*Develops and implements immersion learning instruction.
- \*Administers all State and charter required assessments, and ensures timely reporting of results to the Administrator.
- \*Monitors student progress and provides timely feedback to student, parents, and Administrator as requested.
- \*Maintains accurate records on each student such as grade books, report cards, lesson plans, attendance records, discipline records, and other required records.
- \*Enforces rules, regulations, and policies approved by the school board and required by law.
- \*Works collaboratively to assist in meeting the diverse needs of the students.
- \*Implements directives and all other duties as assigned by the Education Service Provider.
- \*Attends meetings, school events and professional development activities as requested or required.

### **Special Education Teachers**

Hold NC teaching license for special education with:

- \*training and information necessary to address the full range of needs of children with disabilities across disability categories
- \*the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach
- \*the subject matter knowledge and teaching skills, including technology literacy, necessary to help students with disabilities meet challenging State student academic achievement and functional standards.
- \*the ability to initial, revise, and exit IEPs
- \*the communication and coordination skills with parents, teachers, and contracting professionals for evaluation and reevaluation, IEP meetings, etc.
- \*familiarization with ECATS, which is preferred.



Student needs and the staffing required to serve special education students needs will be reviewed on a continuous basis and will at all times be in compliance with all federal and state laws. TISA may also contract with other agencies in order to provide the full range of services needed for any child with special needs.

#### 10.4. Staff Evaluations and Professional Development

**Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.**

The principal holds the responsibility of maintaining accurate records of all teacher qualifications, certifications, and licensures. Additionally, the principal must ensure that the professional development opportunities offered to teachers align with the mission of TISA and address the identified needs of the faculty.

**Q169. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**



TISA is committed to provide a high-quality educational program that aligns with its mission to all our students while creating a supportive and engaging work environment for our teachers. In order to achieve this, TISA recognizes the importance of mentoring, retaining, and evaluating its staff to ensure their continued growth and development as educators. We understand that retaining quality teachers is crucial to achieving our mission, and to that end, we have developed a comprehensive plan to mentor, retain, and evaluate our staff. This plan aligns with the school's mission and educational program, as well as state and federal laws regarding teacher certification and licensure. Our evaluation plan allows real data to be collected and used to identify and provide for professional development needs that will best serve our school population. The teacher evaluation program utilizes mentoring, self-assessment, goal-setting, reflection, coaching, formal and informal observations to help direct professional growth and student learning needs. TISA is also dedicated to meeting the teacher certification and licensure requirements as prescribed by state and federal law. This plan outlines the specific strategies and initiatives TISA will implement to mentor, retain, and evaluate its staff, while ensuring compliance with teacher certification and licensure requirements.

#### **Teacher Certification and Licensure:**

We will ensure that at least 50% of our teachers have a license as required by the laws and regulations for charter schools in North Carolina. Our human resources department will keep up-to-date records of all teacher certifications and licensures, and we will ensure that our teachers complete the necessary professional development activities to maintain their credentials. We will also work with the NCDPI office of licensure and assign a license case manager to help provide support for our teachers to obtain licenses or add areas to their existing license that align with our school's mission and educational program. Reimbursement will be also offered for teachers' expenses for license application.

#### **Mentoring:**

For beginning teachers, we will implement BT plans and provide them a mentor, who will help guide the new teachers in basic teaching processes while allowing them to learn to be self-reflective as well as identify areas that need to be developed to best implement a bilingual educational program. The mentor will also walk through the evaluation process with the BTs in the mentoring process.

For teachers who are new to immersion education, we will provide a robust mentoring program for them to help them acclimate to our school's culture and educational program. The program will pair new teachers with experienced teachers who will provide guidance and support during their first year at the school. Mentors will help new teachers understand immersion programs, our school's policies and procedures, curricular expectations, and teaching methods. They will also help new teachers navigate any challenges they may encounter in the classroom.



### **Retaining Teachers:**

We understand that retaining quality teachers is essential to achieving our school's mission. TISA will implement several initiatives to retain its staff, including:

1. **Competitive Compensation:** TISA will provide competitive salaries, benefits, and bonus to attract and retain high-quality teachers.
2. **Work-Life Balance:** TISA will strive to promote a healthy work-life balance for its staff by offering flexible scheduling options, opportunities for telecommuting, and other initiatives to reduce stress and promote wellness.
3. **Professional Development:** Every effort will be made to hire teachers who have experience in a bilingual program, however, we realize that most of our teachers will be in this unique bilingual learning environment for the first time. This will create challenges for teachers as they are stretched to implement a program that looks and feels different from others they may have seen in the past. PD will initially focus on the uniqueness of bilingual education schools. But TISA will also offer ongoing professional development opportunities to its staff, including conferences, workshops, and in-house training programs. These opportunities will be designed to address the identified needs of the faculty, as well as to promote their continued growth and development as educators. TISA will also utilize the professional development resources provided in NCEES, so the teachers can get CEUs for their license renewal.

### **Evaluation and evaluators:**

TISA will adopt the NCEES as our evaluation platform for all certified teachers. The same rubrics will be applied to all non-certified teachers in their process of applying for license. The evaluation process will adhere strictly to the guidelines posted on the North Carolina Department of Public Instruction (NCDPI) website for teacher evaluation. As part of the evaluation process, all staff will be required to attend an orientation session at the beginning of the school year to ensure they are well-versed in the evaluation process, evaluation rubrics, and are trained on how to use NCEES effectively.

We will adhere to the guidelines set forth in NCEES and incorporate both announced and unannounced observations in our evaluation process, along with peer observations. Additionally, we will collect various artifacts, including lesson plans, student work, assessments, and class data, to bolster each evaluation finding. Our primary goal is to ensure that the evaluation process is not intended to catch teachers off guard but rather to provide a platform for professional growth and development. We aim to utilize the evaluation process as an opportunity for the school to create a supportive and conducive working environment for its teachers.

To ensure accuracy and effectiveness in the evaluation process, experienced evaluators will be assigned to provide teachers with constructive feedback. All evaluators and teachers will undergo an orientation program to ensure consistency and reliability in the evaluation process. Both formal and



informal observations will be conducted to gather relevant data that will be used to assess the teacher's progress in achieving predetermined goals. Evaluators may include school administrators, as well as other licensed teaching professionals with relevant experience and expertise.

**Q170. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**



TISA has developed a professional development plan (draft) , which is attached here as Appendix O-6. The professional development plan of TISA will have the following core components that are designed to support the effective implementation of a language immersion educational program. These components include:

1. Language immersion and culture training: Teachers should receive training in language immersion to learn the basic concepts for immersion education. Additionally, they will also receive training in culture appreciation and culturally responsive instruction to help them understand and appreciate cultural diversity hence create a more inclusive environment for both teachers and students.
2. Curriculum and instructional materials: Teachers will be provided with high-quality, research-based curriculum and instructional materials that align with the goals of the language immersion program. This will include materials such as textbooks, workbooks, technology, and supplementary resources.
3. Classroom management: Teachers will receive training on effective classroom management strategies that promote student engagement and success in language acquisition and content knowledge learning.
4. Ongoing professional development: Teachers should receive ongoing professional development opportunities that support their continued growth and development as educators.

The professional development plan may include a combination of internal and external training opportunities. Internal training may include in-service workshops, professional learning communities, and peer mentoring programs. External training may include attendance at conferences and workshops, and professional development programs offered by outside organizations. Online courses will also be provided through NCEES and other vendors.

The extent to which professional development is individualized or uniform will depend on the needs and goals of the school and its teachers. In some cases, a uniform approach may be more appropriate, such as when all teachers are new to language immersion education. In other cases, individualized professional development may be more effective, such as when teachers have different levels of experience and expertise in language immersion education or their content areas. Individualized professional development may include coaching, job-embedded professional development, and individualized learning plans.

#### New teacher orientation

As a new school, the initial stage of our professional development program will focus on communicating the school's vision, purpose, mission, and goals to the entire school community. This will help to establish a clear understanding of the school's culture and how it aligns with the goals of the language immersion program. Another important step will be pairing target-speaking and English-speaking teachers who will work together to create a thriving bilingual culture. This will encourage collaboration and provide opportunities for language immersion to occur naturally in the



classroom.

The next step in the professional development program will be offering instruction on bilingual education to provide teachers with the background needed to establish the school's culture. This may include topics such as second language acquisition theory, bilingualism, and cultural competence. By equipping teachers with the knowledge and skills necessary to teach in a bilingual setting, we can ensure that the language immersion program is effective and sustainable.

As new teachers are hired each year, they too will need to go through the same professional development process to become active and positive participants in the school culture. This will ensure that all teachers are on the same page and working towards the same goals, which is crucial for the success of the language immersion program. The professional development program will be ongoing and flexible, adjusting as needed to meet the changing needs of the school community.

#### Individualized professional development

TISA will create and implement an annual PD plan each year. Teachers' input about the PD plan will be invited in the beginning of the school year to help shape the plan. Teachers are also encouraged to reach out when they have any needs for PD throughout the year. As the teacher evaluation program is implemented throughout the school year, additional professional development needs may become apparent through the feedback received from evaluations. This feedback will help identify areas where teachers may need additional support or training to further their professional development. Individualized professional development opportunities, such as conference attendance, off-site training, and additional mentoring, can be provided to help teachers meet their specific training needs. Weekly professional learning communities led by a school administrator will also be scheduled so teachers can collaborate and learn from each other. By offering these opportunities, TISA can ensure that teachers have the support and resources they need to achieve the school's mission and provide the best possible education to their students.

#### School-wide professional development

In addition to individualized professional development opportunities, TISA will also offer school-wide professional development sessions to introduce new teaching methods and best practices that may benefit all of TISA's teachers. These sessions will address common areas of need that have been identified through the teacher evaluation program, with teacher input strongly encouraged in the selection of training topics. The goal of these sessions is to provide all teachers with a shared understanding of effective teaching practices, which will help to create a cohesive and consistent approach to instruction across the school.

To ensure that the training topics are relevant and effective, TISA will also utilize outside sources to train teachers. Additionally, teacher leaders within the school who have expertise in various methods will be invited to serve as training leaders. This will encourage collaboration and provide

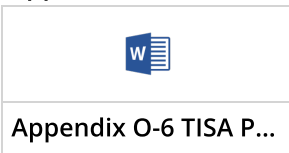




opportunities for teachers to learn from their peers. By providing targeted and relevant professional development opportunities, TISA can foster a culture of continuous learning and growth among its staff, ultimately leading to improved student outcomes.

Overall, it is important to note that the professional development program at TISA will be flexible and responsive to the changing needs of its teachers and students. Feedback from evaluations, as well as input from teachers, will be used to adjust and refine the program over time. This will help to ensure that the professional development program remains relevant and effective, and that all teachers have access to the support and resources they need to provide the best possible education to their students. By providing a variety of training opportunities and support, TISA can help its teachers to continually improve and provide the best possible education to their students.

**Applicant Evidence :**



Uploaded on **4/3/2023**

by **Chaowei Zhu**

**Q171. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**



Being a school focusing on language immersion and leadership education, TISA will anticipate some challenges down the road and a well-prepared professional development schedule prior to the school opening can definitely be very vital to help TISA address these challenges.

A major challenge will be creating a bilingual environment that most of TISA's new teachers have never seen. The most important part of this training is making sure that the teachers have the vision of the school and are willing to work toward the mission and goals. This will require a few things to take place over the summer so there will be a professional basis of knowledge to build upon within the faculty team. Hiring teachers and requiring them to read the school's charter will be helpful but will not be sufficient. The unique schedule at TISA needs to be addressed early too to assure implementation. Pairing teachers needs to happen at the beginning, which will allow a much needed working bond to form. The school is not just building an instructional team, but a team that will also be crossing cultural boundaries. Teachers also need to understand how immersion education and leadership education are intertwined at TISA and how they can better support through their teaching practice.

Considering all of these factors and professional development needs that are unique for language immersion and leadership education schools, TISA plans to schedule two weeks professional development before the opening of school. The first week will be only for the teachers who are new to immersion education. The second week will be for all the teachers and staff.

**Week 1:** Teachers new to the immersion education will have to report to the school ten working days before the opening of school. In Week One, new teachers will spend the time on the orientation to the teaching profession of TISA style. This will include but not limited to basic immersion instructional strategies, leadership education at TISA, TISA charter learning, and the differences between this school and most traditional schools or traditional bilingual programs. The days will include a lot of team building activities, prizes of school related gifts, a tour of the community, guest speakers, and a one-on-one meeting with the principal. Each day will start with a team building and leadership activity, and end with a review of the day's work and a Q/A session with the administration team.

The following are sample topics and activities that should be covered during the first week of teacher orientation and some topics and activities will be applicable for immersion teachers only:

Day 1:

- Ice Breaking activities
- TISA charter orientation
- Introduction to language immersion education (Teachers will learn about the history and theory of language immersion education, its benefits, and its challenges.)
- Team building and collaboration training activities- Working with partners across the ocean



Day 2:

- Introduction to leadership education (Teachers will learn how to develop students' leadership skills in the K-2 classroom)
- TISA Mission and me (This is teacher-led activity to help teachers better understand TISA's mission)
- Team building and leadership training activities- Lead to change
- Overview of the curriculum (Teachers will receive an overview of the curriculum, including goals, objectives, standards, and resources.)

Day 3:

- Team building and leadership training activities- Lead with cultural awareness
- Language proficiency and assessment (Teachers will learn about ACTFL proficiency guidelines and how to assess their students' language proficiency level.)
- Instructional methods (Teachers will learn about the instructional methods used in language immersion education, including but not limited to communicative teaching approach, blended learning model, content-based instruction, and task-based instruction.)
- Classroom management (Teachers will learn about classroom management techniques that work best in language immersion classrooms.)

Day 4:

- Team building and leadership training activities- Lead with a project
- Leadership education at TISA (Teachers will learn how leadership education is designed and implemented at TISA and what their role is in this implementation)
- Technology in immersion and leadership education (Teachers will learn how to utilize technology to enrich their language instruction and support students in their leadership projects.)
- Classroom management (Teachers will learn about classroom management techniques in leadership education.)

Day 5:

Teacher Workday/ Lesson Planning

**Week 2:** All teachers will report to the school five working days before the opening of school. New teachers, who have attended the first week of professional development, will be asked to take the lead in some of the sessions in Week Two that are similar to their first week training. Note that a part of these five days will be scheduled for classroom set up and preparations for the open house. One full day will be dedicated to the process of student individualization. The goal for this day will be to have teachers look at both formal and informal data to plan instruction for students on an individualized as well as a group basis. Sample student data will be used to guide this instruction.

A brief orientation schedule for Week Two is attached below. These days will also include a lot of



team building activities, prizes of school related gifts, guest speakers, and professional trainers from outside organizations. Each day will start with a team building and leadership activity, and end with a Q/A session with the administration team. We will also reserve at least two hours each day for the teachers to work in their classroom and prepare for the open house and first day of school.

#### Day 1: Procedure day

- Employee handbook review, which will include but not limited to the operational procedures, school policies, finance and human resource regulations, code of ethics, professionalism, etc.
- School safety training, which will include but not limited to initiating Vector online training program, human trafficking training, emergency plan, etc.
- Standards and Content and Curriculum Managing an EVA Schedule\
- Calendar, schedule, and events

#### Day 2: Curriculum day

- Overview of the TISA curriculum
- Testing schedule
- Academic expectation and grading system
- EC/ESL/AIG/504 and legal requirement

#### Day 3: Student and family day

- Student handbook
- Student data analysis
- Parent communication and meeting and partners
- Classroom management

#### Day 4: Technology day

- PowerSchool and Gradebook
- Google Suites and Classdojo
- Textbook and online subscription (including IXL and i-Ready for ELA and math teachers, Tci for social studies and science teachers, Better Chinese for Chinese teachers, and Libro Libre for Spanish teachers.)
- Training for other online learning platforms (individuals as needed)

#### Day 5: Open house

- Open house will be in the late afternoon. The rest of the time the teachers will work in their classroom to prepare for the first day or school.

In addition, teachers will be provided with ongoing support and professional development throughout the school year to ensure they are able to deliver the curriculum and instructional methods effectively, as indicated in previous sections. By providing comprehensive professional



development for teachers, TISA can ensure that its teachers are prepared to deliver the unique and challenging aspects of the curriculum and instructional methods.

**Q172. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**



TISA has established a schedule of teacher workdays that includes nine mandatory and five optional days for professional development. Each in-service workday will consist of at least six hours of professional development, which will be planned and implemented with the participation of the teachers. To ensure that the professional development is aligned with the needs of the school and its staff, a teacher advisory group will be appointed by the TISA principal to provide input.

To evaluate the effectiveness of the professional development sessions, surveys will be conducted to gather feedback from the participating teachers.

In addition to the regular workdays, new teachers to the immersion education will have an additional five days of professional development prior to the start of the school year. These five days will be eight hours long, with at least two hours set aside for independent or collaborative planning. The purpose of these extra days is to introduce new teachers to the TISA's mission, procedures, and basic immersion concepts and instructional strategies. It will also provide an opportunity for new teachers to bond with each other and become familiar with the TISA's leadership education and style. This is especially important for target language-speaking teachers who may be experiencing a new culture.

All the teachers will report to the school five days before students arrive. The teachers will use the first four days to focus on school procedures and mission, curriculum and academic goals, classroom management and family engagement, and technology, and the opening of school preparation. Four more mandatory and five more optional teacher workdays are scheduled throughout the year. TISA will also utilize the afternoons of Early Release Days to allow for group planning time and/or additional professional development opportunities.

The expectation for TISA teachers is that they will assist in the development of an instructional system that successfully meets the instructional needs of each student individually.

TISA has structured its daily schedule to include planning periods for all teachers throughout the school year. These periods will be used for a variety of activities, such as meeting with mentors, preparing lessons, reviewing student data, and working collaboratively with other teachers when possible. The school will make an effort to provide time for teams of teachers to work together during the school day. The departmentalized teaching and staffing structure of the school will also allow teachers to use their planning time more effectively. It is expected that TISA teachers will play an active role in developing an instructional system that meets the individual needs of each student. This suggests a focus on differentiated instruction and a commitment to student-centered instruction.

After school, teacher partners will be able to work out details between their lessons to maximize the learning for the students. At least two days per week will be set aside for after school planning time for teacher partners. Also, most parent meetings will be planned for after school or on early release



days to allow for teacher planning during the day. Some parent meetings will inevitably have to be scheduled during the day, but efforts will be made to protect teacher planning time as much as possible.

TISA employs both immersion and ELA (English Language Arts) teachers, who share classes of students. When teachers are not co-teaching with small groups or individuals, the non-teaching teacher will have a planning period. This co-teaching arrangement aims to ensure that students receive a well-rounded education and access to different perspectives and teaching styles. To support teachers in making the most of this co-teaching arrangement, examples of effective co-teaching strategies will be provided during professional development sessions held prior to the start of the school year. This training will help teachers develop the skills necessary to work together seamlessly and create a cohesive learning experience for their students. By providing this guidance and support, TISA aims to foster a collaborative and effective teaching environment that benefits both teachers and students.

### 10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

**Q173. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Developing a comprehensive marketing plan is essential for TISA's survival and to reflect the racial/ethnic and demographic composition of its district or target population. Here's a plan that TISA will use:

1. Conduct market research: TISA has conducted and will keep doing research to understand the demographics of the district or special population we seek to serve, and identify the needs, preferences, and interests of parents and students in this community. TISA has received over 200 support surveys that came in through the school's social media and flyers, in which the needs, preferences, and interests of parents and students in this community has been identified, and will be used to shape our program.
2. Develop a marketing strategy: Based on the research findings, we developed a marketing strategy that addresses the unique needs and interests of the target populations. The most effective ways to reach the target population include through social media, website, community events and flyers to local families. TISA is also in the process of establishing the school's website, which will serve as one of the main ongoing marketing tools to inform parents and collect contact information. Brochures with school information will be readily available to interested parties and will be made available in places where parents frequent such as libraries, community centers, preschools, and places of worship. News releases will be distributed to local television stations, radio stations and newspapers to help generate public awareness of TISA. These will include the vision of the school, an overview of the school, and information on tuition free charter schools. A Facebook Page for the school has been established to reach additional families. The school will boost posts through the marketing plans offered by Facebook. Advertisements will be purchased through radio, billboards, and printed publications.
3. Create a compelling brand: Develop a brand that is attractive to the target audience. We have created a mission statement, logo, motto, TISA core values, and messaging that resonates with parents and students.
4. Parent information session: We will host several parent information sessions after the charter is approved. On one hand we will introduce the school and our program to parents, on the other hand we will invite parents' input to help us establish the school. Before the facility nails down, the parent information sessions will be hosted in local community centers like libraries, churches, and local preschools.
5. Host open houses and campus tours: After the facility nails down, we will host open houses and campus tours to provide parents and students an opportunity to learn more about the school, meet teachers and staff, and ask questions.
6. Partner with community organizations: We will partner with community organizations that serve the target population, such as churches, community centers, and youth groups. We will attend community events and speak with community leaders and members to share information about the school with information booths.
7. Engage with parents and students: We will engage with parents and students to create a sense of community and belonging. The approaches will include hosting parent-teacher conferences, student-led conferences, and parent education workshops to promote collaboration and involvement.





8. Evaluate marketing efforts: We will evaluate the effectiveness of marketing efforts regularly by tracking enrollment data and conducting surveys to understand the reasons why families chose to enroll or not enroll in the school.

By following these steps, the TISA board is confident that we can develop an effective marketing plan that will help the school to reasonably reflect the racial/ethnic and demographic composition of the local district and the target population.

### **Marketing Timeline**

December 2022-March 2023 Application Phase

- Recruit Board members
- Contact community members to determine need and interest in the school.
- Meet with business leaders to develop partnerships.
- Set up a Facebook page and website to gather interest surveys.

April 2023 Application Submission

May 2023-June 2024 Post-Application Phase

- Continue to meet with business leaders and further develop partnerships and nail down facilities.
- Conduct four parent information sessions to present the school to the community.
- Send press releases to local media.
- Maintain social media accounts to increase public awareness of the school.
- Share school information with local homeschool groups and preschools.
- Create brochures to distribute at local community centers.
- Recruit advisory council members
- Recruit parent volunteers

July 2024-December 2024 Planning Phase 1-Engaging Word of Mouth Supporters.

- Begin collecting Letters of Intent through the TISA website.
- Conduct at least four parent information meetings to help increase interest and word of mouth advertising.
- Advertise in local parent magazines, billboard, and radio.
- Contact parents who sent in Letters of Intent but were not able to attend the meetings; give them information, marketing materials, etc. to allow them to help with word of mouth advertising.
- Host information booths at local festivals and events.
- Visit daycare centers and preschools.
- Contact other schools that have a waiting list. Start recruiting the staff and teachers.

January- March 2025 Planning Phase 2- Looking Ahead to the Fall.

- Host an employment fair to attract potential candidates and raise awareness.



- Conduct at least two parent information sessions to explain the enrollment process.
- Enlist small business owners to help to disseminate brochures.
- Restock local libraries with brochures.
- Begin enrollment process with the goal to open with a waiting list.

April-July 2025 Planning Phase 3-Turn up the Excitement!

- Target spots on local morning news shows.
- Set up information booths at local festivals and events.
- Plan TISA Summer events to encourage parents and students to get to know one another.
- Host tours of the facility.
- Have teachers and staff generate postings on social media and parent portals about the updates of the school establishment process, including but not limited to when furniture is delivered, school shirts are available, new materials arrive at the school, etc.
- Offer bumper stickers to families stopping by the school to visit.
- School enrollment sign or banner placed in front of the school.
- Purchase inexpensive social media ads. Social Media blasts.
- Utilize radio ads and billboards.

August 2025

- Open house
- Continue to enroll to fill waiting lists.

October 2025

- Review marketing strategies to determine upcoming marketing plans for the new school year.
- Begin marketing for 2026-2027 school year.
- Start open enrollment by the end of October 2025.

**Q174. Describe how parents and other members of the community will be informed about the school.**



Here are some ways in which parents and other members of the community will be informed about TISA:

1. Informational meetings and open houses: TISA will hold informational meetings and open houses to provide prospective parents and students with a chance to learn more about the school, tour the facilities, meet the staff, and ask questions. At least ten info sessions and two open houses will be scheduled before the opening of the school.
2. Outreach to local media: TISA will reach out to local media outlets to publicize our existence and promote our approach to education. This could include press releases, interviews with school officials, or coverage of school events.
3. Flyers, brochures, and other printed materials: TISA will produce and distribute flyers, brochures, and other printed materials to local businesses, libraries, daycares, and community centers. These materials can provide an overview of the school's mission, curriculum, and enrollment process.
4. Social media and websites: TISA will maintain a strong social media presence and regularly update our website and social media with news, events, and enrollment information. This can be an effective way to reach a wide audience of parents and community members. The TISA Board has already engaged in an active social media campaign and that process will be expanded once the school is approved to open. Our website under construction will be an important element in providing information to curious parents who hear about our school. The current list of supporters gathered through our local needs survey will allow us access to email addresses to begin our partnership development.
5. Word-of-mouth: Finally, TISA will also rely on word-of-mouth to spread the word about their school. This includes parents sharing information with their friends and neighbors, and school officials partnering with local community organizations to promote the school. The Board will meet with potential parents to enlist volunteers for a "word of mouth" campaign. In reviewing data from the opening of some successful charter schools, the TISA Board has seen how effective potential parents can be in contacting their friends and colleagues relative to the school's opening. In the charter school market, "word of mouth" advertising is the most effective mode to reach parents and actually enroll students. Getting parents involved early in the development of the school is an invaluable tool to create strong school supporters and advocates. Active parents tell other active parents and this helps build our school community.

A key element we want to communicate to parents and the community is the uniqueness of a whole-school immersion and leadership program. Sharing the successes of other similar schools and the ambitious goals of the school to produce bilingual students who are academically advanced, culturally aware, and leadership skills will be stressed through our campaign.

Online volunteer sign up sites like Signup Genius allow the school to post needs. This virtual community offers parents the opportunity to take a step forward and help parent information meetings, community Q/A sessions, fundraising events, hosting tables at local festivals, summer outings, etc.



Our goal is to build partnerships with parents and community members to allow us to enrich and improve student learning. Giving them an early role in the schools development creates strong bonds that will help the schools growth and ultimately student success. The Board will apply for federal funds and local donations to assist with a vibrant marketing plan as outlined in this charter.

**Q175. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**



Here is a brief plan that TISA will use to recruit students during the planning year:

1. Develop a marketing strategy: The school will first develop a marketing strategy that outlines the key messaging, target audience, and marketing channels to use. This strategy will be developed with input from marketing experts, the school's board of Trustees, and parent volunteers.
2. Conduct market research: The school will conduct market research to understand the needs, preferences, and priorities of prospective parents and students. This will be done through surveys, focus groups, and interviews.
3. Develop promotional materials: Based on the marketing strategy and market research, the school will develop promotional materials such as brochures, flyers, and social media posts. These materials will highlight TISA's unique features, such as its curriculum, teaching philosophy, and extracurricular activities.
4. Host informational sessions: The school will host at least six informational sessions for parents and students to learn more about the school during the planning year (2024-2025). These sessions will be held both online and in person and should provide an overview of the school's mission, values, and approach to education. The locations of the info sessions will include the school's facility and local community centers, such as library, Children's museum, and daycares, which will allow more parents to attend and participate in school tours as well.
5. Attend community events: The school will attend community events such as fairs, festivals, and sports games to promote the school and distribute promotional materials.
6. Partner with community organizations: The school will partner with community organizations such as local churches, youth groups, daycares/preschools, and nonprofits like Greensboro Children's Museum to reach a wider audience and build relationships with prospective families.
7. Develop a referral program: The school will develop a referral program to incentivize local daycare partners to refer new families to the school. This can include discounts on school spirit shirts or other perks.

Timeline and benchmarks:

- July and August 2024: Develop promotional materials, set up all the social media accounts and finalize school website establishment, host one informational session on campus and one in Greensboro Children's Museum, attend community events, set up two billboards in highway I40 and I840, Registration window opens, pass out flyers to local community center and parent magazines, maintain social media accounts to increase public awareness of the school. Principal will join the team and start to lead the effort in the opening of the school.
- September and October 2024: Attend community events and partner with community organizations, host one informational session on campus and one in Greensboro Library, send out hiring advertisements through online platforms like Indeed and enrollment advertisements through social media and school websites, maintain social media accounts to increase public awareness of the school.
- November and December 2024: Month 7-8: continue outreach efforts, host one informational session on campus and four in local daycares, launch daycare referral program, send out



advertisements through radio, social media, and local community events, evaluate recruitment efforts and adjust strategy as needed, enlist small business owners to help to disseminate brochures, maintain social media accounts to increase public awareness of the school, update with facility renovation, and encourage parents for enrollment, purchase inexpensive social media ads, school enrollment sign or banner placed in front of the school. Registrar/PowerSchool coordinator will join in the team to help set up Lottease and PowerSchool.

- January and February 2025: Focus on enrollment, with a goal of enrolling at least 120 students for the first year and to open with a waiting list, continue outreach efforts, host two informational sessions on campus and two in local daycares, maintain social media accounts to increase public awareness of the school and update enrollment status, offer bumper stickers to families stopping by the school to visit, host an employment fair to attract potential teacher candidates and raise awareness, restock local libraries with brochures, have teachers and staff generate postings on social media and parent portals about the updates of the school establishment process, including but not limited to when furniture is delivered, school shirts are available, new materials arrive at the school, etc. Office manager will join the team and help with hiring, enrollment and books,
- March and April, 2025: Host the Spring open house, host tours of the facility, Continue in enrollment until the enrollment goal is reached, evaluate recruitment efforts and adjust strategy as needed, maintain social media accounts to increase public awareness of the school and update the preparation for school opening, have teachers and staff generate postings on social media and parent portals about the updates of the school establishment process, including but not limited to when furniture is delivered, school shirts are available, new materials arrive at the school, etc. Custodian will join the team.
- May and June 2025: Host the summer open house, host tours of the facility. and a Summer Outing, Continue in enrollment until the enrollment goal is reached, attend Graduation Ceremony for PreK in partner daycares, maintain social media accounts to increase public awareness of the school and update the preparation for school opening, have teachers and staff generate postings on social media and parent portals about the updates of the school establishment process, including but not limited to when furniture is delivered, school shirts are available, new materials arrive at the school, etc.

Benchmarks to measure success will include:

- Number of attendees at informational sessions and community events
- Number of referrals received from local daycares and community organizations
- Number of inquiries received through marketing channels
- Enrollment numbers at the end of the planning year.

By following this plan and tracking key metrics, TISA can demonstrate effective recruitment and enrollment practices and set the stage for long-term success.

**Q176. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-**



achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



As a public charter school, TISA will open to every student in North Carolina with tuition free. But TISA is also aware that some students might have challenges to attend the school and will need extra support from TISA. TISA will use the following strategies to provide equal opportunity for all students, including those who come from low-income families, struggle academically, have disabilities, are English learners, or are at-risk of academic failure.

1. Families in poverty:

a) TISA will reach out to community organizations, social workers, and local shelters to identify families who may be experiencing poverty, and try our best to ensure they are aware of the school, know the equal educational opportunities that TISA will offer them, and understand the TISA program well, so they can have the choices.

b) In all the parent info sessions, TISA will share with the parents the financial aid that TISA will implement to help families who may be struggling to afford school-related expenses, including but not limited to school supplies, uniforms, and cost for field trips.

c) TISA plans to seek partnership with a school bus vendor to provide transportation assistance for families who may not have access to reliable transportation. Before a partnership can be established, TISA will work with PTO to set up a carpool program to help with transportation for families who may not have access to reliable transportation

2. Academically low-achieving students:

a) TISA will use data to identify students who may be at-risk of academic failure and create personalized learning plans and/or provide MTSS for them to catch up.

b) TISA will provide extra tutoring and academic support services to students who are struggling academically. The services can include but not limited to free before-school Lexia time and free afternoon math club.

c) TISA will offer after-school and weekend programs to provide additional opportunities for students to catch up.

d) TISA plans to offer a free summer program in the 2024 summer to provide opportunities for K-2nd grade students to solidify their math and English language arts foundation before they attend TISA in August 2025.

3. Students with disabilities:

a) TISA will create a welcoming and inclusive environment that accommodates the needs of students with disabilities.





- b) TISA will hire a certified EC teacher to provide specialized instruction and support services and help students with disabilities succeed academically.
- c) TISA will collaborate with families and outside agencies to provide resources and support for students with disabilities.
- d) TISA will provide Social and emotional learning classes for all the students including EC students.

4. English learners:

- a) TISA will reach out to Spanish speaking communities by visiting their churches (including but not limited to La Roca Church - Greensboro Campus, Greensboro Spanish Seventh Day, and Northwest Church Of Christ) and other community centers and introduce the school to them.
- b) TISA will reach out to Chinese and Korean speaking communities by visiting Greensboro Chinese School, Liming Supermarket, and Super G Shopping center and introduce the school to them.
- c) Besides English, TISA's marketing materials will be in multiple languages, including but not limited to Spanish, Chinese, French, Korean, or Japanese, depending on what language the main target population speaks for each marketing task.
- d) Interpreters will be involved during the marketing, enrollment process, and also be included in all the parent meetings if needed.
- e) TISA will create and implement an individualized Language Education Plan (LEP) for all ELL students, and provide specialized instruction and support services to help English learners develop their language skills.
- f) TISA will use culturally responsive teaching practices to make sure that English learners feel valued and included in the classroom. Training will be provided for teachers before school starts.
- g) TISA will provide translated materials and interpreters to help students and families who may not speak English fluently.

5. Other students at-risk of academic failure:

- a) TISA will use data to identify students who may be at-risk of academic failure and create personalized learning plans to help them catch up.
- b) TISA will provide mentoring and counseling services to help students who may be struggling with emotional or behavioral issues.
- c) TISA will partner with community organizations to provide extracurricular activities that can help engage students and provide them with positive experiences outside of school.



d) TISA will provide a free summer camp in the 2024 summer, in which TISA art, business, and leadership programs will be introduced in order to motivate the students with positive experiences besides TISA's academic rigor.

By implementing these outreach plans and strategies, TISA can provide equal opportunity for all students and help them succeed academically.

**Q177. What established community organizations would you target for marketing and recruitment?**



There are several established community organizations in Greensboro, North Carolina that a TISA can target for marketing and recruitment. Some of these organizations include:

1.  
Boys & Girls Clubs of Greensboro: This organization provides after-school and summer programs to help children and teens develop academic and social skills.
2.  
YMCA of Greensboro: The YMCA offers a variety of programs for children and families, including sports leagues, after-school programs, and summer camps.
3.  
Interactive Resource Center: This organization provides resources and support for people experiencing homelessness and poverty in Greensboro. They may be able to refer families to the school or help distribute information about the school to families in need.
4.  
Guilford County Schools (GCS): The local public school system can be a valuable partner for TISA. TISA can work with Guilford County Schools to provide information about the school to families who may be looking for alternative education options, especially for Chinese immersion program, which GCS does not offer.
5.  
Community centers: There are several community centers in Greensboro that serve families and children, including the Glenwood Recreation Center, Leonard Recreation Center, Windsor Recreation Center, Greensboro Children's Museum, Greensboro Safari Nation, Greensboro Science Center, and Greensboro Public Library. TISA will seek partnership with these centers to provide information about the school and distribute flyers or brochures to families.
6.  
Faith-based organizations: Greensboro has several churches and other faith-based organizations that may be interested in partnering with TISA to provide support and resources to families.

By targeting these established community organizations, TISA can increase its visibility and reach a wider audience of potential students and families.

