

Charter School Application

THUNDERBIRD PREPARATORY ACADEMY



**Engaging, Enriching and Embracing the Full Potential of Children,
One Child at a Time**

**Submitted
November 10, 2011**

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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THUNDERBIRD PREPARATORY ACADEMY

FAST TRACK CHARTER SCHOOL 2012 Application Process

To open a charter school in the 2012-2013 school year

TIMELINE

APPLICATION DUE DATE/TIME:

NOVEMBER 10, 2011	Application must be received in the Office of Charter Schools by 12:00 Noon on Thursday, November 10, 2011 . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
NOVEMBER 17, 2011	Copy of the application due to the Local LEA
DECEMBER 2, 2011	LEA Impact Statements due to the Office of Charter Schools
DECEMBER, 2011	NC Public Charter School Advisory Council receives applications and discusses process, guidelines and procedures for review of documents and subcommittee work.
FEBRUARY 1-2, 2012	SBE votes for applicants which will immediately begin their planning year in order to open in August 2012.

*The Office of Charter Schools must receive the application no later than **12:00 noon on Thursday, November 10, 2011**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

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2. APPLICATION COVER PAGE

NAME OF PROPOSED CHARTER SCHOOL: Thunderbird Preparatory Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Thunderbird Preparatory Academy, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NONPROFIT STATUS: Yes No

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: Nancy Borrell

TITLE/RELATIONSHIP TO NONPROFIT: Chair Thunderbird Preparatory Academy, Inc.

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Cornelius, NC 28031

PRIMARY TELEPHONE: 704-995-2495

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E-MAIL ADDRESS: nancyborrell@bellsouth.net

Location of Proposed Charter School (LEA): Charlotte Mecklenburg Schools

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: NA

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

Description of Targeted Population: Mecklenburg County, NC

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Proposed Grades Served: K-12

Proposed Total Enrollment: 1283

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-4	353		X
Second Year	K-5	450		X
Third Year	K-8	883		X
Fourth Year	K-9	983		X
Fifth Year	K-10	1083		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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

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3. MISSION, PURPOSE AND EDUCATIONAL FOCUS (G.S.115C-238.29A)

3A .MISSION:

The mission of the proposed charter school is as follows:

Thunderbird Preparatory Academy Mission Statement:

Thunderbird Preparatory Academy will develop talented, engaged students that recognize and achieve their full potential collaboratively within an international leadership school environment, one child at a time. Our Leadership Development Mission will be consistently based on a clear, inspiring Leadership Vision that all children can excel in learning for life when they are fully engaged, enriched and embraced. Our Leadership Vision will be collaboratively implemented based on a clear, measurable Leadership Strategy for enduring student success in the 21st century.

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 an international leadership environment so as to spark their full respective role in the academic pursuits of children,
- 5) **Emphasize** the development of hope, engagement and well-being within each student as important drivers of life success,
- 6) **Champion** the role of parents and family in reaching the full potential of each child.

The overall TPA vision components above ultimately drive measurable, enduring student success.

Strategy Statement:

The Thunderbird Preparatory Academy Mission of international leadership will serve our diverse community via four primary strategies:

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

Thunderbird Preparatory Academy is driven to achieve a progressive, continuous and small learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for academic excellence (college preparation) and for educational excellence (preparation for a proactive life of learning).

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3B. EVIDENCE OF NEED FOR THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

The need for the Thunderbird Preparatory Academy (TPA or School) approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education. It is based on its unique mission, vision and strategy in developing students, parents, teachers and administrators to their full potential, above and beyond immediate and necessary roles in academic success. In the surrounding north Mecklenburg County schools, while there is an academic emphasis for select students identified as gifted students according to North Carolina state law for K-12 (AIG) students, there are no schools which are based on dedicated, proven research that all students have gifts and talents that can be systematically developed as researched and established by both The Gallup Organization and Dr. Stephen R. Covey as further detailed below. The Thunderbird Preparatory Academy approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education.

While the initial programs offered by the School will have most of the best educational practices of comparable existing schools, we will add a unique foundational focus on talent, character, emotional and leadership development within The Gallup Path as pioneered by Dr. Donald O. Clifton, founder of The Gallup Organization and strengths based founder - *Soar With Your Strengths* (Clifton & Nelson, 1996); *Now Discover Your Strengths* (Buckingham, Clifton, 2001); *The Gallup Path* (Clifton, 2002), *Building Engaged Schools* (The Gallup Organization: Gordon & Crabtree, 2006) and Dr. Stephen R. Covey author of *The 7 Habits of Highly Effective People* (Covey 1989); *The Leader in Me* (Covey 2008);.

Dr. Clifton's life-long quest centered on the question he posed: "What would happen if we actually studied what is right with people?" Dr. Clifton rejected the notion that people should focus on correcting their weaknesses, rather, he created tools to identify a person's strengths (natural talents) and then use those strengths to accomplish their life work. "Since the greatest room for each person's growth is in the areas of his greatest strength, you should focus your training time and money on educating him about his strengths and figuring out ways to build on these strengths rather than on remedially trying to plug his 'skill gaps.' You will find that this one shift in emphasis will pay huge dividends." (*Clifton, Now Discover Your Strengths*)

Dr. Clifton's work reached into the realm of education. He specifically focused on the training of teachers to know their own and their student's strengths and to use that knowledge to more effectively teach. "Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being" - Clifton

The research and work of Dr. Clifton has evolved into further research by The Gallup Organization that shows that Hope, Engagement, and Well-being are positioned as actionable targets and indicators of success, with links to grades, achievement scores, retention, and future employment. The Gallup Student Poll of Hope, Engagement and Well-Being, in conjunction with America's Promise Alliance (founded by Colin Powell in 1997), facilitates new family, school, and community conversations and solutions that lead to community engagement and school and student success. More importantly, The Gallup Student Poll provides teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire.

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Dr. Covey's focus on character and leadership development is widely known through his bestselling books. Innovators in education, including Muriel Summers, Principal of A. B. Combs Elementary in Raleigh, N.C., have applied Dr. Covey's leadership principles in education and produced measurable improvement in both academic results and qualitative results in principle-centered leadership.

Thunderbird Preparatory Academy will be the first public school in the north Mecklenburg community which actively focuses on and fully utilizes proven, measurable talent development education for the development of the whole child. The combination of the proven, measurable aspects of talent development via The Gallup Organization and the proven, qualitative character and leadership principles of Covey will provide a unique whole child education process above and beyond what the North Carolina Standard Course of Study requires.

A significant influence in the TPA educational model is based on the consistently strong success of Muriel Summers and her staff at A. B. Combs Elementary in Raleigh, N.C. in applying the Covey 7 Habits. By recognizing that each student possesses unique gifts and talents, and building on students' strengths rather than their weaknesses, Muriel and the other faculty guide students at A.B. Combs to continually achieve high levels of academic performance year after year. "Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new 'winners' - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills....If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well. " (Muriel Summers, Principal A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))

In an ideal world, it is the family that builds a student's character and leadership skills. However, Dr. Covey recognizes that the family is facing difficulties in fulfilling its traditional role and schools can play a critical role in bridging the gap. TPA will fulfill its role in bridging the character and leadership gap based on the partnership principles outlined by Dr. Covey:

"Historically, the family has played the primary role in educating children for life, with the school providing supplemental scaffolding to the family. When it comes to developing character strength, inner security and unique personal and interpersonal talents and skills in a child, no institution can or ever will compare with, or effectively substitute for, the home's potential for positive influence. But with the steady disintegration of the family in modern society over the last century, the role of the school in bridging the gap has become vital...Our current education system needs "partnerships between schools and parents in educating the whole child, which includes developing both the character strength and the competencies required to really succeed in the 21st Century." Dr. Stephen R. Covey, *The Leader in Me* (Covey, 2008)

Thunderbird Preparatory Academy will proactively achieve its mission and vision by using a clear, collaborative and success oriented process which establishes and promotes the best culture for whole child development based on the School Success Pyramid. The School Success Pyramid below represents a synthesis of the research, principles and processes of Dr. Donald Clifton and Dr. Stephen Covey. TPA will be driven by its culture of collaborative responsibility with parents for the enduring life success of all of its students, above and beyond their immediate and necessary academic success.

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One Child at a Time

School Success Pyramid

Governance/Vision

School Boards and Administrators are not in the business of running programs or managing an organization. While programs and management are necessary within a successful school, that is not sufficient. The work of School Boards and Administrators is the enduring success of its students.



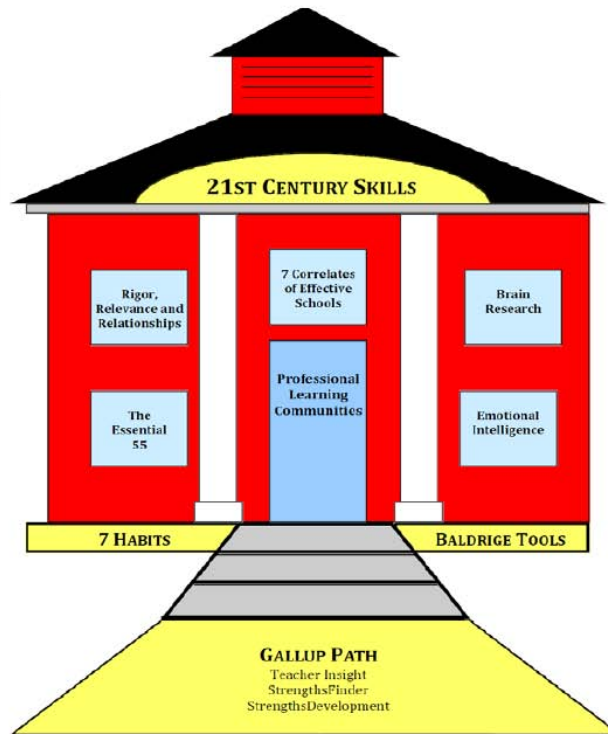
TPA will measure enduring student success through a synthesis of data via the Gallup Student Poll, the Gallup StrengthsFinder Assessment (*StrengthsExplorer* and *StrengthsQuest*), the Measures of Academic Progress (MAP) by Northwest Evaluation Associates, the North Carolina ABC Accountability System (ABC), the National Assessment of Educational Progress (NAEP) and other best practice data sources that best assist teachers, administrators and school leaders in having the most complete understanding and ability to influence the greatest holistic progress of each TPA student. All data necessary to measure enduring success will drive the overall benchmarking of the Baldrige Performance Evaluation Process.

