



NORTH CAROLINA CHARTER SCHOOL APPLICATION

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Thunderbird Preparatory Academy

Has the organization applied for 501(c)(3) non-profit status: Yes **No**

Name of non-profit organization under which charter will be organized or operated:

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Michael Babbitt

Title/Relationship to nonprofit: Chair Thunderbird Preparatory Academy, Inc.

Mailing address: 13004 Health Grove Drive Huntersville, NC 28078

Primary telephone: (980) 219-1853

E-Mail address: michael.babbitt@baml.com

Name of county and local education agency (LEA) in which charter school will reside:

County: Mecklenburg

LEA: Charlotte Mecklenburg Schools

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

No:

Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address: Not Applicable

If a private school, give the name of the private school being converted: Not Applicable

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: Not Applicable

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

Not Applicable

What is the name of the nonprofit organization that governs this charter school? **Thunderbird Preparatory Academy Inc.**

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-4	488
Second Year	K-5	596
Third Year	K-8	920
Fourth Year	K-8	920
Fifth Year	K-8	920
Sixth Year	K-8	920
Seventh Year	K-8	920
Eighth Year	K-8	920
Ninth Year	K-8	920
Tenth Year	K-8	920

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission Statement:

THUNDERBIRD PREPARATORY ACADEMY WILL CULTIVATE A HIGHLY EFFECTIVE LEADERSHIP ENVIRONMENT THAT ENGAGES, EMBRACES AND ENRICHES CHILDREN’S STRENGTHS, ONE CHILD AT A TIME.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of 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. Describe the rationale for selecting the location and student body.**

TPA believes that each child has individual strengths and that leadership is not unique to one group of people, nations, religion, gender or race. Leadership is in knowing one’s strengths and developing them into talents and skills so as to contribute to one’s community. Because of this TPA will serve all the racial and ethnic composition in the area it is located. The following table is a breakdown of the school demographic.

Indian	Asian	Hispanic	Black	White
.09%	2.65%	1.9%	8.72%	86.64%

- 2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?**

Mecklenburg County’s ADM for K-8 is 101,101 for the 2012-2013 LEA. Thunderbird Preparatory Academy will start at 488 and grow to 920 students, which is less than 1% of the LEA.

- 3. Explain how the charter school’s education plan will compare to or differ from that of the local LEA(s).**

TPA’s educational plan will utilize E.D. Hirsch’s Core Knowledge Sequence (See Appendix B). Based on our observation, there are no other schools within Charlotte Mecklenburg or the other local Charter Schools within the LEA that utilize the full Core Knowledge Sequence.

Academy academic strategies will include: 1) use of inquiry–based teaching approaches, 2) small learning community environment (small school size), 3) smaller class size, 4) extended time for teacher planning and professional development, 5) Response-to-Intervention (RTI), 6) daily morning class connection time to integrate social and emotional learning with academic learning, 7) frequent physical education 8) adequate time for recess, 9) opportunities for parental involvement and 10) integration into the curriculum of multi-age approaches toward learning.

In addition TPA will utilize the *Gallup Path* to identify strengths as well as *The Leader in Me* by Dr. Stephen R. Covey to develop those strengths and create a leadership culture in the school. To our knowledge there are no other schools in the local LEA using Gallup and Covey within their schools.

- 4. In the appendices (Appendix A), 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).**

TPA reached out to the community by holding both public meetings and setting up digital forums for discussion on both its own website www.thunderbirdprep.org and Facebook. See Appendix A for more details, screenshots and examples of forms and times of public meetings. Through these discussions the community expressed its desire for a leadership school.

Purposes of the Proposed Charter School: In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

Thunderbird Preparatory Academy will follow the North Carolina Department of Public Instruction's READY Accountability model and the Common Core State Standards and the Essential Standards. Required federal programs will also be implemented. All state mandated testing will be given. Rubrics and other alternative assessment measures will be utilized in performance-based accountability systems. Such rubrics will evaluate a broad view of student learning, as opposed to rule-based grading policies.

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

Team-building and creating a safe, nurturing environment will be pivotal at Thunderbird Preparatory Academy. Students will have the exciting opportunity to vary their own educational opportunities based on student-choices. Choice will be an important aspect of our students feeling ownership of their learning.

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

Studies show that students with an individualized education plan (IEP), who are capable of participating in a full-inclusion program, benefit from doing so. These identified students will have the advantage of experiencing an innovative educational program with the regular education teacher, as well as having the resource of a special education teacher to help fulfill the mandates of that IEP. Gifted students will be offered enhanced opportunities to develop their academic strengths. It should be noted that TPA believes that all students are gifted.

Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The governing board will know the charter has attained its mission statement when the following vision statement has been achieved. These metrics will be monitored using Balance Scorecard, a measuring tool used for evaluating the school's mission.

Vision Statement:

Thunderbird Preparatory Academy envisions that its Leadership Mission will be actively developed and fostered by those academic methods, experiences and resources that:

- 1) **Discover** the talents and strengths of each child for their daily benefit, full emotional development and life-long use,
 - 2) **Teach** children, parents and teachers how to unleash their full potential,
 - 3) **Inspire** children, parents and teachers to help others develop their talents and strengths through strengths discovery,
 - 4) **Engage** children, parents and teachers in a leadership environment to encourage their involvement in school and community,
 - 5) **Embrace** the development of hope, engagement and well-being within each student as important drivers of life success,
 - 6) **Enrich** the role of parents and family in reaching the full potential of each child.
2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

Goals:

Thunderbird Preparatory Academy's Mission of leadership will serve our diverse community via four primary goals for the first five years:

- 1) **Establish** a leadership oriented learning environment for students.
- 2) **Develop** meaningful, engaging student leadership opportunities within the school and the community at large.
- 3) **Facilitate** best academic practices in differentiated teaching methods by teachers.
- 4) **Initiate and Sustain** an on-going culture of collaborative academic accountability.

III. EDUCATION PLAN (No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

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.

NOTE: THIS SECTION HAS SOME ROUGH ADAPTATION OF BEST PRACTICES AT A.B. COMBS ELEMENTARY

All students at Thunderbird Preparatory Academy will have the opportunity to experience a common curriculum through the Core Knowledge Sequence by E.D. Hirsch. This sequence focuses on a core knowledge that every student should have. To help Teachers and Students build on each other’s unique strengths, curriculum mapping will be implemented from the Standard Course of Study at times to facilitate better instruction.

Thunderbird Preparatory Academy will use the School Success Pyramid (See Appendix S) which represents evidenced based research of Dr. Donald Clifton and Dr. Stephen Covey. The pyramid is used to establish at its foundation a leadership culture that adheres to timeless principles. The school will be organized around those principles and practices will be established for individual instruction. This will in turn lead to enduring student success.

Various strategies will be used to realize the School Success Pyramid, among which is the School House Strategic Process (See Appendix T). The School House Strategic Process is built on the guiding principles of the Gallup Path (Appendix R) and the Covey 7 *Habits* as measured and assessed via Balanced Scorecard, a measuring tool used to track an organizations mission goals and strategies to fulfillment. The School House Strategic Process represents a synthesis of the research, principles and processes of Dr. Donald Clifton, Dr. Stephen Covey and Muriel Summers that is unique to TPA’s demographic. As described by Dr. Covey and Muriel Summers, the school house model is a “visual blueprint”, or strategy for teaching. While the Gallup Path, Covey 7 Habits and Balance Scorecard within the School House Strategic Process are a constant foundation for the School, the door and windows represent current leading practices which are flexible as further research and other proven best practices evolve in the field of education.

Thunderbird Preparatory Academy will actively provide an ongoing assessment and evaluation of its goals at the student, class and school levels as listed above via utilization of:

- 1) The Stanford 10 Achievement Test where possible, and
- 2) the Northwest Evaluation Associates (NWEA) Measures of Academic Progress (MAP) at least three times per academic year

3) all assessment and testing requirements required by the North Carolina State Board of Education under the North Carolina Testing Program (including READY and AYP required testing).

Thunderbird Preparatory Academy will be unique in the Mecklenburg County community by this unique synthesis of Gallup, Covey and Core Knowledge. TPA will identify each child's unique strengths through the Gallup Path (Appendix R). They will then be taught that they are all leaders because they all have unique gifts through Covey's *Leader in Me*. Finally, they will share a common knowledge by utilizing E.D. Hirsch's Core Knowledge Sequence helping to serve all students within TPA's population.

See Appendix A-3 and A-4 for more details.

K-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Thunderbird Preparatory Academy's learning environment will include: 1) use of inquiry-based teaching 2) small learning environment (small school size), 3) smaller class sizes, 4) extended time for teacher preparation and professional development, 5) Response-to-Intervention (RTI), 6) daily morning class connection time to weave social and emotional learning with academic learning, 7) frequent physical activity 8) adequate time for play and recess, 9) opportunities for parental engagement and 10) integration into the curriculum of multi-age approaches for learning.

Class sizes start at approximately 19 students in kindergarten and will grow to approximately 25 students in the upper grades, this will allow teachers to better assess each student's needs and help develop each child's strengths.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

Thunderbird Preparatory Academy expects to raise leaders in all of its Core Knowledge Sequence e.g. Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. In addition it will help develop leaders in each child's strengths. Appendix B contains the Core Knowledge sequence for each subject and its sequence for K-8. A sample course scope is included for Language Arts grades 4 and English grade 7 from the *Core Knowledge Sequence*.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

A part of Thunderbird's mission is to cultivate a highly effective leadership environment. The Core Knowledge Sequence provides this by offering a rich tapestry in which each student can weave their unique strengths and help them become aware of others students strengths. Core Knowledge will prepare students for end of grade assessments in the READY accountability model such as Math, English Language Arts and Science. These READY topics are already a basic component of the *Core Knowledge Sequence*.

3. 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.