## 10.6. Parent and Community Involvement

**Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**



Effective communication and engagement with parents and community members are critical for the success of a charter school from the time it is approved through opening. The TISA Board has already engaged in an active social media campaign and that process will be expanded once the school is approved to open. The current list of supports gathered through the local needs survey will allow us access to email addresses to begin our partnership development. Here are some strategies that TISA will use to communicate with and engage parents and community members during this time:

1. Hold information sessions: TISA will hold public information sessions regularly to inform parents and community members about TISA's mission, vision, curriculum, and academic programs. These sessions will be held in person and/or virtually and will be promoted through various channels, including social media, community centers, local media outlets, and on school's campus (when the facility is ready to use).
2. Build relationships with local media: TISA will build relationships with local media outlets to help promote TISA's opening and share its progress. This can include issuing press releases, inviting reporters to cover school events, and providing interviews with school leaders and teachers.
3. Website and social media presence: TISA will create a website and social media pages to provide regular updates about the school's progress, share important news and events, and engage with parents and community members. Regularly update these channels to ensure that stakeholders stay informed about the school's development.
4. Hold community events: TISA will host community events to engage parents and community members and provide them with opportunities to learn more about the school's mission and programs. Examples of community events will include Parent information sessions, open houses, back-to-school nights, Summer Outings, and parent-teacher conferences.
5. 2024 Summer program: TISA will offer a free summer program in the 2024 summer for all the enrolled students.
6. Establish a parent-teacher organization: TISA will establish a parent-teacher organization (PTO) to help build strong relationships between parents, teachers, and school leaders. The organization can provide a forum for parents to share feedback and concerns, as well as support the school's fundraising and volunteer efforts. TISA will work with PTO for a "word of mouth" campaign.
7. Conduct surveys and focus groups: TISA will conduct surveys and focus groups to gather feedback from parents and community members about the school's development and future plan, and will use this feedback to make informed decisions and continuously improve the school's programs and services.
8. Parent volunteer opportunities: We will use online volunteer sign up sites like Signup Genius, which allows the school to post needs. This virtual community offers parents the opportunity to take a step forward and help with parent information meetings, community Q/A sessions, fundraising events, hosting tables at local festivals, and summer outings, etc.

Our goal is to build partnerships with parents and community members to allow us to enrich and improve student learning. Giving them an early role in the schools development creates strong bonds that will help the schools growth and ultimately student success. By implementing these



strategies, TISA can effectively communicate with and engage parents and community members from the time of approval through opening, setting the stage for long-term success and community support.

**Q179. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**



Engaging parents in the life of a public charter school is critical for building a supportive community that promotes student learning and success. Here are some strategies that TISA will use to engage parents and build strong partnerships that support student learning:

1. Create welcoming and inclusive spaces: TISA will create welcoming and inclusive spaces for parents, such as parent lounges, family resource centers, and family lunch tables. These spaces can provide parents with a comfortable place to connect with other parents, eat lunch with students and their friends, meet with teachers or administrators, and access information about the school.
2. Establish regular communication channels: TISA will establish regular communication channels to keep parents informed about school events, student progress, and important school policies. These channels can include daily lunch-time announcements, weekly newsletters, parent-teacher conferences, and school-wide meetings.
3. Provide opportunities for parental involvement: TISA will provide opportunities for parental involvement in school events and activities, such as volunteering in the classroom, chaperoning field trips, serving on the school's parent-teacher organization or Parent Advisory Council/School Improvement Council.
4. Conduct workshops and training sessions: TISA will conduct workshops and training sessions to provide parents with the skills and knowledge they need to support their children's learning and increase the adhesiveness of the families with school. These sessions can cover topics such as how to support students for homework in immersion education, effective study habits, lunch bags and nutrition, how to understand i-ready reports, and strategies for promoting positive behavior. Some sessions will also be scheduled to cover topics to improve parents' cultural awareness such as foreign language classes, diversified cultural clubs for parents, and/or leadership with inclusiveness.
5. Encourage parental leadership and decision-making: TISA will encourage parental leadership and decision-making by involving parents in school governance and decision-making processes. This can include establishing a Parent Advisory Council/School Improvement Council or involving parents in the hiring process for new teachers or administrators.
6. Foster a culture of respect, inclusiveness and collaboration: TISA will foster a culture of respect, inclusiveness, and collaboration between parents and school staff. This can be achieved by encouraging open communication, active listening, and valuing the contributions of all stakeholders in the school community, including interpreters in parent meetings for parents who do not speak English, setting up parent meetings with all the partner teachers so the team can better support the students in a collaborative way.

By implementing these strategies, TISA can engage parents in the life of the school and build strong partnerships that support student learning. A supportive and engaged community of parents can lead to improved academic outcomes for students, as well as a more positive and inclusive school culture.

**Q180. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and**



vision.



TISA has identified three programs that we will offer to parents and the community, including Parent-Teacher Organization (PTO), Parent Advisory Council/School Improvement Council (PAC/SIC), and Parent University (TISA-PU).

### **Parent-teacher Organization (PTO):**

TISA will establish a parent-teacher organization (PTO) as early as the school charter is approved. A PTO can play a significant role in creating a positive and supportive school environment for students, teachers, and parents. It can also help to strengthen the relationship between the school and the community, which can lead to improved academic outcomes and a more successful school. TISA's PTO can benefit TISA students and support TISA's mission and vision in many ways such as:

1. Builds a sense of community: A PTO can help build a sense of community within the school by providing a forum for parents to connect with each other and school staff, and help promote a supportive and collaborative school culture, which can benefit the overall academic performance of the school. To establish PTO as early as possible is vital for the successful opening of the school, because it can help create a strong partnership between parents, teachers, and the school administration when all the stakeholders work together towards the opening of the school. A PTO can help to foster a positive and inclusive school culture and the sense of community by organizing community-building events, such as potlucks and cultural festivals.
2. Increases parental involvement: A PTO can increase parental involvement in the school by providing opportunities for parents to volunteer in school events and activities. Increased parental involvement can lead to improved student attendance, better academic performance, and a more positive school climate.
3. Provides fundraising support: A PTO can support the school's fundraising efforts by organizing events and activities that raise funds for the school. These funds can be used to support academic programs, technology, necessary furniture, equipment, or supplies, improvement of the facilities, or fund extracurricular activities or other resources that benefit students.
4. Offers support for school events: A PTO can provide support for school events and activities by organizing volunteers, providing refreshments or other supplies, and helping to publicize the event.
5. Offers a parent perspective: A PTO can offer the school administration a parent perspective on issues related to the school, such as academic programs, policies, and practices. This feedback can be valuable in improving the overall quality of the school and addressing the concerns of parents.
6. Improving student engagement: A PTO can help to increase student engagement in school by organizing extracurricular activities, such as clubs and after-school programs. These activities can help students explore their interests and develop new skills.
7. Providing academic support: A PTO can provide academic support to students by organizing study groups, tutoring sessions, and other academic enrichment programs. This can help to ensure that students are able to reach their full potential and achieve academic success.
8. Supporting the school's mission and vision: A PTO can support the school's mission and vision by aligning its goals and activities with those of the school. For example, TISA's mission is to promote language immersion and leadership education, the PTO can organize language-related events and





activities and provide community service opportunities for TISA's students to support this goal.

### **Parent Advisory Council/School Improvement Council (PAC/SIC):**

TISA will establish a Parent Advisory Council/School Improvement Council (PAC/SIC) from its first year. Considering the small number of student enrollment in the first few years, TISA will not separate PAC and SIC but keep them in the same group of people, which will consist of parents, teachers, school administrators and some community supporters. By working together, the council can identify the needs of students and the school and develop strategies to meet those needs, leading to improved student learning outcomes and a more successful school. Here are some ways in which TISA's PAC/SIC can achieve this:

1. Enhancing communication: TISA's PAC/SIC can help enhance communication between the school administration, teachers, parents, and students. By working together, the council can identify the needs of students and the school, and then develop strategies to meet those needs.
2. Developing school improvement plans: The PAC/SIC can develop a comprehensive school improvement plan that focuses on improving student learning outcomes, school climate, and overall performance. This plan can be aligned with the school's mission and vision and can provide direction for the school's improvement efforts.
3. Providing input on school policies: The PAC/SIC can provide input on school policies that affect student learning and school performance. This can include policies related to curriculum, instruction, and discipline.
4. Encouraging parental involvement: The PAC/SIC can encourage parental involvement in the school and in their children's education. This can be achieved by providing information and resources to parents, promoting parent-teacher conferences, and involving parents in school events.
5. Fostering community partnerships: The PAC/SIC can work with local businesses and organizations to develop partnerships that benefit the school and the community. These partnerships can provide resources, expertise, and support that can enhance student learning and school performance.
6. Supporting Student Learning: A PAC/SIC can support student learning by organizing events and programs that provide resources and support for students. This can include after-school programs, tutoring, and mentoring opportunities, and seeking community service for students.
7. Advocating for Students: A PAC can advocate for students and their families, working to ensure that their needs and concerns are heard and addressed by school administrators and policymakers.

### **Parent University (TISA-PU):**

TISA will offer a parent university, TISA-PU, for parents and community members. The ways that TISA-PU can benefit our students and support TISA's mission and vision include but not limited to:

1. Enhancing parental involvement: TISA-PU can help enhance parental involvement in the school by providing parents with opportunities to learn about the school's mission and vision, curriculum, and programs. This can help create a positive school culture, as parents become more informed and



engaged in their child's education and the school community.

2. Providing parent education: TISA-PU plans to provide parent education on topics such as child development, effective communication, and academic support strategies. This can help parents better understand their child's educational needs and how to support their learning at home. This is even more important for language immersion schools. Most of TISA's parents will not be target language speakers. To know how to support their learning at home can be very important for the parents to provide support as needed and help parents know more about the immersion concepts..

3. Increasing Accountability: A Parent University can increase accountability by creating a feedback mechanism between parents and the school administration. This can help ensure that the school is meeting the needs of students and their families and is aligned with the school's mission and vision.

In summary, by engaging parents in PTO, PAC/SIC, and TISA-PU, TISA can enhance parental involvement, provide parent education, foster community partnerships, promote student success, and increase accountability. By working together with all the stakeholders, TISA can identify the needs of students and the school and better meet those needs, which will lead to improved student learning outcomes and a more successful school.

## 10.7. Admissions Policy

Q181. **Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.

2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school.

Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes



No

Q185. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



In accordance with N.C.G.S. 115C-218.55, the TISA Board of Trustees will ensure TISA's enrollment policy does not discriminate on the basis of ethnicity, national origin, gender, religion, disability, race, color, or sexual orientation. Any student who is eligible to attend a NC public school may enroll at EVA subject to space limits.

**Enrollment Process:** Students enrolling at TISA must return the Open Enrollment Application within published time limits. For year one, only K-2nd grade students will be accepted. Applicants accepted at TISA will be given an enrollment packet which outlines the open enrollment procedures, program philosophy, and parental and student expectations. Online Applications for the 2025-2026 school year will be accepted from the first business day in November of 2024 (11/1/2024) through the last business day in January of 2025 (1/31/2025).

**Transfer Students:** Students who have been expelled, who are in the process of being expelled, or who are in the middle of a behavior hearing are not eligible to attend. To determine eligibility, a 48 hour waiting period is necessary. Transfers will be admitted based on space availability.

**Withdrawals:** The school requests at least 48 hours notice of withdrawals during the school year. This allows staff to properly gather and transfer records.

**Open Enrollment:**

1. Priority Enrollment-All students who are entitled to receive priority enrollment will be given seats first. According to N.C.G.S. 115C-218.45(f), enrollment priority will be given to the following:

2. Limited to no more than (15%) of the school's total enrollment:

- Children of the school's Board of Trustees and,
- Children of the school's employees.

3. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For purposes of this subsection, "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home. (For lottery purposes, if one sibling is selected, all siblings will be admitted as long as seating is available.)

4. Children who meet the criteria of the federal definition of educationally disadvantaged (ED students), which include the following subgroups of students:

- Students who are economically disadvantaged;
- English learners;
- Students with disabilities;
- Homeless or unaccompanied youth;
- Immigrant students; and
- Migrant students.



At the beginning of the second semester, parents of current students must sign an intent to re-enroll and provide updated contact information and submit any necessary documents or proof of residency. The school must make multiple attempts to contact parents to verify the student will not be returning.

New student enrollment information will be entered online within the published time limits. Families without access to a computer may contact the school office. New applications are reviewed for eligibility of attendance (including proof of age and residency.)

At the end of the Open Enrollment period, a lottery will be held if any grade level has an excess of enrollments.

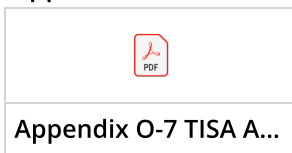
**Lottery:**

1. The lottery process will be conducted as a public meeting in a public location by TISA Trustees and a NC Notary.
2. Parents who submitted an application by the deadline, will receive notice of the lottery's time, date and location via parent-noted preferred contact method.

Procedure:

Due to space limitation, the administration and enrollment policy and procedure will be placed in Appendix O-7.

**Applicant Evidence :**



Uploaded on **4/3/2023**  
by **Chaowei Zhu**

**10.8. Certify**

Q186. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q187. **Explanation (optional):**



**2023 NC CHARTER APPLICATION**  
NC Public Charters





## 11. Operations

### 11.1. Transportation Plan

Q188. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



TISA, like most public charter schools, recognizes that transportation may be a challenge for some families within our target population. To ensure that every student who desires to attend TISA has the opportunity to do so, the school will establish a Transportation Committee under PTO, which will consist of five members who will work with parents and school administrators. Although many charter schools do not offer transportation, TISA's first year budget does include \$26,000 (\$180.55 per student) to establish a phase one transportation plan, which will be expanded as enrollment increases. A survey will be sent to the parents to find out the actual needs regarding transportation before school starts, so that the Transportation Committee can ensure a more effective use of these funds to support student transportation.

One possible solution is to purchase a used mini school bus, which can cost as little as \$5,000 or even lower and still meet state safety standards. (One school that we worked before did purchase two school buses with \$5,000 in total before and might be willing to sell one of them to us because they are not using them at all. We will reach out to them for this possibility once our charter is approved.) The school would operate a centralized route to pick up as many students as possible, and part-time certified drivers would be hired to operate the buses. This centralized bus plan has proven to be effective for many charter schools. According to data from a similar charter school in Charlotte, which has about 150 students with only less than 10 students riding the bus every day, a mini school bus with 14 seats would be sufficient to meet the commuting needs as well as serve for field trips.

Another option is to utilize a private transportation company. TISA has been referred to as a company that used to offer a monthly charge of approximately \$2,500 per bus for another charter school in the same area, allowing TISA to contract for one bus within its budget. Although financially this is not the best choice, it can be an effective solution temporarily if we do have many families requesting the transportation and it can also reduce the fee for bus maintenance and bus driver in Option 1 above, as well as insurance.

TISA also plans to apply for some transportation grant. If we can get a transportation fund or any other fund in the future which allows us to purchase a mini school bus, that will be very helpful for us regarding field trips. Otherwise our field trips will be scheduled within a range of less than 1 hour driving, which will require us to seek transportation support from parents who will volunteer to drive students to field trips or contract it out.

In addition to the plans above, TISA is also committed to launching a carpool program in collaboration with the Transportation Committee. Under this program, parents will volunteer to transport students who may face transportation challenges to and from school. To encourage parent participation, TISA will provide early drop-off or late pick-up privileges to those who volunteer for the carpool program.

Recognizing that its transportation plan may be limited, TISA is exploring additional ways to support





working families in sending their children to the school. Drawing inspiration from East Point Academy in Columbia, which offers no transportation for its students, TISA will operate a free Early Bird program that allows parents to drop off their children as early as 7:00 am if needed. The school will also offer a low-cost after-school enrichment program, which allows parents to pick up their children as late as 6:00 pm.

TISA's after-school program will include a range of academic clubs such as Homework, Reading, and STEM, as well as sports clubs such as Basketball, Ping-Pong, Running, and Tai-Chi. In addition, extracurricular offerings such as Musical Instruments, Dance team, Karate, and Gymnastics will be available to students. These programs will not only provide a trusted place for working parents to leave their children while they are at work, but will also offer TISA students additional learning opportunities. The fees for TISA's after-school program will be kept at a rate that is much lower than what the average private care facility would charge. TISA will also work with low-income families to reduce fees, ensuring that all parents have the option of after-school services for their children.

Through these initiatives, TISA is committed to ensuring that transportation is not a barrier for any student who wants to attend the school. The TISA Board understands that helping students who want to come to EVA overcome the barrier will in return help TISA to meet the school's enrollment goal. This will also increase the number of students who are truly motivated to attend the school, and help foster a sense of community and mutual support among parents, while also ensuring that every student has access to safe and reliable transportation. By working closely with the Transportation Committee and parent volunteers, TISA is confident in its ability to provide a safe and reliable transportation plan that meets the unique needs of its students and families.

## 11.2. School Lunch Plan

**Q189. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:**

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**



TISA does intend to participate in the National School Lunch Program as early as possible. TISA is aware that nutritious meals are very important to the well-being of students. The school will access all resources available from the National School Lunch Program (NSLP) to establish a system that will provide nutritious meals for students. We will review other schools in local areas that have established excellent food service programs and replicate aspects of those programs. The Board's desire is to serve healthy and student pleasing food while keeping costs down. The school will also explore grant opportunities that provide healthy meal options such as the Safety school grant, or Special Milk grant.

The school's plan is to employ a food service company that will offer a turn-key program. Chartwells is a company under consideration to help us offer the NSLP. Chartwells may also assist the school in completing the required federal paperwork for reimbursements. Nevertheless, the school has included funds in the budget to cover possible shortfalls.

(The calculation for the child nutrition part is to use the funding lunch reimbursement for reduced price (\$3.93) to multiply our projected EDS student enrollment (72 students) by 180 school days, which makes 50,932.8 in total.)

Following federal guidelines for the NSLP, the school expects to receive funding to subsidize the food service program. For the first two years, the school will have no baseline data to determine funding; therefore, we will assume that the school meets the criteria for the non-severe poverty settings and will get the lower rates of reimbursement. These rates will be in effect for 3 years.

Currently, TISA expects to receive the following federal reimbursements for students' lunch:

Paid: Breakfast \$0.5, Lunch \$0.77, Snack \$0.09

Reduced Price: Breakfast \$1.96, Lunch \$3.93, Snack \$0.54

Free: Breakfast \$2.26, Lunch \$4.33, Snack \$1.08

1. To comply with applicable local, state, and federal guidelines and regulations for the National School Lunch Program, TISA will take the following steps:

(1) Apply for participation in the National School Lunch Program: The school will first apply for participation in the program by submitting an application to the state agency that administers the program.

(2) Develop a School Wellness Policy: The school will develop a School Wellness Policy that outlines the goals and strategies for promoting healthy eating habits among students. The policy will include guidelines for the types of foods that can be sold or served in the school and restrictions on junk food and sugary drinks.



(3) Offer meals that meet USDA nutrition standards: The school will ensure that the meals offered to students meet the nutrition standards established by the USDA. This includes offering a variety of fruits, vegetables, whole grains, lean proteins, and low-fat dairy products.

(4) Provide free or reduced-price meals to eligible students: After our application for NSLP is approved, we will provide free or reduced-price meals to eligible students based on income eligibility guidelines established by the USDA.

(5) Maintain accurate records: TISA will maintain accurate records of meal counts, food purchases, and inventory to ensure compliance with program regulations.

(6) Train staff on program requirements: TISA should train staff on the program requirements to ensure that meals are prepared and served in compliance with the guidelines.

By following these steps, TISA can ensure that we comply with applicable local, state, and federal guidelines and regulations for the National School Lunch Program.

2. To meet the needs of low-income students and ensure that no child is lacking a daily meal, TISA will take the following plans:

(1) Identify eligible students: The school will identify eligible students based on income eligibility guidelines established by the USDA. The school will use the National School Lunch Program application process to collect income information from families and identify students who qualify for free or reduced-price meals.

(2) Provide free or reduced-price meals: The school will provide free or reduced-price lunch to eligible students.

(3) Provide nutrition education: The school will provide nutrition education to students and families to promote healthy eating habits. This education can include information on the benefits of a balanced diet, how to read nutrition labels, and how to prepare healthy meals on a budget.

(4) Partner with community organizations: The school will partner with community organizations, such as local food banks and non-profits, to provide additional resources and support to low-income students and families. These partnerships can provide students with access to healthy food outside of school hours and support families with financial and other resources.

(5) Ensure program accessibility: The school will ensure that the National School Lunch Program is accessible to all eligible students, regardless of language barriers or other challenges they may face. This can include providing translation services for families who do not speak English and working with families to overcome any barriers to program participation.

By implementing these plans, a charter school can ensure that low-income students have access to



healthy meals and the support they need to succeed in school.

3. To meet the requirement for the National School Lunch Program, TISA will collect free and reduced-price lunch information from qualified families by following these steps:

(1) Distribute the application form: TISA will distribute the application form for the National School Lunch Program to all families at the beginning of the school year or when a new student enrolls. The form will also be available on the school's website or through the school's administrative office.

(2) Provide clear instructions: The school will provide clear instructions on how to complete the application form. The instructions will explain what information is needed, how to determine household income, and how to submit the completed form to the school.

(3) Ensure privacy: The school will ensure the privacy of families' personal and financial information by clearly stating that the information will be kept confidential and used only for the purpose of determining eligibility for the National School Lunch Program.

(4) Offer assistance: The school will offer assistance to families who need help completing the application form. This can include providing translation services or offering workshops to help families understand the application process.

(5) Follow up: The school will follow up with families who do not submit the application form or who submit incomplete forms. This can be done through phone calls or other forms of communication to ensure that eligible students are not missed.

(6) Evaluate eligibility: The school will evaluate the eligibility of each student based on the information provided on the application form. The school will use the Income Eligibility Guidelines established by the USDA to determine whether a student qualifies for free or reduced-price lunch.

By following these steps, a school can collect free and reduced-price lunch information from qualified families and ensure that eligible students have access to healthy meals through the National School Lunch Program.

### 11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;




- 3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- 4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- 5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- 6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

**Q190. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

**Resources**


Insurance Coverage ...

**Applicant Evidence :**


Q 190 Insurance Cov...

Uploaded on **4/13/2023**  
by **Chaowei Zhu**

**Q191. Attach Appendix L: Insurance Quotes**

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :



Appendix L Insuranc...

Uploaded on **4/24/2023**  
by **Chaowei Zhu**

## 11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q192. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

## 11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Starting a charter school is a challenging but rewarding process that requires careful planning, research, and collaboration. It involves several key steps, including but not limited to planning, research, fundraising, and legal compliance. The following is a detailed start-up plan for TISA, outlining the tasks, timelines, and responsible individuals involved in each stage of the process, as well as compensation for the responsible individuals involved. By following this start-up plan and enlisting the help of qualified experts, TISA is confident that we will open the school strong.

### **Stage One: Planning and application (7 months) (December 2022 - June 2023)**

Tasks: In this stage, the founders of the charter school will define the school's mission, vision, and goals, conduct market research, develop a business plan, identify potential partners, investors, and supporters, and submit the charter application,

Responsible individuals: Founding board members and principal led by the chair Dr. Chaowei Zhu

Compensation: \$0

### **Stage Two: Fundraising, facility hunting, and marketing (6 months) (July 2023 - December 2023)**

Tasks: In this stage, while we keep training our board members as required and as needed, TISA's founders will (1) start to raise funds to support the start-up costs of the school, including facilities, equipment, and initial staffing costs. This may involve applying for grants, seeking donations from foundations, and hosting fundraising events. (2) start actively doing facility hunting by consulting real estate agents, local community leaders and business partners, and (3) start introducing the school to local communities via social media and the school website.

Responsible individuals: Founding board members, principal, and investor(s) led by board chair.

Compensation: \$0

### **Stage Three: Legal compliance, facility confirmation, and marketing (6 months) (January 2024 - June 2024)**

Tasks: (1) In this stage, TISA founders will ensure that we comply with all state and local laws related to charter schools, including regulations related to facilities, staffing, and curriculum. This may involve reviewing leasing contracts, creating policies and procedures, and developing a student enrollment plan. (2) In this stage, the charter should also be approved, then we can secure the facility, including finding a suitable location and negotiating a lease or purchase agreement. (3) We will also keep doing marketing and introducing the school to local communities via social media and website.

Responsible Individuals: Founding board with support from legal experts.



Compensation: 0

**Stage Four: Marketing, legal Compliance, facility improvement, enrollment, and hiring (6 months) (July 2024 - December 2024)**

Tasks: This stage is key for marketing. Besides implementing TISA marketing plan, (1) in this stage, TISA founders will continue working with legal experts to ensure that we comply with all state and local laws related to charter schools, including regulations related to facilities, staffing, enrollment, finance, and educational programs. This may involve reviewing various contracts, obtaining necessary licenses, permits, and certifications, continuing in creating policies and procedures. (2) In this stage, TISA will also develop and implement a student enrollment plan and start registration and enrollment for students, and (3) start hiring staff. (4) This stage is also important for facility improvement to ensure the facility is ready for Open House in January 2025. (5) The facility should be secured and improved/renovated as needed in this stage.

Responsible Individuals: Principal will lead the effort of planning with support from the board, legal experts, Registrar/PowerSchool Coordinator, contracted service provider Acadia Northstar, and volunteers.

Compensation and expenditures (\$20,500 in total):

1. Legal fee will be paid for assisting facility renting or purchasing, reviewing contracts with vendors, and policies as well as the reimbursement for registration fee for the non-profit organization, application fee for charter and non-profit status (up to \$3000)
2. Registrar/PowerSchool Coordinator will start to report to work part-time on October 1, 2024, and get ready for the enrollment window starting on November 1, 2024. She will also help with marketing during this period. The proposed registrar/PowerSchool coordinator's salary for 2024-25 will be \$17500 (half-time worker from September 2024 to June 2025)

**Stage Five: Hiring, enrollment, facility and equipment stage (6 months) (January 2025 - June 2025)**

Tasks: In this stage, the school will (1) recruit and hire a qualified team of educators, administrators, and support staff. This may involve creating job descriptions, posting job listings, conducting interviews, and negotiating contracts; (2) enroll students while keeping marketing till waiting list exits; (3) offer parent information sessions, open houses, and community events as scheduled in the marketing plan, (4) equip the facility with the necessary materials, technology, and equipment to support student learning, which may involve purchasing furniture, textbooks, and other materials.

Responsible Individuals: Founding team led by the principal and office manager with the assistance from other staff)

Compensation and expenditures (\$186,200 in total)





1. Principal will be paid \$45,000 in total for all her work in the planning period (April 1, 2023 to June 30, 2025). But part of the the salary (\$5000) will be deferred to pay after school starts.
2. Custodians will start to report to work part-time on January 6, 2025, and help get the facility ready for Open House and school tour starting in January, 2025. The proposed custodian's hourly rate will be \$15 per hour (20 hours per week, 24 weeks in total between January 2025 to June 2025) and \$7200 in total from January 6, 2025 to June 30, 2025.
3. Marketing (\$4000): Billboard, flyers, parent information sessions, etc.
4. Facility rental (\$90,000): Just in case if we need to pay some of the facility rental in Year 0, we will pay up to half year rental. But the first priority is to find a facility that we do not need to pay for the Year 0. If we make it this way, then this budget will be saved as reserve for Year 1.
5. Improvement and furniture (\$40,000): This is for the furniture including desks, chairs, white boards, and anything else that we will need to get the facility ready before school starts. Most of the other office supplies, learning materials and smartboard, as well as computers have been budgeted to Year 1. If there is surplus, it will go to Year 1 Budget for instructional supplies.

**Stage Six: Pre-Opening stage: Teacher orientation, pre-opening summer program, final touch for school opening (2 months) (July 1, 2025-August 22, 2025)**

Tasks: In this stage, the school will (1) conduct teacher orientation (2 weeks) following TISA PD plan; (2) provide a free summer program with school tour and student activities for enrolled students and their families (1 week) (parents and students will be invited to provide feedback); (3) offer parent information sessions and open houses, as scheduled in the marketing plan; (4) continue in equip the facility with the necessary materials, technology, and equipment to support student learning, which may involve purchasing furniture, textbooks, and other materials; and (5) have teachers prepare their classrooms and lesson plans for the school's grand opening on August 25, 2025.

Responsible Individuals: The whole TISA team led by the principal with support from the board.

Compensation: Following the budget for Year One

**Stage Seven: First 20 days of School and First Semester of School**

August 25, 2025 TISA's grand opening ceremony and first day of school

Tasks: August 25, 2025 will be TISA's first day of school. TISA will officially open the school and welcome students and families to the new learning environment. A free first-day shirt and a supply packet will be passed out on the first day of school as an incentive. In the first 20 days of school, TISA will keep attendance in PowerSchool and hard copy strictly every day, call the parents whose student is absent and provide support as needed. Parents and students' feedback will be invited through an open meeting with PTO and SIC/PAC within 20 days after school starts.

In the first semester, we will follow the charter to implement educational plans, communicate with parents, students, and teachers about school's news and updates, host PTO/SIC/PAC and Parent



University as scheduled, with the purpose of adding the adherence of the families. We will also evaluate and adjust our marketing plan accordingly, and implement it for the expansion for Year Two. In the end of first semester, we will start the registration process for the next school year as scheduled in TISA enrollment plan.

Responsible Individuals: The whole TISA team led by the principal and the registrar.

Compensation: Following the budget for Year One

**Q194. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**



Starting a new school can be a complex and challenging process, with many potential obstacles that can arise. Some of the challenges that a board anticipates when starting TISA include:

1. Securing funding: Starting a new charter school in North Carolina requires a significant investment of resources, and securing the necessary funding can be a major challenge.

To address this challenge, TISA will develop a comprehensive business plan to help TISA secure funding and provide a clear roadmap for the school's success. The plan will include the fundraising and marketing plan, and budget since Year 0. We will proactively reach out to the community members and seek their support as donors. We will also work with our investors closely to ensure a business plan that can achieve mutual understanding and mutual benefits. Even though our Year 0 budget is around \$207,700, including \$90,000 for the rental for Year 0, which can be possible to waive, and \$45,000 for the principal's salary for the whole application and planning process from April 2023 to July 2025, which will defer to pay after school starts, one of our community supporters has kindly agreed to provide up to \$250,000 loan (annual interest rate will be 7% calculated with simple interest) for us if it is needed to open the school. We plan to use \$210,000 of the loan as startup funding, and the remaining \$40,000 for backup funding. In the attachment, you can find a supporting letter from the lender and a repayment plan with detailed info for each payment.

2. Hiring qualified staff: Finding and hiring qualified teachers and administrative personnel can be a challenge, especially when the labor shortage is a nationwide issue. Particularly for language immersion schools, to find and hire qualified immersion teachers is even a challenge during the pandemic and post-pandemic era.

To address this challenge, we will seek partnership with some universities like Wake Forest University and University of North Carolina at Greensboro and reach out to their graduates. We will post on social media and some hiring websites and attend job fairs to attract some teacher applicants. We will also seek cooperation with some teacher hiring organizations and programs such as Teaching Critical Language Program and Go Global NC, who are specialized in finding language immersion teachers from abroad. Local community is also a good resource for us to recruit teachers, especially partner time related art.

We will develop a strong and positive school culture and also set up a competitive pay structure and flexible daily schedule that can help attract and retain qualified staff and build community support.

3. Obtaining necessary permits and approvals: Starting a charter school in North Carolina requires obtaining approvals from state authorities, which can be a complicated and time-consuming process. But working with our whole board and the principal together as a team, which include talents and experts in various fields, we are confident that we can overcome any challenges and open the school successfully and strong.


4. Marketing to meet enrollment goals: The survival of a charter school relies on student enrollment.



In order to meet our enrollment goal, we will work as a team for marketing and branding. We will build community support for TISA by partnering with other organizations and schools, which can help the new school leverage existing resources and expertise. We plan to seek partnership with local universities, Greensboro Children’s Museum, Greensboro Public Library, Greensboro Science Center, and several daycare and preschools and other youth centers in Greensboro, as well as some other NGOs in Greensboro. The marketing plan that was indicated in the previous section will be implemented. We will also engage with stakeholders and build relationships with community members, parents, and local authorities. We will actively introduce the school to local community members by hosting parent info sessions, passing out flyers, setting up billboards, and marketing the school on social media and websites. We will also invite volunteers and other stakeholders to be involved in the establishing process.

**Applicant Evidence :**

  
Appendix O-support ...

  
Appendix O-4 Year 0 ...

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by **Chaowei Zhu**

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by **Chaowei Zhu**

**11.6. Facility**

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

**Q195. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**



Acquiring a building for a charter school and obtaining the necessary Educational Certificate of Occupancy (ECO) can be a complex process. To achieve this goal, TISA will consider all the options available after carefully assessing the needs of the school and ensuring that any building is compliant with relevant regulations. The following plan outlines specific steps that the TISA board will take to successfully acquire a facility and obtain the certificate:

1. Determine the Educational Needs: The board has assessed the educational needs of the school and determined the type of building that would be suitable. This includes the number of classrooms, administrative offices, and other facilities that are necessary for the school's operation. The detailed information of the educational needs will be introduced in following sections (Q196 and Q197).

2. Set a Budget: The board has established a budget for the facility, including costs associated with the acquisition, renovation, and ongoing maintenance. The goal should be to keep facility costs under 12% of the total revenue if possible. The proposed budget will be included in the following sections.

3. Identify Potential Buildings:

In an effort to secure suitable facilities, the TISA Board has reached out to local community leaders and sought advice from founders and leaders of successful charter schools. Learning from the experience of other schools with facility development can provide valuable insight, and seeking input from local communities can also be beneficial.

When looking for a suitable school facility, we will consider several crucial factors, including traffic flow and additional roads (as specified by the Department of Transportation), available parking (as per local regulations), sewage facilities (as per local regulations), facility and location alignment with the school's mission, Educational Certificate of Occupancy, necessary renovations (to meet local inspection requirements), installation of sprinkler systems (to meet fire department regulations), ADA inspections, and bathroom requirements, etc.

The board has started to research and will identify potential buildings that meet the school's educational needs, location, and budget by the end of 2023. Our plan involves exploring three options to secure a facility: 1) finding a ready-to-move-in facility, such as a former or closing school facility, which would be the most affordable option, but has a low possibility of success; 2) finding an existing building that can be renovated economically, which offers a balance between affordability and feasibility; or 3) working with a charter school facility developer to build a new facility, which would be the most straightforward option, but could be costly in the long term.

For option 1, we have started to reach out to Guilford County Schools district office for the possibility. At this moment, there are several buildings that we are very interested in. But as of today (4/23/2023), we are still in the process of knowing more about those facilities and the possibility for



us to obtain them, as well as consulting with professionals and constructors about the cost of minimum renovation that needs to be done for each facility.

At the same time, we have been communicating with property owners and developers who possess multiple properties in the Greensboro area. One such company is Brown Investment Properties, which is the largest commercial real estate brokerage company in the Piedmont Triad and the oldest full-service commercial real estate firm in Greensboro, NC. Brown Investment Properties owns roughly 80 business and industrial facilities as well as land in Greensboro, including a piece of land that we are very interested in due to its ideal location and size (5+ acres). This facility can accommodate additional classrooms as the school expands. We also met with several real agents in Greensboro so they can help us do facility hunting. As of April 23, 2023, we have identified one facility, which is in our main target area and can be renovated to a school facility, and we are in the process of contacting the owner for next step.

We have been in discussion with several architects and constructors, including Clark Nexsen Architects and Engineers, which has vast experience in designing and renovating K-12 schools, for public, charter and independent school systems. After talking about our facility needs and finance structure Clark Nexsen has agreed to provide us support in facility hunting, renovation, and design, as well as support us in getting the educational certificate of occupancy among some other permits for the projects. A support letter from Clark Nexsen can be found attached here. Another support letter from one of our board member's husband, who is an architect and has agreed to provide support in our facility hunting, design, and renovation, if needed.

We have also been in discussions with several reputable developers of charter school facilities. Among these developers, Hubrich Construction is the one that has piqued our interest the most. Based in Raleigh, Hubrich is a unique real estate development and construction company that specializes in providing full-service development for school and professional facilities, with extensive experience in charter school facility development in Carolinas. Both parties have been in talks about the facility needs and finance structures of a leasing/purchase arrangement. However, TISA has not yet entered into a formal contract with any developer or construction company for two reasons: 1) our charter application is still pending approval, and 2) we are still exploring other facility options and do not wish to commit to a single option at this stage.

In addition, we have received quotes from several vendors for modular classrooms and identified two of them who have the capacity of building modular classrooms in a low price but short time.

4. Conduct Inspections: The board will conduct inspections of potential buildings to determine if they meet building code requirements and are safe for students and staff.