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School House Strategic Process



Specific strategies will be used to fulfill the School Success Pyramid based on the School House Strategic Process illustrated above. The School House Strategic Process is built on the guiding principles of the Gallup Path and the Covey 7 Habits as measured and assessed via the Baldrige Performance Excellence Process (Baldrige Tools). The School House Strategic Process shown above represents a synthesis of the research, principles and processes of Dr. Donald Clifton, Dr. Stephen Covey and Muriel Summers. As described by Dr. Covey and Muriel Summers, the school house model above is a “visual blueprint”, or strategy for teaching. While the Gallup Path, Covey 7 Habits and Baldrige Tools 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.

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3C. PURPOSES OF PROPOSED CHARTER SCHOOL

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

1. Improve student learning

Students will be active, engaged participants at Thunderbird Preparatory Academy. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students. Teachers will choose methods and materials on a unit-by-unit basis to foster the best learning environment for those particular students on that particular topic. Not only will the students be part of the process, but each individual student will be made to feel vital and necessary.

All students at Thunderbird Preparatory Academy will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. The Academic Director will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the Standard Course of Study in ways to maximize the available class time and to minimize goals learned in isolation. Smaller class sizes wherever possible will benefit all students.

- Class sizes starting at approximately 19 students in kindergarten and growing to approximately 25 students or less in the upper grades will allow each individual student's needs to be assessed and addressed.
- Teachers, using curriculum mapping and their professional expertise, will custom design each unit for the students they serve.
- A variety of instructional methods will engage all students.

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

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. 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, in conjunction with the special education 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.

3. Encourage use of different and innovative methods

Teachers will be required to follow the NC Standard Course of Study; 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,

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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, 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.

Instructional Strategies at Thunderbird Preparatory Academy will include the following:

- Integrative Units
- Small Group Activities
- Product-based learning
- Classroom Workshop
- Authentic Experience
- Reflective Assessment

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

Every teacher's goal is to be the teacher that makes a difference in some child's life. The major obstacles that hinder this goal are lack of time, lack of funds, lack of support, and lack of a manageable class size. Teachers at Thunderbird Preparatory Academy will be treated as the talented professionals they are. Teachers will be encouraged to delve deeply into their respective curriculums and make choices about the ideal methods and materials for students to best understand and truly learn that curriculum. Teachers will be encouraged to seek out resources from the immediate staff, local community, and elsewhere as they build the learning program for their students. Professional development will be on-going with the ultimate goal of improving student learning.

Professional development opportunities sponsored by the school will focus on four areas:

1. Content Knowledge – increasing teachers' knowledge of a specific curriculum
2. Instructional Strategies – methods and techniques for the presentation of information and activities
3. Adolescent Learners – information about the uniqueness of young adolescent learners
4. Team Building – activities to enhance the staff sense of team and unity

Each Monday teachers have from approximately 1:30 pm until 3:30 pm to conduct staff meetings, workshops, grade level planning, subject area planning and individual planning. This collaborative time is essential for enabling teachers to design new tasks for students, share materials and resources, discuss student work and progress, and otherwise work collaboratively to ensure student academic success.

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Teachers will provide examples of their “best practices” at faculty meetings, sharing the routines and strategies that are working in their classrooms. Experts within the faculty will make more formal presentations on topics of common interest such as Literature Circles, Peer Conferencing, Guided Reading, Rubrics, etc. to the entire faculty or other small groups. All teachers with less than three years experience will be provided a mentor teacher who will work to help him or her reach his or her full potential. Grade level groups may use Curriculum Mapping to group various curricular goals which should be taught together in comprehensive units, thereby teaching “smarter,” not “harder.” Subject area teams will meet to compare their subject area curriculum from grade to grade, ensuring proper emphasis is given on key concepts at each grade, as well as becoming aware of concepts which should have already been mastered and the ones which will become important in successive years. No teacher will be teaching in isolation.

Professional strategies at Thunderbird Preparatory Academy will include the following:

- Three hour collaborative planning time each Monday
- Extensive professional development
- Curriculum Mapping
- Building their own curricular plan

5. 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. To this end, academic pull-out programs will generally not be part of the standard school day. Students will become invested in their own learning and aware of their choices and consequences during their years at Thunderbird Preparatory Academy. The choice may come in the option of topic or activity. Choice will be an important aspect of our students feeling ownership of their learning.

Students will learn to work collaboratively. They will learn how to help lead a group toward success, and learn the necessary steps in achieving this goal. They will seek out ethical situations in literature, current events, and their own lives. Daily opportunities for public speaking as well as a culminating public speaking event at each grade level will be provided. Students may do self-assessment, in addition to teacher assessment, based on a rubric or list of criteria. Students will participate in peer-conferencing as well as student-led parent conferences at least twice a year. Parents will be encouraged to be actively involved in the simulations and field trips as well as in offering their own expertise where it may fit the curriculum. Students will be involved, cooperative, and informed.

Educational opportunities at Thunderbird Preparatory Academy will include the following:

- Student choice in academic assignments
- Leadership
- Collaborative activities
- International global connections
- Ethical studies
- Public speaking program
- Self-assessment

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

Thunderbird Preparatory Academy will follow the North Carolina Department of Public Instruction's ABC Accountability Model. Required federal programs will also be implemented. All state mandated testing will be given. The Writing Assessment will be given in Grade 10 with the goal being to assess students in every grade for appropriate skill level. 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.

3D. EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school.

The Mission of Thunderbird Preparatory Academy is to develop talented, engaged students that recognize and achieve their full potential collaboratively within an international leadership school environment, one child at a time. Our Leadership Development Mission will be consistently based on a clear, defined Leadership Vision that all children can excel in learning for life when they are fully engaged, enriched and embraced. Our Leadership Vision will be collaboratively implemented based on a clear, measurable Leadership Strategy for enduring student success in the 21st century.

Thunderbird Preparatory Academy envisions that its International 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 an international leadership environment so as to spark their full respective role in the academic pursuits of children,
- 5) **Emphasize** the development of hope, engagement and well-being within each student as important drivers of life success,
- 6) **Champion** the role of parents and family in reaching the full potential of each child

The overall TPA vision components above ultimately drive measurable, enduring student success.

The Thunderbird Preparatory Academy Mission of international leadership will serve our diverse community via four primary strategies:

- 1) **Establish** a leadership oriented, multi-lingual learning and cultural environment for students,
- 2) **Develop** meaningful, engaging student leadership opportunities within the TPA community and the community at large,
- 3) **Facilitate** best academic practices in differentiated teaching methods by teachers, and

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- 4) **Initiate and Maintain** an on-going culture of collaborative academic accountability for students, for teachers and for parents.

Thunderbird Preparatory Academy is driven to achieve a progressive, continuous and small learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for academic excellence (college preparation) and for educational excellence (preparing for a proactive life of learning).

4. GOVERNANCE

4A. PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

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

Name of Private Nonprofit: Thunderbird Preparatory Academy, Inc.
Mailing Address: P.O. Box 2683
City/State/Zip: Cornelius, NC 28031
Street Address: 20723 Torrence Chapel Road, Suite 202A, Cornelius, NC 28031
Email: nancy.borrell@bellsouth.net
Phone: 704-995-2495
Fax: 704-892-9877
Name of registered agent and address: Nancy Borrell, 16216 Northstone Drive, Huntersville, NC 28078

4B. FEDERAL TAX ID: Currently applying for Tax ID number.

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

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

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

Note:

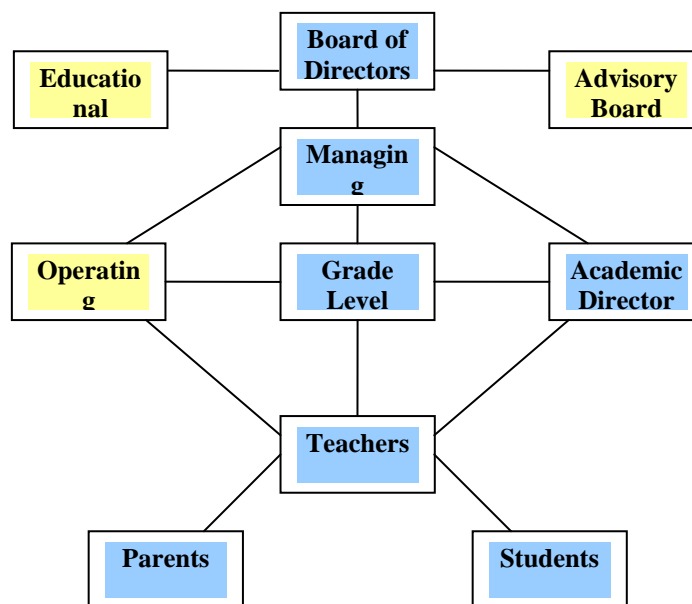
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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4C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))Education