Teachers will be expected to master six instructional strategies for subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

In addition, grade levels will consider their scheduling options. They will be encouraged to schedule their year, week, and days according to the subjects being taught. If flexible scheduling options such as Block Scheduling, Rotational Scheduling, or Alternate Day Scheduling will best meet the students' needs, the teachers will be encouraged to try them.

The Academic Director will provide staff training and assistance in curriculum mapping, literature circles, Socratic seminars and writing workshops. Simulations will be experienced at each grade level.

The above instructional strategies will help academic achievement by providing students the chance to "live" the curriculum. Field trip "voyages" to sites supplementing the school's curriculum and focus will be taken at all grade levels. A hands-on, discovery approach will be taken in subjects wherever possible. Literature circles and guided reading will be important parts of the Language Arts curriculum, modeling strategies adult readers use in their own reading. Science at all grades will follow a lab format with students completing experiments wherever the curriculum allows. A variety of final assessments will be used to reflect student mastery. Regular classroom teachers will seek to incorporate the arts into all units of study.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Thunderbird Preparatory Academy Tentative School Calendar 2014-15

<u>New Teacher Orientation</u>	<u>August 13-15, 2014</u>
<u>Teacher Workday</u>	<u>August 18-22, 2014</u>
<u>First Day of School for Students</u>	<u>August 25, 2014</u>
<u>School Holiday</u>	<u>September 1, 2014</u>
<u>End of First Quarter</u>	<u>October 28, 2014</u>
<u>Student Vacation/Teacher Workday</u>	<u>October 31, 2014</u>
<u>School Holiday</u>	<u>November 11, 2014</u>
<u>Thanksgiving Break</u>	<u>November 26-28, 2014</u>
<u>Winter Break</u>	<u>Dec. 22-Jan. 2, 2015</u>
<u>End of Second Quarter</u>	<u>January 16, 2015</u>
<u>School Holiday</u>	<u>January 19, 2015</u>
<u>Teacher Workday</u>	<u>January 20, 2015</u>

<u>School Holiday</u>	<u>February 16, 2015</u>
<u>End of Third Quarter</u>	<u>March 27, 2015</u>
<u>Teacher Workday</u>	<u>March 30, 2015</u>
<u>Spring Break</u>	<u>April 13-17, 2015</u>
<u>School Holiday</u>	<u>May 25, 2015</u>
<u>Last Day of School for Students</u>	<u>June 9, 2015</u>
<u>Teacher Workdays</u>	<u>June 10-12, 2015</u>

The calendar helps provide a leadership environment for the Core Knowledge Sequence to aid in building upon prior knowledge. In addition leadership education requires a calendar to develop strengths both inside and outside of the classroom.

High School Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Not Applicable, TPA will be K-8.

Special Programs and “At-Risk” Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Thunderbird Preparatory Academy will utilize Response to Intervention (RTI). This approach will address behavioral and learning problems and give instruction and intervention to match student needs. It will also aid in frequently monitoring progress to assist in making decisions about changes in instruction or goals. TPA will apply child response data to important educational decisions, such as the need for remediation. See Appendix U for more details on Response to Intervention.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.

In the first year, students will be screened by a trained specialist, via a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure for both reading and literacy as a snapshot to determine surface discrepancies of fundamental content skills. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor early reading skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The DIBELS measure will continue to be administered at the end of each nine week period to only students identified as needing monitoring via the Response to Intervention (RTI) model.

(After the first year of operation DIBELS will be applied to K-3 students and other approaches will be used for assessing the individual needs of older students.)

b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Student will be screened and appropriately grouped with learners with similar ability levels. Students who enroll at Thunderbird Preparatory Academy who have either made advanced or below norm scores on the most recent test results will be automatically considered for grade appropriate content to be matched to their ability by means of standardized ability and achievement test measures. For example, K-3 students may be placed in reading, writing, and/or mathematics multi-age groupings most consistent to their ability and achievement levels in an effort to provide the most balanced and fulfilling learning experience possible.

Strategies that may be put in place to assist the ELL students are:

- Provide English language learners access to English speaking peers
 - Ensure teachers do not force production of English before students are ready
 - Utilize various sources of literature to inspire learning and literacy
 - Respect the student's primary language and culture
 - Ensure that teachers utilize a variety of student-centered methodologies with English language learners
 - Encourage the use of content-based sheltered English methodologies in the classroom
 - Utilize a balanced approach to literacy instruction
- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Thunderbird Preparatory Academy will also implement comprehensive universal screening measures to be determined during the continued planning phase. We will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets bi-weekly or monthly. See Appendix U

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Academically gifted students will experience the same innovative curriculum as the rest of the student body. However, the small class sizes will enable the regular classroom teacher, to specifically address each student's strengths and broaden the curriculum accordingly. Gifted students will be provided opportunities to reach their full potential in our challenging program.

Thunderbird Preparatory Academy recognizes that gifted students have special educational needs that require specialized programming that goes beyond that ordinarily provided by regular classroom/school programs. In response to the needs of gifted students, the School will establish and maintain a school culture that values, promotes and recognizes excellence; stimulates students to pursue higher level goals and aspirations; provides learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students. Other strategies used to enhance gifted student abilities include cross-grade or multi-age grouping, course and/or grade advancement, independent study, and seminars and tutorials.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Intellectually gifted students will be assessed throughout year and advancement may continue throughout the school year. This will depend upon the student's response to intervention. Information about gifted students by the classroom teacher will be given to the parent and stakeholders concerned. Curriculum may be further altered to match the skills and learning of the intellectually gifted students.

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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), 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 educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. 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.

All students identified under IDEA or 504 will be referred by the parent or teacher to the Academic Director. A team will be compiled of the student's teachers, parent/guardians, student, and Academic Director (IEP / 504 Team). This team will convene to discuss the educational program designed to meet the student's needs. Assessment of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. Action plans, including intervention by the school staff will be developed in cooperation with the parents.

2. 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.

Thunderbird Preparatory Academy will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets bi-weekly or monthly. See Appendix U. The IAT will include, at a minimum, parents, the regular classroom teachers, the Managing Director or the Academic Director, and a representative special education teacher.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools

Students that have a 504 will be identified. Parents will be contacted to see if they have a copy of while simultaneously contacting the school district subject to all laws for conveying such information.

- b) Record Confidentiality (on site)

All student files are confidential. Student records, including IEPs, intervention methods, evaluations, etc. will be secured in the main office of (including filed hard copies and digital copies maintained through secured computers) and only be available to members of the IEP team as identified on IEP forms and others as specified only under the Family Education Rights and Privacy Act.

- c) Record Compliance (on site)

The records of students identified as eligible for services through IDEA or 504 will follow federal mandates. These records become a part of the student's permanent file that is maintained in a highly secure and fire proof area. All records will be maintained as required under the Family Education Rights and Privacy Act (FERPA).

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided an annual meeting for the purpose of discussing possible transition services. Parents will be invited to attend the IEP meeting by the school for a student of any age with a disability if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what

accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP / 504 Team for the student will determine if services outside the school are required for a student.

Students at Thunderbird Preparatory Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions. Student who enroll at Thunderbird Preparatory Academy with a score of 3 or below on the most recent READY test will also automatically be assigned to Tier 2 interventions and monitored for additional needs. (See Appendix U)

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

If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for additional, supportive services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation.

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

The school will have appropriately trained and licensed teachers to adhere to Federal and State guidelines to make sure all of the IEP services are implemented. It will also participate in the needed compliance reporting and maintenance of data systems. Thunderbird will have a director for exceptional children that will oversee a team of IEP staff or specialists. The IEP staff will coordinate with stakeholders e.g. parents, students, teachers, administrators regarding exceptional children and ensuring requirements are communicated and met.

Exceptional children teachers have the immediate responsibility for servicing students needs in class, while still coordinating with the regular teacher to help facilitate exceptional children in activities, lessons and instruction.

Each IEP Team will include a parent, special education teacher, a classroom education teacher, an appropriate representative from the LEA and a qualified person that can analyze evaluations and to determine eligibility. Placement decisions will be reviewed annually.

Parents may examine all records of their children regarding the rights of the students and parents according to Federal and State Law. Parents can request a copy of the evaluation report and other documents used to determine eligibility and assessments.

4. Describe the proposed plan for providing related services.

IEP mandated services will be obtained by Thunderbird Preparatory Academy through qualified local providers and such mainstream services will be paid for (if any required) by Thunderbird Preparatory Academy. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, to assist the student in using his/her assistive technology devices.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Thunderbird Preparatory Academy estimates that our prospective student body will already have approximately 75% proficiency according to NC READY standards. TPA desires an 80% achievement of all state standards within two years for the overall school.

2. 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.

In addition to State and Federal mandated tests, TPA will measure students through a synthesis of data via: 1) the Gallup Student Path 2) the Measures of Academic Progress (MAP) by Northwest Evaluation Associates and Stanford 10. This data will contribute to the Balanced Scorecard to identify gaps and be able to adapt curriculum to opportunities.

3. 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.

The following is roughly adapted from the student handbook of Lake Norman Charter

Kindergarten students are required to have a grade of “Outstanding” or “Satisfactory” for the minimum requirements in language arts and mathematics established by the North Carolina Essential Standards for Kindergarten.

For grades one to five students need to receive a passing grade, “D” or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English after third grade will be retained. Students not meeting passing levels in Mathematics after fifth grade will be retained. Credit recovery options will be provided for students not meeting requirements in fifth grade mathematics.

For grades six to eight students need to receive a passing grade, “D” or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English and Mathematics after eighth grade will be retained. Credit recovery options will be provided for students not meeting requirements in sixth grade mathematics.

4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Not Applicable, TPA is K-8.

High School Graduation Requirements

Not Applicable, TPA is K-8.

Student Conduct:

Provide a brief narrative that disseminates 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.