5. Negotiate Terms: Once a suitable building is identified, the board will negotiate terms of the lease or purchase agreement, including rental or purchase costs, duration of the lease, and other details.



6. Obtain Financing: Financing will be necessary. The board will secure the necessary funds from grants, loans, or other sources. We are also contacting an investor, who has reviewed our school's plan and budget and has tentatively agreed to establish a partnership for a lease/purchase agreement. A supporting letter from the investor can be found in Appendix X-2.

7. Renovate and Upgrade: The board will ensure that the building is renovated and upgraded to meet the educational needs and safety requirements of the school.

8. Apply for Certificate of Occupancy: The board will apply for the Educational Certificate of Occupancy (ECO) from the local government authority once the building is ready. The application will include all necessary documentation, such as building plans and safety inspections. To avoid potential issues, we plan to involve an architect with extensive experience in ECO early on in the process. Clark Nexsen will help us in this manner.


9. Complete Inspection and Approval: The board will arrange for the final inspection and approval of the facility by the local government authority. Once the facility is approved, the ECO will be issued.

10. Open the School: The board can now open the school and begin providing quality education to students in the new facility.

By following these steps, the TISA board can successfully acquire a building and obtain the necessary Educational Certificate of Occupancy. A brief timeline with assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation is attached below.

1. Facility selection: April 2023 to December 2023
2. Facility requisition: January 2024 to July 2024
3. Facility renovation or upgrade or new building development: August 2024 to December 2024
4. State fire marshal and health inspections, and ECO: January 2025 to June 2025
5. Occupation: by July 2025

**Applicant Evidence :**



Q195 support letter-...



Q195 CN Support Le...

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by **Chaowei Zhu**

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by **Chaowei Zhu**

**Q196. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your**



budget is reasonable.





**In the short term**, we plan to lease or rent a temporary facility of approximately 19450-22850 square feet that can accommodate our needs for the first year, from August 2025 to June 2026. We will also secure enough extra land to add modular classrooms in Years 2 to 5. To meet our growing needs, we plan to add two modular classrooms in Year 2, three modular classrooms in Years 3, four modular classrooms in Year 4, and five modular classrooms in Year 5. This incremental approach will allow us to minimize the start-up funding used for the facility, spread the expenses over multiple years, and reduce the interest that we may need to pay to investors or lenders. In the case that if we successfully obtain a facility from local school district, which is supposed to be much cheaper or even free for us to use, then the remaining allotted budget for facility rental will be saved for future plan of purchasing or construction.

**For our long-term planning**, we are considering either purchasing an existing building or constructing a new one after our charter is renewed. The ideal plan will be to rent a small facility in Year 1 to 5 in a way of “rent to own” , then renovate the small facility for middle school after purchase or build a bigger facility for elementary in Year 6 or later. This model was successfully adopted by East Point Academy in Columbia, South Carolina, which serves more than 800 students now with the newly renovated small campus for middle school(around 250 students) and newly built large campus for elementary (around 550 students).

We have identified a potential business partner for the facility, although we are still negotiating the partnership model. Regardless of the final partnership arrangement, we plan to allocate approximately 12% of our revenue towards facility costs, with the possibility of increasing it to 15% due to the recent rise in real estate prices.

After analyzing our educational plan, studying the resources for facilities provided by DPI such as School Site Planner and Public School of North Carolina Facilities Guidelines, and consulting with some construction experts on our advisory board, The following facility needs should be sufficient for the first three years.

1. Number of classrooms: Based on the projected class numbers, a standard classroom size of 25 students per classroom, in addition to three classrooms used as science lab, dance/drama room, and related art room, TISA would need approximately 9 classrooms for Year 1, 11 classroom for Year 2, and 14 classrooms for Year 3 to accommodate the projected enrollment for the first three years. Year 4 and Year 5, because by then we will have 5th and 6th grade which will be completely departmentalized, and also add the third language track from Kindergarten, hence more specialized classrooms will be needed. So we plan to add 4 classrooms in Year 4 and 5 classrooms in Year 5. To summarize, the classroom number for each year will be:

Year 1: 9 classrooms for 6 classes

Year 2: 11 classrooms for 8 classes



Year 3: 14 classrooms for 11 classes

Year 4: 18 classrooms for 14 classes

Year 5: 23 classrooms for 18 classes

2. Regular classrooms (7,200 square feet in total for Year 1, and 18,400 for Year 5): The average size of a classroom in a charter school can range from 600 to 900 square feet. Assuming a classroom size of 800 square feet per classroom, for Year 1, the school would require a total of 7,200 square feet of classroom space. For Year 5, the school would need a total of 18,400 square feet of classroom space.

3. Specialized classrooms (3,400 square feet in total): Depending on the school's curriculum, besides traditional classrooms, TISA will also require at least three types of specialized classrooms with one serving as science lab (approximately 950 square feet), one serving as dance/drama room (approximately 1500 square feet), and the last one serving as related art room (approximately 950 square feet shared for music, art, technology, and/or world culture, etc.).

4. Common areas (12,250 square feet in total): Common areas such as the cafeteria, library, gymnasium, administration areas, resource room, group teacher office, and lounge will also be included in the facility plan. The designed square footage for each common area will be:

- Cafeteria/Multipurpose: 3,000 square feet
- Gym/Multipurpose: 3,600 square feet
- Library: 1,800 square feet
- Resource room: 450 square feet
- Administration areas (3,400 square feet in total) :
  - Conference room: 200 square feet
  - General storage: 400 square feet
  - Workroom with storage for supplies: 350 square feet
  - Office for principal and assistant principal: 400 square feet
  - Office for registrar/PowerSchool office with student record storage: 150 square feet
  - Office for office manager with HR/finance record storage: 150 square feet
  - Office for secretary: 100 square feet
  - Reception area: 300 square feet
  - Offices for other student services: 400 square feet



-Group teacher office: 300 square feet (we might have several part-time or sub teachers and also full teachers without homerooms, so this space is necessary for teachers to have a safe and comfortable space for planning.)

-Textbook storage: 150 square feet

-Cultural artifacts storage: 200 square feet (this is necessary for language immersion and leadership programs which usually have a lot of cultural artifacts that can be used in different cultural events or presentations or leadership projects, such as big musical instruments, dance props and costumes, or banners for leadership campaigns, etc.)

-Custodial rooms: 200 square feet

-Electrical and Mechanical rooms (300 square feet): varies from 50 to 200 square feet.)

Overall square footage (22,850 square feet in total for Year 1, and 34,050 square feet for Year 5):  
Based on the above calculations, the school would need a total of 22,850 square feet of facility space to accommodate the projected enrollment of 144 students in Year 1, and 34,050 square feet in Year 5.

-Amenities: The school may need to include amenities such as a playground, outdoor sports fields, and other extracurricular spaces.

Reasonableness of estimate:

In order to ascertain the reasonableness of the estimate included in the budget, we conducted a thorough analysis of the local market rates for facility rental or purchase, along with the expenses related to construction, renovation, and maintenance. Additionally, we factored in various other costs that were specific to the school's requirements, such as specialized classrooms, amenities, and common areas. Our budget allocation for this purpose was 12% with possibility to increase to 15% - the highest percentage possible. As a result, TISA has allotted \$180,000 per year or \$15,000 per month for the rental, in addition to some budget for other expenses. This number also echoes what we found out in some other charter schools in Piedmont area.

**Q197. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**



1. Depending on the school's curriculum, besides traditional classrooms, TISA will also require at least three types of specialized classrooms(3,400 square feet in total) with one serving as science lab (approximately 950 square feet) , one serving as dance/drama room (approximately 1500 square feet) , and the last one serving as related art room (approximately 950 square feet shared for music, chorus, art, technology, and/or world culture, etc.). For the first year, this can all happen in the multifunction room or library or students' homeroom (i.e. science) that indicated in the following section.

2. We will also need approximately 12,250 square feet common areas for the following space:

- Cafeteria/Multipurpose: 3,000 square feet (Besides serving as lunch and breakfast location, the cafeteria can also be used for other purposes such as staff meeting or professional development, or host community or school events. It can also be used for drop-off and dismissal, as well before and/or after-school programs, as needed.)
- Gym/Multipurpose: 3,600 square feet (Besides serving as PE and indoor recess space, the gym can also be used for other purposes such as staff meeting or professional development, assembly for special events and academic programs, such as science fair, art show, talent show, leadership project report meeting, etc.)
- Library: 1,800 square feet (Besides serving as library and media center, this space can also be used for small group testing, tutoring, staff meeting, book fair, AIG reading classes, and cultural workshops such as Ikebana workshop or calligraphy workshop. We are also planning to use this space for a technology lab, which is an extracurricular club that we plan to offer for the students.)
- Resource room: 450 square feet (This will be the room for special education students to meet with EC teacher(s) for their services. This can also be space for ESL and MTSS.)
- Administration areas (3,400 square feet in total):
  - Conference room: 200 square feet
  - General storage: 400 square feet
  - Workroom with storage for supplies: 350 square feet
  - Office for principal and assistant principal: 400 square feet
  - Registrar/PowerSchool office with student record storage: 150 square feet
  - Office for office manager with HR/finance record storage: 150 square feet
  - Office for Secretary: 100 square feet
  - Reception area: 300 square feet
  - Offices for other student services (such as consultant, speech therapist, tutoring, etc.): 400 square feet
  - Group teacher office: 300 square feet (we might have several part-time or sub teachers and also full teachers without homerooms, so this space is necessary for teachers to have a safe and comfortable space for planning.)
  - Book storage (this is for textbooks, not for library books): 150 square feet
  - Cultural artifacts storage: 200 square feet (this is necessary for language immersion and leadership programs which usually have a lot of cultural artifacts that can be used in different cultural events or presentations or leadership projects, such as big musical instruments, dance props and costumes, or banners for leadership campaigns, etc.)



- Custodial rooms: 200 square feet
- Electrical and Mechanical rooms (300 square feet): varies from 50 to 200 square feet.

**Q198. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.**

Currently, we do not have a designated facility and are open to all possibilities.

Retrofitting an existing building to meet school facility requirements can cost anywhere from \$50 to \$140 per square foot, while constructing a new facility may cost approximately \$150 per square foot.

Our current plan and budget allocate \$180,000 per year towards facility rental, and the cost per square foot will range from \$8 to \$14 depending on the final facility size. While commercial and educational spaces in the target area can cost anywhere from \$8 to \$16 per square foot, our plan allows us to afford most facilities in our targeted areas that can fulfill the school facility requirements, while also meeting compliance requirements, providing sufficient space for educational purposes, and maintaining financial stability.

Furthermore, the modular classroom rental quote we received, which is approximately \$14.7 per square foot, is competitive with the cost of commercial and educational spaces in the area too.

**Q199. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.**



The Board has launched an ambitious initiative to identify potential facilities that can be repurposed as a school. Once approved, the Board will work with experienced developers and financiers who have successfully established charter schools in various types of facilities to prioritize these options.

The preferred facility should offer approximately 25,000 sq. ft. of usable space, which is adequate for Year 1. There should also be potential for expansion up to 40,000 sq. ft. by incorporating modular classrooms to accommodate the growing needs of the school by Year 5.

Our first priority is to explore potential options with Guilford County Schools for any unused buildings. We have been contacting them about the possibility and have identified two suitable buildings located near the UNCG campus in established neighborhoods with a significant number of residents. However, competition with other schools for these facilities will be a major factor to consider.

Our second priority is to consider options located a bit further out towards the I-840 north loop around Greensboro, while still on the North side of town. To help us in this endeavor, we have established significant connections with potential developers who can provide the Board of TISA with various options. As of April 23, 2023, we have identified one facility in our targeted area that can meet our needs and we are in the process of negotiating with the owner.

We will work closely with experienced charter school facility planners and builders, such as Hubrich Holding, LLC, as well as modular classroom providers like Nadler Modular. If option #1 does not work out, we have a contingency plan in place, and we will immediately launch a search for a commercial facility from a shortlist we are currently working on. This approach will involve the use of modular classrooms alongside a rented main building.

In addition, we are working closely with architects, designers, and educational certification of occupancy experts to ensure that any facilities we identify meet the necessary requirements and needs. These professionals have already provided valuable advice to the TISA Planning Committee and support letters, which are attached.

The TISA board includes a CPA, which ensures that our budget projection is highly adaptable and can accommodate the costs associated with finding a suitable facility. We have already met with TISA advisers and community supporters to discuss the school's needs, and our initial investigation of properties in the Greensboro area indicates that finding a property that aligns with our budget will not be a significant challenge.

The Board and its representatives, along with our advisers, have extensive experience in developing properties within a wide range of price points. We will collaborate with community members, developers, potential parents, and financial groups to identify a location that is appropriate for the educational needs of the community, aligns with the school's budget, and offers the potential for student recruitment.



While the likelihood of the facility identified by the Board not being ready for the TISA opening in August 2025 is very low, we have contingency plans in place. In the coming months, while we are doing facility hunting, we will also identify some temporary locations to serve as a backup alternative facility. In the event of unexpected circumstances, we can immediately launch the emergency plan for a suitable temporary location to serve as an alternative facility. This search for temporary facilities will involve exploring available spaces within the community, such as unused office buildings, community centers, or other public facilities. We will also reach out to local businesses, churches, and community organizations to see if they have available space that could be used temporarily. This approach will allow us to ensure that we can still meet the needs of our students and faculty until our permanent facility becomes available.

The immediate spatial needs of the school will be carefully considered when searching for an alternative facility. This includes identifying the number of classrooms required to accommodate the student population, as well as any additional spaces needed for administrative offices, meeting rooms, space for physical education, and storage areas. It is important to ensure that any temporary location meets the necessary health and safety standards and is in compliance with all local building codes and regulations.

While the likelihood of not finding a suitable temporary location for TISA is also very minimal, we have a contingency plan in place if this were to occur. If a temporary location cannot be secured or available, TISA will consider delaying the opening until a suitable facility becomes available. In the event of a delay, we will communicate with parents, students, and the community about the situation and the reasons behind it. TISA will provide regular updates on the progress towards securing a facility, so that all parties involved are well-informed about the status of the school's development.

For the temporary facility, TISA's immediate spatial needs are at least six classrooms, each sized at least 650 square feet for up to 24 students in each room, a space for physical education, either indoor or outdoor, and one office that can fit four administration and staff members in, as well as some secured space for storage for personnel, finance, and student records, and testing materials. As long as the temporary facility meets necessary health and safety standards and is in compliance with all local building codes and regulations, we will be able to use it temporarily.

However, some programs may not be offered until TISA has our own permanent facility. These might include the afterschool program (if the temporary facility is not available after school), the school garden program (which we plan to offer as a club), and Eat-lunch-with-your-child (which we plan to offer for parents/guardians to eat lunch with their child and one of their child's friends on a separate table reserved for volunteers in the cafeteria if they offer an hour of volunteering time on that day). These programs will have a limited impact on the school's regular operation, but they will enhance the overall school experience. We will start these programs after we enter into our own facility.



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Q200. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.





The TISA's board's capacity and experience in facilities acquisition and management is robust and diverse. TISA's board members possess a strong understanding of the real estate market, facility planning and development, and construction management.

Dr. Chaowei Zhu, TISA's board chair with MBA and doctor degree in business, has extensive experience in facilities acquisition and management for educational purposes. He served on the founding board for East Voyager Academy of Charlotte (EVA) for three years, where he played a key role in identifying, negotiating, and securing a suitable facility, including lease agreements, land acquisition, and renovations of existing structures. He has also demonstrated his expertise by leading or being involved in facility planning and development for various non-profit organizations. Notably, he is currently leading in the planning of the Carolinas Chinese American Cultural Center project.

Ms. Hua Qin, TISA's board treasurer, brings a wealth of experience to the team as a certified public accountant with a proven track record in managing budgets for facility projects. Her expertise in budget control ensures that the facility plan is implemented within budget and adheres to all financial and legal requirements.

Mr. Lin Wang, TISA's vice board chair, is an experienced professional with an MBA background and extensive experience in facility renovation and coordination with vendors. He has served on the board of East Voyager Academy of Charlotte for several years, providing valuable insights into the needs and requirements of a successful educational facility.

Mr. Yang Yang, our key local community connector, has been living in the Piedmont area for more than 15 years and knows the local community very well. He also serves on several local non-profit organizations, including but not limited to Greensboro Chinese School and Greensboro Chinese Association and led efforts in the facility hunting and renovation for these organizations. He has many connections to the local real market and construction fields, and has helped make connections for the board to identify an experienced real agent who will help us in the facility hunting.

Ms. Tamara Cabrera is a business person who works closely with her husband Mr. Jose Noya, who is a seasoned architecture professional and has worked with many educational institutions. Mr. Noya has kindly agreed to offer support to TISA. A supporter letter from Mr. Noya is attached.

In addition, TISA's board includes five experienced educators, including Dr. Chaowei Zhu, Dr. Irma Alarcon, Dr. Tamara Cabrera, Ms. Sarah Munro, and Mr. Lin Wang, who all have a solid understanding of the needs and requirements of the school community we will serve and the designing of TISA's immersion program and are able to work closely with school administrators, teachers, and other stakeholders to develop a clear vision and plan for the school's facilities. This includes determining the appropriate size, layout, and amenities required to support the school's




educational programs and activities.

TISA's board is also able to identify and secure funding sources for facility projects, including but not limited to the loan and partnerships with local businesses and community organizations.

Overall, the TISA board's extensive capacity and experience in facilities acquisition and management means that the school has a safe, functional, and supportive learning environment that meets the needs of the students, faculty, and staff.

**Applicant Evidence :**


Q195 support letter-...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

## 11.7. Certify

Q201. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q202. **Explanation (optional):**



## 12. Financial Plan

### 12.1. Charter School Budget

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.

#### **Q203.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

We have secured a loan commitment from a community partner, Ideality Foundation, LLC., who is willing to offer up to \$250,000 in startup and backup funding if needed.

We plan to utilize \$21,000 of this funding for our startup in Year 0. The loan will accrue interest at an annual rate of 7% using simple interest and will be repaid over a five-year period starting half year after school commences. The repayment schedule, including detailed information for each payment, is included in the attachment. It is also reflected in the budget projections for Year 1 to 5.


The remaining \$40,000 will serve as backup funding for emergency or unforeseen expenses throughout Year 0 to 5. This amount will only be borrowed if absolutely necessary. If borrowed, the loan will incur an interest rate of 7% using simple interest. However, the repayment term will be flexible and may be extended to reduce cash flow pressure in the first few years. The specific term will be determined at the time of borrowing.

A supporting letter from Ms. Jianquan Li, the president of the company, is attached here for your reference as Appendix M Revenue Assurance.

Kindly note that our Year 0 budget reflects that part of the principal's salary (\$5,000) has been budgeted for Year 1 instead of Year 0 and will not be paid until the school starts operating. As a result, this expense does not need to be funded by the loan. This approach strengthens our financial position in Year 0, providing us with additional backup funding to ensure a secure and stable opening for the school.



**Applicant Evidence :**


Appendix M-Revenu...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

**Q204. Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment\)](https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30


Total Files Count: 5

**Applicant Comments :**

This budget includes the repayment for the \$210,000 startup funding, that TISA plans to borrow from Ideality LLC. A Repayment schedule and support letter from loaner has been attached here. The repayment can be found within the budget projections.

**Applicant Evidence :**


Appendix N TISA bu...


Appendix M-Revenu...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

## 12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

**Q205. How was the student enrollment number projected?**



We project an enrollment of 144 students for the first year. Adding a grade level each year, TISA expects to serve 432 students by the fifth year.

To project enrollment numbers, we first studied the data from EVA, a Chinese immersion charter school in Charlotte, NC, which has a similar immersion program as TISA, and Waddell, a language immersion magnet school in Charlotte, NC, which has a similar immersion program of six languages as how TISA designs our program. Here, the study is focused on the best academic design, enrollment trends, as well as the fiscal well-being of the school. We then conducted further studies on local community demands to come up with the above numbers.

**Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.**



1. Guilford County Schools (GCS) has two elementary schools offering Spanish immersion education - David D. Jones Elementary School (DJ) in South Greensboro and Kirkman Park (KP) in High Point. DJ has been serving the local community for over 30 years and has grown from 12 students in 1990 to 654 students in 2022, while KP was established in 2005. The success of both schools has created a strong foundation for immersion education in the local area, with high acceptance and recognition for these programs. However, enrollment in these programs is limited to Kindergarten and first grade, and the waiting lists are often extensive. For students living in North Greensboro, the only option to learn Spanish is to drive for over half an hour to DJ or further to KP, or attend private school. Additionally, there are no options available for those who want to learn Chinese, Japanese, French, or German. By leveraging this situation and offering a comprehensive program, TISA can potentially meet its enrollment projections. TISA can fill the gaps by offering different language and grade level options, and providing access to all elementary and middle school grade levels with several language options, including two of the critical languages identified by the U.S. Department of State: Chinese and Japanese, as well as French, German, and/or Spanish.
2. Our program's mission of bilingual proficiency, strong academics, intercultural competence, and leadership skills aligns well with local families' needs and expectations. The data strongly suggests that our program will be well received in the community. Our recent TISA survey has yielded positive results, with over 200 responses in just a few days indicating an encouraging level of interest and support for our program.
3. Three of our model schools, including EPA in Columbia, EVA in Charlotte, and Waddell in Charlotte, all have been very successful with waiting lists. Given the similarities between Columbia, Charlotte, and Greensboro, we can anticipate similar success for TISA in this area. With a strong emphasis on bilingual proficiency, academic excellence, cultural diversity awareness, and leadership skills, TISA can attract a significant number of families who share our vision and values.
4. North Carolina has been very supportive of the charter school movement, and the state boasts a healthy number of charter schools. This is because charter schools are known for their innovation and creativity, which enable them to be more flexible and responsive to the changing workplace and society. While some may view this as a concern for too much competition, TISA's case is different. If approved to open, TISA will be the only public school in Greensboro offering multi-language immersion programs in Chinese, Japanese, French, German, and/or Spanish under the same roof. As stated earlier, TISA's program is unique, innovative, and difficult to replicate. Therefore, competition should not be a concern in TISA's case.
5. Research shows that children learn languages best at a young age. Therefore, if TISA is approved to open, we plan to offer a Pre-K program a year in advance, with tuition costs lower than the average local daycare. This will not only create a pool of applicants for TISA's kindergarten class but also provide families with a preview of our program, helping with recruitment efforts.
6. In recent decades, there has been a significant increase in demand for a workforce with bilingual skills. The Piedmont area, as a rapidly growing international region, is home to many industries and businesses with economic ties abroad. TISA can leverage the area's rich local resources and strong community support to meet our enrollment projections and provide students with the bilingual proficiency and leadership skills needed to succeed in today's globalized workforce.



**Q207. Provide the break-even point of student enrollment.**

If we use the following formula to calculate the break-even point, then our break-even point of student enrollment will be **138** students, which means that we will break even if we enroll 138 in Year 1. Considering the enrollment projection for Year 1 (144 students) is very conservative, we are very positive and optimistic that we might see profit from Year 1.

Break-even point (BEP) = TFC / (Revenue per student - VCPS)

BEP = \$556,659 / (\$9,826.10 - \$5783.83) = \$590,711 / \$4,370.58 = 138

BEP = 138 students

1. Fixed costs (TFC) : These are costs that do not vary with the number of students, such as rent, utilities, salaries of administrative staff, loan payment, etc. In our Year 1 budget, the TFC is \$556,659.
2. Variable costs (VCPS): These are costs that vary with the number of students, such as the cost of books, classroom supplies, teacher salaries, etc. In our Year 1 budget, the VCPS is \$5783.83.
3. The revenue per student in our Year 1 budget is \$9826.10 with total revenue being \$1,414,959 for 144 students.

**Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**



Our budget is designed to be conservative with a healthy surplus to ensure financial stability for TISA. We also have several potential revenue streams that are not included in the budget, including net incomes from pre-k and after-school programs, and potential savings from grants such as the NC ACCESS, Teaching Critical Language Program (TCLP, a teacher program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State (<http://exchanges.state.gov/>) that can fund one or two teacher positions), and Startalk program (a federal grant program managed and funded by the National Security Agency that can fund \$130,000 each summer), which we are going to apply for as soon as our charter is approved. One of our team's strengths is having several founding committee members who are experts in grant application and have extensive experience securing grants, including consistently winning the TCLP and Startalk grants for several other schools over the past three years. These experts will continue to search for grant opportunities to bring additional funds to TISA.

In the event of a severe revenue shortfall beyond our cushion, we will strategically reduce non-essential expenses and staff hiring to maintain full operations. For example, delaying the purchase of interactive panels can save approximately \$24,000.

Additionally, we plan to apply for a Federal grant for new charters and provide support if there are cash flow difficulties. While we have spoken with a few charter school developers, we will only consider them as a last resort due to their higher long-term costs. We will also seek to raise funds from the community with the support of our Board.

**Q209. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

The Year 1 to 5 budget does not rely on sources of funds other than state, county, and federal funds. However our Year 0 budget does include a loan of \$210,000, which has been indicated in previous sections.

**Q210. Provide the student to teacher ratio that the budget is built on.**

It is built on 12:1 student to teacher ratio.

**Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**





A charter school board's individual and collective qualifications and capacity are essential for implementing the financial plan successfully.

The board members of TISA possess a diverse set of skills and experience in finance, accounting, budgeting, financial management, fundraising, and data analysis. Ms. Hua Qin, the treasurer of TISA's board, is a certified Public Accountant with rich experience providing audits for banks and various industries, including some local educational entities. Ms. Sarah Munro, the director of New Mind Education's Global Honors Program, manages the program's budget as part of her daily duties. Dr. Chaowei Zhu, TISA's board chair, was a founding board member for EVA and helped implement its financial plan for its startup and monitor its operations for three years, while Mr. Lin Wang, a current board member for EVA, also serves on the finance committee for EVA. Additionally, Mr. Yang Yang, a STEM expert, has experience supporting local schools with fundraising and was the director of Greensboro Chinese Association. Dr. Tamara Cabrera is both an interpreter and a business person who manages her own company including finance and budget. Dr. Irma Alarcon, a professor in Wake Forest University, has experience in managing more than 10 different grants in her work. Together, TISA's board members have the qualifications and capacity needed to successfully implement the school's financial plan.

Additionally, all the TISA's board members have experience in the education industry, and three of them have experience in working with charter schools. Hence they can understand the specific challenges and opportunities in this field, and have knowledge of state and federal regulations and policies governing charter schools, including funding mechanisms and financial reporting requirements.

The collective capacity of TISA's board to work together as a team is crucial for successfully implementing the financial plan. In addition to their individual qualifications, all board members possess excellent communication and collaboration skills and are able to work effectively with each other, the school leadership team, and the broader community. They actively listen and learn from each other, have the ability to make tough decisions when necessary, and are committed to ensuring the financial stability of the school. Moreover, all board members are multilingual experts and leaders in their areas, which provides them with a deeper understanding of the needs for bilingual education and leadership program operation and will enable them to effectively manage the finances to benefit the students and their learning.

Moreover, the board is diverse in terms of expertise, experience, and background, including individuals from the education sector, finance, and the community. This diversity will bring different perspectives and ideas to the table, increasing the board's overall capacity to manage the school's finances effectively.

In summary, TISA board's individual and collective qualifications and capacity is a combination of finance and accounting expertise, education industry experience, knowledge of regulations and



policies, collaboration skills, and diversity. With a competent and effective board, TISA is confident that we can successfully implement our financial plan and achieve our mission and goals.

**Q212. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**



Students with disabilities can have a significant impact on a school's budget, as they often require additional resources, services, and specialized staff.

1. For EC teacher's workload: While the workload for EC teachers in NC can vary depending on factors such as the numbers of the students with disabilities in the school, the type of disabilities they have, and the amount of support staff available, the NCDPI recommends that EC teachers have no more than 18 students on their caseloads at any given time. At this point, in our initial budget for Year 1 to 5, we anticipate 8% of our enrollment to be EC students. In Year 1, we will have 12 EC students. In our budget we have planned to hire a certified EC teacher, who will mainly serve the 12 EC students and also help with ESL or MTSS or AIG since her workload will not be enough for a full-time position. Being budget for one certified EC teacher in Year 1 with only 12 EC students can give us much more flexibility to meet EC student needs that might be more than anticipated.

2. Backup: Dr. Junlan Li, our principal candidate, brings extensive experience supporting the EC team from her previous role at EVA where she served as the EC Director. In this capacity, she managed ECATS, led, trained, and helped EC teachers in writing IEPs, created EC schedules, conducted IEP meetings, coordinated with psychologists and therapists, and managed EC files and records for the school. Dr. Li has already passed the Praxis test for EC director and is currently completing her 9 credit hours courses for EC certification. Additionally, she is certified in both AIG and ESL and has expressed her willingness to take over these roles if needed, allowing the school to reallocate the budget for those positions to EC or elsewhere as needed. Dr. Li's expertise and multitasking abilities have been proven impressive in her previous roles and will undoubtedly benefit TISA in both academic and financial capacities.

3. Future plan: We also plan to train and assist our teachers so they can apply for ESL and/or AIG license and help take over some ESL, AIG, and/or MTSS workload from the EC teacher in their extra planning period, if needed. This method has been proved to be effective at EVA and EPA before under the leadership of Dr. Li.

4. Even if we have flexibility for our EC teacher to take more EC students in our schedule, backup support from Dr. Li and future plan for teachers' PD, there might still be some costs that may not have been included in the initial budget and can lead to unforeseen expenses. For example, a high-needs student with a disability may require an Individualized Education Program (IEP) that outlines specific accommodations and services needed for the student to access the curriculum. These accommodations may include assistive technology, specialized transportation, or additional instructional support such as contracted speech therapy. The cost of these accommodations can quickly add up and potentially exceed the original budget. To address unexpected costs, TISA will regularly monitor its budget and expenses to identify potential issues and adjust the budget as necessary. Additionally, TISA will develop contingency plans for unexpected expenses and prioritize student needs when making budget decisions. It may be necessary to adjust other areas of the budget or seek additional funding sources to ensure that high-needs students with disabilities receive the necessary support to succeed.

Q213. **If there is a plan to outsource any or all financial management areas such as**



**payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

The school plans to outsource financial management areas such as payroll, benefits, audits, accounting, and student information/PowerSchool etc. We will establish a robust process for vendor selection and oversight. The board will ensure that any vendors selected are reputable and have a proven track record in the areas they are being hired for. The vendor selection process will also include a thorough evaluation of their services, pricing, references, and any other relevant factors, and vote by the board.

Once the vendor is selected, the board will establish clear expectations and guidelines for their activities and monitor their performance regularly to ensure compliance and fidelity. The board will also establish a clear communication plan with the vendor, ensuring that any issues or concerns are addressed promptly.

Furthermore, the board will review the vendor's policies and procedures to ensure that they are in line with the school's values and comply with all relevant laws and regulations. The board will also establish a contingency plan in case of any unforeseen circumstances or issues with the vendor, including a plan for termination of the contract if necessary.

Overall, the board will prioritize transparency, accountability, and open communication with any vendors selected to ensure that the school's financial management remains secure and in compliance with all relevant standards and regulations.

At this point as of April 17, 2023, we have completed the selection process for the vendors although we will not sign the contract with any of them until our charter is approved. The vendors that we are going to partner with include Acadia NorthStar, who is located in Raleigh, for our payroll, finance and student information services; and Ms. Rebekah Barr, as our auditor. We have had several meetings with them and also invited them to our board meeting so they can help us from the planning stage.

**Q214. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**



The school does plan to outsource student information/PowerSchool, speech therapist/psychologist support, and custodial, etc.

We will establish a robust process for vendor selection and oversight. The board will ensure that any vendors selected are reputable and have a proven track record in the areas they are being hired for. The vendor selection process will also include a thorough evaluation of their services, pricing, references, and any other relevant factors, and vote by the board.

Once the vendor is selected, the board will establish clear expectations and guidelines for their activities and monitor their performance regularly to ensure compliance and fidelity. The board will also establish a clear communication plan with the vendor, ensuring that any issues or concerns are addressed promptly.

Furthermore, the board will review the vendor's policies and procedures to ensure that they are in line with the school's values and comply with all relevant laws and regulations. The board will also establish a contingency plan in case of any unforeseen circumstances or issues with the vendor, including a plan for termination of the contract if necessary.

Overall, the board will prioritize transparency, accountability, and open communication with any vendors selected to ensure that TISA always remains in compliance with all relevant standards and regulations.

At this point as of April 17, 2023, we have not confirmed with any psychologist or speech therapist and we will keep searching. However, we have completed the selection process for the student accounting and financial service and custodial, although we will not sign the contract with any of them until our charter is approved. The vendor that we plan to partner with for student accounting and financial services is Acadia NorthStar, who will also be our payroll and accounting services provider. The vendor for custodial services will be Jani King, which serves several charter schools in North Carolina, including EVA in Charlotte.

**Q215. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**



Recognizing the funding challenges that charter schools face, TISA is committed to achieving its mission through careful planning and smart execution. Despite limitations on transportation resources, TISA will provide working parents with flexible options through an extensive after-school program and an early drop-off program. These programs will include academic clubs, sports clubs, and extracurricular activities, providing TISA students with additional learning opportunities while generating additional revenue for the school.

To ensure long-term fiscal health, TISA aims to keep facility costs at no more than 12% of total revenue. We have already identified a potential school site that meets funding criteria and provides a safe, nurturing learning environment for our students. In addition, we have budgeted over \$70,000 for classroom technology and instructional material supplies, such as Smart Interactive Whiteboard Flat Panels, Chromebooks, laptops, online resources, and library books to support instructional components of the program.

TISA believes that human capacity is essential to fulfilling our mission. As such, we have budgeted \$62850 in total in the five year budget proposal to support the certification and professional development of teachers.

To encourage and reward TISA employees for their best work, we will offer a compensation plan that includes a base salary and incentive bonuses. Our average salary for teachers was set for \$40,000 for general education teachers and \$42,000 for EC/ESL/AIG team with the basic salary for non-certified teachers being \$36,000, which is slightly lower than state initial salary (\$37,000). We also plan to offer bonuses , with an average bonus of up to \$5,000 if the school develops as planned. This reformed pay structure not only motivates everyone to do their best but also gives the Board the flexibility to offer an affordable but competitive compensation plan. Additionally, we plan to increase the base salary of TISA teachers by 4% annually and the base salary of administrators by 3% annually over the proposed 5-year budget.

**Q216. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**



One of TISA's goals as outlined in the charter is to demonstrate sound financial practices. To achieve this goal, TISA plans to gradually establish a general reserve fund that equals three months of operating expenditures by the end of the fifth year, with the following annual targets:

*Year 1: A reserve fund that equals 0.3 months of the operating expenditures or 2.5% of the annual operating expenditures will be established.*

*Year 2: A reserve fund that equals 1 month of the operating expenditures or 8.33% of the annual operating expenditures will be established.*

*Year 3: A reserve fund that equals 1.5 months of the operating expenditures or 12.5% of the annual operating expenditures will be established.*

*Year 4: A reserve fund that equals 2.5 months of the operating expenditures or 20.83% of the annual operating expenditures will be established.*

*Year 5: A reserve fund that equals 3 months of the operating expenditures or 25% of the annual operating expenditures will be established.*

Our budget already includes a surplus that amounts to 4.4%, 11.44%, 24.57%, 28.92% and 27.56% of total annual operating expenditures at the end of year 1, year 2, year 3, year 4, and year 5, respectively. However, we acknowledge that actual surplus may differ from the projected budget due to unforeseen expenses. Therefore, we have designed our budget with a more aggressive expenditure approach to provide flexibility for these unforeseen expenses in the future. Additionally, we will actively pursue grants and donors each year to increase our revenue. We are confident that we can meet this final goal.

**Q217. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

TISA does not anticipate any financing or leases except for facilities, for which we have budgeted up to 12% of our revenue. All such arrangements will be sourced through competitive means. Please refer to the facility section in this application for further details.

**Q218. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**



At this point, the school does not have assets from other sources. The school does plan to seek donations, including funds and other assets like used furniture, computers, iPads, school buses, and other properties such as land and buildings. Based on the past experiences and studying the history of East Point Academy in Columbia, and East Voyager Academy in Charlotte, and Waddell in Charlotte, the school does anticipate some success in this respect. However, the current budget does not count on any donations and any success will be a welcome plus.