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

Thunderbird Preparatory Academy Master Organizational Chart



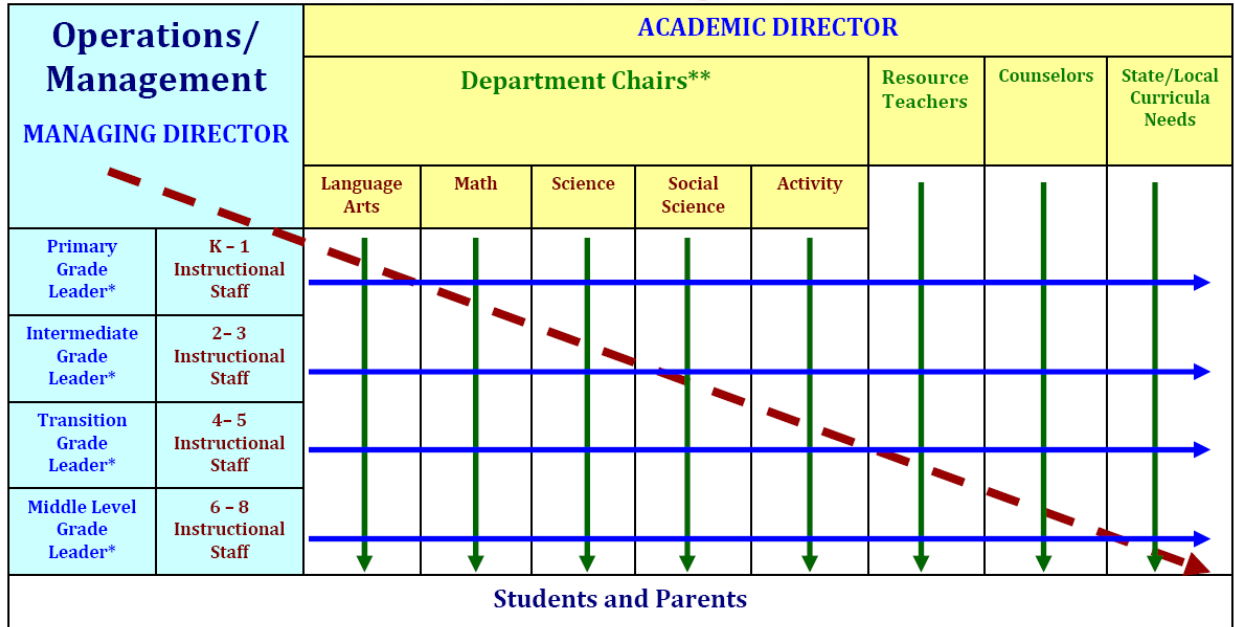
All line or direct operational responsibilities and/or involvement rest with those organizational roles highlighted in blue above. All staff or supportive responsibilities rest with those organizational roles in yellow above.

Thunderbird Preparatory Academy will be governed by a Board of Directors comprised of engaged advocates for the School Mission with diverse academic, international, leadership and business development backgrounds. The Board of Directors will be assisted by an Educational Consultant in establishing 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 will be responsible for the education, evaluation and

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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 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.

Thunderbird Preparatory Academy 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.

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.

THUNDERBIRD PREPARATORY ACADEMY

2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

Board Members

Nancy Borrell, Chair
Doug Hargett, Vice-Chair
Brand Hosford, Treasurer
James Fleming, Secretary
Judy Martin, Academic Chair
Yasushi Furukawa, Member
Peter Mojica, Member

Education Consultant

Dr. Corey J Helgesen

THUNDERBIRD PREPARATORY ACADEMY

Nancy Borrell

Position: Board Chair

Address: 16216 Northstone Drive
Huntersville, North Carolina 28078
704.875.7671 (H) 704.995.2495 (C)
nancyborrell@bellsouth.net

Education:

M.A., Industrial Organizational Psychology, University of Puerto Rico (Cum Laude)
B.A., Social Behavioral Sciences, Psychology, University of Puerto Rico (Magna Cum Laude)
87 Doctoral Credit hours Clinical Psychology, Fielding Institute CA

Employment:

Borrell Enterprises Inc. Charlotte, NC 2009 - Present
Investor in franchise operation. Selected for Charlotte's Small Business Opportunity Program.

DavidsonWorks Davidson County, Lexington, NC 2007- 2009
Executive Director
Led economic workforce development organization that engaged government, economic development, education, community organizations and business and industry stakeholders.

Learning and Career Development Davidson, NC 2005 - 2007
Consultant
Consultant to Davidson College Learning and Organizational Development Program.
Revamped College Performance Management process, Developed Leadership Development Learning Series in partnership with the Lilly Program. Developed talent acquisition strategy to increase diversity.

US Department of Labor Arlington, VA 1995-2005
Director Leadership & Employee Education
Developed leadership training and Career Management Board to oversee career management and succession decisions for the organization. Developed and implemented mentoring and rotational deployments institutionalizing Leadership Development Program for high potential personnel nationwide. Served as Hispanic Employment Program Manager.

Career Assistance Learning & Leadership Center Atlanta, GA 1995-2004
Director
Developed, implemented and directed a Learning and Organizational Development Center serving 12,000 employees.

Community Engagement:

Latin American Coalition, Charlotte, NC Board Member
Chamber of Commerce, Thomasville, NC Former Board Member
Fluent in Native Spanish Language

THUNDERBIRD PREPARATORY ACADEMY

Douglas Hargett

Position: Board Vice Chair

Address: 19022 Mary Ardrey Cr.
Cornelius, NC 28031
704 517 9368
dbhargett@Gmail.com

Education:

UNC-Wilmington / UNC-Charlotte	1990
B.A Economics	
Queens College	1995
Master's in Education – NC Highly Qualified K-9	

Employment:

Southern National Bank	Charlotte, NC	1991
Support Services - Facilities Coordinator / Purchasing Agent		
Moorensville Graded School District	Moorensville, NC	1995
4th grade teacher		
Lake Norman Charter School	Huntersville, NC	1999 - 2010
Middle school teacher – Team Leader		

Community and Other:

Active Student Mentor beyond Classroom Settings
Active in community outreach programs

THUNDERBIRD PREPARATORY ACADEMY

Brand Hosford

Position: Board Member, Treasurer

Address: 6403 Latta Springs Circle
Huntersville, NC 28078
704-766-0059

Education:

The University of Michigan Master of Business Administration	Ann Arbor, MI	1990
Brigham Young University BA in Economics	Provo, UT	1985

Employment:

U.S. Bank National Association Manager/Vice President	Charlotte, NC	2006-Present
Wachovia Bank North Carolina Group Manager/Vice President	Charlotte, NC	1996-2006
PNC Bank – Pittsburgh, PA Assist Vice President		1990-1996

Community and Other:

Boy Scout Leader
Youth Soccer Coach
Active in church and community outreach programs
Fluent in Dutch Language

THUNDERBIRD PREPARATORY ACADEMY

James Fleming

Position: Board Member, Secretary

Address: 15020 Ranson Road
Huntersville, NC 28078
704-578-6274

Education:

Brigham Young University BA in Mass Communications	Provo, Utah	1973
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Employment:

United States Air Force Major	United States	1973 - 1985
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Served as pilot in the US Air Force in various assignments throughout the United States and abroad. Progressed from Second Lieutenant to Major during overall Air Force tenure.

Pacific Southwest Airways Captain	San Francisco, CA	1981 - 1988
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Served as pilot for Pacific Southwest Airways (PSA) throughout its West Coast market while based in San Francisco, CA. Progressed from First Officer Second to Captain during overall PSA tenure.

US Airways Captain	Charlotte, NC	1988- Present
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Serving as pilot for US Airways throughout its East Coast, National and International markets while based in Charlotte, NC. Joined US Airways via US Airways acquisition of PSA. Currently flying US Airways international routes.

Community and Other:

Boy Scout Leader
Youth Soccer Coach
Active in church and community outreach programs
Fluent in Spanish Language

THUNDERBIRD PREPARATORY ACADEMY

Judy Martin

Position: Board Member, Board Academic Chair

Address: 8708 Stable Court
Charlotte, NC 28216
704-399-2456

Education:

Fresno State University California State Clear Teaching Credential	Fresno, California	1991
Fresno State University Bachelor of Arts – Liberal Studies Summa Cum Laude	Fresno, California	1990
Fresno City College Associate Arts Degree – Liberal Studies	Fresno, California	1988

Employment:

Lake Norman Charter School 5 th Grade Teacher, 5 th – 8 th Grade reading specialist, AG Support	Huntersville NC	1998 - 2009
Charlotte Mecklenburg School District Elementary Teacher, CORE, One-on-One reading Specialist	Charlotte NC	1992 - 1998

Community and Other:

Certified Senior Irlen Screener 2007/2011
North Carolina's Southwest Region Charter School Teacher of the Year 2005/2006
Odyssey of the Mind - North Carolina Central Region Coach of the Year 2005/2006
Lake Norman Charter School Teacher of the Year 2004/2005
PTO Board Member/Teacher Liaison 2006-2009
NC Central Region Odyssey of the Mind Board Member 2006-2011
Odyssey of the Mind School Coordinator 2001-2009
Math Counts Coach 2001-2003
Odyssey of the Mind Coach 2000-2005

THUNDERBIRD PREPARATORY ACADEMY

Yasushi Furukawa

Position: Board Member

Address: 123 Pratt Street
Belmont, North Carolina 28012
704.858.2586

Education:

University of Tokyo 1981-1984

Employment:

ZCARE, LLC President and Founder 2007 - Present
Founded a Charlotte, North Carolina based information technology systems integration, software development and financial services firm.

Dimengelo Ventures Founding General Partner 2003 – 2007
Founded a San Francisco-based startup venture capital firm with an investment focus in digital media. Dimengelo' investment charter is to facilitate creation of innovative media tools and delivery vehicles.

TCSI Corporation President & CEO 2000 - 2002
Orchestrated a successful turnaround operation for TCSI, a Silicon Valley-based publicly traded (NASDAQ) communication software vendor for wireline & wireless network operators and telecom equipment manufacturers worldwide.