Thunderbird Preparatory Academy has adopted a description of violations defined as Class I, II, or, III offenses as specifically detailed within the Student – Parent Handbook. SEE Appendix C. Students who exhibit any Class I offenses may receive a 1 day in-school suspension. A Class II violation will result in temporary suspension from TPA for up to 5 days. To re-enter the school, the student must show evidence that indicates that he or she is now focused on academic, motivational, and behavioral aspects of his or her life. Any student accumulating 10 days or more of out-of-school suspension or committing any Class III offenses will be expelled from the school and may not re-apply.

Day-to-day application of the discipline code will be the responsibility of the classroom teacher, the Grade Leader, and the Managing Director. Student disciplinary issues, which may be the result of an existing student condition, will be evaluated on a case-by-case basis. A procedure for appeal will be available for consideration by the Managing Director and the TPA Board. All Class III offences will be automatically appealed.

Provide a draft copy of the student handbook within the appendices (Appendix C).

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 regards 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.

IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

NOTE: THIS SECTION HAS ROUGH ADAPTIONS OF BEST PRACTICES FROM LAKE NORMAN CHARTER SCHOOL

Name of Private Nonprofit: Thunderbird Preparatory Academy, Inc.

Mailing Address: 20723 Torrence Chapel Road, Suite 202A,

City/State/Zip: Cornelius, NC 28031

Phone: (980) 219-1853

Fax: (704) 892-9877

Name of registered agent and address: Michael Babbitt 13004 Health Grove Drive Huntersville, NC 28078

FEDERAL TAX ID: Currently applying for Tax ID number

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

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

NOTE: If the non-profit organization has yet to obtain the 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.

Governance and Organizational Structure of Private Non-Profit Organization:

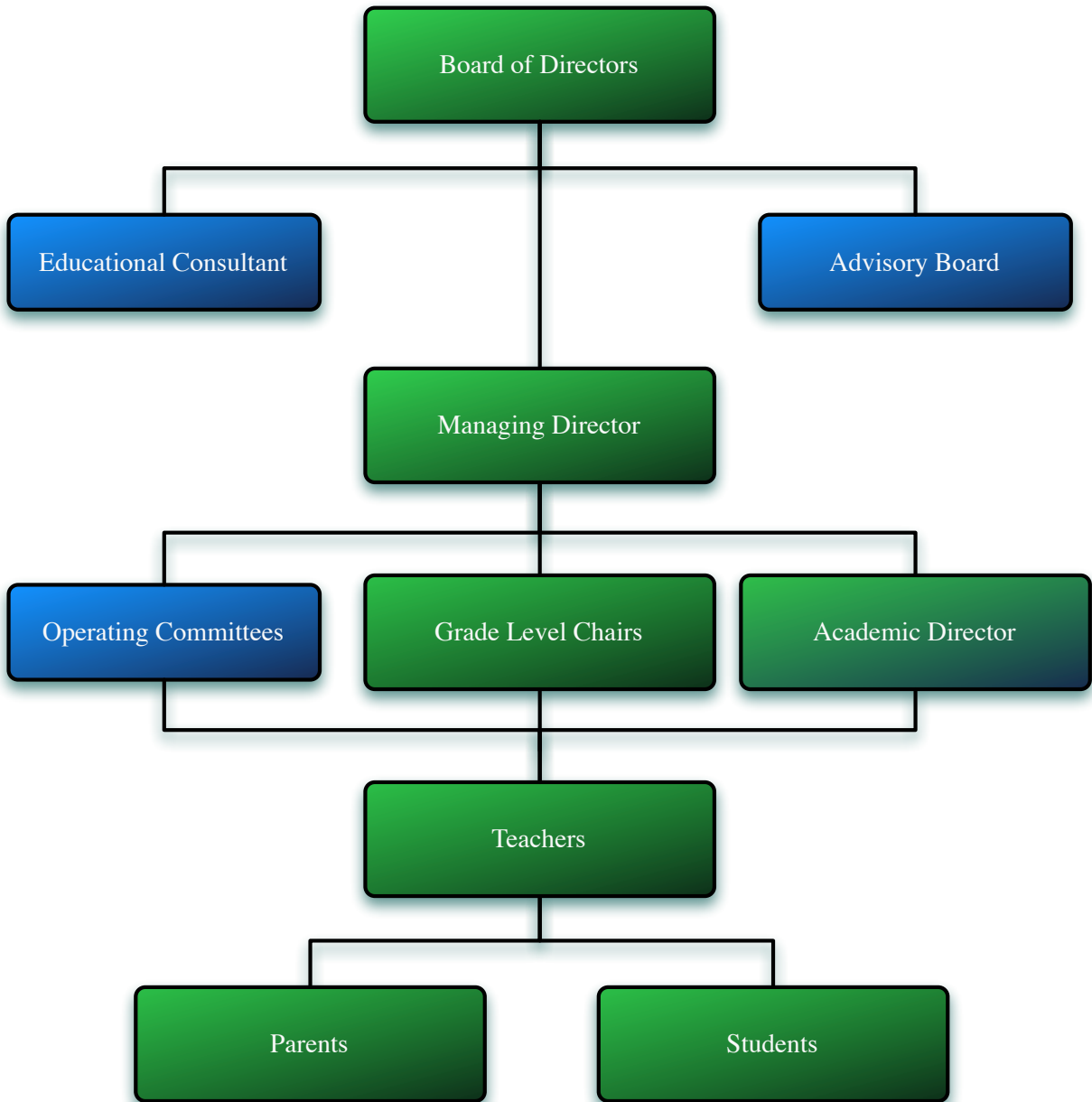
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Michael Babbitt	Chair	Mecklenburg, NC	Executive
Doug Hargett	Vice-Chair	Mecklenburg, NC	Educator
Judy Martin	Academic Chair	Mecklenburg, NC	Educator
Peter Mojica	Secretary	Mecklenburg, NC	CIO
Melissa Wise	Treasurer	Mecklenburg, NC	Accountant

1. Please provide the following in this location of the APPLICATION: (Do not include as an appendices.) A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.

Green - Direct Operational Responsibilities
Blue - Staff or Supportive Responsibilities



2. A description of 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.

The Thunderbird Preparatory Academy Board governance structure is as contained in the following graph roughly adapted from Lake Norman Charter School.

	BOARD ROLES		
BOARD RESPONSIBILITIES	POLICY FORMULATION	DECISION MAKING	OVERSIGHT
MISSION	Formulate policies regarding development, review, and approval of mission, operating plans, and budgets (Annual Operating Plan).	Approve mission and any changes. Approve the Annual Operating Plan and the supporting operating and capital budgets.	Appraise performance and appropriateness of any management corrective action taken. Ensure compliance with board policies.
LEADERSHIP	Define Managing Director accountabilities and how performance will be appraised.	Select Managing Director. Determine compensation and annual increases.	Appraise and audit operations to ensure compliance with board policies.
CONDUCT OF OPERATIONS	Formulate policies regarding personnel, facilities, maintenance, safety, financial controls, and other legal requirements.	Approve all policies formulated by management that involve legal, regulatory, or external, issues.	Appraise and audit operations to ensure compliance with board policies.
FINANCIAL STABILITY	Formulate policies regarding financial reporting and controls, control and reporting of contributions and donations, and financial auditing.	Select independent auditor, review, and approve audit report. Approve financial investments and financing choices.	Monitor and appraise revenues, expenditures, and cash position. Ensure compliance with board financial policies.
BOARD ORGANIZATION AND DEVELOPMENT	Formulate policies regarding board member selection and expectations, board member orientation, board development, board committee assignments, board planning and performance evaluation.	Approve by-laws and amendments. Select board members. Elect board officers. Approve committee appointments, board work-plan and annual board budget.	Develop a board information system to provide the information needed to carry out the board's oversight role. Appraise board performance.

The TPA Board will recruit, hire and oversee the Managing Director as lead administrator based on its by-laws in Appendix F. The Board of Directors will not be involved in the day-to-day operations of the School once the School first commences classes in its first year of operations. The School Board of Directors shall retain its Managing Director under a (3) year specific measurable performance based employment agreement (where all performance measurements shall be commensurate with a high performing school) where the Board of Directors shall conduct thorough on-going due diligence to assure a highly stable Managing Director role for the duration of such multi-year employment agreement.

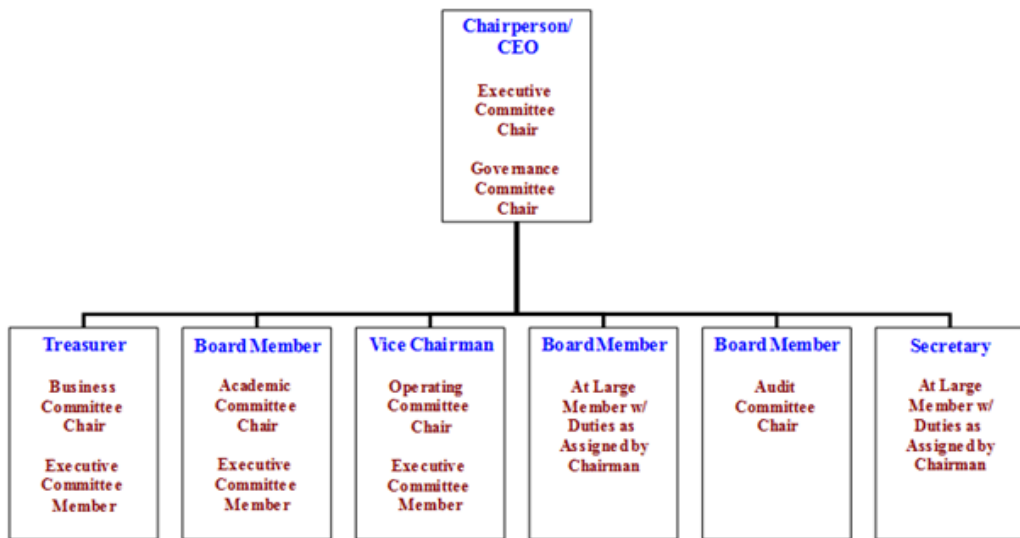
- Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The following governance best practices are roughly adapted from Lake Norman Charter School.