### 12.3. Financial Compliance

Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?





As a part of the partnership services, Acadia will provide support in financial monitoring and reporting. Acadia will produce a monthly financial report to the Board Meeting including a written certified report on the budget projections, the budget balance sheet, an account summary, and the overall operational status of the school.

The principal will provide a monthly principal report to the board, including a facility report, a personnel summary, an academic report, and an operational summary of the school.

The TISA Board of Trustees will also develop a comprehensive Fiscal Management Policy Manual with adequate internal controls to ensure state and federal standards are maintained at the school at all times. TISA will hire a highly experienced bookkeeper/office manager with significant positive references and then will provide on-going training for that individual to assure proper record keeping. TISA will also contract out the fiscal service to a reputable CPA firm with charter school finance experience to provide further segregation of duties.

Here are examples of measures that TISA will implement to ensure segregation of duties, safeguarding of assets, accurate and adequate recording keeping:

1. Segregation of duties: This involves separating the key financial responsibilities among different individuals to minimize the risk of fraud or errors. For instance, separating the responsibilities of cash handling, recording transactions, and account reconciliation to different staff members.

(1) The school's chain of command relative to finance, including signatory authority for bank accounts and checks, will be clearly defined and followed.

(2) No one person will authorize, verify, and record expenditures.

2. Dual control and approval: Having more than one person involved in the approval or execution of financial transactions can provide a system of checks and balances.

(1) The principal will approve all expenditures and assist the finance staff in preparing a monthly finance report to the Board of Trustees.

(2) Expenditures at or over \$5,000 will require two signatures (one from the principal, the other from the board chair), and must be specifically reported to the Board.

(3) Reimbursements and Purchase orders, including but not limited to travel and supplies, must be approved by the principal or his/her designee before the expenditure following the reimbursement/PO request procedure.

3. Limited access: Restricting access to financial records, assets, and systems to only authorized personnel can help prevent unauthorized access and misuse. This can be done by implementing passwords, physical locks, and access controls.



(1) Cash will be required to be kept in a locked drawer with a two day limit in the deposit of checks and cash in the bank.

(2) Cash on deposit in each account is not to exceed the FDIC Insurance limit.

(3) All financial records will be maintained in a locked room.

(4) The school will have an alarm system and a monitored visitor check in system with a multi-camera system throughout the school.

(5) Only the board chair, the treasure, the principal, and the office manager/bookkeeper will have access to the school's credit card and bank account. Passwords for school's credit card and bank account will not be shared with anyone else other than the person listed here.

4. Regular audits: Conducting regular internal audits or reviews can help detect errors, omissions, or fraudulent activities. It can also ensure compliance with internal policies and external regulations.

(1) TISA will clearly define fiscal service functions such as monthly account reconciliation, review budget-to-actual detailed financial statements, and regularly review payroll information and reconciliation to employee master file.

(2) TISA will hire an independent auditor to perform an annual financial audit of the school. The audit fieldwork will be conducted in a timely manner to ensure that the audit report will be completed by the state specified deadline and will include tests of compliance with state laws and regulations.

(3) The school will consider developing a policy requiring an RFP for auditors every four years so there will be different auditors reviewing the school's finances.

5. Proper documentation: TISA will maintain records of receipts, invoices, bank statements, and other financial documents to help ensure that financial information is complete and reliable with an accurate and detailed record-keeping of all financial transactions.

6. Training and communication: TISA will provide training and regular communication to staff on the importance of financial controls, the risks of fraud and errors, and the procedures for reporting irregularities or concerns with the purpose of promoting a culture of accountability and transparency.

By implementing these measures, TISA can help safeguard our financial resources, ensure accurate and reliable financial reporting, and reduce the risk of financial losses due to fraud, errors, or mismanagement.

Q220. Provide any known or possible related party transactions (relationship, description



of transaction, and estimated dollars involved).

At present, there are no known or possible related-party transactions at TISA. TISA is committed to avoiding such transactions, and the Board has developed comprehensive conflict of interest and nepotism policies that include clear definitions and prohibitions on nepotism. These policies are in place to prevent any actual or perceived conflicts of interest.

**Q221. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**

We have spoken with representatives of a few CPA firms for audit services and has identify Rebekah Barr as our audit. Please find her mailing address, telephone number, and email address below. Rebekah does not have Fax number at this time. We will communicate with her by scanning and emailing as she requested.

Mailing address: 1520 Nash Street N, Wilson, NC 27893

Telephone number: 252-294-6920

Email address:

Rebekah Barr <contact@rbarrcpa.com>

## 12.4. Certify

**Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No



**Q223.Explanation (optional):**

Ms. Kathy Davies, the accountant in Acadia NorthStar, worked with our board on the budget proposal. We greatly appreciate her support and would like to give credit to her here.



## 13. Other Forms

Q224. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



Charter School Requ...

### Applicant Evidence :



Q\_224\_Charter\_Scho...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**



## 14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

**Applicant Comments :**

Yes, our budget was created based on input from Ms. Kathy Davies our accountant from Acadia NorthStar.

Q226. Give the name of the third-party person or group:

Kathy Davies, accountant from Acadia NorthStar

Q227. Fees provided to the third-party person or group:

Ms. Kathy Davies does not charge for this.



## 15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.




**Q228.\*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307**

I understand


**Applicant Comments :**

We have mailed the money order with the original copy of the payment form to DPI on April 14, 2023. If you did not receive it, please let us know ASAP by either calling Dr. Chaowei Zhu at 336-608-0676 or email to zhuchaowei2@gmail.com (mailto:zhuchaowei2@gmail.com). Thank you.

**Resources**


2023 Payment Form ...

**Applicant Evidence :**


Q228 \$1000 applicati...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**





## 16. Signature page

Q229. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources


Signature Page.docx

### Applicant Evidence :


Q229 Signature page...

Uploaded on **4/17/2023**  
by **Chaowei Zhu**

Q230. Please digitally sign your application here  
Signature



Final Status



Reject  Approve

**Approver Comments**

Triad International Studies Academy  
Appendix A-Evidence of Community/Parent Support.

# New Language Immersion and Leadership School Local Needs Survey

Triad International Studies Academy (TISA) is excited to announce we are planning a new language immersion & leadership public charter school in the Piedmont Triad area.

Thank you for taking the time to share your needs with us through this survey.

Please note that completing this survey does not obligate you to enroll your child at TISA, nor does it guarantee a seat for your child at TISA.

However, your feedback will assist TISA in tailoring our programs to better support your child and our local community.

Please do not hesitate to contact us at TISAacademyNC@gmail.com if you have any questions.

\* Indicates required question

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1. What is your zip code? \*

---

2. Are you interested in enrolling your child(ren) in a new language immersion & leadership school (tuition-free public elementary and middle school) in your area? \*

*Tick all that apply.*

- Interested in Chinese language program and leadership
- Interested in Spanish language program and leadership
- Interested in both Chinese and Spanish language programs, as well as leadership
- Interested in other languages (you are welcome to specify it below in the "Other" box)
- Not interested.
- Other: \_\_\_\_\_

3. What is your phone number (optional)?

\_\_\_\_\_

4. What is your email address? \*

\_\_\_\_\_

5. What grade(s) is/are your child(ren) currently in as of March 2023?

\_\_\_\_\_

6. What factors are most important to you when choosing a school for your child(ren)? Please check all that apply. (optional)

*Tick all that apply.*

- Academic performance
- Extracurricular activities
- Teacher quality and experience
- School culture and safety
- Location and transportation
- Small class size
- Community engagement
- Cultural diversity
- Curriculum and programs
- Other: \_\_\_\_\_

7. How did you hear about this survey? (optional)

*Mark only one oval.*

- From a friend
- Email
- Social media
- School/district website
- Hard copy flyers
- Other: \_\_\_\_\_

8. TISA will need to recruit some volunteers in the establishment process. Do you want to be part of us? If so, what expertise can you bring to TISA? (optional)
- \_\_\_\_\_

This content is neither created nor endorsed by Google.

# Google Forms





What is your zip code?	Are you interested in enrolling your child(ren) in a new language immersion & leadership school (tuition-free public elementary and middle school) in your area?	What is your phone number (optional)?	What is your email address?	What grade(s) is/are your child(ren) currently in as of March 2023?	What factors are most important to you when choosing a school for your child(ren)? Please check all that apply. (optional)	How did you hear about this survey? (optional)	TISA will need to recruit some volunteers in the establishment process. Do you want to be part of us? If so, what expertise can you bring to TISA? (optional)
27412	Interested in Chinese language program and leadership				Academic performance, Teacher quality and experience, Location and transportation, Small class size	From a friend	
27705	Interested in other languages (you are welcome to specify it below in the "Other" box)			11	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Community engagement, Curriculum and programs	From a friend	Yes.
27310	Interested in both Chinese and Spanish language programs, as well as leadership			4	Academic performance, Teacher quality and experience, Small class size, Cultural diversity	From a friend	
274qp	Interested in both Chinese and Spanish language programs, as well as leadership			6th and 8th	Academic performance, Extracurricular activities, Teacher quality and experience, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27282	Interested in Chinese language program and leadership			First	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Curriculum and programs	From a friend	
27310	Interested in Chinese language program and leadership				Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement	From a friend	
27310	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership			Prek 4	Academic performance, Teacher quality and experience, School culture and safety, Small class size, Community engagement, Curriculum and programs	From a friend	Yes. I am current Chinese Bilingual teacher teaching grade 8-12 in Boston area. I have a Masters Degree in Chinese Bilingual Education. My family will be relocating to
53045	Interested in Chinese language program and leadership				Small class size, Cultural diversity	From a friend	yes
27310	Interested in Chinese language program and leadership			PreK,1,6	Academic performance, Teacher quality and experience, School culture and safety, Small class size, Curriculum and programs	From a friend	Yes. I am a architect and can provide some design consulting on design better space for students and teachers.

27310	Interested in both Chinese and Spanish language programs, as well as leadership		5th grade	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Cultural diversity, Curriculum and programs	From a friend	
27214	Interested in Chinese language program and leadership,		7	Academic performance,	From a friend	
27358	Interested in both Chinese and Spanish language programs, as well as leadership		K	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Cultural diversity, Curriculum and programs	Social media	Not at the moment
27455	Interested in Chinese language program and leadership		G11 G8 G4	Academic performance, Teacher quality and experience, School culture and safety, Curriculum and programs	From a friend	
27310	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership		Kindergarten	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation	Social media	
27310	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2nd grade	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Cultural diversity, Curriculum and programs	From a friend	Chinese native speaker, master degree, MBA,
27409	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, School culture and safety, Curriculum and programs	From a friend	
27410	Interested in Chinese language program and leadership		PreK	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	No idea but I would like to help out any way I can.
27410	Interested in both Chinese and Spanish language programs, as well as leadership		1st, coming K	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Curriculum and programs	From a friend	
27406	Interested in Chinese language program and leadership		2nd grade	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	Yes.

27410	Interested in Chinese language program and leadership		K 2nd	Academic performance, Teacher quality and experience, School culture and safety, Small class size, Curriculum and programs	From a friend	
27310	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		9th	Teacher quality and experience, School culture and safety, Community engagement, Cultural diversity	Social media	
27310	Interested in Chinese language program and leadership		Pre K	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	Yes
27409	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Curriculum and programs	From a friend	
27282	Interested in Chinese language program and leadership		No child	Small class size	From a friend	
27310	Interested in Chinese language program and leadership		Kindergarten	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27235	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1st&3rd	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity	From a friend	
27310	Interested in both Chinese and Spanish language programs, as well as leadership		7	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Small class size	From a friend	
27106	Interested in Spanish language program and leadership		preschool	Teacher quality and experience, School culture and safety, Cultural diversity, Spanish immersion	From a friend	sure, I have a PhD in Hispanic Linguistics, and a B.S. in Spanish education K-12 licensure
27103	Interested in Spanish language program and leadership			Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Curriculum and programs	Email	

27106	Interested in both Chinese and Spanish language programs, as well as leadership		4 & 7	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27358	Interested in Chinese language program and leadership		1st	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation	From a friend	
27106	Interested in Spanish language program and leadership		kindergarten (he is already in an immersion school, but I am interested)	Extracurricular activities, Teacher quality and experience, Cultural diversity, Curriculum and programs	From a friend	
27409	Interested in Chinese language program and leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)			Academic performance, Cultural diversity	Hard copy flyers	
27358	N/A		N/A	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	TISA founding team member	
27358	Interested in Chinese language program and leadership		N/A	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27409	Interested in Chinese language program and leadership, Interested in other languages (you are welcome to specify it below in the "Other" box), French		2	Academic performance, Cultural diversity	From a friend	
27409	Interested in Chinese language program and leadership, Latin		4	Academic performance, School culture and safety, Cultural diversity	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Extracurricular activities, School culture and safety, Small class size, Cultural diversity	Hard copy flyers	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, Curriculum and programs	From a friend	

27282	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		peek, 2&4	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Cultural diversity	Hard copy flyers	yes
27282	Interested in both Chinese and Spanish language programs, as well as leadership		5	Academic performance, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	
27282	Interested in both Chinese and Spanish language programs, as well as leadership		2&2 (twin brothers)	Academic performance, Teacher quality and experience, School culture and safety	Social media	Yes. PTO
27214	Interested in Spanish language program and leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	Hard copy flyers	No time
27410	Interested in Spanish language program and leadership		2, 5	Academic performance, Location and transportation	Hard copy flyers	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, School culture and safety, Curriculum and programs	Hard copy flyers	yes
27410	Interested in both Chinese and Spanish language programs, as well as leadership		1st and 4th grade	Academic performance, Extracurricular activities, Cultural diversity	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		Peek, 2nd, 6th grade	Academic performance, Teacher quality and experience, Cultural diversity	From a friend	
27101	Interested in Chinese language program and leadership		2, 7, 11	Academic performance, Teacher quality and experience, Location and transportation	From a friend	

27408	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance	Social media	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		3 and the other in daycare 3 year-old now	Academic performance		
27408	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Community engagement, Cultural diversity	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		5k	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Small class size, Cultural diversity, Curriculum and programs	From a friend	
27410	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Small class size	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		5 and preK	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		6	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	

27410	Interested in Chinese language program and leadership		5	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27410	Interested in Chinese language program and leadership			Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27235	Interested in Chinese language program and leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		3	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	Yes
27410	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		4	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	
27358	Interested in both Chinese and Spanish language programs, as well as leadership, Japanese		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box), French		2	Academic performance, School culture and safety	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box),		2			
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box), Latin		2	Academic performance, Community engagement, Curriculum and programs	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1, 1,	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Location and transportation	From a friend	

27401	Interested in both Chinese and Spanish language programs, as well as leadership		2 I have two children they are twins	Academic performance, Teacher quality and experience, Location and transportation	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Cultural diversity	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		prek	Academic performance, Extracurricular activities, Curriculum and programs	From a friend	
27408	Interested in Chinese language program and leadership		2	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Curriculum and programs	From a friend	
27410	Interested in Chinese language program and leadership		2	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Cultural diversity, Curriculum and programs	Hard copy flyers	
27410	Interested in Chinese language program and leadership		3rd	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, School culture and safety	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Location and transportation, Community engagement, Cultural diversity	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership		4	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	



27401	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box), French		2	Academic performance, School culture and safety, Small class size	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Teacher quality and experience, Location and transportation, Community engagement	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Location and transportation, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, School culture and safety, Community engagement, Cultural diversity		
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1			
27409	Interested in Chinese language program and leadership		1, prek, and 1-year-old one in day care now	Academic performance, Teacher quality and experience, School culture and safety	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, School culture and safety, Location and transportation, Small class size, Community engagement	Email	

27408	Interested in both Chinese and Spanish language programs, as well as leadership		Academic performance, Teacher quality and experience, Small class size, Community engagement		
27409	Interested in both Chinese and Spanish language programs, as well as leadership	2	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		Teacher quality and experience, Small class size		
27408	Interested in both Chinese and Spanish language programs, as well as leadership		Academic performance, Community engagement		
27409	Interested in both Chinese and Spanish language programs, as well as leadership	1	Academic performance, Teacher quality and experience, Cultural diversity	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership	1, 3 & 5th	Academic performance, Community engagement	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		Academic performance, Extracurricular activities, Community engagement, Cultural diversity, Curriculum and programs		
27408	Interested in both Chinese and Spanish language programs, as well as leadership	1	Academic performance, Small class size, Curriculum and programs	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership	1	Academic performance, Location and transportation	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership	1, and one child in daycare who is two years old now	Academic performance, Extracurricular activities, School culture and safety	Email	

27409	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, School culture and safety	From a friend	
27401	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Location and transportation, Cultural diversity	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, School culture and safety, Cultural diversity	From a friend	
27406	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		no kids yet	Academic performance, Community engagement, Cultural diversity		
27409	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Teacher quality and experience, Community engagement	From a friend	
27403	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		5	Academic performance, Cultural diversity	From a friend	
27405	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, School culture and safety, Location and transportation		
27406	Interested in both Chinese and Spanish language programs, as well as leadership		1			
27407	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2 children	Academic performance, Location and transportation, Small class size		

27403	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, Community engagement	From a friend	
27282	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Cultural diversity	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Cultural diversity	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		rather not say		From a friend	
27455	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Location and transportation		
27282	Interested in both Chinese and Spanish language programs, as well as leadership		6	Academic performance, Community engagement, Cultural diversity	From a friend	
27301	Interested in both Chinese and Spanish language programs, as well as leadership		3, 5	Academic performance, Community engagement	From a friend	
27455	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	
27214	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1 twins	Academic performance, Cultural diversity		
27301	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Community engagement, Cultural diversity		

27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3 and k	Academic performance, Extracurricular activities, Teacher quality and experience, Cultural diversity, Curriculum and programs	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Community engagement, Cultural diversity	From a friend	
27235	Interested in Chinese language program and leadership		1	Academic performance, Extracurricular activities, Location and transportation, Cultural diversity	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3 and 1	Academic performance	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1st, 2nd, 5th	Academic performance, Small class size		
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box). French		1	Academic performance, School culture and safety	From a friend	
27408	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, School culture and safety, Community engagement	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Community engagement, Cultural diversity		yes
27406	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2 & 4	Academic performance, Location and transportation		

27410	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Extracurricular activities, Location and transportation, Community engagement	From a friend	
27358	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3, 5 & 2-year old one	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety	From a friend	yes
27241	Interested in other languages (you are welcome to specify it below in the "Other" box), Hebrew		3	Community engagement	From a friend	
27282	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, Small class size, Cultural diversity	From a friend	
27301	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		4	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Community engagement, Cultural diversity, Curriculum and programs	From a friend	
27401	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1, 9, prek	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	YES! ABSOLUTLY!
27313	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, Small class size, Community engagement	From a friend	
27401	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		5, K	Teacher quality and experience, Cultural diversity	From a friend	
27403	Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Teacher quality and experience, Location and transportation, Community engagement, Cultural diversity	From a friend	PTO

27405	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		2	Academic performance, Extracurricular activities, Teacher quality and experience, School culture and safety	From a friend	
27406	Interested in both Chinese and Spanish language programs, as well as leadership		3 and prek	Academic performance, Cultural diversity		
27407	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, School culture and safety, Cultural diversity	From a friend	
27408	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		1, 2, and a 3-year old	Academic performance, Teacher quality and experience, Location and transportation, Community engagement, Cultural diversity	From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Extracurricular activities, School culture and safety, Location and transportation, Small class size	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		8, 4, 2001	Academic performance, Location and transportation, freedom	From a friend	
27455	Interested in both Chinese and Spanish language programs, as well as leadership, Interested in other languages (you are welcome to specify it below in the "Other" box), French		1	Academic performance, Curriculum and programs	From a friend	
27101	Interested in Chinese language program and leadership, Interested in other languages (you are welcome to specify it below in the "Other" box)		Perk and 3	Academic performance, Cultural diversity	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Teacher quality and experience, School culture and safety, Cultural diversity	From a friend	No
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1 and 6	Academic performance, School culture and safety, Curriculum and programs	Hard copy flyers	

27235	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	Yes
27282	Interested in both Chinese and Spanish language programs, as well as leadership		3&7	Academic performance, School culture and safety, Cultural diversity	From a friend	Yes
27410	Interested in both Chinese and Spanish language programs, as well as leadership		Prek and 2	Academic performance, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	Yes!
29072	Interested in both Chinese and Spanish language programs, as well as leadership		7th	Academic performance, Teacher quality and experience		
27214	Not interested.		2	Academic performance, Teacher quality and experience, Location and transportation, Community engagement, Curriculum and programs	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership, Interested only in other languages (you are welcome to specify it below in the "Other" box), Japanese		3	Academic performance, Extracurricular activities, School culture and safety, Location and transportation, Community engagement, Cultural diversity	From a friend	
27235	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		6	Academic performance, Location and transportation, Curriculum and programs	From a friend	
27282	Interested in Chinese language program and leadership, Interested only in other languages (you are welcome to specify it below in the "Other" box), Arabic		4	Academic performance, School culture and safety, Cultural diversity	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1	School culture and safety, Cultural diversity	From a friend	
27401	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, School culture and safety, Community engagement, Curriculum and programs	From a friend	



27406	Interested in both Chinese and Spanish language programs, as well as leadership, Japanese		preK, 3, 7	Academic performance, School culture and safety	From a friend	Any time
27214	Interested in both Chinese and Spanish language programs, as well as leadership		2	Teacher quality and experience, School culture and safety, Location and transportation	From a friend	
27214	Interested in both Chinese and Spanish language programs, as well as leadership, German or French		three 2nd graders (mine and my neighbor's)	Academic performance, Extracurricular activities, School culture and safety, Cultural diversity, Curriculum and programs	From a friend	
27409	Interested in Chinese language program and leadership			Academic performance, Teacher quality and experience, School culture and safety, Community engagement	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership, Korea		1&3	Academic performance, School culture and safety, Cultural diversity	church poster	Yes
27401	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		4	Academic performance, Extracurricular activities, Location and transportation, Small class size, Curriculum and programs	From a friend	
27409	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, School culture and safety, Community engagement, Cultural diversity	From a friend	
27408	Interested in both Chinese and Spanish language programs, as well as leadership		3	Academic performance, Teacher quality and experience, Location and transportation, Community engagement, Curriculum and programs	From a friend	
27410	Interested in Chinese language program and leadership		10	Academic performance, Extracurricular activities, Teacher quality and experience	From a friend	
27408	Interested in Chinese language program and leadership		9	Academic performance, Extracurricular activities, Location and transportation, Community engagement	From a friend	

27410	Interested in Chinese language program and leadership		3	Academic performance, Extracurricular activities, School culture and safety, Small class size, Community engagement, Cultural diversity	From a friend	
29408	Interested in Chinese language program and leadership		4	Academic performance, Teacher quality and experience, School culture and safety, Location and transportation, Small class size, Curriculum and programs	From a friend	
27214	Interested in both Chinese and Spanish language programs, as well as leadership			Academic performance		
27409	Interested in Chinese language program and leadership			Teacher quality and experience, School culture and safety, Location and transportation, Community engagement	Social media	
27235	Interested in Chinese language program and leadership		6	Academic performance, Extracurricular activities, School culture and safety, Location and transportation, Community engagement, Curriculum and programs	From a friend	
27235	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, Teacher quality and experience, School culture and safety		
27282	Interested in both Chinese and Spanish language programs, as well as leadership		PreK	Academic performance	Email	
27358	Interested in Spanish language program and leadership, Interested only in other languages (you are welcome to specify it below in the "Other" box)		1	Academic performance	Social media	
27401	Interested in Spanish language program and leadership		1,3	Academic performance, Small class size	Social media	
27410	Interested in Chinese language program and leadership, Interested in both Chinese and Spanish language programs, as well as leadership		Prek, 6	Academic performance	Social media	

27235	Interested in Spanish language program and leadership		2			
27301	Interested in Spanish language program and leadership		2			
27408	Interested in Spanish language program and leadership		3			
27401	Interested in Spanish language program and leadership		1			
27410	Interested in Spanish language program and leadership		Prek			
27410	Interested in both Chinese and Spanish language programs, as well as leadership		Prek	Academic performance, Extracurricular activities	From a friend	No
27410	Interested in Chinese language program and leadership		Prek	Academic performance	From a friend	No
29201	Interested in Spanish language program and leadership		1	Academic performance, Extracurricular activities	From a friend	
27401	Interested in Chinese language program and leadership		1, and 2 year old			
27403	Interested in Chinese language program and leadership		2, Prek			

27405	Interested in Chinese language program and leadership		1 & 2			
27409	Interested in Chinese language program and leadership		2&4			
27235	Interested in Chinese language program and leadership		3-year-old			
27301	Interested in Chinese language program and leadership		k			
27313	Interested in Chinese language program and leadership		1 and prek			
27410	Interested in Chinese language program and leadership		k			
27455	Interested in Chinese language program and leadership		Prek			
27301	Interested in Chinese language program and leadership		1st and 10-month			
27403	Interested in Chinese language program and leadership		1,4,7			
27409	Interested in Chinese language program and leadership, Interested in Spanish language program and leadership		Prek			

27408	Interested in both Chinese and Spanish language programs, as well as leadership		3year old		From a friend	
27409	Interested in both Chinese and Spanish language programs, as well as leadership		k		From a friend	
27410	Interested in Chinese language program and leadership		k / prek			
27408	Interested in Chinese language program and leadership					
27410	Interested in Chinese language program and leadership					
27410	Interested in both Chinese and Spanish language programs, as well as leadership, East Asian languages		1&4	Academic performance, School culture and safety, Cultural diversity	From a friend	Yes. Please keep me posted once you have the approval
27410	Interested in both Chinese and Spanish language programs, as well as leadership, Not interested.		2	Academic performance, Teacher quality and experience, Cultural diversity	Social media	Yes. Will keep myself updated through your FB.
27410	Interested in both Chinese and Spanish language programs, as well as leadership		2	Academic performance, Extracurricular activities, Curriculum and programs	From a friend	Yes and good luck!
27409	Interested in both Chinese and Spanish language programs, as well as leadership			Teacher quality and experience, School culture and safety, Community engagement	From a friend	
27410	Interested in both Chinese and Spanish language programs, as well as leadership, Korean			Academic performance, School culture and safety	From a friend	Let me know.

27410	Interested in both Chinese and Spanish language programs, as well as leadership		prek and 3th grader	Academic performance, Location and transportation	Hard copy flyers	Depends.
27410	Interested in both Chinese and Spanish language programs, as well as leadership		1	Academic performance, School culture and safety	From a friend	Yes!
27410	Interested in both Chinese and Spanish language programs, as well as leadership, Other East Asian languages		1&3	Academic performance, School culture and safety, Cultural diversity	From a friend	If time allows.

Triad International Studies Academy  
Appendix B Curriculum Sample-Math

# TISA Math Curriculum Map

- Notes:**
1. Three i-Ready test will be scheduled each year in fall, winter, and spring.
  2. Math textbooks will be i-Ready. Hard copy teachers' kits and student workbook will be provided. Online subscription will be purchased for students.
  3. Eight grade will take Math 1 if they meet the criteria (criteria is pending approval by the board).
  4. K-4th grade, math will be taught in target language. Teachers are supposed to teach term in both English and target language before starting a new unit.
  5. 5th-8th grade, math will be taught in either bilingual or English.
  6. Small group instruction and blended learning for math will be scheduled everyday by teachers for at least 30 minutes.
  7. 90 minutes every day for math in K-4th grade and 8th grade, 60 minutes every day for math in 5th-7th grade.

## NCSCOS Mathematics Standards for Each Week

### Quarter 1

Grade	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>K</b>	NC.K.CC.1	NC.K.CC.1 NC.K.CC.3	NC.K.CC.1 NC.K.CC.3	NC.K.CC.1 NC.K.CC.3	NC.K.CC.1 NC.K.CC.2 NC.K.CC.4	NC.K.CC.1 NC.K.CC.2 NC.K.CC.4	NC.K.CC.1 NC.K.CC.2 NC.K.CC.5	NC.K.CC.1 NC.K.CC.2 NC.K.CC.5	NC.K.CC.1 NC.K.CC.2 NC.K.CC.6
<b>1st</b>	NC.K.CC.1 NC.1.OA.1	NC.1.OA.1 NC.1.OA.4	NC.1.OA.2 NC.1.OA.9	NC.1.OA.2 NC.1.OA.9	NC.1.OA.2 NC.1.OA.3 NC.1.NBT.7	NC.1.OA.2 NC.1.OA.3 NC.1.NBT.2	NC.1.OA.2 NC.1.OA.6 NC.1.NBT.2	NC.1.OA.4 NC.1.OA.6 NC.1.NBT.3	NC.1.OA.4 NC.1.OA.7 NC.1.NBT.3
<b>2nd</b>	NC.2.OA.2	NC.2.OA.2	NC.2.OA.1	NC.2.OA.1	NC.2.OA.1 NC.2.OA.3	NC.2.OA.1 NC.2.OA.3	NC.2.OA.1 NC.2.OA.4	NC.2.OA.1 NC.2.OA.4	NC.2.OA.1 NC.2.OA.4 NC.2.NBT.5
<b>3rd</b>	NC.3.NBT.3	NC.3.NBT.3	NC.3.OA.1	NC.3.OA.1 NC.3.OA.9	NC.3.OA.2 NC.3.OA.9	NC.3.OA.2 NC.3.OA.9	NC.3.OA.3 NC.3.OA.7 NC.3.OA.9	NC.3.OA.3 NC.3.OA.7 NC.3.OA.9	NC.3.OA.6 NC.3.OA.7 NC.3.OA.9
<b>4th</b>	NC.4.OA.1 NC.4.OA.3	NC.4.OA.1 NC.4.OA.3	NC.4.OA.4	NC.4.OA.4	NC.4.OA.5	NC.4.NBT.1 NC.4.NBT.7	NC.4.NBT.2 NC.4.NBT.7 NC.4.NBT.4	NC.4.NBT.4	NC.4.NBT.4 NC.4.NBT.5
<b>5th</b>	NC.5.OA.2 NC.5.NBT.1	NC.5.OA.3	NC.5.OA.3 NC.5.NBT.3	NC.5.NBT.5	NC.5.NBT.5	NC.5.NBT.6	NC.5.NBT.6	NC.5.NBT.7	NC.5.NBT.7
<b>6th</b>	NC.6.RP.1 NC.6.RP.2	NC.6.RP.2 NC.6.RP.3	NC.6.RP.4	NC.6.RP.4	NC.6.NS.1	NC.6.NS.4	NC.6.NS.2 NC.5.NS.4	NC.6.NS.2	NC.6.NS.3
<b>7th</b>	NC.7.RP.1 NC.7.RP.2	NC.7.RP.1 NC.7.RP.2	NC.7.RP.1 NC.7.RP.2	NC.7.RP.3	NC.7.NS.1 NC.7.EE.1 NC.7.EE.2	NC.7.NS.2 NC.7.EE.1 NC.7.EE.2	NC.7.NS.3 NC.7.EE.3	NC.7.NS.3 NC.7.EE.3 NC.7.EE.4	NC.7.NS.3 NC.7.EE.3 NC.7.EE.4
<b>8th</b>	NC.8.NS.1 NC.8.EE.1 NC.M1.N-RN.2	NC.8.NS.2 NC.8.EE.2 NC.M1.A-SSE.1	NC.8.EE.3 NC.8.EE.4 NC.M1.A-SSE.1	NC.8.EE.7 NC.M1.A-SSE.3	NC.8.EE.7 NC.M1.A-SSE.3	NC.8.EE.0 NC.8.EE.8 NC.M1.A-SSE.3	NC.8.EE.8 NC.M1.A-SSE.3	NC.8.EE.8 NC.M1.A-APR.1	NC.8.EE.8 NC.M1.A-APR.1

### Quarter 2

Grade	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>K</b>	NC.K.CC.1 NC.K.CC.2 NC.K.CC.6	NC.K.CC.1 NC.K.CC.2 NC.K.CC.6 NC.K.CC.7	NC.K.CC.1 NC.K.CC.2 NC.K.CC.6 NC.K.CC.7	NC.K.CC.1 NC.K.OA.1	NC.K.CC.1 NC.K.OA.1 NC.K.OA.2	NC.K.CC.1 NC.K.OA.1 NC.K.OA.2 NC.K.OA.3	NC.K.CC.1 NC.K.OA.2 NC.K.OA.4	NC.K.CC.1 NC.K.OA.2 NC.K.OA.5	NC.K.CC.1 NC.K.OA.2 NC.K.OA.6
<b>1st</b>	NC.1.NBT.3 NC.1.NBT.4	NC.1.NBT.3 NC.1.NBT.4	NC.1.NBT.4 NC.1.NBT.5	NC.1.NBT.5 NC.1.NBT.6	NC.1.NBT.6 NC.1.NBT.1	NC.1.NBT.6 NC.1.NBT.1	NC.1.NBT.6 NC.1.NBT.1	NC.1.NBT.6 NC.1.NBT.1	NC.1.NBT.6 NC.1.NBT.1 NC.2.OA.2
<b>2nd</b>	NC.2.NBT.5	NC.2.NBT.5 NC.2.NBT.1	NC.2.NBT.5 NC.2.NBT.1	NC.2.NBT.1 NC.2.NBT.2	NC.2.NBT.2 NC.2.NBT.6	NC.2.NBT.3 NC.2.NBT.6	NC.2.NBT.4 NC.2.NBT.6	NC.2.NBT.8	NC.2.NBT.7
<b>3rd</b>	NC.3.OA.8 NC.3.OA.9	NC.3.OA.8 NC.3.OA.9	NC.3.NBT.3 NC.3.OA.9	NC.3.NF.1 NC.3.OA.9	NC.3.NF.1 NC.3.OA.9	NC.3.NF.2 NC.3.OA.9	NC.3.NF.2 NC.3.OA.9	NC.3.NF.3 NC.3.OA.9	NC.3.NF.4 NC.3.OA.9
<b>4th</b>	NC.4.NBT.5	NC.4.NBT.5	NC.4.NBT.5 NC.4.NBT.6	NC.4.NBT.6	NC.4.NBT.6	NC.4.NBT.6	NC.4.NF.1	NC.4.NF.2	NC.4.NF.2
<b>5th</b>	NC.5.NF.1	NC.5.NF.1	NC.5.NF.3	NC.5.NF.3	NC.5.NF.3 NC.5.NF.7	NC.5.NF.4 NC.5.NF.7	NC.5.NF.4 NC.5.NF.7	NC.5.MD.1 NC.5.MD.2	NC.5.MD.1 NC.5.MD.2
<b>6th</b>	NC.6.NS.5 NC.6.NS.6 NC.6.NS.7	NC.6.NS.6 NC.6.NS.7 NC.6.NS.8	NC.6.NS.8	NC.6.NS.9	NC.6.NS.9	NC.6.EE.1 NC.6.EE.2	NC.6.EE.2	NC.6.EE.3 NC.6.EE.4	NC.6.EE.5 NC.6.EE.6
<b>7th</b>	NC.7.NS.3 NC.7.EE.3 NC.7.EE.4	NC.7.NS.3 NC.7.EE.3 NC.7.EE.4	NC.7.G.1	NC.7.G.2 NC.7.G.5	NC.7.G.4 NC.7.G.6	NC.7.G.4 NC.7.G.6	NC.7.SP.1 NC.7.SP.2	NC.7.SP.3 NC.7.SP.4	NC.7.SP.5 NC.7.SP.6
<b>8th</b>	NC.8.F.1 NC.8.F.2 NC.8.F.3 NC.M1.A-APR.3	NC.8.F.4 NC.8.F.5 NC.M1.A-APR.3	NC.8.F.4 NC.8.F.5 NC.M1.A-APR.3	NC.8.F.4 NC.8.F.5 NC.M1.A-CED.1 NC.M1.A-REI.3 NC.M1.A-REI.4	NC.8.F.4 NC.8.F.5 NC.M1.A-CED.1 NC.M1.A-REI.3 NC.M1.A-REI.4	NC.8.G.2 NC.M1.A-CED.2 NC.M1.A-REI.10	NC.8.G.3 NC.8.G.4 NC.M1.A-CED.2 NC.M1.A-ERI.11 NC.M1.A-ERI.6	NC.8.G.5 NC.M1.A-CED.3 NC.M1.A-CED.4 NC.M1.A-REI.12	NC.8.G.6 NC.8.G.7 NC.8.G.8 NC.M1.F-IF.1