USAsiaCom, Inc. Chairman, President, CEO & Founder 1996 - 2000
Founded and self funded USAsiaCom, Inc., a systems integrator for emerging markets worldwide. Acquired by multinational conglomerate following rapid growth.

JBTV International, Inc Executive Vice President 1989 - 1996
Instrumental in company's explosive growth from zero revenues to \$300M in six years coupled with a successful IPO for Aucnet, a JBTV subsidiary; and high profile international joint ventures serving as Aucnet General Manager. JBTV is a value added network services provider and a developer & manufacturer of digital transmission & media compression systems.

Television Tokyo Co., Ltd. Producer European Financial News 1987 - 1989
Responsible for the Europe segments of daily primetime newscast reaching 90+ million consumers. The duties included research, writing stories, reporting, editing as well as managing foreign resources at London and Paris bureaus. TV Tokyo is a Nikkei company.

MTV Japan General Manager 1985 - 1987
Responsible for the launch and overall operation of MTV Japan, MTV's first localized venture outside the United States. His duties included content acquisitions, programming, international co-productions, content localization, advertisement sales and executive producing of a series of music video clips.

THUNDERBIRD PREPARATORY ACADEMY

Peter Mojica

Position: Board Member

Address: 16218 Sasanoa Drive
Cornelius, North Carolina 28031
704-895-2146

Employment:

BioVIGIL Systems, Chief Technology Officer & CIO	Ann Arbor, Michigan	2011-Present
Awarepoint, Inc. Vice President, Product Management	San Diego, California	2010 - 2011
AXS-One, Inc. Executive Vice President, Product Strategy & Business Development	Rutherford, NJ	2003 – 2010
CreekPath Systems Inc. Chief Solutions Architect	Longmont, Colorado	2002 – 2003
Selectica Inc. Director Channel Development & Engineering Manager	San Jose, CA	2000 – 2002
Core Technology Partners Co-Founder, Director Consulting	Charlotte, NC	1999 – 2000
First Union National Bank Capital Markets Senior Vice President, Research & Development	Charlotte, NC	1995– 1999

Community and Other:

Founding President of Charlotte Area Chapter for the Society of Information Management (SIM)

Co-chaired the 100 Year Archive Task Force for SNIA (Storage Networking Industry Association and the archive Reference Guide Committee for 2008 and 2009); developing academic research for long-term preservation of digital content.

Founder & CEO of TimeMind, TimeMind is a private company based in Charlotte, NC focused on developing clinical software solutions dedicated to solving human problems related to ADHD.

Fluent in Spanish Language

THUNDERBIRD PREPARATORY ACADEMY

Dr. Corey J Helgesen

Position: Education Consultant

Address: 16218 Birch Hill Drive
Battle Creek, Michigan 49015
906-477-6449

Education:

Nova Southeastern University	Atlanta, Georgia	2009
Doctor of Education in Educational Leadership Summa Cum Laude		
Minor: Curriculum Development		
Nova Southeastern University	Atlanta, Georgia	2005
Master's of Science in Educational Leadership Summa Cum Laude		
Western Michigan University,	Kalamazoo, Michigan	2001
Bachelor of Science in Education Summa Cum Laude		

Employment:

York Preparatory Academy Rock Hill, SC Managing Director 2010 - 2011
Founding Managing Director for 800+ student charter school focused on developing academically gifted and talented processes for all students. Exceeded South Carolina state PASS standards in 22 of 29 areas in first year within a start-up environment. School described by South Carolina Public Charter School District (SCPCSD) Superintendent as the "flagship charter school within the SCPCSD". Implemented charter design prepared as YPA Education Consultant.

JP McConnell Middle Loganville, GA Sixth-Grade Teacher 2007 - 2010

York Preparatory Academy Rock Hill, SC Educational Consultant 2007 - 2010
Author of local charter for State Charter School District & ex-officio member of Executive Committee. Assisted in the development of organizational structure for a K-12 school to serve 1,700 students. Presenter, advisor, and creator of K-12 Academic Program and Evaluation Systems. Developed and aligned comprehensive K-12 curriculum and extended state standards (FESC). Assisted in the development of grounds and facility operations planning. Established dual credit and articulation agreements for higher ed. institutions and recruitment strategies

Columbia East Point Columbia, SC Co-Educational Consultant 2009 - 2009
Assisted in development of organizational structure for K-3 Mandarin Chinese Immersion School

Chester Elementary Chester, SC Assistant Principal 2006 - 2007

Five Forks Middle Lawrenceville, GA Sixth-Grade Teacher 2003 - 2006

Davis Middle Hillsdale, Michigan Sixth-Grade Teacher 2001 - 2003

THUNDERBIRD PREPARATORY ACADEMY

- 3. 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. (G.S.143.318.9 et seq)**

BY-LAWS OF THUNDERBIRD PREPARATORY ACADEMY

Article I

The name of the organization will be Thunderbird Preparatory Academy, Inc. (hereinafter referred to as "TPA" or the "School"). Thunderbird Preparatory Academy, Inc. shall have a fiscal year ending June 30 of each calendar year.

Article II

Thunderbird Preparatory Academy, Inc. is a private nonprofit organization whose purpose is to provide and operate a charter school for Mecklenburg County, NC and surrounding areas as provided by the North Carolina Charter Schools Act.

Article III

Thunderbird Preparatory Academy, Inc. is a nonprofit without members.

Article IV

The Board of Directors shall have sole authority over all TPA corporate and School matters except as may be designated herein, legally permitted and expressly delegated by a Board vote of all Board members. All contracts must be expressly voted on and approved by the full Board of Directors. The Board of Directors will be responsible for setting policy and overseeing all operation matters including but not limited to budgeting, operating procedures, personnel matters and community relations in a strictly governing and policy role. The Board of Directors shall not be involved in the day-to-day operations of the School once the School first commences classes in its first year of operations. In the event of the loss of the Managing Director the Board shall immediately appoint from within the then current School employee ranks an Acting Managing Director (who shall not serve longer than 90 days and shall not be a candidate for Permanent Director) until a Permanent Managing Director can be hired. The Board of Directors may hire an Interim Managing Director (who shall not serve longer than 270 days) until a Permanent Managing Director is hired. The School Board of Directors shall hire its Permanent 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 due diligence to assure a highly stable Managing Director role for the duration of such multi year employment agreement.

The Board of Directors will have sole authority for the hiring, employment terms and salary administration of all School personnel as recommended by the School Managing Director. The Board shall conduct the budget and financial affairs of the School such that a minimum five (5%) of all School operating revenues

THUNDERBIRD PREPARATORY ACADEMY

shall be retained as a perpetually growing contingency fund that shall only be utilized upon a Super Majority vote of the Board as defined by these By-Laws. The Board shall conduct all matters in an open, collaborative and collegial manner with an emphasis on developing the School community and its future leaders and assure that all other activities, committees, and other organizations within the School are building the School in the same manner. Board members who violate the Open Meeting Laws of North Carolina or otherwise hold substantive board discussions or communications in a surreptitious fashion, defined to be substantive board matters discussed with more than one other Board member except at a duly called Board meeting, may be removed from the Board by a simple majority vote of the full Board.

Article V

The initial Board will be comprised of five (5) independent (no conflict of interest) voting members and will represent a cross-section of backgrounds, professions, and experiences. The Board may be increased to seven (7) independent voting members based on four (4) of the five (5) then members voting to expand the Board. A minimum of one (1) Board member will not have a child enrolled in the School.

A quorum must be attended by at least: a) four (4) of the five (5) voting members in a five (5) member Board or b) five (5) of the seven (7) voting members in a seven (7) member Board, before business can be transacted or motions made or passed. This quorum requirement ensures reasonable deliberation and discussion for all decisions. Except where otherwise provided in these By-Laws, all decisions of the Board require a super-majority to pass and become effective, where super-majority is defined as four (4) of five (5) votes with a five (5) member Board and five (5) of seven (7) votes with a seven (7) member Board (collectively "Super-Majority"). The Board will never have more than seven (7) Board voting members or any ex-officio or non voting members except by unanimous approval of the full Board of Directors.

In the event that the Board reaches an impasse on any budget or personnel matter for a period of 30 days, then those matters may be resolved by a simple majority vote. In the event that the Board reaches an impasse on any material matter affecting the governance, operations or any other non budget or non personnel specific employee matter of Thunderbird Preparatory Academy, Inc. in the written opinion of at least three (3) members of the Board as posed directly to the entire Board of Directors, then those three (3) members shall have the right to initiate arbitration of the matter in accordance with the rules of the American Arbitration Association ("AAA"). All Board members expressly and individually agree to be bound by binding arbitration in any dispute, controversy or default arising out of, and relating to, the By-Laws of Thunderbird Preparatory Academy, Inc. and that all such matters shall be resolved by binding arbitration, which arbitration shall be conducted by an active member of the American Arbitration Association within Mecklenburg County as selected by the Chair of the Board within seven (7) days of the written notice of impasse as outlined above or when such controversy occurs, in accordance with the AAA Rules of Procedure (Rules), as amended from time to time, governing adjudication of commercial disputes. The expenses of arbitration, including the fee and expenses of the impartial arbitrator designated by the AAA, shall be borne by the School except where a board member(s) has (have) been involved in gross neglect of their respective fiduciary duties then such board member(s) shall bear wholly their own attorney's fees and witness costs.