TPA will be governed by a Board of Directors comprised of engaged advocates for the School Mission with diverse academic, leadership and business development backgrounds. The TPA Board of Directors will be assisted by an educational consultant in establishing and maintaining an on-going development of the knowledge and skills of the Board of Directors necessary to best fill their respective roles and responsibilities to the School. The Managing Director (as TPA head of school) will be responsible for the education, personnel, evaluation and business affairs of the school as specifically delegated by the Board of Directors within the policies and procedures established by the Board of Directors, including staff hiring, student oversight, teacher development and volunteer coordination. The specific duties of the Board of Directors and the Managing Director are provided in the TPA By-Laws. The primary key to the success of the TPA Board is the focus of the Board on their three primary roles as outlined above.

The organizational relationships stated above reflect the legal authority and accountability of the TPA Board. The TPA Board is accountable to the State of North Carolina as well as the enduring success of its students. The TPA Board will anxiously work to primarily identify with and understand school needs at the student level where School management and staff needs are always supportive of enduring student success. All TPA Board members will actively participate in all board development strategies, tactics and team activities so as to best model those constructive, collaborative behaviors expected within the school. The integrity and welfare of TPA and its Mission, Vision and Strategy will be ahead of any benefit or convenience of any TPA Board member.

**Thunderbird Preparatory Academy
Board Functional Organization Chart**

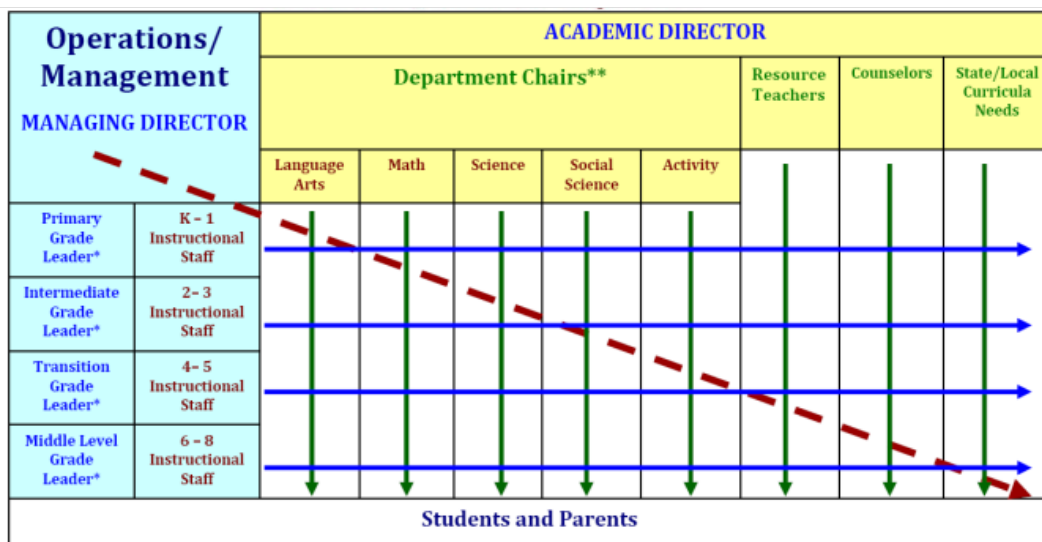


TPA Board Functional Organization Chart duties detailed above will be compressed into five (5) roles until board is formally expanded to seven (7) members.

As the school enrollment grows, the Managing Director and Academic Director roles will be supported by a Student Director and Curriculum Coach respectively. These roles together balance out the entire delivery of the School Mission so that the school can benefit from:

- 1) More ideas from more collaborative sources.
- 2) More involved and satisfied teachers/leaders in the school strategy and tactics.
- 3) Avoidance of over reliance on singular personalities and/or a detached, fragmented organization.
- 4) Functional staff engagement where the school leaders have to be more visionary and teach others what they are proposing rather than the typical top down vertical organization structure.
- 5) Flat organizations where people work best in organizations where people are the key resources.

School Operating Structure



* **Grade Leaders** represent their respective grade groups (the How and with Who – this group has the primary focus on the individual student and teacher)

** **Department Chairs** represent core curriculum throughout all grade levels (the What and Why – this group has the primary focus on pointing out the path and staying on it) assuring continuity, congruency and accountability.

Balance Scorecard will be used to monitor the performance of TPA in accordance with its mission and objectives. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. In addition MAPS, North Carolina READY Accountability and Iowa Basic will be used to monitor academic performance. These core metrics will be made available not only to the board but administrators to ensure all are working towards the same end and success of the school. The School Operating Structure illustrated above provides a much higher reliance on collaboration and leadership by TPA staff than a more traditional administrator intensive operating structure. The School Operating Structure above has been instrumental in the academic and operational success of Lake Norman Charter School from its onset.

4. 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?

The founding board for Thunderbird Preparatory Academy was formed several years ago. Three of the original five board members are still on the board. Based on the board's needs, new board members were proposed, discussed and recruited. This process took place within a month of vacancies.

5. How often will the board meet?

Thunderbird Preparatory Academy's By-Laws in Appendix F have established that the board meeting will occur monthly.

6. 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 (Board Policies Draft: Appendix H).

TPA will orient all board members on its By-Laws Appendix F and Board Policies Appendix H. In addition, board members for ongoing professional development will need to go through the Gallup Path in order to discover their own strengths and familiarize themselves with the Leadership Education of the school via Dr. Stephen R. Covey and *The Leader in Me*. See Appendix F and H for topics and requirements. The board will also need to familiarize itself with the High Bar system for board governance.

The following topics will be discussed yearly.

1. Key Board Roles (Oversight, Accountability, Metrics, Evaluation)
2. Review/Evaluate Specific Success Drivers (Mission, Vision, Strategic Goals)
3. Recruitment, Orientation and Retention of Board Members
4. Basic Public Finance Review for Board Members
5. Evaluation Criteria for Managing Director/School Administration
6. Developing Engaging Annual Board Retreats
7. Running Effective Board Meetings/Board Meeting Protocol
8. Board Self-Assessment/Evaluation Criteria
9. Review/Evaluate Special Education Overview, Plans and Success Measures
10. Review Board Committees (Work, Structure and Board Oversight)
11. Measure and Review Ongoing School Constituent Satisfaction
12. Developing Key Board Operating Processes (High Bar Orientation)
13. Review Legal Roles/Responsibilities of Board Members, By-Laws Policies
14. Review Hiring, Training, Professional Development, Employment Law
15. Review Staff Orientation, Development, Satisfaction and Retention

7. 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.

The TPA Board will adhere to the Board Code of Conduct and Conflict of Interest Policies shown in Appendix H. Any Board member that violates these policies will be removed from the Board where the overall Board is required by fiduciary duty under the By-Laws to remove any offending Board member. All TPA Board Members shall be required to submit a Board Member Compliance Letter affirming their individual compliance with the Code of Conduct and Conflict of Interest Policies prior to their becoming a Board Member as well as each year thereafter.

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

Two primary decision making concepts that the TPA board will utilize are summarized below by Eugene Smoley, Jr. and Oak Capital Group.

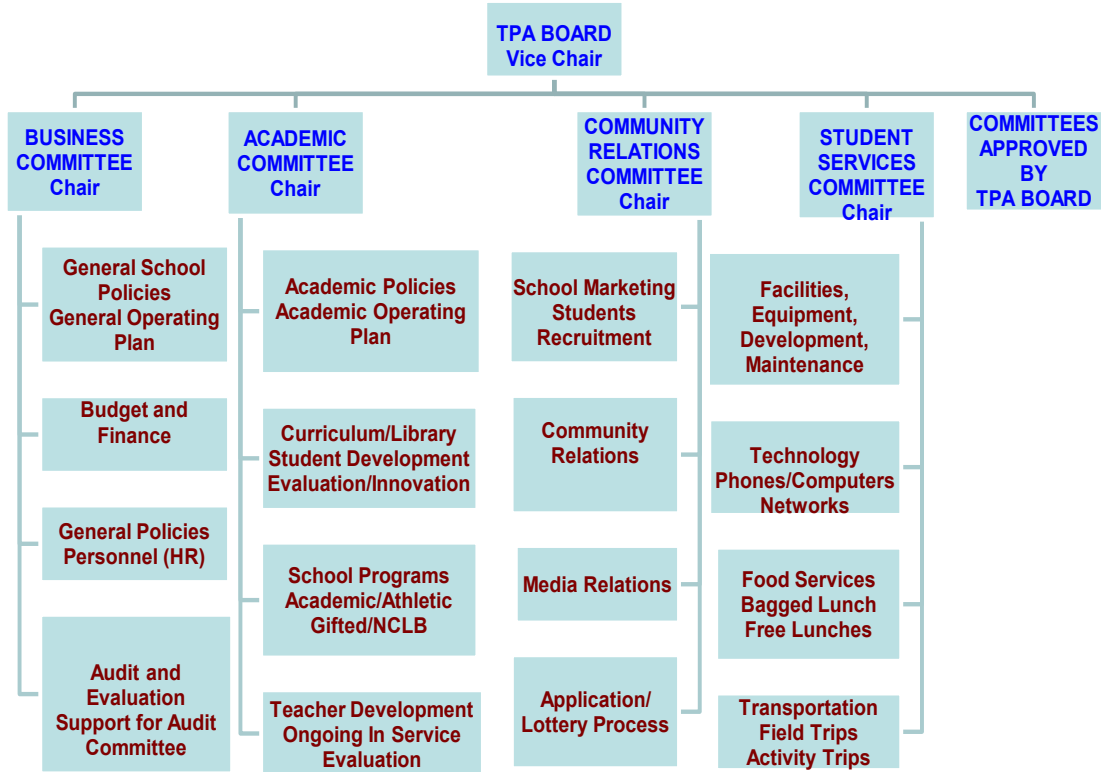
The decision making process that the TPA Board will use in developing school policies will follow the following principles (Smoley, Jr., *Effective School Boards*, 1999):

- A. The Board will access and use relevant information.** Relevant information comes from many sources, including school staff and the community. The Board will vet information to ensure it is accurate and balanced and use the information as an efficient guide for action. To be relevant, the information should also address Board concerns such as resolving immediate crises and strengthening longer-term educational results.
- B. The Board will discuss issues deliberately.** Board discussions are systematic, objective and open opportunities for Board members to collaboratively consider the information in context and give the time necessary to avoid forcing decisions prematurely. It also includes Board members being coached to put aside personal differences and hidden agendas and consider the merits of a particular situation or issue without prejudice. It presumes Board members are honest and forthright in their exchange of viewpoints.
- C. The Board considers alternative actions.** This practice shows that the Board has discussed different points of view, has heard from all sides and assessed the positive and negative consequences of various choices.
- D. The Board works toward consensus.** This step requires Board members try to find areas of commonality, tolerate differences and recognize the need for compromise in reaching agreement.