### Quarter 3

Grade	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
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<b>K</b>	NC.K.CC.1 NC.K.OA.2 NC.K.NBT.1	NC.K.CC.1 NC.K.OA.2 NC.K.NBT.1	NC.K.CC.1 NC.1.OA.1 NC.1.OA.2	NC.K.CC.1 NC.1.OA.1 NC.1.OA.2 NC.1.OA.5	NC.K.CC.1 NC.1.OA.1 NC.1.OA.2 NC.1.OA.5	NC.1.OA.1 NC.1.OA.2 NC.1.OA.5 NC.1.OA.6	NC.K.MD.1 NC.1.OA.6 NC.1.OA.7	NC.K.MD.2 NC.1.OA.6 NC.1.OA.7	NC.K.MD.3 NC.1.OA.6 NC.1.OA.8
<b>1st</b>	NC.1.NBT.6 NC.1.NBT.1 NC.2.OA.2	NC.1.NBT.6 NC.1.NBT.1 NC.2.OA.2	NC.1.NBT.6 NC.1.NBT.1 NC.2.OA.2	NC.1.NBT.6 NC.1.NBT.1 NC.2.OA.1	NC.1.MD.2 NC.2.OA.1	NC.1.MD.2 NC.2.OA.1	NC.1.MD.1 NC.2.OA.1	NC.1.MD.1 NC.2.OA.1	NC.1.MD.3 NC.2.OA.1
<b>2nd</b>	NC.2.NBT.7	NC.2.NBT.7	NC.2.NBT.7 NC.3.OA.1	NC.2.MD.1 NC.3.OA.1	NC.2.MD.2 NC.3.OA.1	NC.2.MD.3 NC.3.OA.1	NC.2.MD.4 NC.3.OA.1	NC.2.MD.5 NC.3.OA.2	NC.2.MD.6 NC.3.OA.2
<b>3rd</b>	NC.3.MD.1 NC.3.OA.9	NC.3.MD.2 NC.3.OA.9	NC.3.MD.2 NC.3.OA.9	NC.3.MD.3 NC.3.OA.9	NC.3.MD.3 NC.3.OA.9	NC.3.MD.5 NC.3.OA.9	NC.3.MD.5 NC.3.MD.7 NC.3.OA.9	NC.3.MD.5 NC.3.MD.7 NC.3.OA.9	NC.3.MD.8 NC.3.OA.9
<b>4th</b>	NC.4.NF.3	NC.4.NF.3	NC.4.NF.4	NC.4.NF.6	NC.4.NF.7	NC.4.MD.1 NC.4.MD.2	NC.4.MD.8 NC.4.MD.4	NC.4.MD.3 NC.3.MD.4	NC.4.MD.3 NC.4.MD.6
<b>5th</b>	NC.5.MD.4 NC.5.MD.5	NC.5.MD.4 NC.5.MD.5	NC.5.MD.4 NC.5.MD.5	NC.5.MD.4 NC.5.MD.5	NC.5.MD.4 NC.5.MD.5	NC.5.G.1	NC.5.G.1	NC.5.G.3	NC.5.G.3
<b>6th</b>	NC.6.EE.6 NC.6.EE.7	NC.6.EE.7	NC.6.EE.8	NC.6.EE.8	NC.6.EE.9	NC.6.G.1	NC.6.G.2	NC.6.G.3	NC.6.G.4
<b>7th</b>	NC.7.SP.7	NC.7.SP.8	Review for EOG 7th NC.8.NS.1	Review for EOG 7th NC.8.NS.2	Review for EOG 7th NC.8.EE.1	Review for EOG 7th NC.8.EE.2	Review for EOG 7th NC.8.EE.2	Review for EOG 7th NC.8.EE.3	Review for EOG 7th NC.8.EE.4
<b>8th</b>	NC.8.G.9 NC.M1.F-IF.2 NC.M1.F-IF.3	NC.8.G.9 NC.M1.F-IF.4 NC.M1.F-IF.5 NC.M1.F-IF.6	NC.8.SP.1 NC.8.SP.2 NC.M1.F-IF.6	NC.8.SP.1 NC.8.SP.2 NC.M1.F-IF.7 NC.M1.F-IF.8	NC.8.SP.3 NC.8.SP.4 NC.M1.F-IF.9	NC.8.SP.3 NC.8.SP.4 NC.M1.F-BF.1	Review for EOG 8 NC.M1.F-BF.1 NC.M1.F-BF.2	Review for EOG 8 NC.M1.F-LE.1 NC.M1.F-LE.3	Review for EOG 8 NC.M1.F-LE.5

### Quarter 4

Grade	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<b>K</b>	NC.K.G.1 NC.1.OA.6 NC.1.OA.8	NC.K.G.1 NC.K.G.3 NC.1.OA.6 NC.1.OA.9	NC.K.G.2 NC.K.G.3 NC.1.OA.6 NC.1.OA.8	NC.K.G.3 NC.1.NBT.2	NC.K.G.4 NC.1.NBT.2	NC.K.G.5 NC.1.NBT.4	NC.K.G.5 NC.1.NBT.4	NC.K.G.6 NC.1.G.1	NC.K.G.6 NC.1.G.1
<b>1st</b>	NC.1.MD.3 NC.2.OA.1	NC.1.MD.5 NC.2.OA.1	NC.1.MD.5 NC.2.OA.1	NC.1.MD.4 NC.2.OA.1	NC.1.MD.4 NC.2.OA.1	NC.1.G.1 NC.2.OA.1	NC.1.G.2 NC.2.OA.1	NC.1.G.3 NC.2.OA.1	NC.1.G.3 NC.2.OA.1
<b>2nd</b>	NC.2.MD.7 NC.3.OA.2	NC.2.MD.8 NC.3.OA.7	NC.2.MD.10 NC.3.OA.7	NC.2.G.1 NC.3.OA.7	NC.2.G.3 NC.3.OA.7	NC.2.G.3 NC.3.OA.9	NC.3.OA.9	NC.3.OA.9	NC.3.OA.9
<b>3rd</b>	NC.3.MD.8 NC.3.OA.9	NC.3.G.1 NC.3.OA.9	NC.3.G.1 NC.4.G.3 NC.3.OA.9	NC.4.G.3 NC.3.OA.9	Review for EOG 3rd				
<b>4th</b>	NC.4.MD.6 NC.4.G.1	NC.4.MD.6 NC.4.G.2	NC.4.MD.6 NC.4.G.2 NC.4.G.3	NC.4.G.3 NC.5.OA.2	Review for EOG 4th				
<b>5th</b>	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th	Review for EOG 5th
<b>6th</b>	Review for EOG 6th NC.6.SP.1 NC.7.RP.1	Review for EOG 6th NC.6.SP.2 NC.7.RP.1	Review for EOG 6th NC.6.SP.3 NC.7.RP.2	Review for EOG 6th NC.6.SP.4 NC.7.RP.2	Review for EOG 6th NC.6.SP.5 NC.7.RP.3	Review for EOG 6th NC.7.RP.3 NC.7.NS.2	Review for EOG 6th NC.7.RP.1 NC.7.NS.2	Review for EOG 6th NC.7.RP.2 NC.7.NS.3	Review for EOG 6th NC.7.RP.3 NC.7.NS.3
<b>7th</b>	Review for EOG 7th NC.8.EE.4 NC.6.EE.7	Review for EOG 7th NC.8.EE.4 NC.6.EE.7	Review for EOG 7th NC.8.EE.4 NC.6.EE.8	Review for EOG 7th NC.8.EE.4 NC.6.EE.8	Review for EOG 7th NC.8.EE.4 NC.6.EE.8	Review for EOG 7th NC.8.F.1 NC.8.F.2 NC.8.F.3	Review for EOG 7th NC.8.F.4	Review for EOG 7th NC.8.F.4 NC.8.F.5	Review for EOG 7th NC.8.F.4 NC.8.F.5
<b>8th</b>	Review for EOG 8 NC.M1.A-CED.2	Review for EOG 8 NC.M1.G-GPE.4	Review for EOG 8 NC.M1.G-GPE.5	Review for EOG 8 NC.M1.G-GPE.6	Review for EOG 8 NC.M1.S-ID.1	Review for EOG 8 NC.M1.S-ID.3	Review for EOG 8 NC.M1.S-ID.6	Review for EOG 8 NC.M1.S-ID.7	Review for EOG 8 NC.M1.S-ID.9

Triad International Studies Academy  
Appendix D Academic Calendar Sample

# Triad Interational Studies Academy

## Academic Calendar 2023-2024

**Holidays: 11**  
**Vacation Days: 10**  
**Optional Teacher Workdays: 5**  
**Mandatory Teacher Workdays: 9**  
**Student Days: 180**  
**Student Hours: 1170**

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1 New Year's Day Holiday
- 2 Optional Teacher Workday
- 15 Martin Luther King, Jr. Holiday
- 19 End Q2 (42 Days)
- 22 Mandatory Teacher Workday

**17 Optional Teacher Workday**  
**18 Offices Closed**  
**21-25 Mandatory Teacher Workdays**  
**28 First Day for Students**

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

**4 Labor Day Holiday**  
**25 Optional Teacher Workday**

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 22 End Q3 (44 Days)
- 25-28 Vacation Days
- 29 Spring Holiday

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 Mandatory Teacher Workday

**1 End Q1 (46 Days)**  
**2 Mandatory Teacher Workday**  
**3 Optional Workday**  
**10 Veterans Day Holiday**  
**22 Vacation Day**  
**23-24 Thanksgiving Holidays**

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 27 Memorial Day Holiday

**22 Vacation Day**  
**25-27 Winter Holidays**  
**28-29 Vacation Days**

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 7 Last Day for Students, End Q4 (48 Days)
- 10 Mandatory Teacher Workday
- 11 Optional Teacher Workday
- 12-13 Vacation Days

First/Last Day for Students  
 Offices Closed  
 Vacation Day  
 Holiday  
 Optional Teacher Workday  
 Mandated Teacher Workday



Triad International Studies Academy  
Appendix E Daily/Weekly Schedule Sample



Sample daily/ weekly schedule 5th-8th grade	5th Chinese track	5th Spanish track	6th	7th	8th
8:30-9:30	Chinese language arts	Social Studies	Math	Science	ELA
9:30-10:30	ELA	Spanish language arts	Science	Social Studies	Math
10:30-11:30	Related Arts (M-Art, T-Dance, W-PE/Health, Th-World Culture, F-Chorus)	Science	ELA	Math	Social Studies
11:30-12:30	Math	Related Arts (M-Dance, T-Art, W-World Culture, Th-Chorus, F-PE)	Social Studies	ELA	Science
12:30-1:00	Lunch	Lunch	lunch	Recess	Math
1:00-1:30	Recess	Recess	Recess	Lunch	Lunch
1:30-2:30	Social Studies	Math	Elective 1 Chinese or Spanish A/2 Art or Dance	Elective 1 Art or Dance/2 Chinese or Spanish B	Elective 1PE/Health/2 World Culture or Chorus
2:30-3:30	Science	Science	Elective 3 PE/Health /4 World Culture or Chorus	Elective 3 World Culture or Chorus/4 PE/Health	Elective 3 Art or Dance/4 Chinese or Spanish C
3:30-3:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## Triad International Studies Academy

### Appendix F- Federal Documentation of Tax-Exempt Status

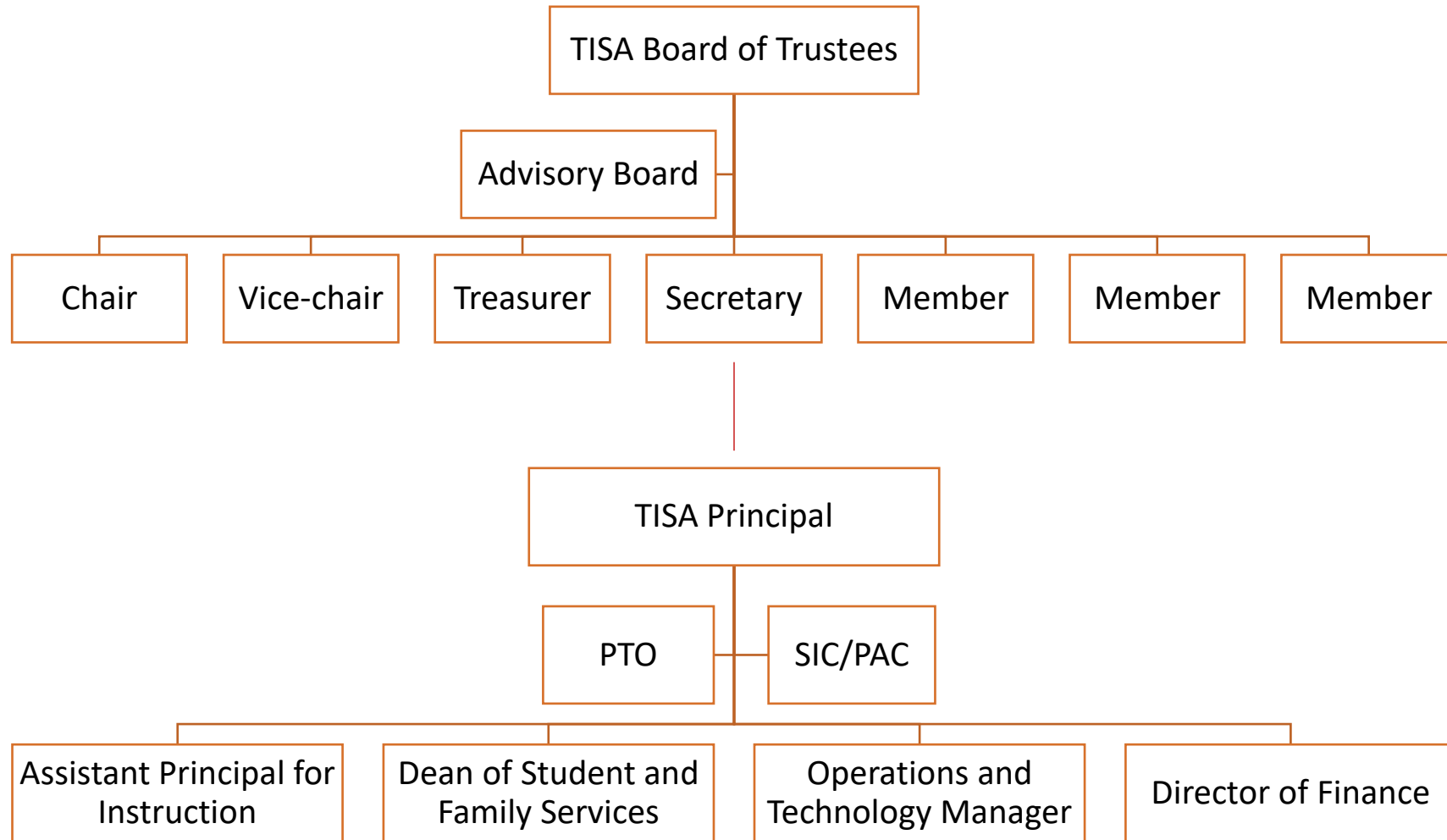
This file is used as a placeholder for our tax-exempt status.

Our non-profit organization has not yet obtained 501(c)(3) status. Considering it usually takes 6-12 months for IRS to process the application, we should have enough time to ensure the tax-exempt status be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. We have talked with our attorney about this, and our attorney will work on the application for 501(C)3 soon.

Our EIN is 92-2500809.



Triad International Studies Academy  
Appendix G Organizational Chart



# Triad International Studies Academy

## Appendix J TISA Bylaw

**BYLAWS**  
**OF**  
**Triad International Studies Academy**

**Approved by the Triad International Studies Academy Board of Trustees on 3/29/2023**

**First read on 2/26/2023, Revised version on 3/29/2023**

**ARTICLE I.**

**CORPORATE NAME**

**Section 1.1 Name.** The name of the Corporation shall be as specified in the Articles of Incorporation, as amended, to wit: Triad International Studies Academy (TISA or School).

**Section 1.2 Name for Conducting Business.** The Corporation may conduct business under the name Triad International Studies Academy, TISA, TISA Academy, TISA Primary, TISA Elementary, or TISA Middle School.

**ARTICLE II.**

**REGISTERED OFFICE AND AGENT**

**Section 2.1 Registered Office and Agent.** The Registered Office and Registered Agent of the Corporation required by law shall be initially designated in the Articles of Incorporation and continuously maintained by the Board of Trustees (Board).

**Section 2.2 Changes.** The Board may change the Registered Office or Registered Agent at its discretion from time to time after giving due notice of such change as required by law to the Secretary of State of North Carolina.

**ARTICLE III.**

**FISCAL YEAR**

**Section 3.1 Fiscal Year.** The fiscal year of TISA shall end on midnight of June 30 of each year. The Board shall have the power to change the fiscal year.

**Section 3.2 Mandatory Audit.** The TISA Board of Trustees shall be required periodically and no less than once a year to employ an independent, certified public accountant to audit the accounts of the Corporation.

**ARTICLE IV.**

**CORPORATE PURPOSES**

**Section 4.1 Corporate Purpose.** TISA is organized and operated exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or any corresponding provision of any future United States Internal Revenue Law (the "Code"). TISA is formed for the specific purpose of operating exclusively for the benefit of, to perform the functions of, or to carry out the purposes of the Mission of TISA Academy as provided in its Charter.

Notwithstanding any other provision of these Bylaws, no part of the net earnings of the TISA shall inure to the benefit of any private shareholder or individual; provided, further, that no substantial part of the activities of the TISA shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The TISA Board of Trustees and TISA employees shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office. Furthermore, notwithstanding any other provision of these Bylaws, the operations, activities, and powers of the TISA Board of Trustees shall be limited to those permitted by an organization described in Internal Revenue Code Section 501(c)(3).

**Section 4.2 Nondiscrimination Policy.** TISA shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto.

**Section 4.3 Student Enrollment.** Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with current North Carolina Charter School law.

## ARTICLE V.

### MISSION STATEMENT

*The mission of Triad International Studies Academy is to educate its students to think and behave as global citizens with multilingual proficiency, intercultural competence, strong academics, and leadership skills.*

## ARTICLE VI.

### BOARD OF TRUSTEES

**Section 6.1 General Powers.** All TISA powers shall be exercised by or under the authority of, and the business and affairs of the TISA shall be managed under the direction of the school's Board of Trustees.

**Section 6.2 Specific Responsibilities.** On behalf of TISA, the Board shall at a minimum maintain a Charter School Contract and ensure full compliance with the North Carolina Charter School laws. In addition, The Board's responsibilities include, but are not limited to the following:

- a. Sign Charter School Contract

- b. Make every effort to maintain a positive and productive working relationship with the Sponsoring School District
- c. Comply with all Federal and North Carolina laws
- d. Develop and approve a strategic plan for the school
- e. Adopt and approve the annual budget of the school
- f. Validate all major contracts with the school by giving and approving formal approval
- g. Employ the school's principal and oversee the principal's hiring of school staff
- h. Evaluate the Principal of the school at least annually
- i. Ensure that all personnel undergo background checks and fingerprinting prior to hiring
- j. Contract services legally requiring Board Approval for the school
- k. Ratify salaries and discharge policies for the school's employees
- l. Ensure the approved charter is being followed or amended with approved changes
- m. Approve operating procedures for the school
- n. Ensure that the curriculum fulfills the mission statement of the school
- o. Hear appeals for teacher dismissal, grievances, and student expulsions
- p. Build and maintain a parent, educator, and community partnership
- q. Ensure that the school will adhere to Federal and State health, safety, civil rights, and disability rights
- r. Develop and adopt policies and procedures of the school
- s. Oversee and assure the financial health of the school
- t. Perform any and all necessary legal acts to effectuate the purpose of the school
- u. Delegate the day to day responsibilities of the operations of the school to the school's principal

**Section 6.3 Number, Tenure, and Qualifications of Board Trustees.** The Board shall be composed of no fewer than five and no more than seven Trustees. The founding Board will be appointed and made up of three groups: the first group consists of two (2) Trustees whose term will end on the last day of fiscal year one, the second group will consist of two (2) Board Trustees whose term will end on the last day of fiscal year two, and the third group will consist

of three (3) Board Trustees whose term will end on the last day of fiscal year three. The seats of the founding board will be designated as follows:

Group 1: One seat is designated as an appointed seat, one seat is designated as an elected seat for parents or legal guardians of students enrolled in the school.

Group 2: One seat is designated as an appointed seat, one seat is designated as an elected seat for parents or legal guardians of students enrolled in the school.

Group 3: Two seats are designated as appointed seats, one seat is designated as an elected seat.

Every year after TISA opens the door to its students, open elected seat/seats shall be filled by an election by employees and parents or guardians of students enrolled in TISA and open appointed seat/seats shall be appointed by the Board. Board Trustees shall be elected or appointed for a three-year term, and may serve up to three consecutive terms and/or nine years, whichever comes first, but shall not be eligible for re-election or re-appointment thereafter until one year following the expiration of the third consecutive term. Terms for elected trustees shall commence on July 01 of a given year, and terms for appointed trustees shall commence upon appointment by the Board. All expiring terms shall conclude on June 30<sup>th</sup>, the last day of a given fiscal year.

All individuals seeking consideration for either election or appointment to the Board must qualify under all requirements of the North Carolina Charter School Law. In no case may the following individuals be considered for service on the Board: (1) an employee of TISA; (2) an immediate family of an employee of TISA (Note: For the purposes of this section, the term "immediate family member" means a spouse, parent, child, brother, sister, grandparent, or grandchild); (3) an individual who has either been removed or subsequently resigned without just cause from a Board Trustee's seat before the end of the Board Trustee's term; or (4) a convicted felon. In addition, at most two Trustee's seats can be held by parents or legal guardians of students enrolled in the school at any given time. At least one-third of the Board Members, whether elected or appointed, must be fluent in a logographic language and have expertise in one of the target language cultures and heritages. Similarly, at least one-third of the Board Members must be fluent in a phonetic language and offer expertise in one of the target language cultures and heritages. The majority of the Board must be NC residences. In compliance with North Carolina Charter School Law, the number of the Members on the Board cannot be less than five (5) or more than nine (9) as set by the Board.

**Section 6.4 Elections.** The election schedule will be published and provided to all employees and parents and guardians of students enrolled in TISA at least sixty days prior to the election. All Board candidates must file for the election from February 1st through March 15th for the purpose of being listed on the printed ballot. A Board appointed administrative assistant must receive filing forms by 3:00 p.m. on March 15th or the next business day should March 15th not be a business day. Board seats open for election shall be elected at an election scheduled before the last school day of April each year.

The eligible Board Trustees' seats shall be filled by a plurality-at-large of the votes cast. Each voter may select a number of candidates that is less than or equal to the electable Board Trustees' seats on the ballot. No voter may cast more than one vote for the same candidate. Any ballot that

does not comply with the requirements described above shall be considered void and will not be counted.

The candidates with the most votes (who may or may not obtain a majority of available votes) are the winners and will fill Board Trustees' seats on the ballot. All employees of the TISA may fill out one ballot. Parents or guardians of a student in TISA are eligible to fill out one ballot for each of their students enrolled in the Corporation. A tie for any seat on the Board will be determined by a run-off election. In the event there are fewer candidates than seats open for election, the board will appoint additional Board Trustees to fill the vacant seats.

After the election results are duly tabulated and published, newly elected Board Trustees will take office at 12:01 a.m. on July 1st of each year, and should be sworn in prior to this date or at the first scheduled Board meeting after the election. Annual Board training will be held within three months after school starts. New board member orientation will be completed within one month after the new board members have been seated.

**Section 6.5 Appointments.** Annual appointments to the Board of Trustees shall be made after newly-elected Trustees have been seated, and must be by a two-thirds vote of the Board holding office at that time at a meeting in which the appointment of the Board in question shall be considered. In appointing any individual, the Board shall first consider whether the appointment must satisfy one or more of the qualifications required for appointed Board. After satisfying those requirements, the Board shall aim to compose itself of Board Trustees with the skill sets and expertise necessary for fulfilling TISA's purpose and mission. Any person wishing to be considered for appointment to the Board shall submit a written application. In the event there are fewer candidates than seats open for appointment, sitting appointed Board Trustees, in the ranking in which they were appointed, will be given the option to continue for another term, provided they have not exceeded the term limits set forth herein.

**Section 6.6 Regular Meetings.** The Board of Trustees shall meet at least ten times a year. The Board of Trustees shall have the power to establish the time and place for holding such regular meetings of the Board. The Board of Trustees shall have the power in its discretion to change the time and place of such regular meetings or to make them more or less frequent with appropriate notice as required by the North Carolina Open Meetings Law. Any Board Trustee may participate in a regular meeting by, or conduct the meeting through the use of, any means of communication by which all Board Trustees participating may hear each other simultaneously during the meeting. A Board Trustee participating in a meeting by this means is deemed to be present in person or virtually online at the meeting.

**Section 6.7 Special Meetings.** Special meetings of the Board of Trustees may be called by the Chair or at least three (3) Trustees of the Board of Trustees. Any Board Trustee may participate in a special meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may hear each other simultaneously during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person or virtually online at the meeting.



**Section 6.8 Notice of Meetings.** All Board of Trustee Meetings will be posted and distributed by email as required by the North Carolina Open Meetings laws. The postings will include meeting location, date, times, and agenda.

**(a) Regular Meetings.** Notice of the time, date and place of regular meetings shall be given to Trustees of the Board at least five (5) working days prior to the date of meeting. Such notice shall be sent by the usual means of communication to each Board Trustee. An annual schedule of the Board's regular meetings shall also be provided to each Trustee at the first regular meeting of the Board in a new fiscal year. Notice of meetings shall also be posted in the school at least twenty-four hours prior to the time of the meeting, given to the public in accordance with the requirements of the Freedom of Information Act and North Carolina Open Meetings Law.

**(b) Special Meetings.** Notice of the time, date, place, and purpose(s) of special meetings shall be given to Board Trustees at least two (2) working days prior to the date of meeting. Such notice shall be sent by the usual means of communication to each Board Trustee. Notice of special meetings shall be posted in accordance with the requirements of the Freedom of Information Act.

**(c) Meeting Agendas.** A meeting agenda shall be posted at the school and on the school's website at least twenty-four hours prior to any regular or special meeting. An agenda is not required for an emergency meeting.

Once an agenda for a regular or special meeting is posted, no items may be added to the agenda without an additional twenty-four hours' notice to the public, which must be made in the same manner as the original posting. During a meeting, an item on which action can be taken may only be added to the agenda by a two-thirds vote of the Trustees present and voting; however, if the item is one on which final action can be taken at the meeting or if the item is one on which there has not been and will not be an opportunity for public comment with prior public notice given in accordance with this section, the item may only be added to the agenda by a two-thirds vote of the Trustees present and voting and upon a finding that an emergency or exigent circumstance exists if the item is not added to the agenda.

**(d) Waiver of Notice.** Any Board Trustee may waive notice of any meeting. Except as provided herein, the waiver must be in writing, signed by the Board Trustee entitled to the notice, and filed with the minutes or corporate records. The attendance of a Board Trustee at a meeting shall constitute a waiver of notice of such meeting, except where a Board Trustee attends a meeting for the express purpose of objecting to the transaction of any business and at the beginning of the meeting (or promptly upon their arrival) objects to holding the meeting or transacting business at the meeting, and does not thereafter vote for or assent to action taken at the meeting.

**Section 6.9 Trustee Quorum.** A simple majority of the number of Board of Trustees in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees.

**Section 6.10 Manner of Acting.**

**(a) Required Vote.** The act of the majority of the Board Trustees present at a meeting at which a quorum is present when the vote is taken shall be the act of the Board of Trustees unless the Articles of Incorporation or these bylaws require a greater percentage.

**(b) Failure To Object To Action.** A Board Trustee who is present at a meeting of the Board of Trustees or a committee of the Board of Trustees when corporate action is taken is deemed to have assented to the action taken unless the Board Trustee: (i) objects at the beginning of the meeting (or promptly upon arrival) to holding the meeting or transacting business at the meeting; or (ii) votes against the action and the vote is entered in the minutes of the meeting; or (iii) dissents or abstains from the action taken, and such record is entered in the minutes of the meeting; or (iv) delivers written notice of any dissent or abstention to the presiding officer of the meeting before its adjournment or to TISA immediately after adjournment of the meeting. The right of dissent or abstention is not available to a Board Trustee who votes in favor of the action taken.

**Section 6.11 Open Meetings.** All official actions and deliberations by a quorum of the Board shall take place at a meeting open to the public, as provided for in the Freedom of Information

Act and North Carolina Open Meetings Law, except in cases where closed sessions are authorized pursuant to the Freedom of Information Act and the North Carolina Open Meetings Law.

**Section 6.12 Removal of a Board Trustee.** Any Board Trustee may be removed from office for cause by a two-thirds vote of the Board Trustees holding office at that time at a meeting in which the removal and replacement of the Board Trustee in question shall be considered. Cause may be found by violation of the Board's Code of Ethics or Conflicts of Interests section of these Bylaws.

**Section 6.13 Attendance.** Any Board Trustee who has more than two unexcused absences in a year from regular meetings may be considered to have resigned. A majority of those voting at any meeting thereof shall accept said resignation or excuse such absence due to illness or other circumstance. Written notification shall be sent to the former Trustee within 72 hours of the action.

**Section 6.14 Vacancies.** If any Board Trustee dies, resigns, or is removed from the Board, a replacement shall be either elected or appointed, in the manner by which the vacated seat was originally filled. For an elected seat vacancy with more than six (6) months remaining in the term, a special election shall be called and a replacement Board Trustee shall be elected by employees and parents or guardians of students enrolled in the school. For an elected seat vacancy with less than six (6) months remaining in the term, the seat may remain open at the discretion of the Board. For an appointed seat vacancy, a replacement trustees shall be appointed by a two-thirds vote of the Trustees holding office at that time at a meeting in which the replacement of any Trustee shall be considered. Any appointment shall comply with the requirements for appointments set forth herein. A replacement Trustee, either elected or appointed in this manner, shall serve the remainder of the replaced Trustee's term.

**Section 6.15 Committees.** The Board of Trustees may create one or more committees and appoint Trustees of the Board of Trustees and other persons to serve on them. Each committee must have two or more Trustees, who serve at the pleasure of the Board of Trustees. The creation of a committee and appointment of Trustees to it must be approved by a majority of the quorum of all the Board Trustees present when the action is taken. The provisions of this article governing meetings, notice and waiver of notice, quorum and voting requirements of the Board of Trustees, apply equally to committees and their members.

**Section 6.16 Compensation and Expenses.** Board Trustees shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

**Section 6.17 Board Training.** Each Board Trustee shall complete board training offered by an entity approved by the Board by June 30th of each year. Board Trustees shall have at least ten hours of orientation and/or specialized training each year.

## ARTICLE VII.

### OFFICERS

**Section 7.1 Number.** The officers of the TISA Board of Trustees shall be a Chair, Vice Chair, Secretary, and Treasurer. Other officers and assistant officers as may be deemed necessary may be appointed by the Board of Trustees. 50% or greater of the Board officers must have their primary residence in NC.

**Section 7.2 Election and Term of Office.** The officers shall be elected to serve a one-year term at the first Board meeting following appointment of new Board Trustees in a given fiscal year. Officers shall be elected by a plurality of the votes cast by the Board Trustees holding office at that time and at a properly noticed meeting in which the election of officers in question shall be included on the agenda. Officers may be reelected to serve consecutive one-year terms. The designation of a specified term grants to the officer no contract rights, and the Board can remove the officer at any time prior to the termination of such term.

**Section 7.3 Removal.** Any officer or agent may be removed by the Board of Trustees at any time, with or without cause, by a majority vote of the Board Trustees holding office at that time at a meeting in which the removal of an officer or agent in question shall be considered.

**Section 7.4 Chair.** The Chair shall be the principal officer and head of the Board of Trustees, subject to the control of the Board of Trustees. The Chair may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Trustees, deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these bylaws to some other officer or agent of the TISA, or shall be required by law to be otherwise signed or executed; file the annual return, changes in the Officers of the Board, amendments to these bylaws and other incorporating documents with the Corporate Registry; and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Trustees from time to time.

**Section 7.5 Vice Chair.** In the absence of the Chair or in the event of his death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as from time to time may be assigned by the Chair or by the Board of Trustees.

**Section 7.6 Secretary.** The Secretary shall: (a) keep the minutes of the proceedings of the Board of Trustees in one or more specified locations provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records of TISA; (d) when requested or required, authenticate any records of the TISA; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chair or by the Board of Trustees.

**Section 7.7 Treasurer.** The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the TISA; (b) receive and give receipts for moneys due and payable to the TISA from any source whatsoever, and deposit all such moneys in the name of TISA in such banks, trust companies or other depositories as shall be selected by the Board of Trustees; (c) periodically and no less than once a year to employ a certified public accountant to audit the accounts of the TISA; (d) supervise the business and financial operations of the Society including, but not limited to: (i) preparation of an annual budget and audited financial statement; (ii) financial accounting, including accounts payable and receivable; (iii) ensuring compliance with the financial reporting requirements of federal or provincial legislation, as required and (e) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chair or by the Board of Trustees. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Trustees shall determine.

**Section 7.8 Vacancies.** Vacancies of officers caused by death, resignation, or removal may be filled by a majority vote of the Board Trustees holding office at that time and at a properly noticed meeting in which the election of officers in question shall be included on the meeting agenda.

## ARTICLE VIII.

### COLLECTION AND APPLICATION OF FUNDS

The TISA may receive income from any source, including, but not limited to payments, donations, bequests, and devises from wills and trusts, gifts of money and properties, grants and funds which may inure to the benefit of TISA. All contributions and/or devises so received together with the income there from shall be held, managed, administered, and distributed by the TISA in accordance with the purposes and terms of these Bylaws.

The TISA shall hold, manage, and invest all amounts and funds received and shall collect and receive the income there from. All checks, drafts or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the TISA shall be signed by such Officer or Officers, agent or agents of TISA and in such manner as shall from time to time be determined

by resolution of the Board of Trustees. Such distributions shall be solely for the benefit of, to perform the functions of, or to carry out the purposes and objectives of TISA as set forth herein.

Notwithstanding any other provision of these Bylaws, no expenditure or distribution shall be made for any purpose that (i) may jeopardize the status of TISA as an organization under Section 501(c)(3) of the Internal Revenue Code or (ii) which may jeopardize the status of contributions or payment by any person insofar as deductions which are allowed under the provisions of Sections 170, 2055, 2106, and 2522 of the Internal Revenue Code.

## ARTICLE IX.

### CORPORATE CONFLICT OF INTEREST POLICY

The TISA Board of Trustees are subject to North Carolina and Federal Laws which regulates conflicts of interest for Board Trustees, who are public officers.

## ARTICLE X.

### INDEMNIFICATION

**Section 10.1 Authority.** The Board of Trustees shall to the fullest extent permitted by, as amended, indemnify all persons who it may indemnify pursuant thereto so long as such persons have conducted themselves in good faith and reasonably believed their conduct not to be opposed to the school's best interests.

**Section 10.2 Insurance.** TISA may purchase and maintain insurance on behalf of any person who is or was a Board Trustee, Officer, employee or agent of TISA against liability asserted against or incurred by him in that capacity or arising from his status as such. The cost of such insurance shall be paid through TISA funds.

**Section 10.3** The TISA agrees to indemnify and hold harmless the SBE, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

**Section 10.4** No indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. The School shall clearly indicate to vendors and other entities and individuals that the obligations of the School under agreement or contract are solely the responsibility of the School and are not the responsibility of the State Board of Education or the State.

## ARTICLE XI.

### CHANGES TO BYLAWS OR MISSION STATEMENT

**Section 11.1 Bylaws.** These Bylaws shall be construed in harmony with North Carolina Public Charter School law. These Bylaws may be amended, adopted, repealed, or restated by a two-thirds vote of the Board at any Regular meeting. Each Board Trustee must be given at least seven (7) days prior written notice of the Bylaws adoption, amendment, repeal, or restatement and discussion of such Bylaws' changes must occur at least at one meeting prior to a vote at a Regular meeting. Notice of the Regular meeting must state that the purpose, or one of the purposes, of the meeting is to consider a proposed change to the Bylaws and must contain or be accompanied by a copy of the change. The amendments or revisions to the bylaws will not be implemented until approved by the State Board of Education through its established process.