In the event that arbitration or litigation is required to enforce this Agreement (beyond what state or federal laws allow under binding arbitration, as governed by the American Arbitration Association) then each Board member expressly and individually agrees that if, under any circumstances, any dispute or controversy

THUNDERBIRD PREPARATORY ACADEMY

arising out of or relating to or in any way connected with the By-Laws of Thunderbird Preparatory Academy, Inc. shall be the subject of any court action at law or in equity, such action shall be filed exclusively in the courts of the State of North Carolina located in Mecklenburg County or of the United States of America located in the North Carolina county of Mecklenburg, as selected by the Board member(s) that are the plaintiff in the action, or that initiates the proceeding or arbitration. Each Board member agrees not to commence any action, suit or other proceeding arising from, relating to, or in connection with these By-Laws except in such a court and each Board member and Officer irrevocably and unconditionally consents and submits to the personal and exclusive jurisdiction of such courts for the purposes of litigating any such action, and hereby grants jurisdiction to such courts and to any appellate courts having jurisdiction over appeals from such courts or review of such proceedings. Because the breach of the provisions of this Section would cause irreparable harm and significant injury to the School and the other Board members, which would be difficult to ascertain and which may not be compensable by damages alone, each Board member agrees that the Board has the right to enforce the provisions of these By-Laws by injunction, specific performance or other equitable relief in addition to any and all other remedies available to such party or parties without showing or proving any actual damage to such parties.

Discovery shall not be permitted in such arbitration except as allowed by the rules of arbitration, or as otherwise agreed to by all the parties of the dispute. Notwithstanding, the Board members and Officers agree to make available to one another and to the arbitrator, for inspection and photocopying, all documents, books and records, if determined by the arbitration panel to be relevant to the dispute, and by making available to one another and to the arbitration panel personnel directly or indirectly under their control, for testimony during hearings if determined by the arbitration panel to be relevant to the dispute. The Board members agree, unless undue hardship exists, to conduct arbitration hearings to the greatest extent possible on consecutive business days and to strictly observe time periods established by the Rules or by the arbitrator for the submission of evidence and of briefs. Unless otherwise agreed to by the Board members and Officers, a stenographic record of the arbitration proceedings shall be made and a transcript thereof shall be ordered for each disputing party.

The arbitrator shall have all powers of law and equity, which it can lawfully assume, necessary to resolve the issues in dispute including, without limiting the generality of the foregoing, making awards of compensatory damages, issuing both prohibitory and mandatory orders in the nature of injunctions and compelling the production of documents and witnesses for presentation at the arbitration hearings on the merits of the case. The arbitration panel shall neither have nor exercise any power to act as amicable compositeur or ex aequo et bono; or to award special, indirect, consequential or punitive damages. The decision of the arbitration panel shall be in written form and state the reasons upon which it is based. The statutory, case law and common law of the State of North Carolina shall govern in interpreting their respective rights, obligations and liabilities arising out of or related to the transactions provided for or contemplated by this Agreement, including without limitation, the validity, construction and performance of all or any portion of these By-Laws, and the applicable remedy for any liability established thereunder, and the amount or method of computation of damages which may be awarded, but such governing law shall not include the law pertaining to conflicts or choice of laws of North Carolina; provided however, that should the parties refer a dispute arising out of or in connection with an ancillary agreement or an agreement between some or all of the Board members which specifically references this Article, then the statutory, case law and common law of the State whose law governs such agreement (except the law pertaining to conflicts or choice of law) shall govern in interpreting the respective rights, obligations and liabilities of the parties arising out of or related to the transactions provided for or contemplated by such agreement, including, without limitation, the validity, construction and performance of all or any portion of such agreement, and

THUNDERBIRD PREPARATORY ACADEMY

the applicable remedy for any liability established thereunder, and the amount or method of computation of damages which may be awarded.

Any action or proceeding subsequent to any Award rendered by the arbitrator in the dispute, including, but not limited to, any action to confirm, vacate, modify, challenge or enforce the arbitrator's decision or award shall be filed in a court of competent jurisdiction in the same county where the arbitration of the dispute was conducted, and North Carolina law shall apply in any such subsequent action or proceeding.

Article VI

Initial Board members will serve until replaced according to the following schedule: two (2) members for one year, three (3) members for 2 years and two (2) members for three years and thereafter shall be elected for three (3) year terms to establish rotating Board service terms. No Board member shall serve longer than six (6) years. The Board Chair, Board Vice Chair, Treasurer and Secretary shall serve in their respective roles as corporate officers for two (2) year terms so as to assure Board consistency, stability and role mastery. In order to ensure the candidates for Board service come from the broadest spectrum of the community, the Board will conduct a public Board applicant search process wherein the school website and other appropriate means will be utilized to source applicants. Individuals that the Board is interested in electing to the Board are required to: 1) attend a pre-election workshop at least thirty (30) days prior to the election that will explain what is required and expected of Board members and 2) shall sign a Board Code of Conduct and Conflict of Interest Agreement. The public candidate search process will begin at the start of the first day of class with the pre-election workshop held the third week of September and the election the third week of October. All Board candidates must be elected by a unanimous vote of the then current Board. The incoming Chair shall be designated by the outgoing Chair with all other Board responsibilities appointed by the incoming Chair. The Board Vice Chair or Treasurer shall serve in a pro tem role in the event that the Board Chair so delegates the Chair role in the absence of the Chair.

The Board and School will abide by all Internal Revenue Service prohibitions on inurement to the benefit of any Board member including, but not limited to (1) employment of an immediate family member (spouse, children/grandchildren, parents/grandparents) and (2) prohibition of any employee or vendor of the School from serving as a Board member. Attendance of Board members is required at 80% of all Board meetings as measured over each service term year (the period October 1 through September 30). In the event of a Board member resignation, whether made verbally or in writing, such resignation shall be effective immediately. Termination of any Board member requires a Super-Majority decision of the Board with all Board members voting except where a Board member violates the Board Code of Conduct and/or Conflict of Interest Policy. All Board vacancies will be filled by a unanimous vote of the remaining Board members.

Article VII

The Board will meet each month during each twelve (12) month fiscal school year at an agreed upon time and place. An official Board meeting requires that each Board member have notice two weeks in advance except: a) as may be waived by a Super-Majority decision and b) as conforms to the open meeting laws of the State of North Carolina. Special meetings may be called by the Chair or a Super-Majority of the Board.

THUNDERBIRD PREPARATORY ACADEMY

Article VIII

All Board actions requiring a Board vote shall require a factual, deliberative basis for any board action be submitted in the form of a written motion at least 4 days in advance of any Board meeting. The written motion shall include at a minimum the:

- 1) motion background,
- 2) motion impetus,
- 3) current conditions surrounding the proposed motion,
- 4) motion objective,
- 5) proposed board action plan/timeline necessary to fulfill motion,
- 6) proposed persons to be responsible to fulfill motion,
- 7) all resources needed to effect the motion, and
- 8) all risks that may be associated with the motion.

All Board motions are to be submitted by the Board motioner at least 4 days in advance of the next Board meeting. All motions or any proposed Board agenda items by Board members, other than the Board Chair, to be placed on any Board agenda shall require at least two other Board members consent for any motion or agenda item to be placed on the Board agenda. All Board agenda items that do not require Board action shall have sufficient information submitted to the Board at least 4 days in advance so as to have firm, definitive information and statements substantially similar to those required for Board motions above to otherwise facilitate a per agenda item time limit of 10 minutes. All Board motions shall require at least 2 successive public readings by the Board prior to any formal action by the Board.

All Board protocol, parliamentary procedures, fiduciary duties and overall Board actions shall be governed by these By-Laws as the sole governance process except where superseded by North Carolina law. The Board may choose to utilize Roberts Rules of Order only during public sessions of the Board and only as a parliamentary governance process subordinate to these By-Laws and the laws of North Carolina.

Article IX – Officers, Committees and Advisory Board

The Board Officers shall consist of a Chair, Vice Chair, Treasurer, and Secretary. The duties of the Board Officers are as follows:

The Chair or his/her Board approved designee will preside at all Board meetings. The Chair will be the chief executive officer of the Corporation and Chair of the Governance Committee. The Chair will be an authorized joint signer of all checks with the Treasurer. The Chair is a voting member of the Board.

The Vice Chair will assume the role of Chair on a temporary basis in the event of the Chair's absence. The Vice Chair is the Chair of the Operating Committee. The Vice Chair is a voting member of the Board.

The Treasurer will have primary responsibility of budget oversight as well as serve as chair of the Finance Committee. The Treasurer will render at least quarterly to the Board an account of all transactions and financial condition of the Corporation. The Treasurer will be authorized to sign

THUNDERBIRD PREPARATORY ACADEMY

checks. All checks, wires or other disbursements require dual signatures or dual approvals before execution. The Treasurer is a voting member of the Board.

The Secretary will be responsible for minutes of all meetings and will notify the Board of all meetings as provided in the By-Laws. The Board may appoint a Recording Secretary to assist with these responsibilities. The selection of the Recording Secretary must be approved by the Board. The Recording Secretary must abide by the same Code of Conduct as members of the Board. The Secretary is a voting member of the Board. The Recording Secretary is not a member of the Board and may not vote. The Recording Secretary will not attend any executive sessions of the Board. If minutes are taken during an executive session, the Board Secretary will be responsible for that duty.

The Board and its respective Committee assignments shall be organized as shown in attached Exhibit A – Board Organization/Duties.

The Board shall form and maintain at all times standing Committees as follows:

Executive Committee. The Executive Committee will be empowered to act between Board meetings if necessary, and sometimes with specifically delegated authority to act in particular areas on behalf of the full Board. The Executive Committee shall be comprised of the Board Chair, the Vice Chair, Academic Chair and Treasurer at a minimum. The Executive Committee shall handle all personnel matters including the annual review of all personnel recommendations by the Managing Director. The Chair of the Audit Committee shall maintain independence and objectivity in all matters and shall not serve on the Executive Committee or other committee in any capacity except in an ex-officio observer role. The Executive Committee shall ensure that an ongoing and detailed annual marketing plan is created and executed to assure that the School meets all enrollment and budget requirements to fill the School facility. The marketing plan shall be commensurate with a high performing middle market enterprise with \$10M+ of revenues and must include comprehensive objectives, strategies, tactics, resources, market risks and performance metrics/benchmarks which are overseen on a regular basis by the Executive Committee. The annual marketing plan shall be prepared for Executive Committee review on November 1 of each year.