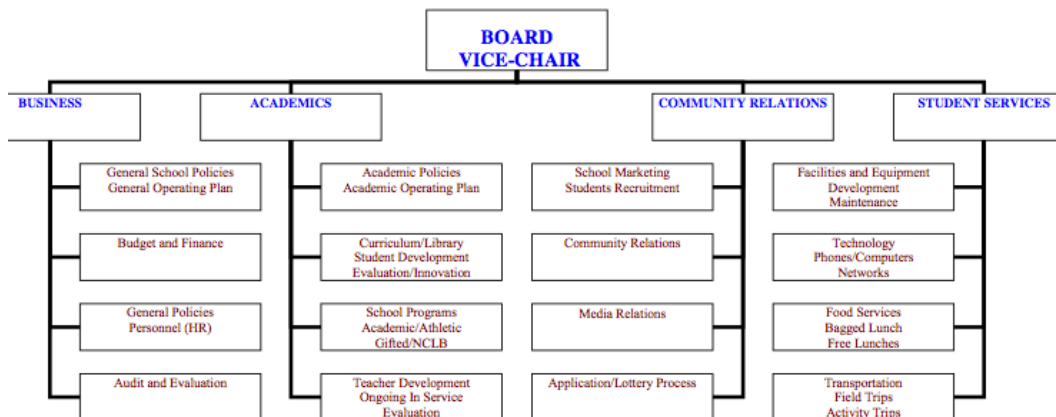
The TPA Board decision making process will be founded in best practice collaborative decision processes based on having clear Objectives, Actions, Risks and Resources. Each TPA Board decision will be based within an effective decision making framework similar to the OARR Checklist illustrated in Appendix R-2.

9. 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.

Thunderbird Preparatory Academy Operating Committee Organization/Duties



Operating Committee Organization/Duties Exhibit B



The TPA Operating Committee functions as the day-to-day collaborative body between the TPA Board and the TPA Administration. The Operating Committee facilitates the leadership development of school administrators, school staff, prospective board members and school students where practical. The Operating Committee is the primary venue where actual leadership talents, skills and knowledge is refined by each respective adult contributor in the School and otherwise modeled for School students.

The TPA administrative structure will consist of the Managing Director and Academic Director and include instructional support staff to comprise the School Leadership Team. The School Leadership Team will work in collaboration with a group of parents and community members that comprise the Operating Committee. The Operating Committee, as approved by the TPA Board, will be comprised of parents and community members that complement with the day-to-day roles of the School Leadership Team and not supplant the role of the School Leadership Team in leading the School day-to-day. The Operating Committee will collegially and constructively assist the Managing Director and his School Leadership Team, under the direction of the TPA Board Vice-Chair and the Managing Director in fulfilling the Mission, Vision and Strategy of TPA. The collaborative efforts of the School Leadership Team and the Operating Committee will be regularly facilitated each month via the monthly Operating Committee meeting to further develop and enhance the school learning environment and curriculum to further stimulate and motivate all TPA students and teachers to reach excellence. The School Leadership Team will take the lead role in all Operating Committee functions required by the TPA Charter and/or state law where all non-School Leadership Team members on the Operating Committee shall function in supporting roles wherever deemed appropriate by the Managing Director and the TPA Board Vice-Chair. The combined Operating Committee and School Leadership Team's topics of focus will include the following areas:

- curriculum development
- selection and organization of materials
- implementation of research-based instructional strategies
- horizontal and vertical articulation of curriculum and instruction
- data analysis for student and school improvement
- staff development
- mentoring, coaching of teaching staff
- media services coordination
- special education services coordination
- parental involvement
- technology integration
- service learning
- character education
- guidance services for students
- testing coordinator
- student assessment coordination
- scheduling

See TPA By-Laws and By-Law Exhibits in Appendix F. The Operating Committee concepts variously adapted from Lake Norman Charter School and Wells Fargo Corporation.

**Governance and Organizational Structure of Private Non-Profit Organization
(continued)**

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. 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 (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark “Not Applicable” and follow the direction #3 in the Application Specifications.

Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications.*

Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

The following is adapted from York Preparatory Academy

Include the following information for the proposed charter school:

1. Explain the board’s strategy for recruiting and retaining high-performing teachers.

The Board will utilize the Gallup Path for recruiting and retaining high-performing teachers. High teacher professional development is a primary driver of the academic success model. The Gallup Path is the research based sequence of identifying, developing and reinforcing the talents (strengths) of all individuals within in an organization. The Gallup Path is primarily sequenced as follows:

- Strength Identification (Teachers and Administrators)
- Best Fit (Teachers and Administrators)
- Great Administrators
- Engaged Teachers
- Engaged Students
- Sustainable Teacher/Student Growth
- Measurable Outcomes
- Value to the Community

The ultimate core outcome of any successful, enduring organization is the active engagement of all its constituents, particularly its staff. Active engagement is the core objective of all Gallup talent development processes. will actively seek to practically apply all Gallup engagement processes within its professional development of all administrators, teachers and other staff.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

All charter school employees will be hired by the Managing Director under the direct approval/oversight of the Board as required by North Carolina law. All charter school employees will generally be at-will employees except where certain core administrators shall be retained under an employment agreement.

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

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. The TPA Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions where TPA will be an at-will be an equal opportunity employer. The TPA Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All TPA job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications.

Each TPA job applicant will provide an application form, North Carolina teaching credential, and three professional references. The TPA Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The TPA Board also reserves the right to conduct background checks on all employees or any individuals that have any contact with students. TPA will be a drug free

workplace and in accordance will require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set forth by the TPA Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director. All hiring interviews will be initially conducted by the Managing Director in order to provide recommendations for hiring to the TPA Board. The Managing Director will finalize recommendations for employment of the faculty and staff with all final hiring decisions made by the TPA Board. The TPA Board will have the final approval in any personnel decisions.

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

TPA anticipates employment salary ranges of \$32,000 to \$50,000 for teachers, \$30,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. TPA will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School retirement fund matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

5. Provide the procedures for employee grievance and/or termination.

The following is from Appendix L Employee Handbook for employee grievance.

Procedure

1. An aggrieved employee should first take the matter up orally with the Managing Director within three hundred days after the occurrence or the employee's knowledge of the event giving rise to the grievance. Whenever possible, the grievance should be resolved at this level through informal discussions. The Managing Director will give his or her oral decision to the aggrieved employee within ten days of receiving the grievance.
2. If the grievance is not settled as provided for in "A" above, the employee may, within ten working days of receiving the Managing Director's decision, present his/her grievance orally to the Board. Whenever possible, the grievance should be resolved at this level through informal discussions. The Board will give its oral decision to the aggrieved employee within ten days of receiving the grievance.
3. If the grievance is not settled as provided for above, the employee may within ten working days of receiving the Board's decision, present his/her grievance in writing to the Board, explicitly stating the facts, the relief sought, and requesting an opportunity to present his/her case in person, and conduct whatever investigations necessary to aid in resolving the grievance. The Board will make a decision in the matter and advise the employee of such, in writing, within fifteen (15) working days after receiving the written grievance.
4. At each step of the grievance process, if the aggrieved employee does not take his or her grievance forward in the time frame designated, the grievance is considered resolved. At each step of the grievance process, if the aggrieved employee does not

receive a response in the time frame designated, the grievance be considered denied and the aggrieved employee may proceed to the next step.

Arbitration

In the event a grievance cannot be settled under the procedure outlined above, the employee or the school has the right to take the matter to arbitration. Arbitration proceedings must be initiated by filing a written request for arbitration with the other party within ten days after the Board's final decision.

Termination

TPA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of TPA are at-will employees and can be terminated at any time, without resorting to any type of discipline. TPA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

The TPA Board is not aware of any dual responsibilities at TPA.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.
 - i. TPA will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. TPA will staff needed certified EC teachers to facilitate the needs of students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process. These teachers will assist in the development, planning, and screening of EC students or prospective EC students. All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to either the Managing Director or Academic Director. A team composed of the student's teachers, parent/guardians, student, and Managing Director or Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual student's needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff, will be developed in cooperation with the parents. The team will determine if the student needs to attend mandatory after-school tutoring to remediate the problem, and/or if the student requires the services available under section 504 or IDEA.
 - ii. As identified by the legislation, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of

transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP/ 504 Team for the student will determine if services outside the school are required for a student.

iii. If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for the services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation. Such services will be obtained by TPA through qualified local providers and such mainstream services will be paid for (if any) by TPA. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, to assist the student in using his/her assistive technology devices. The records of students identified as eligible for services through IDEA or 504 follow federal mandates. These records become a part of the student's permanent file that is maintained in a highly secure and fire proof area.