An Amendment to these Bylaws or their provisions must not be retroactively enforced, unless the amendment expressly provides for retroactive enforcement. Retroactive enforcement means that the Bylaws or their provisions look backward or contemplate the past, affecting acts or facts that existed before the bylaw came into effect. This provision shall be retroactively enforced.

**Section 11.2 Mission Statement.** The Mission Statement may be amended, repealed, adopted, or restated by a two-thirds vote of the Board at any Regular meeting. Each Board Trustee must be given at least five (5) days prior written notice of the Mission Statement amendment, repeal, adoption, or restatement and discussion of such Mission Statement change must occur at least one meeting prior to the Regular meeting vote. Notice of the Regular meeting must state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment, repeal, adoption, or restatement of the Mission Statement and must contain or be accompanied by a copy of the change. Written prior notice of the change must also be provided to all employees and parents or guardians of children enrolled in TISA.

## ARTICLE XII.

### DISSOLUTION OF THE CORPORATION

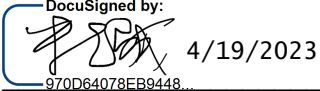
TISA (The Corporation) may be dissolved and its business affairs terminated at any meeting of the Board of Trustees, of which proper notice is given, if (1) the Board Trustees in office at that time unanimously vote in favor of the dissolution, and (2) the proposed dissolution was properly noticed with accompanying copy of the plan for dissolution and then discussed at one regular Board Meeting prior. Notice of the meeting must state the purpose of the proposed meeting is to consider the dissolution of the TISA Charter and must contain or be accompanied by a copy or summary of the plan of dissolution. The TISA Board of Trustees shall give the Attorney General and Charter Sponsor written notice that it intends to dissolve at or before the time it delivers the articles of dissolution to the Secretary of State. Such notice must include a copy or summary of the plan of dissolution. The dissolution cannot happen until it is approved by the State Board of Education. Upon the dissolution of the Corporation and after all its debts and expenses have been paid, all remaining assets of TISA shall be distributed pursuant to North Carolina Charter School Law disposed of so that no assets inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor or through awards, grants, or gifts, shall be returned to the entity if laws allow. All other assets become property of the public school district in which the school is located.

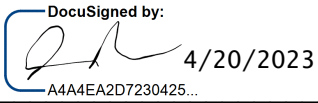
Approved by the Triad International Studies Academy Board of Trustees on March 29, 2023.

Triad International Studies Academy

Bylaws

EIN: 92-2500809

Signature of Board Chair:  970D64078EB9448...

Signature of Board Secretary:  A4A4EA2D7230425...

Triad International Studies Academy  
Appendix K Articles of Incorporation





# NORTH CAROLINA

## Department of the Secretary of State

To all whom these presents shall come, Greetings:

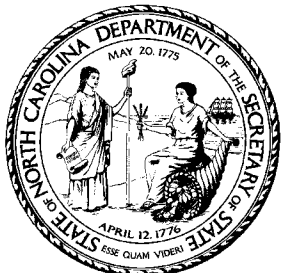
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### TRIAD INTERNATIONAL STUDIES ACADEMY

the original of which was filed in this office on the 21st day of February, 2023.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 21st day of February, 2023.

*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: Triad International Studies Academy.

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: Chaowei Zhu.

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

Number and Street: 1817 Ramhurst Drive

City: CLEMMONS State: NC Zip Code: 27012-9201 County: Forsyth

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>Chaowei Zhu</u>	<u>1817 Ramhurst Drive CLEMMONS NC, 27012-9201 United States</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.  Attached are provisions regarding the limitation of activities of the corporation.

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

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

Principal Office Telephone Number: (336) 608-0676

Number and Street: 1817 Ramhurst Drive

City: Clemmons State: NC Zip Code: 27012-9201 County: Forsyth

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: \_\_\_\_\_

11. Principal Office Email Address: Privacy Redaction

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

Name	Address	Title
Chaowei Zhu	1817 Ramhurst Drive CLEMMONS NC, 27012-9201	Chairman

13. **(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.

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

This is the 20th day of February, 2023.

\_\_\_\_\_  
Incorporator Business Entity Name

Chaowei Zhu

\_\_\_\_\_  
*Signature of Incorporator*

Chaowei Zhu Incorporator

\_\_\_\_\_  
*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.

#### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, 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. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, 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.

Triad International Studies Academy

Appendix L-Insurance quote

INSURANCE PROPOSAL  
PREPARED FOR:

Triad International Studies Academy

PRESENTED BY:

**Van Popering  
Insurance**

*Insurance with a Twist*

Account Executive: Brendan Van Popering  
Address: 8318 Pineville Matthews Road, Suite 266  
Charlotte, NC 28226  
Phone: (704) 543-1544  
E-Mail: Brendan@VPInsure.com  
Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that **Will** be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

## COMMERCIAL PROPERTY COVERAGE

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	Greensboro, NC

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

### REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

### SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

## COMMERCIAL GENERAL LIABILITY

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Coverage Written On:	<input checked="" type="checkbox"/> Occurrence Form	<input type="checkbox"/> Claims Made Form
Retro:		
<b>LIMITS</b>	<b>COVERAGE DESCRIPTION</b>	
\$ 1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$ 2,000,000	General Aggregate	
\$ 2,000,000	Products and Completed Operations Aggregate	
\$ 1,000,000	Personal and Advertising Injury	
\$ 500,000	Damage to Rented Premises (each occurrence)	
\$ 10,000	Medical Expense (any one person)	

### Crime Coverage: Employee Dishonesty

<b>LIMITS</b>	<b>COVERAGE DESCRIPTION</b>
\$ 250,000	Crime – Employee Dishonesty

### UMBRELLA (optional)

<b>LIMITS</b>	<b>COVERAGE DESCRIPTION</b>	Avg Premium per million
\$ 1,000,000	Umbrella Coverage	\$ 1,000

### COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	144



## PROFESSIONAL LIABILITY

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

### Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

### Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

### Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

## **WORKERS' COMPENSATION POLICY**

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

<b>Limits</b>		<b><u>Coverage Description</u></b>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

### **Workers' Compensation Rating Basis**

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

**\*\*Payroll of employees x Rate = Total Premium**

## COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit-Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

### HIRED AND NON-OWNED AUTO COVERAGE

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

### COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[ ] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[ ] Specified Causes [X] Comprehensive \$ Ded	\$

**\*\*Premium = Est. \$850 / per bus (Year 2000 School bus)**

## STUDENT ACCIDENT POLICY

Named Insured:	Triad International Studies Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

### **Number of eligible students:**

- 144

### **Description of Benefits:**

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52-week Benefit Period

### **Principal Sum:**

- \$10,000 Death
- \$20,000 Dismemberment

### **DESCRIPTION OF HAZARDS:**

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

**Triad International Studies Academy**

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

**FLOODINSURANCE**---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of anybody of water.

**EARTHQUAKE COVERAGE**---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

**Loss Control Program**---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

**Employee Benefits Review Procedures**--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

**Contracts Reviewed**---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

## PREMIUM SUMMARY

### Coverage Description

<b>1.</b>	<b>Workers Compensation</b>	\$	3,900.00
<b>2.</b>	<b>Business Property</b>		
	Property	\$	700.00
	General Liability	\$	3,200.00
	Professional Liability	\$	4,100.00
	<i>(Optional coverage)</i>	\$	<i>3,000.00</i>
<b>3.</b>	<b>Umbrella</b>	\$	1,000.00
<b>4.</b>	<b>Commercial Auto</b>	\$	550.00
<b>5.</b>	<b>Student Accident Policy</b>	\$	600.00
<b>6.</b>	<b>Crime Coverage - \$250,000</b>	\$	450.00

Triad International Studies Academy  
Appendix O-Support letter-Ideality Foundation, LLC

April 14, 2023

To one who may concern,

I am writing this letter to express my strong support for Triad International Studies Academy (TISA) in its planning year. As someone who believes in the transformative power of education, I am excited about the vision and mission of this new school and the positive impact it will have on the lives of its students.

I understand that TISA is currently seeking funding for its launch, and my company, Ideality Foundation LLC (Ideality), would like to offer our support in the form of a loan up to \$250,000 with an annual interest rate of 7%. The initial loan amount will be \$210,000, with a 5-year loan term to be repaid in 10 installments. The loan payment schedule with the amount of each payment can be found attached in the letter. Additionally, Ideality will provide \$40,000 in backup funding, which can be used in case of emergencies. I am confident that this loan will help TISA succeed in its first year and beyond. I believe that TISA has the potential to be a model for other schools, and I am committed to supporting its growth and success. I have great confidence in the leadership of this school, and I look forward to seeing the positive impact it will have on the community.


I understand the risks associated with lending money to a new school, but I am willing to take this risk because I believe in the importance of education and the power of charter schools to provide innovative solutions to educational challenges, as well as my confidence in the strong board and leadership team of TISA.

While I am excited to provide financial support to TISA, I want to make it clear that Ideality and myself will respect the school's autonomy and will not interfere in any way with the school's operations, management, or decision-making processes, and our role as a lender is limited to providing financial assistance only.

Thank you for considering our offer of support for TISA. We are committed to working with the school's leadership to ensure its success and to providing additional support as needed.

Sincerely,

DocuSigned by:

 4/17/2023

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Jianquan Li

President

Ideality Foundation LLC.



Payment Date	Beginning Principal	Interest to be paid (=3.5% * Beginning Principal)	Principal to be Paid	Ending Principal	Payment for Each School Year		Payment for Each Calendar Year	
					School Year	Amount	Calendar Year	Amount
1. January 30, 2026	\$210,000.00	\$7,350.00	\$21,000.00	\$189,000.00	School Year 1	\$28,350.00	2026	\$55,965.00
2. November 30, 2026	\$189,000.00	\$6,615.00	\$21,000.00	\$168,000.00	School Year 2	\$54,495.00	2027	\$53,025.00
3. May 30, 2027	\$168,000.00	\$5,880.00	\$21,000.00	\$147,000.00	School Year 3	\$51,555.00	2028	\$74,025.00
4. November 30, 2027	\$147,000.00	\$5,145.00	\$21,000.00	\$126,000.00	School Year 4	\$71,820.00	2029	\$45,675.00
5. May 30, 2028	\$126,000.00	\$4,410.00	\$21,000.00	\$105,000.00	School Year 5	\$44,205.00	2030	\$21,735.00
6. September 30, 2028	\$105,000.00	\$3,675.00	\$21,000.00	\$84,000.00	Total Payment	\$250,425.00	Total Payment	\$250,425.00
7. November 30, 2028	\$84,000.00	\$2,940.00	\$21,000.00	\$63,000.00				
8. May 30, 2029	\$63,000.00	\$2,205.00	\$21,000.00	\$42,000.00				
9. November 30, 2029	\$42,000.00	\$1,470.00	\$21,000.00	\$21,000.00				
10. May 30, 2030	\$21,000.00	\$735.00	\$21,000.00	\$0.00				
by Calculator.net		\$40,425.00	\$210,000.00					

## 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. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the following 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:** 410-Guilford

What percentage of students from this LEA are projected to attend the school?

**LEA #2:**  

What percentage of students from this LEA are projected to attend the school?

**LEA #3:**  

What percentage of students from this LEA are projected to attend the school?

Grade	Year 1			Year 2			
	LEA #1 410	LEA #2	LEA #3	LEA #1 410	LEA #2	LEA #3	LEA #1 410
Kindergarten	48			48			72
Grade 1	48			48			48
Grade 2	48			48			48
Grade 3				48			48
Grade 4							48
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	144	0	0	192	0	0	264

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as 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:	410-Guilford		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,172.67	144	\$888,864.48
Local Funds	\$3,231.38	144	\$465,318.72
State EC Funds	\$5,275.72	12	\$60,776.29
Federal EC Funds	\$1,514.35	12	\$17,445.31
<b>Total:</b>			\$1,432,404.81

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
<b>Total:</b>			\$0.00

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 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
State ADM Funds	\$ 888,864	\$ 1,185,153	\$ 1,629,585	\$ 2,074,017
Local Per Pupil Funds	\$ 465,319	\$ 620,425	\$ 853,084	\$ 1,085,744
State EC Funds	\$ 60,776	\$ 81,035	\$ 111,423	\$ 141,811
Federal EC Funds	-	\$ 17,445	\$ 31,983	\$ 40,706
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 1,414,959</b>	<b>\$ 1,904,058</b>	<b>\$ 2,626,075</b>	<b>\$ 3,342,278</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commiti 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 Apper



g on federal funding in

Year 5	
\$	2,666,593
\$	1,395,956
\$	182,329
\$	52,336
<b>\$</b>	<b>4,297,214</b>

additional questions  
e operating budget,  
ment of these funds. If

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**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
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 80,000	\$ 80,000	1	\$ 82,500	\$ 82,500	1	\$ 85,000	\$ 85,000	1	\$ 90,000	\$ 90,000	1	\$ 93,600	\$ 93,600
Assistant Administrator	1	\$ 45,000	\$ 45,000	1	\$ 46,350	\$ 46,350	1	\$ 47,741	\$ 47,741	1	\$ 49,173	\$ 49,173	1	\$ 50,648	\$ 50,648
Finance Officer	1	\$ 40,000	\$ 40,000	1	\$ 41,200	\$ 41,200	1	\$ 42,436	\$ 42,436	1	\$ 43,709	\$ 43,709	1	\$ 45,020	\$ 45,020
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 28,840	\$ 28,840	2	\$ 29,705	\$ 59,410	2	\$ 30,596	\$ 61,193	2	\$ 31,514	\$ 63,028
Food Service Staff	1	\$ 5,400	\$ 5,400	1	\$ 5,562	\$ 5,562	2	\$ 5,729	\$ 11,458	3	\$ 5,901	\$ 17,702	3	\$ 9,120	\$ 27,360
Custodians	1	\$ 24,000	\$ 24,000	1	\$ 24,720	\$ 24,720	1	\$ 25,462	\$ 25,462	2	\$ 26,225	\$ 52,451	2	\$ 27,012	\$ 54,024
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Registrar/PowerSchool Coordinator/Technology specialist	1	\$ 40,000	\$ 40,000	1	\$ 41,200	\$ 41,200	1	\$ 42,436	\$ 42,436	1	\$ 43,709	\$ 43,709	2	\$ 45,020	\$ 90,041
Startup Year 0 deferred salary	1	\$ 5,000	\$ 5,000		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians (hourly)		\$ -	\$ -	1	\$ 12,000	\$ 12,000	1	\$ 12,360	\$ 12,360	1	\$ 12,731	\$ 12,731	2	\$ 13,113	\$ 26,225
Other supporting staff, including testing coordinator, tutors, sub teachers, and counselor, etc.		\$ -	\$ -	1	\$ 30,000	\$ 30,000	1	\$ 30,900	\$ 30,900	3	\$ 31,827	\$ 95,481	3	\$ 32,782	\$ 98,345
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Admin and Support:</b>	<b>8</b>		<b>\$ 267,400</b>	<b>9</b>		<b>\$ 312,372</b>	<b>11</b>		<b>\$ 357,202</b>	<b>15</b>		<b>\$ 466,148</b>	<b>17</b>		<b>\$ 548,293</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	8	\$ 40,000	\$ 320,000	11	\$ 41,600	\$ 457,600	15	\$ 43,264	\$ 648,960	17	\$ 44,995	\$ 764,908	22	\$ 46,794	\$ 1,029,476
Electives/Specialty Teacher(s)	1	\$ 10,000	\$ 10,000	2	\$ 10,400	\$ 20,800	3	\$ 10,816	\$ 32,448	4	\$ 11,249	\$ 44,995	6	\$ 11,699	\$ 70,192
Exceptional Children Teacher(s)	1	\$ 42,000	\$ 42,000	1	\$ 43,680	\$ 43,680	1	\$ 45,427	\$ 45,427	2	\$ 47,244	\$ 94,489	3	\$ 49,134	\$ 147,402
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	2	\$ 26,640	\$ 53,280	2	\$ 27,706	\$ 55,411	3	\$ 28,814	\$ 86,441	3	\$ 29,966	\$ 89,899	4	\$ 31,165	\$ 124,660
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<b>Total Instructional Personnel:</b>	<b>12</b>		<b>\$ 425,280</b>	<b>16</b>		<b>\$ 577,491</b>	<b>22</b>		<b>\$ 813,277</b>	<b>26</b>		<b>\$ 994,290</b>	<b>35</b>		<b>\$ 1,371,729</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>20</b>		<b>\$ 692,680</b>	<b>25</b>		<b>\$ 889,863</b>	<b>33</b>		<b>\$ 1,170,479</b>	<b>41</b>		<b>\$ 1,460,438.25</b>	<b>52</b>		<b>\$ 1,920,022</b>



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
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	6	\$ 2,028	\$ 12,168	7	\$ 2,230	\$ 15,610	9	\$ 2,453	\$ 22,077	12	\$ 2,700	\$ 32,400	15	\$ 2,970	\$ 44,550
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	1	\$ 10,280	\$ 10,280	1	\$ 11,792	\$ 11,792	1	\$ 13,335	\$ 13,335	1	\$ 17,429	\$ 17,429	1	\$ 19,788	\$ 19,788
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	1	\$ 3,727	\$ 3,727	1	\$ 4,275	\$ 4,275	1	\$ 4,834	\$ 4,834	1	\$ 6,318	\$ 6,318	1	\$ 7,173	\$ 7,173
Social Security	1	\$ 15,934	\$ 15,934	1	\$ 18,278	\$ 18,278	1	\$ 20,670	\$ 20,670	1	\$ 27,014	\$ 27,014	1	\$ 30,672	\$ 30,672
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<b>Total Admin and Support Benefits:</b>			\$ 42,109			\$ 49,955			\$ 60,916			\$ 83,161			\$ 102,183
<b>Instructional Personnel Benefits</b>															
Health Insurance	11	\$ 2,028	\$ 22,308	14	\$ 2,230	\$ 31,220	22	\$ 2,453	\$ 53,966	24	\$ 2,700	\$ 64,800	33	\$ 2,970	\$ 98,010
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	1	\$ 16,611	\$ 16,611	1	\$ 22,268	\$ 22,268	1	\$ 31,233	\$ 31,233	1	\$ 39,772	\$ 39,772	1	\$ 54,869	\$ 54,869
Social Security	1	\$ 25,747	\$ 25,747	1	\$ 34,515	\$ 34,515	1	\$ 48,411	\$ 48,411	1	\$ 61,646	\$ 61,646	1	\$ 85,047	\$ 85,047
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	1	\$ 6,022	\$ 6,022	1	\$ 8,418	\$ 8,418	1	\$ 11,322	\$ 11,322	1	\$ 14,417	\$ 14,417	1	\$ 19,890	\$ 19,890
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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<b>Total Instructional Personnel Benefits:</b>			\$ 70,688			\$ 96,421			\$ 144,933			\$ 180,635			\$ 257,816
<b>Total Personnel Benefits:</b>			\$ 112,797			\$ 146,376			\$ 205,849			\$ 263,796			\$ 360,000
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	8		\$ 309,509	9		\$ 362,327	11		\$ 418,119	15		\$ 549,309.31	17		\$ 650,476
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	12		\$ 495,968	16		\$ 673,912	22		\$ 958,209	26		\$ 1,174,925	35		\$ 1,629,546
<b>TOTAL PERSONNEL:</b>	20		\$ 805,477	25		\$ 1,036,239	33		\$ 1,376,328	41		\$ 1,724,234	52		\$ 2,280,022

\*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
<b>Office</b>			
Office Supplies	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Paper	\$ 4,000.00	\$ 5,334.00	\$ 7,392.00
Computers & Software	\$ 3,250.00	\$ 650.00	\$ 1,300.00
Communications & Telephone	\$ 5,400.00	\$ 5,400.00	\$ 5,400.00
Internet services	\$ 14,400.00	\$ 14,400.00	\$ 14,400.00
Copier contract Year1-4, not include paper buy copier machine, including maintenance and consumables	\$ 4,200.00	\$ 4,200.00	\$ 8,400.00
Office Equipment	\$ 6,000.00	\$ 1,000.00	\$ 2,000.00
LINQ		\$ 5,500.00	\$ 6,000.00
<b>Management Company</b>			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 4,000.00	\$ 20,000.00	\$ 20,000.00
Student Accounting	\$ 6,000.00	\$ 7,680.00	\$ 10,560.00
Financial	\$ 15,000.00	\$ 19,008.00	\$ 26,136.00
Other			
Audit service	\$ -	\$ 7,950.00	\$ 8,950.00
Technology service	\$ 18,000.00	\$ 25,000.00	\$ 26,000.00
*** Insert rows and edit text as needed. ***			
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00
Maintenance	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00
Custodial Supplies	\$ 4,000.00	\$ 5,333.33	\$ 7,333.33
Custodial Contract	\$ 19,222.00	\$ 24,860.00	\$ 37,290.00
Insurance (pg19)	\$ 18,050.00	\$ 18,500.00	\$ 19,000.00
Other (rent modular classrooms)		\$ 35,000.00	\$ 105,000.00
Building security	\$ 3,000.00	\$ 3,100.00	\$ 3,200.00
<b>Utilities</b>			
Electric	\$ 22,800.00	\$ 30,400.00	\$ 34,200.00

Gas	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00
Water/Sewer	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Trash	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			

#### Transportation

Buses			
Gas			
Oil/Tires & Maintenance			
Other			
Contracted bus service	\$ 26,000.00	\$ 30,000.00	\$ 32,000.00
*** Insert rows and edit text as needed. ***			

#### Other

Marketing	\$ 5,000.00	\$ 8,000.00	\$ 10,000.00
Child nutrition	\$ 50,932.80	\$ 67,910.40	\$ 93,023.10
Travel	\$ 3,000.00	\$ 8,000.00	\$ 10,000.00
Bonus for performance	\$ 10,000.00	\$ 44,000.00	\$ 78,000.00
Loan payment (for Year 0 loan payment plan)	\$28,350	\$ 54,495.00	\$ 51,555.00
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 474,104.80</b>	<b>\$ 653,720.73</b>	<b>\$ 829,639.43</b>

<b>OPERATIONS BUDGET: Instructional</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Classroom Technology</b>			
Software	\$ 7,200.00	\$ 9,600.00	\$ 13,200.00
Chromebooks for students (Grade 1-2)	\$ 15,000.00	\$ 10,500.00	\$ 10,500.00
Smartboard	\$ 24,000.00	\$ 6,000.00	\$ 12,000.00
Computers for teachers	\$ 2,400.00	\$ 1,500.00	\$ 1,500.00
Tablet for K	\$ 2,500.00	\$ 500.00	\$ 1,500.00
<b>Instructional Contract</b>			
Staff Development	\$ 5,000.00	\$ 10,000.00	\$ 12,000.00
Other			
Contracted occupational therapists.	\$ 12,000.00	\$ 16,000.00	\$ 22,000.00
License related reimbursement	\$ 1,350.00	\$ 1,000.00	\$ 1,500.00
Contracted psychological service	\$ 6,000.00	\$ 8,000.00	\$ 11,000.00
*** Insert rows and edit text as needed. ***			
<b>Books and Supplies</b>			
Instructional Materials	\$ 8,640.00	\$ 11,520.00	\$ 15,840.00
Curriculum/Texts	\$ 22,759.00	\$ 30,000.00	\$ 42,000.00
Copy Paper			
Testing Supplies	\$ 100.00	\$ 400.00	\$ 600.00
Library books and supplies	\$ 3,000.00	\$ 20,000.00	\$ 30,000.00
*** Insert rows and edit text as needed. ***			
<b>Total Instructional Operations:</b>	<b>\$ 109,949.00</b>	<b>\$ 125,020.00</b>	<b>\$ 173,640.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 584,053.80</b>	<b>\$ 778,740.73</b>	<b>\$ 1,003,279.43</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 4,000.00	\$ 4,500.00
\$ 9,408.00	\$ 12,096.00
\$ 2,600.00	\$ 1,300.00
\$ 6,000.00	\$ 6,000.00
\$ 15,400.00	\$ 15,400.00
\$ 10,000.00	\$ 5,000.00
\$ 3,000.00	\$ 6,000.00
\$ 6,500.00	\$ 7,000.00
\$ 30,000.00	\$ 40,000.00
\$ 13,440.00	\$ 17,280.00
\$ 33,264.00	\$ 42,768.00
\$ 9,950.00	\$ 105,000.00
\$ 27,000.00	\$ 28,000.00
\$ 180,000.00	\$ 180,000.00
\$ 6,500.00	\$ 7,000.00
\$ 9,333.33	\$ 8,000.00
\$ 55,935.00	\$ 74,580.00
\$ 19,500.00	\$ 20,000.00
\$ 140,000.00	\$ 210,000.00
\$ 3,300.00	\$ 3,400.00
\$ 38,000.00	\$ 42,000.00

\$ 6,000.00	\$ 8,000.00
\$ 16,000.00	\$ 20,000.00
\$ 4,500.00	\$ 5,000.00
\$ 34,000.00	\$ 36,000.00
\$ 12,000.00	\$ 12,000.00
\$ 118,843.20	\$ 152,798.40
\$ 10,000.00	\$ 10,000.00
\$ 128,000.00	\$ 200,000.00
\$ 71,820.00	\$ 44,205.00
<b>\$ 1,024,293.53</b>	<b>\$ 1,323,327.40</b>

Year 4		Year 5	
\$	16,800.00	\$	21,600.00
\$	15,000.00	\$	15,000.00
\$	24,000.00	\$	18,000.00
\$	1,500.00	\$	3,000.00
\$	1,000.00	\$	2,000.00
\$	14,000.00	\$	15,000.00
\$	28,000.00	\$	36,000.00
\$	1,500.00	\$	1,500.00
\$	14,000.00	\$	18,000.00
\$	20,160.00	\$	25,920.00
\$	54,000.00	\$	66,000.00
\$	800.00	\$	1,000.00
\$	45,000.00	\$	35,000.00
<b>\$</b>	<b>235,760.00</b>	<b>\$</b>	<b>258,020.00</b>

<b>\$</b>	<b>1,260,053.53</b>	<b>\$</b>	<b>1,581,347.40</b>
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## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 805,476.62	\$ 1,036,239.32	\$ 1,376,327.73	\$ 1,724,233.86	\$ 2,280,021.97
Total Operations	M	\$ 584,053.80	\$ 778,740.73	\$ 1,003,279.43	\$ 1,260,053.53	\$ 1,581,347.40
Total Expenditures	N = J + M	\$ 1,389,530.42	\$ 1,814,980.06	\$ 2,379,607.16	\$ 2,984,287.39	\$ 3,861,369.37
Total Revenue	Z	\$ 1,414,959.49	\$ 1,904,057.97	\$ 2,626,075.48	\$ 3,342,277.88	\$ 4,297,214.42
Surplus / (Deficit)	= Z - N	\$ 25,429.07	\$ 89,077.91	\$ 246,468.32	\$ 357,990.49	\$ 435,845.05



Triad International Studies Academy

Appendix O-1 Principal candidate's resume (one page)

## Resume: Junlan Li--Principal Candidate

### Education background

- 2018-21. Doctor of Education in Curriculum& Instruction, University of South Carolina, Columbia, SC, USA
- 2016-18. Master of School Administration, University of North Carolina in Greensboro, USA;
- 2015-17. Master of Arts in Translation and Interpreting Studies, Wake Forest University, USA;
- 2001-03. Bachelor of Law, Renmin University of China, China;
- 1995-99. Bachelor of Arts in English Education, Jiangxi Normal University, China.

### Education-related work experience

- Chief Academic Officer/Assistant Principal, East Voyager Academy (EVA), Charlotte, NC, 2021- 2023
- Assistant Principal, East Point Academy (EPA), Columbia, SC, 2014-15, and 2017-2021
- 2013-14, 5<sup>th</sup> grade Chinese immersion teacher, E.E. Waddell Language Academy, Charlotte, NC
- 2009-12, Founding principal, C&J School, Yichun, China
- 1999-2012, Senior lecturer, Yichun University, China

### Professional license

- NC Principal License
- SC Principal License
- NC SP II Teaching license in K-12 Chinese, K-6 Elementary Education, K-12 ESL, Curriculum specialist, and Academically and Intellectually Gifted.
- SC Teaching license in K-12 Chinese, Early Childhood Education, K-6 Elementary Education and K-12 ESL
- Teaching Certificate for University Teachers (issued by the Ministry of Education of China)

### Teaching/language/culture-related conference proceedings in recent years

- 2022, March 26<sup>th</sup>, presented at the 2022 Bilingualism Matters@UofSC Annual Conference, *The impact of a four-blended learning model on student engagement in Chinese immersion education*;
- 2019, May 9<sup>th</sup>-11<sup>th</sup>, presented at the 2019 National Chinese Language Conference, *A case study of the model of partnerships and community engagement for Chinese programs in the U.S.*, San Diego, CA;
- 2019, February 9<sup>th</sup>, presented at the 7<sup>th</sup> International Bilingual and Immersion Education Conference, *Strategies for Improving Students' Performance in AAPPL Test for Writing*, Charlotte, NC;
- 2018, May 30<sup>th</sup>, presented at the CIUTI (*Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes*) International Conference for Translation and Interpreting, *Medical Interpreter's Role*, Heriot-Watt University, Scotland;
- 2017, April 8<sup>th</sup>, presented at the 30<sup>th</sup> Annual CATI (Carolina Association of Translators & Interpreters) Conference, *Producing lay-friendly English-Chinese translations of immigration documents: A case study of Form I-864*, Winston-Salem, NC;
- 2017, March 12<sup>th</sup>-16<sup>th</sup>, presented at the 10<sup>th</sup> Leipzig International Conference on Translation & Interpretation Studies, Translation 4.0 ---Translation in the digital age, *Information manipulation of three non-conduit roles in medical interpreting A process based analysis*, Leipzig, Germany;
- 2017, March 25<sup>th</sup>, presented at the 16<sup>th</sup> Language Learning Series, *Bilingual education: Not only language proficiency, but also academic achievement*, the University of North Carolina at Greensboro, NC;

### Community Services

- Board member, Columbia Chinese Association of South Carolina
- Board member, Asian American Advancing Leadership
- North and South Carolina Correspondent, World Journal
- Volunteer translator, Translators Without Borders
- Volunteer translator, South Carolina Commission for Minority Affairs

### Current professional affiliations

- Member, American Council on the Teaching of Foreign Languages
- Member, Chinese Language Teachers Association
- Member, National Education Association
- Member, American Translator Association
- Member, Carolina Association of Translators & Interpreters
- Member, South Carolina Association of School Administrators

Triad International Studies Academy  
Appendix O-2 Principal candidate's resume (Q159)

# JUNLAN LI

## Resume



### Personal information

Name: Junlan Li  
Email: lijunlan85@gmail.com

### Education background

- 2018-21. Doctor of Education in Curriculum and Instruction, University of South Carolina, Columbia, SC, USA
- 2016-18. Master of School Administration, University of North Carolina in Greensboro, USA;
- 2015-17. Master of Arts in Translation and Interpreting Studies, Wake Forest University, USA;
- 2001-03. Bachelor of Law, Renmin University of China, China;
- 1995-99. Bachelor of Arts in English Education, Jiangxi Normal University, China.

### Education-related work experience

- Chief Academic Officer/Assistant Principal, East Voyager Academy (EVA), Charlotte, NC, 2021- 2023

#### Highlights:

Lead EVA's effort in developing curriculum, growing academically, and winning the Exceeded Academic Growth Award (2021-22) presented by North Carolina Department of Public Instruction.

Help EVA achieved 49% growth in student enrollment in less than two years.

Lead EVA's grant application team in winning several competitive grants of over \$500,000, and manage the grants after approval (including but not limited to the StarTalk federal grant, Teaching Critical Language Program Exchange teacher grant, NC Transportation grant, and NC Safety School grant, Teaching Chinese Out of Classroom mini grant, etc. )

Lead EVA's effort in ensuring compliance for, including but not limited to, the monitoring visit for Federal grants, NC ACCESS, Beginning Teacher program, Testing coordination and accountability, Charter renewal, Special education, and ESL education, etc.

Lead EVA's effort in developing and implementing the Academically Intellectual Gifted program and getting it approved by NC Department of Public Instruction.

- Assistant Principal, East Point Academy (EPA), Columbia, SC, 2014-15, and 2017-2021  
 Highlights:
  - Lead EPA's application team in winning the prestigious Global Engagement Initiative Award for Outstanding Community Engagement of ACTFL in 2021.
  - Lead the EPA's effort in growing the percentage of the students who received Chinese high school credit in middle school from 25% to 75% in three years.
  - Led the EPA's successful efforts in increasing the schoolwide science EOG passing rate from 53% to 82% within a year, demonstrating a strong commitment to academic excellence and ensuring that students receive the best possible education.
  - Winner of the Ai Ling Guan Educator Award 2020.
  - Lead the EPA's effort in developing Chinese curriculum K-8 and adapt curriculum of other subjects to Chinese immersion setting.
  - Lead the EPA's effort to recruit and retain immersion teachers from all over the world, including Mainland China, Taiwan, Scotland, German, Hong Kong, and the U.S.
  - Led the EPA's efforts to establish extracurricular clubs, such as the chorus, dance team, drum team, dragon and lion dance team, among others. Supported these teams to achieve numerous state and international awards, demonstrating a commitment to excellence in extracurricular activities.
  - Community liaison between EPA and AAPI communities in SC.
  - Team lead for composing the SC World Language Standards Supporting Documents 2019.
- 2013-14, 5<sup>th</sup> grade Chinese immersion teacher, E.E. Waddell Language Academy, Charlotte, NC  
 Highlight:
  - Teach math, science, social studies, Chinese and co-teach English language arts.
  - Class achieved 100% passing rate in the End-of-grade test in math, science, and reading.
- 2009-12, Founding principal, C&J Schools, Yichun, China  
 Highlight:
  - School enrollment grew from 40 students in the first year to around 800 within 3 years, and the school received "Best Private School" in the city by Education Bureau of Yichun City.
- 1999-2012, Senior lecturer, Yichun University, China  
 Highlights:
  - Taught both English and Law courses
  - Coached a number of winning teams for competitions at the province and national levels.
  - Winner of several teaching awards at the university, province, and nation

levels.