Operating Committee. The Operating Committee is charged with supporting the Managing Director, the Academic Director and the School staff in assuring that the School meets the full measurable expectations of its charter application and legal mandate under its charter with the State of North Carolina. The Operating Committee is established so as to facilitate a collaborative work group that blends the expertise, experience and perspectives of the Board, the Managing Director, the Academic Director and other volunteer contributors. The Operating Committee members are selected by the Vice Chair and the Managing Director and shall not include other Board members. In no event shall the Operating Committee, when including volunteer contributors as may be appointed by the Vice Chair and Managing Director, be comprised of more than twelve (12) members. The Operating Committee Chairs, their respective Committee assignments and those assignments/duties of the Operating Committee shall be organized as described above and as shown in attached Exhibit B – Operating Committee Organization/Duties.

THUNDERBIRD PREPARATORY ACADEMY

Academic Committee. The Academic Committee will be assigned to actively work with and assist the Managing Director in objectively developing, maintaining, enhancing, measuring and evaluating the Academic Plan and the School staff as part of the overall Annual Operating Plan as submitted by the Managing Director to the Board. An integral duty of this committee is to assist the Managing Director and the Academic Director in developing and implementing teacher development strategies, measuring teacher performance and providing thorough and objective reviews of the academic staff and their measurable results.

Audit Committee. The Audit Committee shall be chaired by an independent Board member and is ultimately responsible for the audit and evaluation of all financial, academic, operational and overall corporate matters including board evaluations, student/academic evaluation/testing processes and systems, annual academic and operating plan evaluations, and financial audits. The Audit Committee shall maintain its independence and objectivity in all its dealings including those matters where the Audit Committee Chair votes as a member of the Board.

Finance Committee. The Finance Committee shall be responsible for the oversight of all TPA financial and business affairs. The Finance Committee will be assigned to provide detailed review of financial statements and financial issues, including budget, accounting, tax, investment issues, compensation oversight and all audit issues. No Finance Committee member other than the Treasurer may sign Corporation checks. The Finance Committee shall facilitate all audit and evaluation matters for the benefit of the Audit Committee where the Audit Committee shall have ultimate responsibility for all audit matters.

Governance Committee. The Governance Committee is charged with: a) finding and recommending new directors for school approval, b) recommending officer and committee appointments, c) establishing criteria for Board service, d) providing Board member in-service training, e) reviewing the performance of Board members, Committee Chairs, the Managing Director and the Academic Director, and f) providing orientation for new Board members, Committee Chairs, the Managing Director and the Academic Director. The Governance Committee, as chaired by the Chair of the Board of Directors, shall, in collaboration with the Audit Committee, establish and maintain an ongoing Board and comprehensive School evaluation process based on specific audit and evaluation results from the Audit Committee and the state of North Carolina as well as internal benchmarks established by the Board. Such ongoing evaluation and benchmarking shall be statistically validated (95% confidence level or better) and measured against recognized best practices and industry-specific standards and shall be reported to the Board at least quarterly with an annual report to the Board not later than November 15 of each School fiscal year for the immediately prior fiscal year. Such Board and comprehensive school evaluation shall at a minimum include all financial audit results, all academic results, all overall evaluation results and those assessment criteria in the Thunderbird Academy School Board Evaluation Criteria as shown in Exhibit C.

All Committees shall have at least a Chair, two Vice Chairs and three other members, one of whom may also serve as Committee Secretary. All Committee members shall be approved by the Board. All Committee members shall abide by the Code of Conduct and Conflict of Interest Policy. All Committees shall conduct their affairs within the same processes and in the same collaborative, collegial manner as the Board including a required Super-Majority vote on all its plans, budgets and recommendations prior to submission to the Board.

THUNDERBIRD PREPARATORY ACADEMY

The Board shall create and oversee an Advisory Board comprised of interested community members whose purpose is to supplement the talents and skills of the Board as needed. The Advisory Board may meet as a group to work on Board assigned tasks or consult with the Board individually as directed by the Board Chair. The Advisory Board will also serve as a development environment for identifying future Board members. The Advisory Board has no voting authority to commit the Board or legal authority to bind the Board.

Article X – Managing Director

The Managing Director will:

- A. Report to the Board and actively collaborate with the Executive and Operating Committees of the School;
- B. Be the appointed, designated leader of the School in assuring that the School mandate under its charter with the State of North Carolina is fulfilled;
- C. Supervise the day-to-day operation of the School as delegated authority to do so by the Board;
- D. Be responsible for the overall operations of the School with direct responsibility for all personnel and day-to-day operations as delegated by the Board. The Managing Director, in conjunction and in full counsel with the Board in a proactive manner, will handle all personnel matters;
- E. Actively establish the culture of a fully collaborative, transparent and accountable organization that supports parents in their role as vital participants in their children’s education;
- F. Actively develop, maintain, enhance, measure and evaluate the Academic Plan in collaboration with the hired Academic Director of the School and the School staff in an on-going collaboration with the Academic Committee and the Board:
 - (i) on a measured, objective basis,
 - (ii) as part of the overall Annual Operating Plan as submitted by the Managing Director to the Board; and
 - (iii) to establish an authentic culture of collaboration, academic innovation, teacher development, parental investment and student success within the School;
- G. Be authorized to make purchases, commitments, and expenditures in accordance with:
 - (i) prudent management practices,
 - (ii) the Annual Operating Plan submitted by the Managing Director and approved by the Board,
 - (iii) the annual budget as approved by the Board, and
 - (iv) the directives of the Board;
- H. Be an authorized joint signer of all Corporation checks where at least one signature must be that of a Board member;
- I. Prepare and submit to the Board annually an Annual Operating Plan for the School, where the Annual Operating Plan shall be a collaborative effort led by the Managing Director in conjunction with the Academic Director, not later than January 31 before the start of each School fiscal year. Such Annual Operating Plan shall include a comprehensive and measurable Academic Plan, for the benefit of the Board and the School parents and formally approved by the Board not later than March 31 before the start of each School fiscal year;
- J. Be actively supported by the Board in fulfilling the Annual Operating Plan as approved by the Board. So as to create the best role model for collaboration, collegiality, courtesy and continuous

THUNDERBIRD PREPARATORY ACADEMY

advancement that the Board expects from all School personnel, students and parents, the Chair and the Vice Chair shall promptly meet with the Managing Director after each Board meeting to discuss what went well, what needs to be improved, and what follow up is needed.

Article XI – Code of Conduct and Conflict of Interest Policy

All Board members, the Managing Director, the Academic Director and all other management personnel and Committee members of the School shall acknowledge and agree by signature to abide by the Code of Conduct and Conflict of Interest Policy as shown in Exhibit D. Each individual covered by this policy shall submit an annual certificate of compliance to the Chair of the Board and the Board Secretary, along with permission for the School to obtain a personal background check, within 10 days of their election/appointment. The annual certificate will be due March 15th of each year.

Article XII – Open Meetings

The Board will observe the Open Meetings Law by giving public notices of all meetings and keeping accurate minutes of those meetings. Changes in scheduled Board meetings will be announced to parents through the established communications programs of the School. The minutes of the Board will be available to the public. Board members who violate the Open Meeting Laws of North Carolina or otherwise hold Board discussions in a surreptitious fashion, defined to be Board matters discussed with more than one other Board member except at a duly called Board meeting will be removed from the Board.

Article XIII – Minimum Board Duties

All Board members shall acknowledge and agree that each Board member has a minimum duty to fulfill in making the School reach its full potential. Each Board member agrees that they will actively participate in those basic processes, assessments and responsibilities necessary to School success including those described in the Board Evaluation Criteria attached as Exhibit C. Such basic Board responsibilities include, but are not limited to, the following:

- 1) Actively maintaining and advocating the organization's mission and purpose;
- 2) Selecting, developing, supporting and assessing the Managing Director;
- 3) Providing proper financial and personnel oversight as a fiduciary of the corporate organization;
- 4) Ensuring adequate resources;
- 5) Ensuring legal and ethical integrity, maintaining measurable standards and accountability and assuring annual compliance certification by all Board members and School management;
- 6) Ensuring effective organizational planning and metrics via the Annual Operating Plan (Academic Plan) as reviewed by the Managing Director with the Board at each Board meeting;
- 7) Recruiting and orienting new Board members and assessing the Board's own performance via annual Board Evaluation Criteria and individual member reviews;
- 8) Enhancing the organization's public standing;
- 9) Determining, monitoring and strengthening the organization's staff development and training as well as School programs and services; and