TPA will provide adequate staffing to fulfill the above special needs students. ELL and gifted students will also have adequate staffing respectively based on federal and state mandates for those students.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Classroom and elective teachers need valid North Carolina teaching credentials, nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials.

Staff Evaluation and Professional Development

- 1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.**

The Managing Director and Academic Director both need to be involved with teacher licensure to ensure checks and balances. Professional development oversight will also include the Managing Director and Academic Director to approve scheduling and the development path.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.**

TPA shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). Thunderbird Preparatory Academy will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. TPA will evaluate teachers by regular classroom visitations. Master Teachers will be paired with newer teachers to help in mentoring and guidance.

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. TPA will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at Thunderbird Preparatory Academy. TPA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. Individuals designated by the TPA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

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

The core components of professional development are extensive strength based Gallup seminars to identify teacher strengths. These trainings will be conducted both internally and externally by experts.

The Gallup Student Poll supplies teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire. Research by The Gallup Organization shows that hope, engagement, and well-being are positioned as actionable targets and indicators of student success, with associated impacts on student grades, achievement scores, retention, and future employment.

The Gallup Student StrengthsFinder Assessment is based on the premise that individual student success is the core of any great school. The Gallup strengths-based approach to student development helps educators, leaders, adults, and students understand the unique talents of every child. Rooted in the science of Positive Psychology, strengths-based student development begins with the assumption that every child is talented in his or her own special way. The Gallup Path enables students to develop these natural patterns of thought, feeling, and behavior - their talents - through the StrengthsExplorer and StrengthsQuest tools. Students are given a report of their top themes of talent along with action items to help build their talents into true strengths.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide TPA teachers and parents the information needed to improve teaching and learning. TPA teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, TPA MAP test results will enable the teachers to make student-focused, data-driven decisions.

Teacher's will also be made familiar with Covey Leadership principles to help turn Teacher's strengths into skills. There will also be ongoing three hour collaborative planning sessions usually on Mondays with other Teachers each week.

- 4. Provide a schedule and explanation of professional development that will take place prior to 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.**

There will be a teacher orientation before the beginning of the school year to train teachers in the Mission, Goals and Leadership Culture of the school. They will go through Gallup Path and be taught the Leadership Principles by Covey. Teachers will be required to follow the core curriculum (Core Knowledge Series); however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

- 5. 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.**

Teachers will receive Professional Development at the beginning of the year for three days. In addition they will receive 3 Hours every week to collaborate with colleagues regarding Gallup, Covey's Leadership Skills and Core Knowledge. These best practices will ensure TPA will accomplish its mission through its teachers.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

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 reflects 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-238.29F(g)(5)).

TPA has already begun its marketing plan for its demographic. This marketing plan includes several components that will reach the largest audience possible for the amount of resources it has. This strategy includes Facebook, Websites, Newspaper Advertisements, Public Community Meetings and Word of Mouth referrals. Please see Appendix A for some examples of TPA's marketing materials.

Parent and Community Involvement

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

Parent, community, and educator involvement will be an essential component of the school. As the influence of the home directly impacts the student's well-being and academic motivation, TPA will strive to facilitate, encourage and compliment a high standard of volunteer parental involvement. TPA will plan explicit fundamental strategies to actively engage families, community members, and educators from the onset of conditional charter by the North Carolina State Board of Education including:

1. TPA will continue to recruit interested students via its website, Facebook presence and public advertisements. All parents of interested students will receive periodic mailings to keep all informed of the progress of TPA through its lottery process, administrator/teacher hiring process and facility announcements.
2. TPA will sponsor various public "charter approval" events that celebrate the approval milestone. Charter approval events may include an outdoor ice cream social, community gatherings, prominent speaker appearance, or any other low cost, high contact events that raise the profile of TPA.

2. 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.

TPA will plan specific strategies (based on TPA leadership principles described in this charter application) with its Operating Committee to actively engage families, community members, and educators. A key principle of developing collaborative organizations is the manner in which people can provide meaningful contributions to the overall organization. Parental, student and staff engagement grows in direct proportion to how effectively they are allowed to contribute. While there are various proven strategies, activities and processes that can be listed here to describe the "what" of engagement, the crucial process revolves around the "how". For the sake of a concise response and in keeping with the importance of spontaneous collaboration that can take various paths from Operating Committee input, the TPA Board will work with the School Leadership Team and the Operating Committee to develop overall parental support guidelines, which will include the following:

1. All parents will be essential participants in the growth, accountability, and overall success of their children and will therefore be strongly encouraged to contribute volunteer hours along with staff and community members during both regular operational hours as well as special events.

2. Constructive parental concerns and recommendations will be encouraged for the improvement of TPA.
3. Mandatory parent-teacher conferences will include students and will occur on a regular basis. Teachers will be flexible to allow conferences to be held at times and dates convenient for parents. Parents will receive an accurate picture of their child's progress and have a constructive venue to regularly provide their context and input for the overall success of their child. Together, parents, teachers, and students will establish learning goals that help the student achieve at the highest levels. Collaborative goal setting will develop a true partnership and sense of ownership for success.

Admissions Policy

Roughly Adapted from Lake Norman Charter School

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

1. Tentative dates for application period; enrollment deadlines and procedures.

TPA will begin advertising for student enrollment application on October 15, 2013 and each October 15 thereafter. The enrollment deadline for TPA will be February 15, 2013 and each February thereafter. All enrollment applications may be submitted either paper application (blank forms will be made available at Mecklenburg County public facilities) or by website electronic enrollment. All student enrollment applications will be received and processed by the Managing Director of TPA. Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

If the number of applicants exceeds the capacity of a program, class, grade level or building, a lottery process will be used to determine enrollment. The lottery will be held no later than March 15 prior to the beginning of the school year.

- The names of each applicant will be placed on an index card.
- Each name on the index card will be verified against the application for accuracy.
- The individual index card will be placed in a box.
- All index cards placed in the box will be shuffled.
- An individual with no professional or business relationship to Thunderbird Preparatory Academy will randomly select index cards from the box.
- The name of the student will be announced and assigned a lottery number. This number will be recorded on the index card and the application. This information will also be recorded on a ledger.
- This process will continue until all index cards have been drawn and recorded.
- The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.
- The remaining names will be placed on a waiting list in their lottery order number.
- The above lottery process will be repeated for all grade levels.

- Class rosters for each grade level will not be finalized until the lottery process for K thru 8 grades is complete.

If feasible, after the first year of operations, the lottery will be conducted via an auditable, statistically valid computer program. (Feasibility will be determined by the board on the basis of technical merit of the proposed lottery system and acceptability to the TPA community.)

TPA will give priority enrollment to existing students (after year one), any or all siblings of a pupil already admitted, students of a charter school administrator, teacher or teacher assistant as provided by North Carolina law, and children of a founding board member (first year) as permitted by North Carolina state law. An enrollment spreadsheet will organize all students and siblings assuring a transparent and documented enrollment process to ensure fair and legal entrance to TPA.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

TPA will maintain a student wait list for all students not immediately chosen in the lottery process above. Such wait list shall be maintained for the duration of the TPA school year based on TPA admission policies.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, TPA will transfer the student's records, otherwise TPA will wait until a request for records is received. Any transfers into TPA shall be subject to TPA enrollment policies, enrollment application process, enrollment lottery and North Carolina law governing inbound transfer students. If a student fails to show during the first 10 days of school, TPA will make every effort to contact the parent/guardian to determine if the student is attending a different school. If during the 10 day period a request for records transfer is received, TPA will try to contact the parent/guardian to confirm the request before transferring the student's records.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

TPA will hold orientation meetings for all prospective TPA parents and students so as to establish clear expectations and objectives within the TPA charter.

5. Clear policies and procedures for student withdrawals and transfers.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, TPA will transfer the student's records, otherwise TPA will wait until a request for records is received. Any transfers into TPA shall be subject to TPA enrollment policies, enrollment application process, enrollment lottery outcomes, TPA student enrollment wait list totals and North Carolina law governing inbound transfer students. If a student fails to show during the first 10 days of school, TPA will make every effort to contact the parent/guardian to determine if the student is attending a different school. If during the 10 day period a request for records transfer is received, TPA will try to contact the parent/guardian to confirm the request before transferring the student's records.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME
 LEA #1 Mecklenburg (100%)
 LEA #2 NA
 LEA #3 NA

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3	LEA 1	L E A 2	LE A3	LEA 1	LE A2	LE A3	LEA 1	LE A 2	LE A 3
K	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA
1 st	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA
2 nd	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA
3 rd	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA	96	NA	NA
4 th	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA
5 th	NA	NA	NA	108	NA	NA	108	NA	NA	108	NA	NA	108	NA	NA
6 th	NA	NA	NA	NA	NA	NA	108	NA	NA	108	NA	NA	108	NA	NA
7 th	NA	NA	NA	NA	NA	NA	108	NA	NA	108	NA	NA	108	NA	NA
8 th	NA	NA	NA	NA	NA	NA	108	NA	NA	108	NA	NA	108	NA	NA
9 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
10 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
11 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
12 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
	488			596			920			920			920		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

TPA does not anticipate providing route school bus transportation. TPA transportation practices will materially mirror those of surrounding north Mecklenburg charter schools (Community School of Davidson and Lake Norman Charter School). TPA will actively advertise to parents in the TPA enrollment process that TPA will facilitate transportation for students not otherwise able to attend TPA. Families will provide their own carpool transportation. TPA will provide a carpool assistance committee, helping parents arrange carpools to ease transportation needs. Extenuating circumstances preventing carpool transportation will be addressed by the Managing Director and presented to the Board of Directors for their approval. The TPA proposed budget includes contingency funds to assure student transportation arrangements are possible in extraordinary situations as approved by the Board of Directors and according to North Carolina state law. *Transportation shall not be an obstacle to any child attending this school.*

School Lunch Plan:

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.