Serving as legal translator and interpreter, including serving for the 2008 Beijing Olympic Games

## **Educator certificates**

- NC Principal License
- SC Principal License
- NC SP II Teaching license in K-12 Chinese, K-6 Elementary Education, K-12 ESL, Curriculum specialist, and Academically and Intellectually Gifted.
- SC Teaching license in K-12 Chinese, Early Childhood Education, K-6 Elementary Education and K-12 ESL
- Teaching Certificate for University Teachers (issued by the Ministry of Education of China)

## **Teaching/language/culture-related conference proceedings in recent years**

- 2022, March 26<sup>th</sup>, presented at the 2022 Bilingualism Matters@UofSC Annual Conference, *The impact of a four-blended learning model on student engagement in Chinese immersion education*;
- 2019, May 9<sup>th</sup>-11<sup>th</sup>, presented at the 2019 National Chinese Language Conference, *A case study of the model of partnerships and community engagement for Chinese programs in the U.S.*, San Diego, CA;
- 2019, February 9<sup>th</sup>, presented at the 7<sup>th</sup> International Bilingual and Immersion Education Conference, *Strategies for Improving Students' Performance in AAPPL Test for Writing*, Charlotte, NC;
- 2018, May 30<sup>th</sup>, presented at the CIUTI (*Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes*) International Conference for Translation and Interpreting, *Medical Interpreter's Role*, Heriot-Watt University, Scotland;
- 2017, April 8<sup>th</sup>, presented at the 30<sup>th</sup> Annual CATI (Carolina Association of Translators & Interpreters) Conference, *Producing lay-friendly English-Chinese translations of immigration documents: A case study of Form I-864*, Winston-Salem, NC;

- 2017, March 12<sup>th</sup>-16<sup>th</sup>, presented at the 10<sup>th</sup> Leipzig International Conference on Translation & Interpretation Studies, Translation 4.0 ---Translation in the digital age, *Information manipulation of three non-conduit roles in medical interpreting A process based analysis*, Leipzig, Germany;

- 2017, March 25<sup>th</sup>, presented at the 16<sup>th</sup> Language Learning Series, *Bilingual education: Not only language proficiency, but also academic achievement*, the University of North Carolina at Greensboro, NC;

## **Community Services**

- Board member, Columbia Chinese Association of South Carolina
- Board member, Asian American Advancing Leadership
- North Carolina Correspondent, World Journal
- South Carolina Correspondent, World Journal
- Volunteer translator, Translators Without Borders
- Volunteer translator, South Carolina Commission for Minority Affairs

## **Current professional affiliations**

- Member, American Council on the Teaching of Foreign Languages
- Member, Chinese Language Teachers Association
- Member, National Education Association
- Member, American Translator Association
- Member, Carolina Association of Translators & Interpreters
- Member, South Carolina Association of School Administrators





Triad International Studies Academy  
Appendix O-3 Student/Parent Handbook



# Triad International Studies Academy (TISA)

## Parent/Student Handbook

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### Administration

Dr. Junlan Li - Principal

### Board of Trustees

Dr. Chaowei Zhu - Board Chair

Mr. Ling Wang - Vice Chair

Ms. Sarah Munro - Board Secretary

Ms. Hua Qin - Treasurer

Dr. Cabrera - Member

Mr. Yang Yang - Member

Dr. Alarcon, Irma - Member

Dear Parents and Students,

Welcome to Triad International Studies Academy (TISA). We are a globally-minded public charter school that offers a bilingual education to students in grades K-8. Our school culture places a high value on diversity, leadership, and hard work. At TISA, we believe that every student deserves a rich educational experience, which includes a rigorous academic program, a strong focus on language immersion and leadership skills, comprehensive world culture courses, and a school environment that respects and values every child in our care.

At TISA, we offer rigorous and engaging academic programs that revolve around language immersion, cultural literacy, and leadership education. Our approach includes student inquiry and project-based learning, as well as technology integration to enhance the learning experience. Our dedicated and compassionate teachers, staff, and administration collaborate with parents, community partners, and the school board to create a safe, healthy, and enjoyable learning environment for our students.

At TISA, we believe that education is a partnership among the student, the parent, and the school, with the goal of providing a quality education in a positive and supportive environment. We are excited to collaborate with you to achieve this goal. We encourage you to review and discuss the items outlined in this handbook with your child(ren) who are enrolled in our school. If you have any questions regarding any of the items now or as the academic year progresses, please do not hesitate to contact us.

Sincerely,

Triad International Studies Academy Leadership Team

## **MISSION**

Triad International Studies Academy educates and empowers students to become global citizens with multilingual proficiency, intercultural competence, strong academics, and leadership skills.

## **ACADEMIC RECOGNITION**

At the end of each nine-week grading period, grades are reviewed to determine qualification for the “A” and “A/B” honor rolls. Students who qualify for the “A” honor roll must maintain a minimum average of 90 in each subject in which he/she is enrolled. Students who qualify for the “A/B” honor roll must maintain a minimum average of 80 in each subject in which he/she is enrolled. For the annual honor roll recognition, students must remain on the honor roll every grading period.

## **ALCOHOL, DRUG USE, AND TOBACCO**

Possession, sale, distribution, use, in any amount of alcohol, marijuana, hallucinogenic drugs or any other controlled substance is prohibited. No student will possess, market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance. Students in violation of this policy will face severe disciplinary action up to and including expulsion.

Triad International Studies Academy is a tobacco free school. Students are not permitted to use, transfer or possess tobacco products or tobacco paraphernalia while on school grounds, in the school buildings or during any other time that the student is under the jurisdiction of the school whether on or off school grounds. This includes electronic cigarettes. Parents must refrain from tobacco use on school grounds.

## **ANNOUNCEMENTS**

General student announcements will be made at 8:25 a.m. each morning. Parent information and announcements will be posted to the Triad International Studies Academy newsletter.

## **ARRIVAL AND DEPARTURE TIMES**

**Morning** - Morning drop-off carline begins at 7:30 a.m. This time is when the building is open and appropriate supervision is provided. Morning car line ends at 8:30 a.m. We request that parents do not skip the carline by parking and walking students into the building. Students are counted as tardy at 8:35am.

**Afternoon** - Afternoon dismissal begins at 3:00 p.m. Please have your car placard on your driver's side visor to be clearly visible to all staff. Car line ends at 3:50 p.m.

# **ASSESSMENTS**

Our objective is to ensure that all tests and exams are positive learning experiences. To achieve this, we provide both formative and summative assessments. Formative assessments help teachers evaluate students' current level of mastery and provide them with valuable feedback to improve future instruction. On the other hand, summative assessments provide a comprehensive summary of what students have learned during a specific time period.

Formative assessments consist of tests created by teachers and the i-Ready assessment, which is administered 2-3 times per year. Teachers may also give tests at their discretion to assess student progress. The results of the i-Ready assessment are shared with parents. Summative assessments, on the other hand, include the Assessment of Performance toward Proficiency in Languages (AAPPL) language proficiency examination, NC End-of-Grade Test, and other state-mandated assessments. These tests are utilized to measure students' success in meeting established school or state standards.

# **ATTENDANCE REGULATIONS**

School policy and state laws are clear about school attendance. Regular attendance is necessary if a student is to make satisfactory progress. Therefore, students are expected to attend school regularly. A written excuse for each absence should be presented within three school days. Absences from school are categorized as either lawful or unlawful. A note from a parent or guardian, physician, legal office, dentist or other recognized person is required for each absence. The note should include the date, the student's full name, the parent's full name, the date(s) of absence(s), the phone number of the parent/guardian and the required signature. The importance of punctual and regular attendance for every student cannot be overemphasized. Any student who is absent more than ten days, lawfully or unlawfully, will have each absence reviewed. All absences over ten must be classified as a lawful absence (medical, legal or death in family). A student may be retained at the current grade level if the attendance requirements are not met. Family obligations requiring three or more consecutive absences will be reviewed by the assistant principal and may qualify as an administratively excused absence. This type of absence must be approved one week prior to the absence.

# **EARLY DISMISSALS**

Students are expected to attend all classes each day throughout the school year, except in the case of medical or family emergencies. If a student needs to leave campus before the end of the school day due to an emergency or other unusual circumstance, the parent or guardian may request an early dismissal. However, it's important to note that any classes missed as a result of an early dismissal will be counted as absences.

Please follow these guidelines when requesting early dismissals:

- Except in an emergency, early dismissal must be requested in writing by the parent/guardian.

- Dismissal notes must include the following: student's name and grade, date and time of early dismissal, reason for early dismissal, telephone number where parent/guardian can be reached and the signature of the parent/guardian.
- Students will take the early dismissal note to the front office prior to 8:45 a.m. Front office personnel will issue the student an early dismissal pass. The student should present the early dismissal passes to the teacher at the designated time of dismissal.
- At the time of dismissal, the student will report to the front office to be signed out. Students are not allowed to leave school unsupervised. A parent/guardian must pick them up and sign them out prior to 2:15 p.m. From 3:00 p.m. until 3:50 p.m., parents will use the carline process to pick up their student.

## **BOARD OF TRUSTEES**

Triad International Studies Academy is governed by a Board of Trustees comprising seven individuals. The Board holds the primary responsibility for setting the school's vision and direction. To fulfill their obligations, the Board convenes once every month. Members of the public are invited to participate in the monthly meetings and have an opportunity to provide feedback to the Board. The schedule and venues for the Board meetings are publicized on both school premises and the school's website.

## **BULLYING**

At Triad International Studies Academy, any form of harassment, intimidation, or bullying towards a student by other students, staff, or third parties that hinders or disrupts a student's ability to learn, and the school's responsibility to provide a safe and structured learning environment is strictly prohibited. Such behavior is deemed unacceptable, whether it occurs in a classroom, on school grounds, at a school-sponsored activity, or event, regardless of whether it takes place on or off school premises, or during any other program or function where the school is responsible for the student.

For the purpose of this policy, harassment, intimidation, or bullying encompasses any form of gesture, written, verbal, physical, or sexual act, or electronic communication, including cyberbullying. Cyberbullying includes the use of cell phones, instant messaging, email, chat rooms, or social networking sites such as Facebook and Twitter, that are deemed to have a reasonable perception of causing any of the following effects

- Any action that physically or emotionally harms a student, damages a student's property, or creates a reasonable fear of personal harm or property damage for the student. Such conduct may take various forms, such as verbal or written threats, physical assault or battery, theft, vandalism, or any other behavior that may be reasonably perceived as endangering a student's safety, security, or well-being.
- Insulting or demeaning a student or a group of students in a manner that causes significant disruption or interference with the school's orderly operation. Such behavior may include using

derogatory or offensive language, gestures, or other means of communication that create a hostile, intimidating, or humiliating environment for the targeted student or group of students.

Any student who believes that they have experienced harassment, intimidation, or bullying in violation of this policy is strongly encouraged to file a complaint with the school administration. The school will promptly and thoroughly investigate all complaints received in a confidential manner. All school employees are required to report any suspected violations of this policy to the principal or assistant principal. Students and employees are welcome to make reports anonymously; however, disciplinary action will not be taken against anyone solely on the basis of an anonymous report.

The school strictly prohibits any form of retaliation or reprisal against a student or employee who files a complaint or report of harassment, intimidation, or bullying. Any act of retaliation or reprisal against such individuals will be considered a violation of school policy and will be subject to disciplinary action.

In addition, the school prohibits any person from falsely accusing another individual of harassment, intimidation, or bullying. Making a false accusation is a serious matter that can cause harm to an innocent person and disrupt the school's efforts to promote a safe and respectful learning environment. The school takes such allegations very seriously and will investigate them thoroughly before taking any action.

The administration expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees share the responsibility of knowing and respecting the policies, rules, and regulations of the school. Any student who engaged in the prohibited actions outlined in this policy will face disciplinary action. Similarly, any employee who violates this policy will be subject to disciplinary action as well. Additionally, the school reserves the right to refer any individual who violates this policy to law enforcement.

Our expectation is that students and staff live up to our TISA Values and our motto.

## **CAFETERIA INFORMATION**

At our school, students have the option to bring their lunch from home or purchase lunch on campus. The lunch menu is posted for your convenience so that you can plan your meals accordingly. Additionally, we ask that students take responsibility for keeping the cafeteria clean and tidy. We believe in creating a pleasant environment for everyone, and therefore expect students to be courteous and respectful to their peers while in the cafeteria.

To ensure the safety and well-being of all students, we kindly request that parents refrain from sending or bringing carbonated beverages, cookies, candy, items that contain nuts, or any other similar items to school. We appreciate your cooperation in this matter and thank you for your efforts in helping us maintain a healthy and safe environment for our students.

## **OUTSIDE FOOD ITEMS**

In order to help keep our school safe and healthy, food items prepared outside the school must be individually wrapped and store-bought. This includes birthday celebrations, school events/celebrations, etc.

## **CHANGES IN STUDENT INFORMATION**

The school offices must have a current address and telephone number at all times. Please notify the front office immediately when changing address, telephone number or place of employment occurs.

## **CHEATING**

At Triad International Studies Academy, we uphold academic integrity as a core value and strongly condemn cheating in any form. We expect all students to maintain honesty and ethical conduct in their academic pursuits, and any behavior that deviates from this expectation will not be tolerated.

Each teacher will explain their classroom procedure concerning cheating to ensure that students are aware of the consequences of such actions. If a teacher confirms a case of cheating or plagiarism, appropriate disciplinary action will be taken, which may include suspension. We believe in fostering an environment of mutual respect and trust, and we expect all members of our community to uphold these values.

## **CHILD ABUSE**

At our school, the safety and well-being of our students is of utmost importance. Therefore, any teacher, nurse, counselor, or other school professional acting in an official capacity who has reason to believe that a child under the age of 18 has been subjected to or adversely affected by physical, mental, or emotional abuse or neglect, must make a report to the County Department of Social Services and/or appropriate law enforcement agency in accordance with North Carolina law.

We take this responsibility seriously and are committed to ensuring that our students are protected and supported. We encourage anyone who suspects or has knowledge of abuse or neglect to report it immediately to the appropriate authorities. Thank you for helping us maintain a safe and healthy learning environment for all our students.

## **COMMUNICATION**

At our school, we believe that open and effective communication between students, parents, and school staff is essential for the success of our students. Therefore, we strongly encourage parents to stay connected with us by checking Parent Square and emails regularly for school news and updates.

In addition, we recommend that parents also check Power School regularly to stay up-to-date with their child's attendance and weekly grades. By doing so, parents can play an active role in their child's education and support their academic progress.



To best address any classroom concerns you may have, we encourage you to first reach out to your child's teacher, as they will have the most information regarding your concern.

Parent-teacher conferences are welcomed and encouraged as they provide an opportunity for parents to discuss their child's progress and any concerns they may have with the teacher. If you would like to schedule a meeting with your child's teacher(s), please contact them via Parent Square message or email to set up a time and date to talk.

We also encourage our teachers to meet with parents as a teaching team, so parents can get input from multiple sources and classes. By working together, we can ensure that our students receive the support and resources they need to succeed both academically and personally.

Teachers are asked to respond to email from parents or students within 24 hours during work days whenever possible. Should you need an immediate response, please call the school.

## **CONDUCT STANDARDS**

At our school, we understand that students are influenced by the world around them. Therefore, it is our mission to create a climate and culture of respect, where every student is valued and honored.

We believe that student clothing, actions, and work should promote respect for all ages, races, sexes, religions, and cultural diversity. Therefore, we ask that student work and attire do not contain profanity, inappropriate slang, or glorify alcohol, drugs, or tobacco products. We want our students to understand the importance of these values and to reflect them in their daily actions.

To guide us in this mission, we have adopted the TISA Core Values, which are Teamwork, Integrity, Serving, and Accountability. We believe that these values will help our students develop into responsible and respectful citizens who contribute positively to their communities.

## **CONSEQUENCES FOR STUDENT BEHAVIOR**

At our school, we expect all students to exhibit proper behavior at all times. Our administration is committed to treating all students as individuals while ensuring fairness in disciplinary actions.

In the event that a student demonstrates improper behavior, we may assign any of the following consequences: an administrative conference, a parent conference, temporary removal from class, detention, in-school suspension, and/or possible out-of-school suspension. We believe that these measures will help students learn from their mistakes and make better choices in the future.

However, we take serious offenses or continued misbehavior very seriously. In such cases, we may refer the student for expulsion. Our goal is to create a safe and positive learning environment for all our students, and we believe that enforcing these standards of behavior is essential in achieving that goal.

Thank you for your support in maintaining a safe and respectful school environment for all students.

## **DISCIPLINE**

At TISA, we believe in making sure students understand our behavioral expectations and reinforcing/rewarding positive behaviors. Our goal is for every student to behave properly in school so that they and their classmates have the very best opportunity to learn and grow. However, students who do not demonstrate appropriate behavior, as outlined by the TISA Core Values, will be subject to measured discipline.

### **ONGOING BEHAVIORAL ISSUES**

An intervention meeting will be convened when the number of out-of-school suspensions equals or surpasses seven days or the combination of in-school and out of school suspensions equals or surpasses ten.

The hearing will include the students core teachers, school administrator(s), and EC/ESL teacher(s), if applicable. The hearing will determine the best course of action for addressing the students' inability to meet behavioral expectations.

The parents will be required to attend a follow-up meeting to discuss the results of the intervention meeting and determine how best to support their child.

Should a student receive an out of school suspension after the Phase 1 intervention meeting, the Principal will meet with the parent(s) to discuss the student's future at Triad International Studies Academy. The Principal will indicate that any future behavior referrals may result in recommendation for more serious discipline including recommendation for expulsion.

Should the student have subsequent behavior issues after the parent meeting, the Principal with input from members of the Leadership Team will strongly consider recommending expulsion from Triad International Studies Academy.

### **Serious Incident / Action**

Should a student commit a level 3 offense, based on our TISA Discipline Matrix, the Principal with input from members of the Leadership Team will strongly consider recommending expulsion from Triad International Studies Academy.

## **DIRECTORY INFORMATION**

According to school policy, directory information regarding students will be handled in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) as amended.

## **DELIVERY OF ITEMS TO STUDENTS**

Due to allergies and interruptions to instruction, we are unable to deliver flowers, balloons, etc. to students at school. Requests to deliver routine items such as lunches, musical instruments, homework, projects and messages will be honored. Students will be called to pick up such items during designated class change times.

## DRESS CODE (SMOD)

Although the responsibility for the dress and appearance of the students will rest with individual students and parents, the administration is authorized to establish administrative rules and regulations as necessary to ensure that students are properly attired.

TISA has a Standard Mode of Dress (SMOD) for all students and staff. **Students are expected to be in Standard Mode of Dress from the time they enter the building in the morning through the time they exit the building in the afternoon.**

### Standard Mode of Dress (SMOD) Guidelines

#### Pants/Shorts/Skirts/Jumpers

- Bottoms must be khaki (tan/beige) or black or navy blue. Joggers (pants with elastic waists and ankles) are not allowed. **All garments must have belt loops with functioning zippers and pockets. They may not have draw-strings, rips, decorative zippers, designs or elastic around the ankles or waist.** Please be mindful, black and navy blue denim will fade to gray and will need to be replaced.
- Garments should be worn above the hip bone. Sagging pants are not allowed. If sagging pants are worn, zip ties will be given.
- Dresses must be black or khaki or navy blue, have a collar and should be no more than a dollar length above the bottom of the knee cap. Dresses without collars must have a collared shirt underneath the dress.
- Tights and leggings are not allowed unless there is a skirt over them that meets dress code.
- Exercise/athletic pants and shorts are not allowed.
- All shorts and skirts should be no more than a dollar length above the bottom of the knee cap.
- Blue jeans with a TISA spirit shirt are acceptable on JEAN days, which will be announced by school administrators in advance, but the blue jeans should be in clean and neat condition, without tears, rips, holes, prints, embroideries, stains, frayed edges, cut-offs, patches, or marketing or designs of any size. All other dress code requirements remain in effect on Fridays.



## Shirts

- Collared long or short sleeve knit/cotton polo and oxford shirts are allowed. Shirts must be buttoned.
- All shirts must be in a solid color of white, black, navy blue, or khaki (tan/beige), except for TISA spirit shirts.
- Only logos the size of a business card or smaller are allowed. Large logos are not allowed.
- Any oversized top, reaching more than a dollar bill length above the knee cap, must be tucked in.
- All shirts must have sleeves, a collar and must be appropriately buttoned so cleavage is not exposed.
- Students may wear the TISA spirit shirt, a school club shirt (example: Beta Club), or an Arts Department Shirt (example: Dance team, etc.) on Fridays throughout the year. All other dress code requirements remain in effect.

## Other Garments

- Outer garments worn at school should meet SMOD requirements. Non-SMOD items may not be draped, tied around the waist, carried, or worn inside-out during the school day.



APPROPRIATE



INAPPROPRIATE

- Vests, sweaters, light jackets, or sweatshirts must be a solid color of white, black, navy blue, or khaki (tan/beige).
- Students going to or coming from classes in different classroom buildings should remain in SMOD during class changes.
- Small logos on jackets, sweaters, or hoodies are allowed (business card size or smaller), large logos not allowed.
- TISA hoodies may be worn, but a SMOD top must be underneath. Hoods are not allowed to be worn

in the building. This will be treated as a dress code violation.

- Visible layered garments must be SMOD colors.
- Students cannot wear jackets, sweaters, sweatshirts or any other clothing covering their head or draped over any part of their head.
- TISA spirit tee without a collar may only be worn on Fridays.
- TISA spirit shirt with a collar can be worn on Mondays through Fridays.

### **Other Considerations**

- Oversized, undersized and skin tight garments are not allowed.
- Students may not wear, carry, or display bandanas of any type or color.
- Sheer garments, if worn, should be worn over a SMOD approved garment.
- Hoods, hats, head coverings and head wraps are not to be worn in the building (except for religious purposes).
- Students' undergarments should not show. Students should not wear their undergarments outside of their clothing.
- Due to safety issues, slides, shower shoes and flip flops are not permitted. Students should wear closed toed shoes at all times.
- Students may not wear accessories or clothing that could pose a safety threat to themselves or others. This includes heavy chains, fish hooks, multi-finger rings, studded bracelets or collars, nose/lip to ear chains, etc.
- The school does not allow unusual body piercing that disrupts or interferes with the order of school or that distracts the learning environment or poses the likelihood of the same.

### **Consequences for Dress Code Violations**

Homeroom teachers will conduct a dress code check each morning and report to the Leadership team for any SMOD violations, which will be tracked by the assistant principal. The only employees who are permitted to discuss or make corrections concerning non-compliance with the above standards are members of the Leadership Team. For each instance, students will have the option of changing into SMOD or calling home for a change of clothes. Students who borrow SMOD items will relinquish their

clothing items in exchange for the SMOD items. Students' clothes will be returned when they return the borrowed items. Students may return to class once they are in dress code. Wearing a hood, hat or head covering will be considered a dress code violation. In the event that a non-Leadership Team member observes a student who may be in non-compliance, the following actions will be followed:

- The teachers will not address the student. The student will not be singled out or sent to the office. The teacher will notify a Leadership Team member of the possible non-compliance.
- If the Leadership Team member is the same gender as the student who is suspected of being non-compliant, he or she will go to the student to observe first-hand if the student is indeed in non-compliance.
- If the Leadership Team member is not the same gender, he or she will get another Leadership Team member, or School Counselor who is the same gender as the student to observe first-hand if the student is indeed in non-compliance.
- The school's Leadership Team will make the final judgment on the appropriateness of any student's dress and reserves the right to prohibit students from wearing any article of clothing or accessory which may foreseeably result in an interference with or the disruption of the school environment.
- At no time will students be belittled or chastised. This is an opportunity to mentor the student.
- Confiscated items should be picked up by parents within 2 weeks. Items that are not picked up within that time will be donated.
- Staff members and the school are not liable for confiscated items that are lost, stolen or not picked up.
- **Note: Non-SMOD garments will be traded for a SMOD garment. All borrowed SMOD garments must be returned in order to receive the clothing you exchanged.**

Number of offense(s)	Consequence(s)
<u>1st violation</u>	<i>Student conference held. Student changes attire.</i>
<u>2nd violation</u>	<i>Parent conference held. Student changes attire.</i>
<u>3rd violation</u>	<i>Parent conference held. Student changes attire. Student receives in-school-suspension.</i>
<u>Additional</u>	<i>Parent conference held. Student changes attire. Student receives an out-of-school</i>

<i>violations</i>	<i>suspension.</i>
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The school will review this policy on a regular basis with input and advice from parents, teachers, administrators and students. The school will make subsequent recommendations to the Board through administrative channels.

## **EMAIL & INTERNET USE**

- Students are responsible for appropriate use of the Internet, email and school network.
- Network usernames and emails belong to Triad International Studies Academy.
- Passwords must be kept secure.
- Communication on our network, and Triad International Studies Academy email, will be monitored.
- All communications should comply with the Children’s Internet Protection Act.
- Prohibited files, including profane images, songs, text, and multimedia are not to be visited nor downloaded on school devices.
- Users should not expect files created on Triad International Studies's devices or network to be private.
- Students will not attempt to filter or block internet communication while on the EPA network.
- Triad International Studies Academy is not liable for harm or injury that is the consequence of any inaccurate information the user may obtain through the Internet and Electronic Mail Services.
- Misuse of email and the Internet will result in disciplinary action.

## **EMERGENCY DRILLS**

The school will hold regular emergency drills. It is expected that all students on campus at the time of such drills will participate fully. Failure to do so could possibly put other students in danger and will be treated as a serious discipline offense. Should you find yourself on campus while a drill is taking place, please participate with your child. We have four basic emergency drills:

- Evacuation – Evacuation occurs when there is a reason that all staff and students must leave the school building. The most common evacuation drill is a fire drill.
- Lockout – During a lockout, the perceived danger is outside of the school. This is normally implemented when a crime has taken place in the vicinity of the school. No one will be allowed in or out of the building during a lockout. All activities inside the school continue as normal.
- Lockdown – During a lockdown situation, the perceived danger may already be inside the building or specifically directed toward a target in the school. All students and any person in the school seeks immediate shelter. All activities cease. Students **MUST** remain quiet.
- Tornado warning – During a tornado warning, students and staff are moved to the safest location(s) on campus (away from windows, away from large, open areas such as gyms/auditoriums, typically toward the basement/bottom floors and in hallways), are asked to assume the safest position in the particular area (against the wall, tucked, closer to the ground), and are monitored by staff members and asked to remain in the appropriate area until the warning is lifted. Parents should please remember that it is very unwise to travel during a tornado warning; therefore, parents should not attempt to come to the school,

should please understand that if they arrive at the school during a warning, that due to sheltering procedures, it is much more difficult to locate their child; and should please understand that the practice of TISA (and most school districts) is to not conduct student check-outs while under a tornado warning; during a tornado warning, a tornado is likely in the immediate area, and students, staff, and parents are much safer remaining in a secure position until the warning passes.

## **FEES**

TISA is a public charter school with tuition free. However, there may be occasions when students/families have received services or materials that must be paid for with fees. Examples include late fees for school provided services, extracurricular opportunities, supplemental academic material (including but not limited to student workbooks), and technology insurance. Fees are not refundable. Additional expenses may include class field trips, school shirts, yearbooks, fall and spring school pictures and event admission tickets.

## **FUNDRAISING**

Various groups and clubs will sponsor fundraising for a variety of charities and organizations. Participation is voluntary. All requests to fund raise must be approved through the Principal.

## **GIFT GIVING**

We recognize that our students develop close relationships with their fellow classmates and may want to give gifts. However, in order to maintain the academic environment, and provide a space where all students feel included, the giving of personal gifts between students is not allowed on school grounds, except for the gifts that are for everyone in a class.

## **GRADE REPORTS AND DISTRIBUTION**

Report cards and interims will be issued eight times per year. The grading scale below will be utilized for all students.

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = Below 60



Parents will be contacted for a conference if their child has a 59 or lower average in any core subject at the end of the interim grading period.

## **GRIEVANCE PROCEDURES**

Parents are requested to go to their child's teacher first with concerns or questions for a student's discipline issue and consequences including but not limited to suspension or expulsion. If the issue is not resolved at the teacher level in a timely manner, parents can refer the issue to the principal. Issues not resolved by the principal within 5 days can be referred to the TISA Board of Trustees with a written request to the Board Chair for a hearing before the Board. The Board shall discuss the request at the first board meeting after the written request is submitted to the Board Chair and will decide whether or not to have a hearing on the request. The Board will follow-up with a written response to the request for a hearing within ten (10) business days of the board meeting.

## **HALL PASSES**

Students are expected to remain in class or assigned areas. Staff members will issue written passes for a student to leave class or an assigned area. The pass must specify the student's name, destination, date and time. Students who "cut" class will be subject to disciplinary action.

## **HEALTH ROOM PROCEDURES**

The health room is operated daily under the supervision of a school nurse. The school nurse is responsible for maintaining a health record on all students and providing health and medical guidance to the school leadership team.

The health room is designed to be an emergency station to care for minor illnesses or injuries that occur at school. Injuries or health concerns that occur outside of school should be treated at home or by your healthcare provider. The school nurse cannot diagnose or prescribe treatment. This is the responsibility of your family physician or health care provider.

There are times when a student should remain at home for his/her own welfare and for the protection of others. Students who have had any procedure requiring the use of sedation and/or anesthetic should not return to school until the anesthetic has completely worn off.

Students with a temperature of 101 degrees Fahrenheit or higher must remain home until their temperature is normal for 24 hours without the use of fever-reducing medication. Students with vomiting or diarrhea must remain at home until they have been symptom free for 12 hours and been able to tolerate a meal. For other conditions that would require your child to remain at home please see DHEC's "School Exclusion List" for students in 1st through 12 grades. The exclusion list may be found at The North Carolina Child Care Health and Safety Resource Center:

If a student develops a communicable disease, the parent should notify the school nurse. This will allow the nurse to alert teachers to observe other students for symptoms or to notify appropriate persons if needed. Parents should also notify the school nurse of any special health needs.

In the event a student becomes ill or injured and needs to go home, the persons listed on the emergency card will be contacted and expected to come for the child immediately. For this reason, the school should be kept up to date on any changes in phone numbers of those persons to be contacted in an emergency. When parents are called to pick up a sick child, they must make arrangements to pick up as soon as possible.

Medications to be taken during school hours must be brought to school and delivered to the school nurse, in the original container, with all labels intact. Over the counter medications should only be sent to the school for a specific condition your child is known to experience. Whenever possible, medications should be given before or after school. All medications must be accompanied by parental permission, prescription medications require written authorization from the prescribing physician or health care provider. Herbals, food supplements, alternative medicinal products and other items that do not have FDA approval also require a written order from a prescribing health care provider in addition to a parent signature.

Most student visits to the health room do not require verbal notification to a parent or guardian. However, if a child requests to call a parent, the nurse will honor that request. All specific requests should be documented on the student's Health Record which remains in the Health Room.

## **HOMEBOUND INSTRUCTION**

In some cases, an illness or medical condition may require a student to miss school for an extended period of time. Please contact the office to discuss whether medical homebound or another program might be necessary. It is the parents' responsibility to complete appropriate documentation to request homebound services. Parents whose children require homebound must have the appropriate forms completed by the physician before homebound may begin.

## **HOMEWORK**

As a general rule, Triad International Studies Academy believes that practice makes perfect. We do expect students to spend 40-60 minutes at home for learning activities including but not limited to reading in English for 15-20 minutes, reading aloud or writing in target language for approximately 10-15 minutes on reading aloud or writing in target language, and practice math skills for 15-20 minutes. Projects in science, social studies, and leadership courses will also be assigned throughout the school year. Homework will be graded based on both completion and/or mastery.

## **INDIVIDUAL WITH DISABILITIES ACT (IDEA)**

Students ages three through 21 years of age may receive services under IDEA if the student needs special education and related services to benefit from his or her educational program. An IEP team decides if a student qualifies for services under IDEA. The IEP team includes the student's parent(s) or legal guardian, teachers, administrators, and other school staff. The IEP team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free, appropriate public education and meet goals set by the team.

## **LIBRARY**

The library maintains a wide variety of materials and media to enhance and expand student learning. The library staff is available throughout the school year to help with areas of learning. Materials are available for checkout throughout the school year. The library is open before and after the school day. Additional library hours will be posted.

## **LOST AND FOUND**

Students are encouraged to put their full names on all personal items (jackets, water bottles, notebooks, etc.) If items are lost, students should check the lost and found area. Periodically, the lost items will be made available to parents during the carline. This makes it even more important to label all student items that may be lost. Any items that are unclaimed at the end of each month will be donated to charity.

## **MAKE-UP WORK**

Students will be permitted to make up work missed during an absence. This work must be completed within three days unless an extension is granted by the Principal or Assistant Principal. Parents may request assignments if the student is absent due to illness for two or more consecutive days. Students whose absence results in missing a test will be provided a scheduled opportunity to make up the test(s) missed within three days. The administrator may provide extra make up days for assignments.

## **TISA PARENT ASSOCIATION (TPA)**

The TPA is an important partner for our school. This organization provides parents and teachers with an opportunity to improve facilities and sponsor events and programs that are not normally funded. TPA members volunteer to help monitor testing, chaperone field trips, plan special events, and raise funds for the school, as well as help contact volunteers for special school needs. All parents are encouraged to join the TPA.

## **PAYMENTS**

Methods of payment are cash, credit card (online only), debit card (online only), or checks (payable to Triad International Studies Academy). Checks and online payments should include parent(s) full name, street address, phone number, child's full name and purpose for payment. When providing a check as payment, you authorize us either to use the information from the check to make a one-time electronic fund transfer from your account or

to process the payment as a check transaction. If your payment is returned unpaid, we will collect a \$30.00 fee through an electronic fund transfer from your account or directly from you. This procedure applies to checks made to the school or to the TPA. Payments may also be made online through TISA's website. For payments made online a surcharge and/or transaction fee may be assessed.

## **PERSONAL PROPERTY**

Personal property that interferes with instruction should not be brought to school without the permission of a teacher or administrator. The school cannot and will not be responsible for lost, misplaced or stolen items or valuables.

## **RELIGIOUS ACTIVITY**

All students at Triad International Studies Academy will be honored for their individual beliefs and/or religious preferences.

## **RESPONSE TO INTERVENTION (RtI) &**

### **Multi-tiered Supporting System (MTSS)**

Response to Intervention(RtI) integrates core instruction, assessment and interventions within a multi-tiered supporting system to maximize student achievement and reduce behavior problems. Through the implementation of MTSS, we identify and monitor struggling students. We use problem solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's progress.

## **SCHOOL ACTIVITY ATTENDANCE**

A student must either be at school or on a school sponsored activity (field trip, etc.) from 12:00 a.m. until the end of the school day to be allowed to participate in or attend after school activities and events.

## **SCHOOL CITIZENSHIP**

Our school is a reflection of our school community and we know that you share our pride in our school. We ask that you join us in keeping the building, grounds, and furniture in top condition and in displaying the characteristics synonymous with model citizenship.

## **SCHOOL IMPROVEMENT COUNCIL (SIC)**

The School Improvement Council is an important partner in the success of our school. The SIC is an advisory council to the Principal and school on issues related to school improvement focused on improving student achievement and school performance. The SIC is made up of parents, teachers, students and other community representatives.

## **SECTION 504 REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified individual with a handicap shall be excluded from the participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” It is the responsibility of Triad International Studies to take reasonable steps to identify and evaluate students within the intent of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 who need accommodations or special services or programs in order that such students may receive a free appropriate public education. Additional due process rights may be afforded students who are identified under Section 504.

## **SELLING AND ADVERTISING**

The selling or advertising of items or services is permitted for school related activities only. Any school group that wishes to engage in such activities must obtain prior written approval by the Principal. This policy also pertains to all political activity.

## **SPECIAL EDUCATION**

Academically challenged students are provided with an opportunity to succeed at Triad International Studies Academy in the following ways: observation of classroom effort, formal assessments and evaluation by licensed professionals. We are committed to providing an immersion and leadership education experience to all students enrolled in our program including those with special needs. Following the identification of students who may need special education services, the IEP team will document at least nine weeks of RtI in MTSS prior to arranging a formal evaluation to determine whether the student is eligible for special education services.

## **SEVERE WEATHER ANNOUNCEMENTS**

If severe weather-related conditions necessitate closing, delaying or having an early release, parents will be notified immediately using the parent communication platform (Parent Square), email, and/or BrightArrow text message. The announcement will be placed on the school's Facebook page and website. Students are not required to come to school if the district in which they reside closes school for a weather-related issue.

## **STUDENT PICK UP/DROP OFF**

*Drop-Off*

Students may be dropped off between 7:30 and 8:25 when a staff member is present, on duty. Staff on duty will assist students departing from cars during these times. Only use the right lane (closest to the sidewalk) for drop-off. Please make sure your student is ready to exit your car quickly and safely. For safety reasons, parents should only drop off their children when an adult is present. Please be patient, follow the moving traffic and pull forward to drop off your child. If you wish to park and escort your child in, please park in a space away from the carline. You must escort your student across the crosswalk and positively turn-over your student to a TISA member.

### ***Pick-Up***

Parents should drive into the queue line and show the staff outside on duty their name placard. Please place the card on the driver side dashboard or hang it from the sun visor. All of the students associated with the card number will be brought to your car.

All students will be dismissed beginning at 3:30 p.m. Please do not use your cell phone in the car line for everyone's safety. Please do not change lanes unless directed to do so by a TISA staff member.

When prompted give a "thumbs-up" if you have all your student passengers and "thumbs-down" if you are still waiting for your child(ren). This will help us know how to direct your car. Car line ends at 3:50.

Parents wishing to pick a child up early from school must be present in the front office prior to them being called out of class. Students will not be called for early dismissal after 3:00 PM. Students will only be released to adults listed on the child's emergency card.