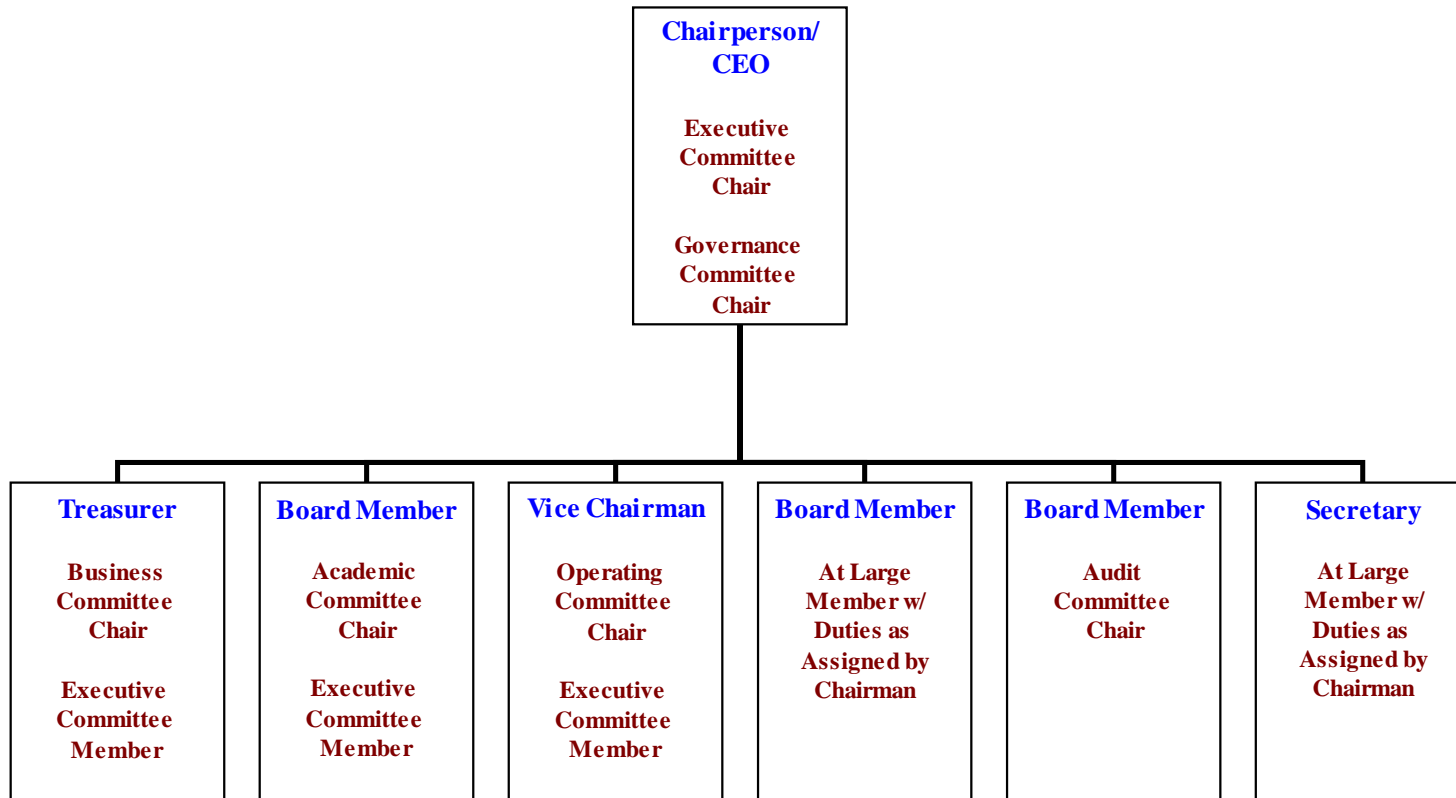
THUNDERBIRD PREPARATORY ACADEMY

- 10) Actively and methodically evaluating the ongoing improvement and progress of the School each month via the Annual Operating Plan and its core Academic Plan, as developed and proposed by the Managing Director and as approved by the Board.

Article XIV – Amendments

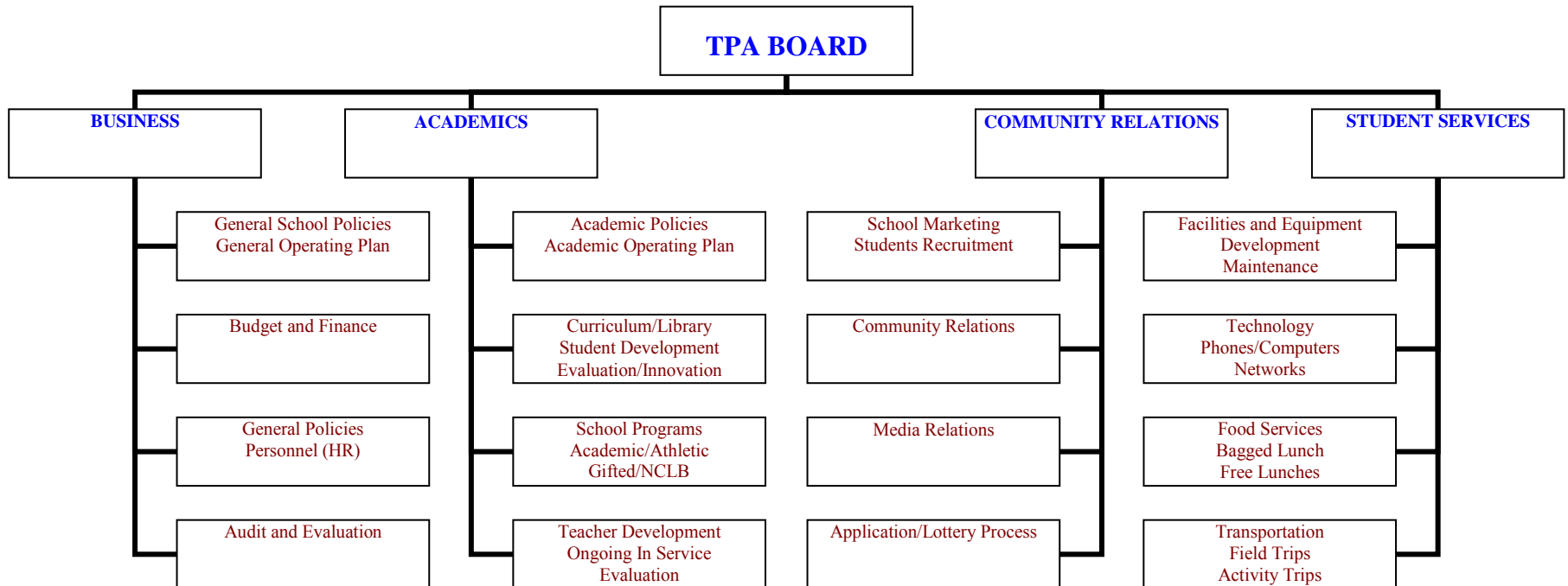
These bylaws may only be amended when necessary by a unanimous vote of the Board of Directors and must be voted on by the full Board. Proposed amendments must be submitted to the Board Secretary in writing to be sent out with regular Board announcements. The Code of Conduct and Conflict of Interest Policy and the Board Evaluation Criteria are effectively approved and adopted upon the unanimous approval of these By-Laws by the Board as written and attached.

York Preparatory Academy Board Organization/Duties – Exhibit A



THUNDERBIRD PREPARATORY ACADEMY

Operating Committee Organization/Duties Exhibit B



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TPA Board Evaluation Criteria Exhibit C

Evaluation Responses Below Based on Lickert Scale

(1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)

- | | | |
|-----------|------------|---|
| 1 2 3 4 5 | 1) | Does the board get enough written, well developed information of the right kinds, at the right time, from the right members of management and committees? |
| 1 2 3 4 5 | 2) | Does the board have an effective director-orientation program? |
| 1 2 3 4 5 | 3) | Are the standing Executive, Academic, Finance and Governance Committees composed of a small, effective number of members to tackle audit, finance, governance, nomination, personnel, academics strategic planning and other key matters and fully reporting their activities to the board at least each quarter? |
| 1 2 3 4 5 | 4) | Are the standing Executive, Academic, Finance and Governance Committees effective and proactive in sustaining the Board and the School in its mission? |
| 1 2 3 4 5 | 5) | Does the board actively develop future leaders and organizational depth by systematically rotating committee members and chairs at appropriate intervals? |
| 1 2 3 4 5 | 6) | Are board and committee meetings conducted effectively and concisely, with appropriate frequency, on time and according to well-thought-out agendas circulated in advance? |
| 1 2 3 4 5 | 7) | Are board meetings characterized by open communication and diligent questions discussed in a collegial manner? |
| 1 2 3 4 5 | 8) | Does the board meet regularly in private apart from the managing director and other managers? |
| 1 2 3 4 5 | 9) | Are the board's actions motivated by and designed in furtherance of the organization's mission? |
| 1 2 3 4 5 | 10) | Does the board systematically review each month the organization's mission statement and implementation strategy? |
| 1 2 3 4 5 | 11) | Does the board act as if it is accountable to parents, staff, community and governmental agencies? |
| 1 2 3 4 5 | 12) | Does the board communicate effectively on a regular basis with its stakeholders (Parents, staff, students, community and supporters)? |
| 1 2 3 4 5 | 13) | Does the board and its Academic Committee proactively assist and support the Managing Director in planning, developing and evaluating the School academic operations each month via the Annual Academic Plan? |
| 1 2 3 4 5 | 14) | Does the board establish formal goals for the Managing Director and formally review his or her effectiveness and performance on at least an annual basis? |
| 1 2 3 4 5 | 15) | Does the board have effective, documented processes and structures to evaluate, |

THUNDERBIRD PREPARATORY ACADEMY

communicate with and counsel the Managing Director?