The TPA lunch program will be created and operated under the auspices of the TPA Operating Committee staffed by parent volunteers. TPA will not have a cafeteria. Each TPA student will bring their own healthy lunch (snack where appropriate) from home. Lunch at TPA will be eaten “picnic style” in school classrooms. Parent volunteers will watch classes at student lunch periods and during student recess after lunch. Students in grade levels K-2 will also have a morning snack break.

Lunch will be offered every full school day at the school by school approved outside vendors and must be pre-ordered via parent/teacher orders. Outside lunch vendors will be identified, screened and managed by a designated member of the Operating Committee. Children in economic need will have a lunch provided by the school by the same outside vendor lunch order process described above. TPA has budgeted \$36,000 in its first operational year for lunches for students in economic need.

Civil Liability and Insurance (GS 115C-238.29F(c)):

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

1. Errors and omissions: One million dollars (\$1,000,000) per claim;
2. General liability: One million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: Replacement cost of the building;
4. Real and personal property: Appraised value of the building and contents;
5. Fidelity bonds: No less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: One million dollars (\$1,000,000) per occurrence; and
7. Workers’ compensation: As specified by Chapter 97 of the General Statutes.

THUNDERBIRD PREPARATORY ACADEMY(TPA)

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	2,000,000		4247.00
Officers and Directors/Errors and Omissions	1,000,000		5000.00
Property Insurance	4,000,000		10,772.00
Motor Vehicle Liability	1,000,000		852.00
Bonding Minimum/Maximum Amount	1,000,000	250,000	2070.00
Other	500,000		41,297.00
Total Cost			64,238.00

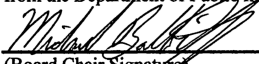
*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at (Charter School Name) 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.


2-27-13

 (Board Chair Signature) (Date)

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.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The TPA Board has developed the following Building Timeline to summarize all key facility planning and acquisition milestones. The TPA Building Timeline provides a key action item list for facility planning typically used by commercial organizations in their facility development and acquisition process. Each action item below will include the entire TPA Board in an oversight role where only one Board member will lead the actual day-to-day facility acquisition roles for the benefit of the entire board.

Thunderbird Preparatory Academy Building Timeline	May '13	June '13	July '13	Aug '13	Oct '13	Feb '14	Mar '14	July '14	Aug '14
Facility Financing Options	O								
Land/Lease Due-Diligence	O								
Land/Use Plan Design			O						
Land/Lease Contract			O						
Land Purchase			O						
Community Announcement/PR			O						
Building Site Prep						O			
Building Design				O					
Building Permitting					O				
Building Construction Start							O		
Certificate of Occupancy								O	
School Opening									O

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 TPA Board will develop various facility possibilities that are mutually exclusive wherever possible. The TPA Board anticipates as many as three viable options can be fully developed based on preliminary due-diligence already completed by the TPA Board. Overall TPA facility plan may be finalized as early as June 2013 but not later than July 2013. The TPA Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2014-15

See Charter School Dollars per ADM on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/bs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.
- For local funding amounts, applicants will need to contact their local offices or LEA.

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

LEA #1 (Mecklenburg - LEA 600)			
Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	4,438.40	488	2,165,939
Local Funds	2,493.60	488	1,216,879
Federal EC Funds	3,743.48	39	146,145
Totals			3,528,961

LEA #2 (N/A)			
Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	N/A	N/A	N/A
Local Funds	N/A	N/A	N/A
Federal EC Funds	N/A	N/A	N/A
Totals			N/A

T H U N D E R B I R D P R E P A R A T O R Y A C A D E M Y (T P A)

Total Budget: Revenue Projections 2014-15 through 2018-2019

Thunderbird Prep - Budget Constant Dollars		<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
	CR Size	ADM	ADM	ADM	ADM	ADM
Kindergarten	20	100	100	100	100	100
First Grade	24	96	96	96	96	96
Second Grade	24	96	96	96	96	96
Third Grade	24	96	96	96	96	96
Fourth Grade	25	100	100	100	100	100
Fifth Grade			108	108	108	108
Sixth Grade				108	108	108
Seventh Grade				108	108	108
Eight Grade				108	108	108
Ninth Grade					108	108
Tenth Grade						-
Eleventh Grade						-
Twelfth Grade						-
Number of Students - Total		488	596	920	920	920
State ADM Funds		\$4,438.40	\$4,438.40	\$4,438.40	\$4,438.40	\$4,438.40
Local Per Pupil Funds		\$2,493.60	\$2,493.60	\$2,493.60	\$2,493.60	\$2,493.60
Exceptional Children		\$3,743.48	\$3,743.48	\$3,743.48	\$3,743.48	\$3,743.48
State ADM Funds		\$2,165,939.20	\$2,645,286.40	\$4,083,328.00	\$4,083,328.00	\$4,083,328.00
Local Per Pupil Funds		\$1,216,876.80	\$1,486,185.60	\$2,294,112.00	\$2,294,112.00	\$2,294,112.00
Exceptional Children	8.0%	<u>\$146,145.46</u>	<u>\$178,489.13</u>	<u>\$275,520.13</u>	<u>\$275,520.13</u>	<u>\$275,520.13</u>
Total Income		<u>3,528,961.46</u>	<u>4,309,961.13</u>	<u>6,652,960.13</u>	<u>6,652,960.13</u>	<u>6,652,960.13</u>
		7,231	7,231	7,231	7,231	7,231
Working Capital Cash on Hand		\$336,201.46	\$578,398.09	\$950,976.84	\$1,301,155.59	\$1,611,864.35

THUNDERBIRD PREPARATORY ACADEMY (TPA)

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

Expenses:									
Administrator	1	98,000	98,000	98,000	98,000	98,000	98,000	98,000	98,000
Assistant Administrator(s)	1	65,000	65,000	120,000	120,000	120,000	120,000	120,000	120,000
Finance	1	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000
Office Manager	1	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Core Teachers	21	36,000.00	756,000	900,000	1,332,000	1,332,000	1,332,000	1,332,000	1,332,000
Electives/Specialty Teachers	4	40,000.00	160,000	360,000	520,000	560,000	560,000	560,000	560,000
EC Teachers	3	42,000.00	126,000	168,000	252,000	294,000	336,000	336,000	336,000
Librarian(s)	1	32,000	32,000	32,000	85,000	85,000	85,000	85,000	85,000
Guidance				35,000	70,000	70,000	70,000	70,000	70,000
Teacher Assistants	5	20,000.00	100,000	68,000	68,000	86,000	86,000	86,000	86,000
Contracted Personnel (Psych, Speech) 2			80,000	100,000	140,000	140,000	140,000	140,000	140,000
Custodian	1	30,000	30,000	30,000	50,000	50,000	50,000	50,000	50,000
Maintenance	1	35,000	35,000	35,000	60,000	60,000	60,000	60,000	60,000
Food Service Staff	1	10,000	10,000	10,000	25,000	25,000	25,000	25,000	25,000
Bus Driver	1	23,000	23,000	23,000	50,000	50,000	50,000	50,000	50,000
Staff Supplements/Stipends		18,000	18,000	23,000	23,000	23,000	23,000	23,000	23,000
Professional Development		100,000	120,000	120,000	160,000	160,000	160,000	160,000	160,000
Other									
Total Personnel	42	1,763,000	2,197,000	3,183,000	3,283,000	3,283,000	3,350,000	3,350,000	3,350,000

T H U N D E R B I R D P R E P A R A T O R Y A C A D E M Y (T P A)

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Operating Expenses					
Employee Benefits					
Health Insurance	163,800	191,100	265,200	273,000	276,900
Retirement Plan	-	-	-	-	-
Life Insurance	-	-	-	-	-
Disability	-	-	-	-	-
Medicare	16,830	20,970	30,430	31,430	32,100
Social Security	16,830	20,970	30,430	31,430	32,100
Other Payroll Burden	168,300	209,700	304,300	314,300	321,000
Books and Supplies					
Instructional Materials	18,000	21,984	33,934	33,934	33,934
Curriculum/Textbooks	80,000	40,000	40,000	50,000	50,000
Copy Paper	36,000	43,967	67,869	67,869	67,869
School Supplies	18,000	21,984	33,934	33,934	33,934
Testing Supplies	25,000	30,000	47,131	47,131	47,131
Other Classroom Supplies	18,000	21,984	33,934	33,934	33,934
Technology					
Hardware	20,000	10,000	80,000	20,000	20,000
Instructional Software	18,000	5,000	35,000	10,000	10,000
Network/Internet	18,000	18,000	18,000	18,000	18,000
Office Software	6,000	6,000	6,000	6,000	6,000
Other Technology	12,000	12,000	12,000	12,000	12,000
Human Resources					
Legal Counsel	10,000	25,000	40,000	40,000	40,000
Power/School	45,000	45,000	45,000	45,000	45,000
Personnel Software	12,000	15,000	18,000	18,000	18,000
Rents and Debt Service					
Facility Lease/Mortgage	480,000	600,000	1,200,000	1,200,000	1,200,000
Equipment Rent	13,000	15,877	24,508	24,508	24,508
Maintenance	26,000	31,754	49,016	49,016	49,016
Security/Alarm	16,000	16,000	16,000	16,000	16,000
Extermination	6,000	6,000	8,000	8,000	8,000
Custodial Supplies	24,000	29,311	45,246	45,246	45,246
Utilities					
Phone	4,000	4,000	5,000	5,000	5,000
Energy (Gas)	18,000	18,000	22,000	22,000	22,000
Electric	24,000	24,000	30,000	30,000	30,000
Water/Sewer/Trash	12,000	12,000	15,000	15,000	15,000
Other					