## **STUDENT RECORDS**

Student records are maintained in accordance with Board policy and State and Federal law. If a student transfers and enrolls in a school other than Triad International Studies Academy, his/her educational records will be transferred to that school or school system upon request by the school/system. The parent has the right to request a copy of the record that was disclosed. Parents also have a right to request an amendment of educational records if they believe the record contains information that is inaccurate or misleading.

## **TARDY TO SCHOOL**

When a student reports to school late, she/he must be signed in at the front office by the parent or guardian and bring a note of explanation from the parent or doctor. Those students without a lawful tardy will be credited with an unexcused tardy. Students accruing twenty tardies to school will participate with their parent(s) in an Intervention Plan Conference. Students accruing twenty-five tardies to school may be identified as truant and referred to the proper authority.

## **TARDY TO CLASS**

Tardiness to class interrupts learning time for the entire class. All students should be seated at their desks ready for instruction when the bell rings to begin class. Students with excused tardies should have a pass from the office or another teacher. Those without passes who are late to class are credited with an unexcused tardy. Excessive unexcused tardies will be reported by each teacher to an administrator for disciplinary action.

## TECHNOLOGY USE

- Students will not physically deface, disable, or destroy devices.
- Hardware problems will be reported to the homeroom teacher promptly.
- TISA has access to all school-owned devices, and internet activity **even when off campus.**
- Technology will be returned in working condition, undamaged, and with a working charging cord.
- Students will avoid eating and drinking around TISA technology.
- Chromebooks will not be carried by LCD screen, nor will pressure be placed on the screen.
- Devices should not be left in cars, or in extreme heat or cold.
- Devices should not be jerked by the power cord.
- If a device breaks, or needs cleaning, submit a ticket to TISA Tech for repairs.
  - An invoice will be issued based on the extent of repairs required.
  - Do not attempt to open, or repair devices.

## TRUANCY

A student is considered truant in the following ways: three consecutive unexcused absences, five unexcused absences, any absence over ten days without a medical or legal excuse or twenty-five tardies to school. A truancy Intervention Plan will be developed by the school and delivered to the student and the parent(s) prior to any referrals to authorities.

## TELEPHONE USE

There is a telephone available in the front office for student use before school begins and after school ends in the event of a serious need to contact their parent(s). Should an emergency arise during the day, phones are

available throughout the building. Students are not permitted to use cellphones during the school day or during before or after school programs.

## **TEXTBOOKS AND CHROMEBOOKS**

School textbooks and Chromebooks are issued to students at the beginning of each year. If a textbook or a Chromebook is damaged or lost, the cost will be determined by the schedule provided by the school or the related vendors. Parents are responsible for repair/replacement costs for damages that are not fair wear and tear.

## **UNAUTHORIZED AREAS**

Before school (7:30 – 8:25) students should be in the cafeteria or with a teacher. During class time, students who are not in class must have a pass. At dismissal, students should report directly to the car line or their afternoon activity.

## **VISITOR PROCEDURES**

Parents are welcome and encouraged to visit Triad International Studies Academy. However, all guests must check in with the front office and receive a visitor's pass before entering other areas of the school. When possible, we ask for a 24 hour notice before parents come to visit classrooms.

Only parents and/or legal guardians may visit a student during the school day without permission or coordination. All persons other than parents and legal guardians wishing to visit a student must first receive written permission from the parent/legal guardian. The permission must be given to the school office in advance of the visit. Any court order restricting parental visits to a child supersedes this policy.

Please follow these guidelines for visitors other than parent/guardian:

- Permission for visitors other than parent/guardian must be requested by the parent/guardian.
- The visitor request must include the student's name, date, time, and location of the visit, the name of the visitor, and the signature of the parent/guardian. Visitors must abide by the dates, times and locations they have requested.
- The visitor request must be submitted to the school office at least 24 hours prior to the visit.
- All visitors will be required to have their ID checked at the front office.



- Drop off and pick up times are the most vulnerable security times for a school. We ask that parents refrain from unannounced visits during these times.
- Visits may be denied if students are taking assessments or if the visit would create a disruption to learning.
- Students from other schools may not be on the Triad International Studies Academy campus without prior approval of the administration.

## **WATER BOTTLES AND SNACKS**

Clear water bottles of drinking water will be allowed at school. Teachers will determine if a snack break is needed or appropriate in their class. Students with health issues or taking medication that requires a snack will be accommodated by the school nurse coordinating with the teacher and parent.

## **WEAPONS**

### **GENERALLY**

Carrying, bringing, using or possessing any firearm, dangerous device, or dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school division is prohibited, and grounds for disciplinary action.

A student who has possessed a firearm on school property or at a school-sponsored activity or firearm silencer or a pneumatic gun on school property or at a school-sponsored activity may be expelled for at least one year in accordance with TISA Student Suspension/Expulsion policy. The School Board may determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may, by regulation, authorize the Principal or the Principal's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Disciplinary proceedings for violation of this policy will be initiated promptly.

Such weapons include, but are not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm, designed or intended to propel a projectile of any kind, including a rifle,
- any unloaded firearms in closed containers,

- any air rifle or BB gun,
- any toy guns and look-alike guns,
- any dirk, bowie knife, switchblade knife, ballistic knife, machete, knife or razor,
- any slingshots,
- any spring sticks,
- any brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- any explosives, and
- any destructive devices or other dangerous articles.

## **STUDENTS WITH DISABILITIES**

Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a non-disabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy TISA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.

Additional authority to remove a student with a disability from school for a weapons violation.

1. In addition to the authority granted in subsection A above, a student with a disability may also be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.

2. For purposes of this forty-five (45) school day removal, the weapon must meet the following definition:

“a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.”

## **WITHDRAWALS**

A student withdrawing from school is required to have his/her parent(s) notify the office at least two days in advance of the withdrawal date. The student and parent should report to the office by the end of the last full day he/she is in school to complete the withdrawal process and sign the withdrawal form. All materials and fees should be resolved prior to withdrawal.

Triad International Studies Academy does not discriminate on the basis of age, race, creed, color, disability, spousal affiliation, sex, national origin, sexual orientation, religion, pregnancy, service to the armed forces, or status with regard to admission to, treatment in, or employment in its programs and activities as required by Title II of ADA, Title VI, Title IX and Section 504, or any other protected characteristic, as may be required by law. Non-discrimination inquiries regarding students should be addressed to the Principal. Non-discrimination inquiries regarding employees and adults should also be directed to the Principal.

Triad International Studies Academy  
Appendix O-4 Start-up (Year 0) budget

**Start-up (Year 0) budget (We will try our best to postpone or defer as much of the payment as possible to Year 1 or later in order to minimize the payment in Year 0 and save the funding that we raise for Year 0 as emergency funding for the future.)**

<b>Item</b>	<b>Amount</b>	<b>Payment Method</b>	<b>Note</b>
Marketing	\$4,000		We plan to use this budget to cover the marketing expenses such as billboard, flyers, parent information sessions, etc.
Legal fee	\$3,000		This is the legal fee that is for assisting the board to fulfill the governance requirement, facility renting or purchasing, reviewing contract templates with vendors, policies, and bylaws, etc. It also includes the fees that for registration, charter application, and non-profit status application.
Salary for Registrar/PowerSchool Coordinator	\$17,500		The registrar/PowerSchool Coordinator will report to work half-time starting on September 1, 2024. She will be in charge of registration, enrollment, setting up PowerSchool and Lotterease, and also help with marketing.
Salary for Principal	\$45,000	\$5000 will be paid after pay after school opens in August 2025, which has been reflected in the budget for year 1.	The principal candidate will help with the charter application and planning from beginning in April 2024. She will help write the charter, plan for the opening, assist in facility hunting and renovation, train the board, and be in charge of everything after the charter is approved. She has kindly agreed to only charge as a part-time worker even if her workload will be huge. We greatly appreciate her kindness and support, as well as commitment to the school.
Salary for custodian	\$7,200		The custodian will report to work part-time on January 6, 2025. The proposed custodian's hourly rate will be \$15 per hour (20 hours per week, 24 weeks in total between January 2025 to June 2025), and \$7200 in total. If we can find more volunteers, then the position will not be needed and the budget will be saved as reserve for Year 1.
Facility rental	\$90,000		Just in case if we need to pay some of the facility rental in Year 0, we will pay up to half year rental. But the first priority is to find a facility that we do not need to pay for the Year 0. If we make it this way, then this budget will be saved as reserve for Year 1.
Improvement	\$40,000		This is for the furnitures and other things that we will need to get the facility ready before school starts.
Utility	\$1,000		Utility fill for Year 0 will be very minimum when no student in the building.
<b>Total</b>	<b>\$207,700</b>		

Triad International Studies Academy  
Appendix O-6 Professional Development Plan



# **Triad International Studies Academy**

## **Professional Development Plan**

**2025-2028**

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## Profession Development Overview

This Professional Development (PD) Plan is aligned with the Learning Forward [Standards for Professional Learning](#) (Standards), adopted by the North Carolina State Board of Education. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Standards. This PD plan describes how TISA will provide all the teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 80 hours of professional development for teachers and teaching assistants every five years.

### Mission:

Professional development is an ongoing, multi-faceted, research-based process, strategically planned to provide both individual and systemic change to support continuous growth of teacher instructional practice and student performance.

### Philosophy:

- Professional development is critical to improving student achievement.
- Professional development will be guided and aligning goals to Standards.
- Professional development is designed in a collaborative manner.
- Professional development provides differentiated professional learning opportunities.
- Professional development supports the implementation of research-based practices.
- Professional development is based on multiple data points.
- 

### Attributes of Successful Professional Development:

- Sustained, supported and multi-year
- Purposeful/strategic (Based on the District Strategic Plan and data)
- Differentiated
- Based on research-based practices
- Related to teaching and learning
- Collaboratively determined by teachers and administrators

### Needs Assessment:

As part of the ongoing professional development planning cycle, TISA reviews multiple sources of data. The following data is taken into consideration when determining the focus of the professional development plan.

#### **Student Achievement Data**

- NC State Report Card Data
- NC 3-8 testing
- I-Ready Report
- Student Attendance and Discipline Reports
- Graduation, Dropout, and Retention rates
- Special Education Data
- MTSS data
- Student Report card data

### **Additional Data Sources**

- Feedback from Administration and Teacher Coordinators
- Longitudinal Student Performance Data
- Participation in Professional Development

### **Professional Development Description**

All TISA teachers and professional staff, including those who work with students with disabilities, are expected to participate in professional development activities on the following scheduled days:

- The “Orientation Week” before the first school day of each new school year, usually in August and takes five days.
- Once a week, usually on Monday, professional development meeting after school, usually 1-1.5 hours each time.
- At least seven teachers’ workdays throughout the year, usually 2-3 hours will be used for PD on each of the workdays.
- At least three early release days throughout the year, usually 1-2 hours will be used for PD on each of the early release days.

Workshops may be custom designed for teachers’ and teacher assistants’ specific professional needs. But it must include but not limited to the following topics:

- Language immersion education
- Cultural awareness
- Curriculum and NC standards
- Academic expectations
- Technology integration
- School safety
- HR procedures
- Financial related information
- Instructional strategies and resources
- Special education and 504
- English Language Learner (ELL) education
- Educationally disadvantage students and interventions (MTSS)
- Differentiated instruction
- Data-driven instruction
- Teacher Evaluations
- Beginning teacher (BT) training and mentoring
- Classroom management

Other opportunities exist for professional staff to attend conferences, workshops, meetings, and learning opportunities outside of the above-listed TISA dedicated times. These may be held during or outside of contractual time.

The above opportunities allow for a minimum of 30 hours of professional development time per calendar year.

*Note: North Carolina requires 80 hours’ professional development in each license renewal cycle, usually of three years.*

## **Evaluation of Professional Development**

### **Professional Development Sessions, Workshops, and Adult Learning**

Evaluation tools contained within the appendices of this professional development plan will be administered to participants and used to evaluate each professional development activity. Feedback will be shared with administrators, department/grade level teacher coordinators, and members of the Professional Development Planning Committee. Surveys of staff may be conducted to gauge interests and needs for professional learning, to determine comfort level with implementation of new initiatives, and to inform the professional development plan.

### **Annual Review Process**

The Professional Development Plan (PDP) is to be reviewed each year by a designated committee for the purpose of long-range planning and subsequent revisions to the original plan.

### **Professional Development Planning Committee's Charge**

- The committee will meet a maximum of four times which includes an annual review of effectiveness of the Professional Development Plan.
- Each summer, a calendar of professional development opportunities will be available to all teaching staff.
- The PD Committee will recommend topics for each school year, including adjustments in response to PD feedback.

## Evaluation Tool #1

Topic of the PD: \_\_\_\_\_ Date of the PD: \_\_\_\_\_

Area to be Evaluated	4	3	2	1	Rate
<b>Relevancy of activity</b>	Extremely relevant and useful to my building or department in supporting high levels of student achievement	Useful and relevant to my work and that of my building or department in supporting student achievement	Interesting, but I am unsure of how this activity ties into my work and that of my building or department in supporting student achievement	Activity was not helpful	
<b>Effectiveness of Outside Facilitator</b>	Engaging and motivating; maintained my interest.	Effective at conveying the information; clear and articulate	Conveyed information, but I had to work at understanding my task	Difficult to follow or attend to	
<b>Instructional Methods</b>	Extremely appropriate and effective	Appropriate and effective	Somewhat inappropriate and marginally effective	Inappropriate and interfered with the activity	
<b>Resources: (Handouts and use of audio-visual equipment)</b>	Extremely useful	Appropriate and effective	Somewhat inappropriate and marginally effective	Inappropriate and interfered with topic	

## Evaluation Tool #2

Directions: Assess your experience using the rating scale below.

Check box      x	Not at all	Somewhat	Well	Very Well
<b><i>How well did this session:</i></b>				
1.      Support school or department goals?				
2.      Provide you the opportunity to be an active learner?				
3.      Offer you intellectual engagement with ideas, materials, and colleagues?				
4.      Demonstrate respect for you as a professional and as an adult learner?				

**How will this professional learning opportunity impact instruction in your classroom?**

## Professional Development Feedback

*Session/workshop facilitators, please send completed form within one week of the date of the session/workshop to the Principal.*

Date of session/workshop:

Session/workshop name:

Name of facilitator:

Names of attendees:

Grade level/subject:

Long-Range Goal (ex., *“align course curriculum to Common Core”*, *“learn strategies for \_\_\_\_\_”*, etc.):

Objectives for this session/workshop:

Summary of work accomplished in this session/workshop:

Next Steps (ex., *additional resources needed*, *additional work to be completed*, *topics to revisit*, etc.):



## Professional Development Records for Each Year

(The schedule for each year will be added here and share with teachers by August 3rd each year)

### 2025-2026 School Year

Date	Time	Topics	Facilitator



Triad International Studies Academy  
Appendix O-7 Admission and enrollment policy and procedures



# Triad International Studies Academy (TISA) Admissions and Enrollment Policy and Procedure

(First read on 3/29/2023)

(Approved on 4/19/2023)

Purpose: This policy is in place to address the process for handling admissions at Triad International Studies Academy (TISA). The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted in North Carolina law.

TISA is a nonprofit, tuition-free public charter school authorized by the state of North Carolina. As a public charter school, TISA will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. In accordance with N.C.G.S. § 115C-218.55, the school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

TISA will start and end its open enrollment on the first business day of January and March, respectively. If needed, the lottery will occur within three weeks of the end of the open enrollment. The lottery date, time and location will be published on the school's website and posted in the school's main office by January 15th of each year.

No criteria for admission will be used except the completed application. The application may be completed online through our website unless a family is unable to access the site. In that case, TISA will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, the name of any siblings already enrolled at TISA, and a declaration of the student's residence in the state of North Carolina.

### **Grade Level for the Lottery Application**

Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to TISA and will retain the enrollment status. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they were pulled during the lottery if such a wait list exists. TISA does not consider any skip-a-grade request.

Applications of homeschooling students in general will be entered into grade levels for their appropriate ages unless a special situation calls for a case-by-case decision.

As allowed by NC law, TISA may accept an application for early entry to kindergarten based on TISA's early entry requirement.

**Returning Students**

Following the first year of operation, current students at TISA will be asked to sign a non-binding letter of intent for the upcoming school year to allow the school to plan appropriately for the lottery. TISA will make reasonable efforts to communicate with families who did not sign the letter of intent. Parents should communicate to TISA any plans to withdrawal students for the upcoming school year. TISA will follow North Carolina Department of Public Instruction policies regarding Student Attendance and Withdrawals.

**Enrollment Priority and Weighted Lottery**

TISA will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law.

The following groups will have enrollment priority at TISA in the order that follows as space permits in each grade:

1. Children of employees and board members (may not exceed 15% of total school population).
2. Siblings of currently enrolled students who were admitted to TISA in a previous year (as determined by Charter School law G.S. 115C-218.45(f)(1)). For purposes of this subsection, "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
3. Children who meet the criteria of the federal definition of educationally disadvantaged (ED students), which include the following subgroups of students:
  - Students who are economically disadvantaged;
  - English learners;
  - Students with disabilities;
  - Homeless or unaccompanied youth;
  - Immigrant students; and
  - Migrant students.

TISA will institute a priority lottery for remaining seats available to achieve the goal as specified below for students meeting ED criteria.

School Year	Projected Total Enrollment	ED Student Population Goal	
		Projected Number of ED Students <b>OR</b>	Percent of Total Enrollment
2025-26	144	73	50%
2026-27	192	100	52%
2027-28	264	142	54%
2028-29	336	188	56%
2029-30	432	250	58%

With each lottery, the Principal will work to identify the number of ED student seats available per grade level in order to balance students admitted across grade levels, total seats available, school resources and planned annual target.

Families will have the opportunity to complete an optional home language survey form, family income survey form, and occupancy survey form, separate from their lottery application, where

they can offer additional information in order to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as ED eligible by TISA staff, and will state no specific information will be obtained beyond eligibility status and that the information will not be retained. Choosing not to participate in the ED weighted lottery will not alter chances in the general lottery.

### **Multiple Birth Siblings**

If multiple birth siblings apply to the school, they will be “bundled” together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list under a bundled registration.

### **TISA Lottery Procedures**

After the initial year, the school will first conduct a sibling lottery of the students admitted in the prior year if more siblings have applied than there are available spots. If there are more siblings that have applied than there are spots available, a grade level wait list will be started and students not receiving spots will be added to the wait list in the order in which they are pulled. The school will then conduct the priority lottery for ED students. Once those two lotteries have been completed (if needed) , the general lottery will begin.

At the end of the published open enrollment period, if the number of applications received exceeds the number of available slots for any grade level, a lottery drawing will be used to determine enrollment. The lottery drawing will be duly publicized and conducted in a public meeting by TISA Trustees and a NC Notary. The lottery drawing will proceed as follows:

1. For each applicant, a lottery card will be created with applicant’s information as follows:
  - a. the name of the student, grade level and date of birth; and
  - b. sibling(s), if applicable including grade(s) and date(s) of birth.
2. The information on the card, as well as the lottery’s time, date and location, will be communicated to the family via email or other parent-noted preferred contact method no less than one week prior to the lottery to ensure all information is correct.
3. Students who are in grades that do not require a lottery will be placed automatically as will the siblings of those children.
4. The remaining individual cards of students who will be in grades that require a lottery will be placed in an envelope. The outside of the envelope will note only the grade level for which the applicant applied.
5. Each envelope will then be placed in a container marked with each grade level. The envelopes will be thoroughly shuffled. The containers will be stored in a securely locked location.
6. The lottery will begin with the highest grade that requires a lottery with kindergarten being drawn last.
7. A community representative, not associated with TISA, will then draw envelopes from the container until all have been drawn.
8. The applicants’ names will be called out and placed on the board. The names will be recorded on an independent tally sheet.
9. In the event a student drawn has a sibling that is on the wait list in another class, the student on the wait list will be moved to the top of the waiting list. This will be repeated for each grade

level until all grades and all cards have been drawn and a list has been created.

10. In case that a waiting list already exists, new applicants who are entitled to receive priority enrollment will be put on the top of the waiting list and the TISA Board of Trustees may then approve additional slots to honor the priority enrollment.
11. In case that an error occurred during the drawing, it will be TISA Board of Trustees' decision to find a solution, including to conduct a redrawing.

### **Lottery Results**

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence. A phone call will also be made to the parent notifying the parent of the student's acceptance and applicable deadlines for return of enrollment paperwork. Every effort will be made to communicate promptly with all accepted families.

The results and the wait list will be updated monthly to allow parents to determine their current place on the wait list. Parents of students placed on the wait list will receive communication via email or mail as to their student's place on the wait list. They can also look at the wait list information placed online to determine their spot on the wait list.

### **Students Applying after the Open Enrollment Period**

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any wait-listed students from the lottery in the order in which they were received.

### **Enrollment**

Students admitted on or before May 15 will have 15 calendar days from the date their acceptance email was sent to accept or decline enrollment and 30 calendar days from the time of the acceptance email to turn in enrollment paperwork.

If a student is admitted after May 15, they will have seven calendar days to accept or decline enrollment at the school and 10 calendar days to return the enrollment paperwork.

If a student is admitted after July 15, they will have 48 hours to accept or decline enrollment at the school and five days to return the enrollment paperwork.

If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the Principal may decline enrollment to the student and offer the spot to the next student on the wait list. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the wait list in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence. A phone call will also be made to the parent notifying the parent of the student's acceptance and applicable deadlines for return of enrollment paperwork. Every effort will be made to communicate promptly with all accepted families.

### **School's Right to Refuse Enrollment**

The school reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

The school reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school on the first day of school without prior notice and arrangement with the school, the school will make reasonable attempts to contact the parents. TISA will follow North Carolina Department of Public Instruction policies regarding Student Attendance and Withdrawals.

### **Enrollment Forms**

Enrollment forms will include, but are not limited to the following:

- (1) Proof of North Carolina Residency
- (2) Permission to request current school records
- (3) Immunization Records

### **Handling of Errors**

#### ***School Errors***

If any mistake is made by the school in administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of the school that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next regularly scheduled meeting of TISA Board of Trustees (after recognition of the mistake). If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If an applicant is left out of the lottery by mistake, the number of students who were included in the lottery will be determined. For each applicant not included by mistake, a random application number from the full pool of applicants received will be assigned, and the applicant will be assigned that number as his or her lottery placement number and appropriately placed as if they were pulled at the same time as the randomly assigned placement number. Any applicants with placement numbers on the wait list behind the applicants who were left off by mistake will be moved down in order on the list. As noted above, lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery.

#### ***Parent Errors***

If a student name is duplicated in the lottery and the school administration determines that the

student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

Triad International Studies Academy  
Appendix O-Support letter-Ideality Foundation, LLC



April 14, 2023

To one who may concern,

I am writing this letter to express my strong support for Triad International Studies Academy (TISA) in its planning year. As someone who believes in the transformative power of education, I am excited about the vision and mission of this new school and the positive impact it will have on the lives of its students.

I understand that TISA is currently seeking funding for its launch, and my company, Ideality Foundation LLC (Ideality), would like to offer our support in the form of a loan up to \$250,000 with an annual interest rate of 7%. The initial loan amount will be \$210,000, with a 5-year loan term to be repaid in 10 installments. The loan payment schedule with the amount of each payment can be found attached in the letter. Additionally, Ideality will provide \$40,000 in backup funding, which can be used in case of emergencies. I am confident that this loan will help TISA succeed in its first year and beyond. I believe that TISA has the potential to be a model for other schools, and I am committed to supporting its growth and success. I have great confidence in the leadership of this school, and I look forward to seeing the positive impact it will have on the community.


I understand the risks associated with lending money to a new school, but I am willing to take this risk because I believe in the importance of education and the power of charter schools to provide innovative solutions to educational challenges, as well as my confidence in the strong board and leadership team of TISA.

While I am excited to provide financial support to TISA, I want to make it clear that Ideality and myself will respect the school's autonomy and will not interfere in any way with the school's operations, management, or decision-making processes, and our role as a lender is limited to providing financial assistance only.

Thank you for considering our offer of support for TISA. We are committed to working with the school's leadership to ensure its success and to providing additional support as needed.

Sincerely,

DocuSigned by:

 4/17/2023

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Jianquan Li

President

Ideality Foundation LLC.

Payment Date	Beginning Principal	Interest to be paid (=3.5% * Beginning Principal)	Principal to be Paid	Ending Principal	Payment for Each School Year		Payment for Each Calendar Year	
					School Year	Amount	Year	Amount
1. January 30, 2026	\$210,000.00	\$7,350.00	\$21,000.00	\$189,000.00	School Year 1	\$28,350.00	2026	\$55,965.00
2. November 30, 2026	\$189,000.00	\$6,615.00	\$21,000.00	\$168,000.00	School Year 2	\$54,495.00	2027	\$53,025.00
3. May 30, 2027	\$168,000.00	\$5,880.00	\$21,000.00	\$147,000.00	School Year 3	\$51,555.00	2028	\$74,025.00
4. November 30, 2027	\$147,000.00	\$5,145.00	\$21,000.00	\$126,000.00	School Year 4	\$71,820.00	2029	\$45,675.00
5. May 30, 2028	\$126,000.00	\$4,410.00	\$21,000.00	\$105,000.00	School Year 5	\$44,205.00	2030	\$21,735.00
6. September 30, 2028	\$105,000.00	\$3,675.00	\$21,000.00	\$84,000.00	Total Payment	\$250,425.00	Total Payment	\$250,425.00
7. November 30, 2028	\$84,000.00	\$2,940.00	\$21,000.00	\$63,000.00				
8. May 30, 2029	\$63,000.00	\$2,205.00	\$21,000.00	\$42,000.00				
9. November 30, 2029	\$42,000.00	\$1,470.00	\$21,000.00	\$21,000.00				
10. May 30, 2030	\$21,000.00	\$735.00	\$21,000.00	\$0.00				
by Calculator.net		\$40,425.00	\$210,000.00					

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	Kindergarten, 1st, 2nd	144
Year 2	Kindergarten, 1st, 2nd, 3rd	192
Year 3	Kindergarten, 1st, 2nd, 3rd, 4th	264
Year 4	Kindergarten, 1st, 2nd, 3rd, 4th, 5th	336
Year 5	Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th	432



<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native	1	1%
Asian	6	4%
Black or African American	60	42%
Hispanic	36	25%
Native HI or Pacific Islander	1	1%
Two or More Races	10	7%
White	30	21%
<b>EDS Subgroups</b>	72	50%
Economically Disadvantaged Students	72	50%
Students with Disabilities	12	8%
English Language Learners	36	25%
Students Experiencing Homelessness	3	2%

<b>Area of Proposed Coverage</b>	<b>Proposed Amount of Coverage</b>	<b>Cost (Quote)</b>
Comprehensive General Liability	\$1,000,000.00/occurrence	3200
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	4100
Property Insurance	\$1,500,000	700
Automobile Liability	\$1,000,000.00/occurrence	550
Crime Coverage - Minimum/Maximum Amount	\$250,000.00   \$250,000.00	450
Worker's Compensation	\$500,000.00	3900
Other Coverage	\$1,000,000	5150
Total Cost		18050

















































### 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: Rocky Cabagnet
- Date of Review: 4/19/2023
- Signature of Board Members Present (Add Signature Lines as Needed):

■	Hua Qin		DocuSigned by: Hua Qin
■	Irma Alarcon		DocuSigned by: Irma V. Alarcon
■	Lin wang		DocuSigned by: Lin Wang
■	Sarah Munro		DocuSigned by: Sarah Munro
■	Tamara Cabrera		DocuSigned by: Tamara Cabrera
■	Yang Yang		DocuSigned by: Yang Yang
■	Chaowei Zhu		DocuSigned by: Chaowei Zhu

- ❖ 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: Rebekah Barr
- Date of Review: 4/19/2023
- Signature of Board Members Present (Add Signature Lines as Needed):

■	Hua Qin		DocuSigned by: Hua Qin
■	Irma Alarcon		DocuSigned by: Irma V. Alarcon
■	Lin wang		DocuSigned by: Lin Wang
■	Sarah Munro		DocuSigned by: Sarah Munro
■	Tamara Cabrera		DocuSigned by: Tamara Cabrera
■	Yang Yang		DocuSigned by: Yang Yang
■	Chaowei Zhu		DocuSigned by: Chaowei Zhu

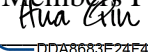
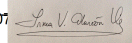
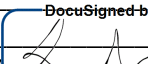
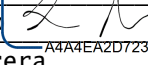
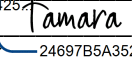

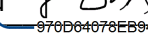
- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

N/A.

We decided not to contract with CMO or EMO because we have sufficient support from our administration team and board, as well as contractors for different vendors, such as Acadia. So there is no need for CMO or EMO.

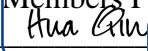
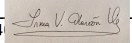
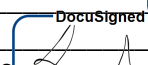

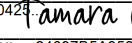
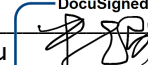
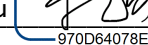
- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: Sarah Crain McCracken
- Name of the Selected Financial Service Provider: Acadia NorthStar
- Date of Review: 4/19/2023
- Signature of Board Members Present (Add Signature Lines as Needed):

■	Hua Qin		DocuSigned by:
■	Irma Alarcon		DocuSigned by:
■	Lin wang		DocuSigned by: 38E9EF48C43944...
■	Sarah Munro		DocuSigned by: 35457522B6014D9...
■	Tamara Cabrera		DocuSigned by:
■	Yang Yang		DocuSigned by: 24697B5A352B43...
■	Chaowei Zhu		DocuSigned by: DA18C48130FA44F...

- ❖ 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: Sarah Crain McCracken
- Name of the Selected PowerSchool Service Provider: Acadia NorthStar
- Date of Review: 4/19/2023
- Signature of Board Members Present (Add Signature Lines as Needed):

■	Hua Qin		DocuSigned by:
■	Irma Alarcon		DocuSigned by:
■	Lin wang		DocuSigned by: 38E9EF48C43944...
■	Sarah Munro		DocuSigned by: 35457522B6014D9...
■	Tamara Cabrera		DocuSigned by:
■	Yang Yang		DocuSigned by: 24697B5A352B43...
■	Chaowei Zhu		DocuSigned by: DA18C48130FA44F...

**Certification**

I, Chaowei Zhu, 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 Triad International Studies Academy (Charter School) is true and correct in every respect.

Signature 

Date: 4/20/2023















































































































































[Redacted]

[Redacted]

[Redacted]

Triad International Studies Academy  
Appendix O-Support letter-Clark Nexsen



April 13, 2023

RE: Triad International Studies Academy

Dear Sir or Madame:


I am Donna Francis, a Principal with Clark Nexsen, Architects and Engineers, a multi-discipline architecture and engineering firm and I lead the K12 practice sector. I am writing this letter in support of Triad International Studies Academy's (TISA) application to open as a public charter school in the Triad Area. As a professional design firm with extensive experience in K-12 school design and architecture, I believe TISA would be an excellent addition to the educational landscape in the region.

Clark Nexsen Architects and Engineers provide design solutions and expertise to a wide range of markets. Our K12 group has vast experience in designing and renovating K-12 schools, for public, charter and independent school systems. We have led the design and construction process for multiple projects across NC that support schools obtaining their educational certificate of review, certificate of occupancy and other permits needed for renovation to ensure compliance and provide a safe learning environment for students. Our clients benefit from a process forged over nearly a century of design practice, delivering projects that solve real problems. Our iterative and collaborative process, undertaken with our clients, helps uncover innovative solutions, leading to truly exceptional ideas.

I have had the opportunity to communicate with TISA's founding team regarding their vision and am ready to assist with the process of facilities search, renovation, and, if funding allows future facility construction. We understand that future collaboration is contingent on many factors, but we are willing to support TISA's facility needs should the opportunity arise.

Please feel free to email me if you have any questions regarding the content of this letter.

Sincerely,

  
2023.04.13 07:06:33-04'00'

**Donna Francis, AIA, ALEP, LEED AP BD+C**

Principal

(919) 576-2141

[DFrancis@ClarkNexsen.com](mailto:DFrancis@ClarkNexsen.com)



421 North Harrington Street, Suite 600  
Raleigh, NC 27603  
P: 919.828.1876 | F: 919.828.1877  
[clarknexsen.com](http://clarknexsen.com)

CLARK NEXSEN

Triad International Studies Academy  
Appendix O-Support letter-Jose Noya

To Whom It May Concern,

I am writing to express my strong support for Triad International Studies Academy's (TISA) application in North Carolina. As a seasoned architecture professional, I have had the opportunity to work with many educational institutions and understand the importance of creating an environment that is both functional and inspiring for students.

Having communicated with some of TISA's founding board directors, I am impressed by the great care and attention to detail that has been taken in planning TISA's future facility that is tailored to meet the needs of its students and staff. Additionally, TISA's board of trustees demonstrates a deep understanding of the needs of modern educational institutions by incorporating flexible spaces that can adapt to accommodate various teaching methods and technologies. This will enable TISA to offer a dynamic and engaging learning experience for its students.

As an architecture professional, I strongly believe that the design of a school has a significant impact on the educational outcomes of its students. A well-designed facility can promote learning, encourage creativity, and foster a sense of community among students and staff. From my communications and interactions with TISA board members, I am confident that they are experienced educators who are committed to meeting the criteria of educational facilities. Several of them are also experienced in charter school founding and management, facility management, as well as budget control, which can be very helpful in supporting the school in its opening and administration in the future.

In conclusion, I fully support TISA's plans to provide an excellent learning environment for its students. I am willing to use my expertise in architecture and design to support TISA in any way possible and look forward to seeing the school come to fruition.

Sincerely,

Jose R Noya

Architect, AIA

Principal and co-owner of Notch Design



4/13/2023





## 2023 Charter Application Fee Payment Form

\*\*\*Form must accompany payment certified check or money order for processing.

(Please Type or Print Legibly)

Name: <u>Chaowei Zhu</u>	Phone: <u>336-608-0676</u>
--------------------------	----------------------------

Name of Charter School:  
Triad International studies Academy

E-mail:  
Zhuchaowei2@gmail.com

### General Information

**Non-Refundable Application Fee: \$1,000.00**

**Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 28, 2023.**

### Payment Information

- Mail in Application Fee Payment Form with Certified Check or Money Order
- Facsimiles will NOT be accepted
- One registration form and fee per charter school

Payable To:  
**NC DPI**  
**Office of Charter Schools**  
 6307 Mail Service Center  
 Raleigh, NC 27699-6307

**NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.**

### FOR DPI USE ONLY

**Budget Code: : 0801 435100047 160049095000**

### OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Executive Director | [Ashley.baquero@dpi.nc.gov](mailto:Ashley.baquero@dpi.nc.gov)  
 6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2700  
 AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Money Order

5400378900

Customer Copy Non-Negotiable

April 14, 2023

Payable To: *NC Department of Public Instruction  
Office of Charter Schools*

Amount: \$1,000.00

Fee: \$5.00

Total: \$1,005.00

*By Chaowei Zhu*

*Triad International Studies Academy  
Home: 1817 Ramhurst Dr. Clemmons NC. 27012*

HOLD TO LIGHT TO VIEW TRICE WATERMARK IN PAPER. HEAT SENSITIVE RED LOCK DISAPPEARS WHEN HEATED.

Money Order

68-236/514



5400378900

Date April 14, 2023

Cost Center 6049125

Pay ONE THOUSAND DOLLARS and 00 CENTS

\$1000.00

To the Order of *NC Department of Public Instruction Office of Charter Schools*

Signature of Purchaser/Remitter

Address

*1817 Ramhurst Dr. Clemmons  
NC. 27012*

Payable at Truist Bank

OCS0007430429 / 03-01-2021

Details on back Security Features

⑈ 5400378900 ⑈

⑆ 051402369⑆

⑆ 340007622200 ⑈



### Signature Page

The foregoing application is submitted on behalf of the Board of Trustees *for the Triad International Studies Academy*. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Chaowei Zhu

Board Position: Chair

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*[Handwritten Signature]*  
*4/14/2023*

Sworn to and subscribed before me this 14 day of April, 2023.

Notary Public: William Corbin

Official Seal:

My commission expires: Feb. 20, 2028, 20  

**WILLIAM CORBIN**  
Notary Public  
Forsyth Co., North Carolina  
My Commission Expires Feb. 20, 2028