THUNDERBIRD PREPARATORY ACADEMY (TPA)

Insurance	28,000	28,000	36,000	36,000
Marketing Plan	10,000	10,000	10,000	10,000
Transportation Plan	24,000	24,000	48,000	48,000
Food Plan	36,000	43,967	67,869	67,869
Travel Expense	7,000	7,000	7,000	7,000

Total Support Expenses	1,429,760	1,628,568	2,724,803	2,669,603	2,681,543
Total Expenses	3,192,760	3,825,568	5,907,803	5,952,603	6,031,543
Net Surplus (Deficit) From Operations	336,201	484,393	745,158	700,358	621,418

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	1,763,000	2,197,000	3,183,000	3,283,000	3,350,000
TOTAL EXPENDITURE (OPERATIONS)	1,429,760	1,628,568	2,724,803	2,669,603	2,681,543
TOTAL EXPENDITURES	3,192,760	3,825,568	5,907,803	5,952,603	6,031,543
TOTAL REVENUE	3,528,961	4,309,961	6,652,960	6,652,960	6,652,960
ANNUAL NET PROJECTIONS	336,201	484,393	745,158	700,358	621,418

T H U N D E R B I R D P R E P A R A T O R Y A C A D E M Y (T P A)

Budget Narrative: (No more than one and a half pages) Best Practices Budget Process Adapted From Lake Norman Charter School and York Preparatory Academy

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

TPA budget criteria include: 1) classroom sizes smaller than or approximating Mecklenburg County LEA, 2) master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement, 3) efficient use of technology/curriculum resources, and 4) budget surplus or contingency always approximates 9-10% annually. The budget surplus serves as a contingency for negative variances in enrollment, exceptional children needs, transportation needs and/or any other school events reasonably beyond normal budgeted programs.

The contingency funds stated above may also be needed to augment contract education services which may consist of “possible [education] services include[ing] speech, assistive technology, transition services, mental health, and vocational rehabilitation” as stated in the Exceptional Children Educational Programming Section Paragraph 2, above.

TPA has reviewed various charter school start-up cost scenarios within several financially stable charter schools. Those costs have been contemplated and are included in the budget above. The Static Break-Even Analysis calculated below would be a starting point for any “right sizing” of the overall TPA operations in the event of any extraordinary negative enrollment variances. Any viable “right sizing” analysis is always based more on real time Dynamic Break-Even calculations which take into consideration real revenue components tied to specific costs (actual classroom enrollment relative to teaching staff needed to viably serve those students at that enrollment level).

Annual Revenues Required for Static Break-Even on a Cash Flow Basis:				
Total Fixed Expenses	1,194,738		BE Revenues	
Contribution Margin	66%	=	\$1,798,762	= 249 Students

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

The Board of Directors of TPA will explore and implement the best options for managing the business affairs of TPA. At a minimum, the TPA Board will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively “Business Affairs”) as lead by the Board Treasurer and the outside advice of the prospective TPA

THUNDERBIRD PREPARATORY ACADEMY (TPA)

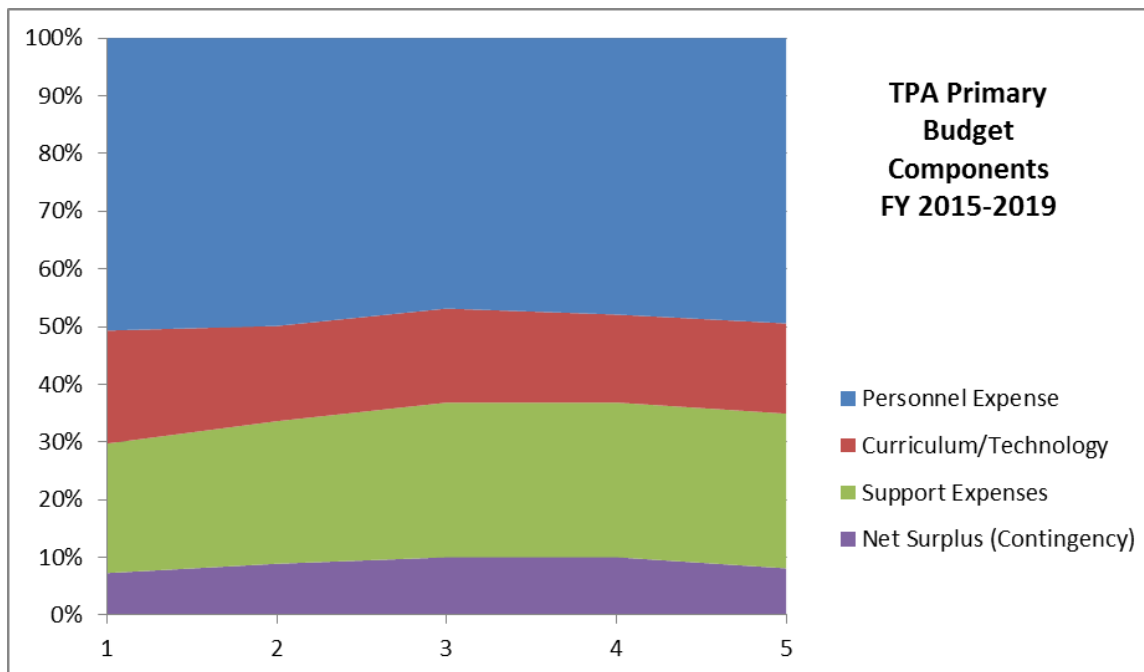
auditor until they formally become the auditor of TPA. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the TPA Board in its monthly board meetings. All subsequent development and implementation of TPA Business Affairs policies and procedures will be carried out by the onsite Financial Officer of TPA retained by the TPA Board. The TPA Board reserves the right to further research and explore all options for fulfilling TPA Business Affairs on a best long term value basis. All Business Affairs options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for TPA. All TPA financial and related Business Affairs activities will be done via the NC mandated ISIS financial system.

In accordance with North Carolina General Statutes, TPA will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The sole mission of TPA is to cultivate a leadership environment that embraces, enriches and engages children's strengths, one child at a time. The leadership emphasis requires a strong institutional focus of high efficiency, collaborative teaching. The limited financial resources available to TPA, compared to the surrounding traditional LEA's, creates the very impetus for learning to be well thought and efficiently delivered. The primary TPA budget expenditures are graphed above in four broad components. The key activity of any school is its teaching process as driven by classroom teachers, specialized teachers and school administrators. The above graph illustrates school personnel (teachers) as the primary school expenditure ranging from 60 – 62% of all TPA expenditures. The Text and Technology as well as Support Costs (All fixed costs necessary to facilitating the teaching process) are complimentary expenditures that facilitate the teacher driven process yet can rarely supplant the actual classroom teacher experience. Great classroom teachers are the primary success driver of TPA and its finances. The Budget Surplus (Contingency) provides a steady 9 – 10% cash reserve against reasonable negative operational variances. The TPA Board has structured the TPA budget for TPA to be able to fundamentally function on a "classic boot-strap basis" similar to any other well planned start-up enterprise. As illustrated in the above TPA budget, TPA has based its financial model on principles of financial self-reliance as much as practically possible for a start-up organization. Outside financing needed by TPA will be primarily needed for facility acquisition.

THUNDERBIRD PREPARATORY ACADEMY (TPA)



4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.

TPA only needs credit in the form of a lease or purchase of its school facilities. Any other TPA funding needs will be driven by absolute school need versus want so as to assure the best economic outcome for TPA.

5. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school’s break-even student enrollment figure for each of the first five years?

Any TPA financial or operational contingency events (including any negative enrollment variances) will trigger a Dynamic Break-Even Analysis as discussed in the Budget Narrative Paragraph 1 above. Actual “right size” decisions by the TPA Board in such a situation will be based on objective, constructive financial analysis that determines what is best for the overall school without any bias for TPA personnel, student or Board personal preferences. Actual Static Break-Even student enrollment figures for FY 2014 through FY 2018 are 249, 318, 502, 502 and 502 respectively.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

TPA will immediately establish and maintain its 9 – 10% Operating Surplus (Contingency Reserve) as discussed and illustrated above from all funds received by TPA.

T H U N D E R B I R D P R E P A R A T O R Y A C A D E M Y (T P A)

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Board of Directors of TPA will engage an independent auditor to conduct the annual audit of the school's finances, practices, and records. The board will select a licensed North Carolina CPA, authorized by the Local Government Commission (LGC), to conduct financial audits for charter schools. The audit will verify the accuracy of the school's financial reporting throughout the year, attendance and enrollment, accounting practices and financial statements. The audit will also review the school's internal protocol. The TPA Board of Directors fully recognize that the purpose of the audit is to have an independent test of its financial and legal stewardship and otherwise demonstrate compliance with state law for a nonprofit corporation. The audit will be conducted in a timely manner as required by the LGC. TPA anticipates utilizing Potter & Company (contact information below) for its annual audit due to their extensive experience in advising and auditing North Carolina charter schools.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Name: Potter & Company, P.A.

Address: 434 Copperfield Boulevard NE, Suite A Concord, NC 28025

Phone Number: 704.786.8189

Fax Number: 704.786.4447

VII. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of Thunderbird Preparatory Academy Inc. 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.

Print/Type Name: Michael Babbitt

Board Position: Chair

Signature:  Date: 2/27/2013

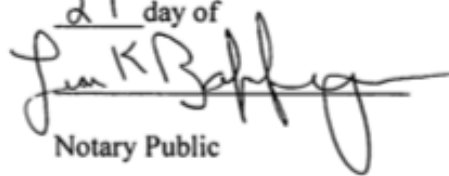
before me this

February, 2013.

Official Seal

June 27, 2017.

Sworn to and subscribed

27th day of June

Notary Public

My commission expires:

LISA K BOFFEMMYER
Notary Public
Lincoln Co., North Carolina
My Commission Expires June 27, 2017