- 1 2 3 4 5 **16)** Does the board have formal policies and guidelines for School leaders/managers clearly specifying their authority, responsibility and accountability?
- 1 2 3 4 5 **17)** Does the board assure that its policies and guidelines for School leaders/managers are regularly explained, discussed and reviewed with School leaders/managers?
- 1 2 3 4 5 **18)** Does the board have in place and regularly use formal policies, strategies and practices, as managed and led by the Managing Director, for the development and retention of the School staff?
- 1 2 3 4 5 **19)** Does the Managing Director work with the board in developing and regularly using a systematic and fair methodology for identifying, developing, evaluating and compensating School staff?
- 1 2 3 4 5 **20)** Does the Managing Director have a proactive, forward looking approach in working with the board in overall personnel matters including any problems, special compensation matters or other extraordinary personnel issues?
- 1 2 3 4 5 **21)** Does the board micromanage the organization's operations or, at the other extreme, does it ignore them and let management handle everything with little board direction, planning or oversight?
- 1 2 3 4 5 **22)** Has the board reviewed the operation's significant legal exposures and assessed the organization's legal compliance processes and record?
- 1 2 3 4 5 **23)** Does the board have effective audit, financial and personnel review and oversight processes?
- 1 2 3 4 5 **24)** Does the board regularly review and timely adopt the organization's capital and operating budgets?
- 1 2 3 4 5 **25)** Does the board have clear and effective procedures on handling funds, contributions and assets?
- 1 2 3 4 5 **26)** Does the board have effective standards and procedures to avoid and disclose potential conflicts of interest?
- 1 2 3 4 5 **27)** Does the board proactively review and enforce its standards and procedures to avoid and disclose potential conflicts of interest with annual certifications by board members and others covered by the Code of Conduct and Conflict of Interest Policy?
- 1 2 3 4 5 **28)** Does the board Governance Committee regularly assess board practices and structures for effectiveness; evaluate current directors and counsel those whose performance is less than ideal; and continually look for talented potential new directors?
- 1 2 3 4 5 **29)** Does the board have an appropriate level of planned turnover in its membership and its committees-- new members and ideas balanced with fresh experience and continuity?

THUNDERBIRD PREPARATORY ACADEMY

TPA Board Conflict of Interest and Code of Conduct Policy Exhibit D

The collective Board of Directors of Thunderbird Preparatory Academy, Inc. (collectively the "Board of Directors" or the "Board") desires to maintain and assure the ongoing collaborative and supportive environment of its efforts that have been fundamental to the establishment and ongoing success of Thunderbird Preparatory Academy, Inc. (the "School") and hereby adopt as a by-law to its Articles of Incorporation and agree: 1) to be bound collectively as the Board of Directors and individually as Board members (the "Board Member(s)") and 2) to bind the Officers and administrators of Thunderbird Preparatory Academy, Inc. (collectively the "Officer(s)" which for the purposes of this by-law and policy have the same affirmative duties as the Board Members) to abide by and proactively support the Conflict of Interest and Code of Conduct Policy (the "TPA Board Conduct Policy") outlined in the following sections:

SECTION 1. Conflict Disclosure

A conflict of interest arises when personal interests interfere with a person's ability to make objective business decisions or work effectively on behalf of the School. Full disclosure shall be made in writing by the person with the potential conflict to the full Board of Directors in all conflicts of interest, including but not limited to the following:

1. A person is related to a School vendor ("related" means spouse, children/grandchildren, parents/grandparents)
2. A person's close relative ("close relative" means spouse, children/grandchildren, parents/grandparents) is employed at the School in a direct or indirect subordinate role
3. A person receives payment from or has a financial interest in any entity which provides any goods or services to the School.

SECTION 2. Conflict Protocol

Following full written disclosure of a possible conflict of interest including any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall require a majority vote among the full Board of Directors without counting the vote of any Board Member with a potential conflict, even if the nonconflicted Board Members are less than a quorum, provided that at least three consenting Board Members are nonconflicted.

SECTION 3. Board Conflict Exclusion

Any potentially conflicted Board Member shall not participate in any discussion or debate of the Board of Directors, or any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest. Any conflict of interest situation involving a Board Member or Officer of Thunderbird Preparatory Academy, Inc. shall be maintained in a constructive, arms length fashion so as to not create any confusion or convey any perception of undue influence or preference.

THUNDERBIRD PREPARATORY ACADEMY

SECTION 4. Conflict Remedies

The existence of any of the above-listed conditions shall likewise render a contract or transaction voidable unless disclosure of personal interests is made to the Board of Directors and such contract or transaction was duly approved by the Board with knowledge of such interest. If a Board Member fails to make such disclosure, sanctions by the Board of Directors will result in removal of the non disclosing Board Member from the Board of Directors by a majority vote of the nonconflicted Board Members.

SECTION 5. Board Member Commitment

Thunderbird Preparatory Academy, Inc. Board of Directors shall have a firm belief in the educational and business plan of Thunderbird Preparatory Academy, Inc. Board Members shall be fully committed to the current educational concepts and best practices of Thunderbird Preparatory Academy, Inc.

SECTION 6. Qualifications

1. Read and be familiar with Charter School law
2. Read and be familiar with State Board Policy and operating procedures established by the State Board of Education
3. Read and be familiar with the Thunderbird Preparatory Academy charter and by-laws.
4. Read and be familiar with the Thunderbird Preparatory Academy annual operating plan and its educational plan.
5. Be in agreement with the educational philosophy, discipline policy, and administrative structure of the School.
6. Actively search out, research and become knowledgeable about best education practices on a best efforts basis in order to make the most informed judgments on behalf of the School.

SECTION 7. Behavioral Expectations

Expectations include a professional demeanor at all Board Meetings. Issues being discussed shall not be personalized and directed toward any other Board Member, staff member, parent or anyone else. Confidentiality is expected in all situations. Board Members shall respect and listen to ideas being presented by other Board Members.

Directors shall fulfill their responsibilities on the Board, Board committees or subcommittees to their fullest capability. All Board Members should be the best examples of positive leadership and collaboration that the School requires of its students.

All Board Members should attend at least two PTO meetings a year to show support and encouragement for that vital aspect of the School. Thunderbird Preparatory Academy Board Members will not serve on the PTO Board. Board Members may chair and serve on committees of the PTO. A high value for professionalism and the success of the School is mandatory. Primary motivation for serving on the Board of Thunderbird Preparatory Academy, Inc. shall be to proactively and constructively help ensure the educational success of all Thunderbird Preparatory Academy students.

When receiving criticisms from parents or other interested parties about staff or other Board Members, the Board Member shall direct the speaker to the Board Member/staff member which the situation involves. Board Members will never speak negatively about staff or other Board Members to the School community or any parties outside the School community.

THUNDERBIRD PREPARATORY ACADEMY

Conflicts shall be resolved with the people with which it was created. Board Members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media. Regardless of personal opinion, Board Members will support all decisions made by a majority of the board.

Board Members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of Thunderbird Preparatory Academy and its success in the community shall be top priority for any Board Member. Any Board Member finding himself or herself involved in an unresolvable conflict shall put the vision and success of the School first and immediately step down from the board.

SECTION 8. Governance of Thunderbird Preparatory Academy, Inc.

Thunderbird Preparatory Academy shall be governed by a Board of Directors. The Managing Director/Principal of Thunderbird Preparatory Academy shall answer directly to the Board and serve at the pleasure of the Board. The Managing Director/Principal shall: 1) make decisions on a day-to-day basis, 2) provide the Board of Directors with an annual operating plan that establishes the resources, personnel, strategies, methods, accountabilities, and transparent, recognized evaluation methods that measure the overall successes/failures of the School in meeting its legal mandates and its annual operating plan, 3) actively lead the School day-to-day to implement the School vision fully via the annual operating plan approved by the Thunderbird Preparatory Academy Board, and 4) actively fulfill all administrative duties for the School. Any Managing Director/Principal of Thunderbird Preparatory Academy shall be hired and retained with the above basic board and principal relationship clearly stated and confirmed in writing as the minimum level of responsibility, authority and accountability for all Board and Principal agreements and relationships.

Board Members will not publicly question any decision made by the Principal in any public arena. If a Board Member questions a decision, he or she shall immediately take that concern or disagreement to the administrator in a confidential and diplomatic format. Likewise, the principal shall agree to the same commitment. Respect for each other shall remain constant and foremost.

While at the School, Board Members shall be mindful of the different roles they play: parent, volunteer, Board Member, etc. A Board Member will not use their position of authority while acting in their parent or volunteer roles. Board Members understand and acknowledge that their authority and power comes collectively through the collaborative deliberations and decisions of the entire duly convened Board of Directors of Thunderbird Preparatory Academy, Inc. Board Members shall foster good relationships with the administrator and staff on a personal level. With the resolve of humility and community service in all their respective dealings within the School, each Board Member will serve the best interests of the School first and foremost.

Board Members also acknowledge and agree that stepping out of their advisory/Board capacity, and attempting to run the School as an administrator, will always cause problems.

The vision and mission statement of Thunderbird Preparatory Academy will serve to guide and direct the Thunderbird Preparatory Academy Board of Directors. The goal to continually improve, maintain integrity, serve Thunderbird Preparatory Academy families and ensure academic success for our students shall take precedence in all situations.

THUNDERBIRD PREPARATORY ACADEMY

SECTION 9. Board Policy, Board Member and Officer Acknowledgement

A copy of this policy shall be given to all Board Members and Officers of Thunderbird Preparatory Academy, Inc. upon commencement of such person's relationship with Thunderbird Preparatory Academy, Inc. Each Board Member and Officer shall sign and date the policy. Each Officer of Thunderbird Preparatory Academy, Inc. agrees to also proactively support and abide by this agreement. Failure to sign does not nullify the policy.

This Conflict of Interest and Conduct Policy, once voted and approved to be integrated into the By Laws of Thunderbird Preparatory Academy, Inc., may not be amended or rescinded except by a unanimous vote by the Board of Directors where all Board Members are present.

Signed By: _____

Name Printed: _____ Date: _____

THUNDERBIRD PREPARATORY ACADEMY

4. A copy of the articles of incorporation.



NORTH CAROLINA Department of the Secretary of State

To all whom these presents shall come, Greetings:

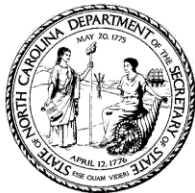
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THUNDERBIRD PREPARATORY ACADEMY, INC.

the original of which was filed in this office on the 26th day of October, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of October, 2011.

Elaine F. Marshall

Secretary of State

Certification# C201129700443-1 Reference# C201129700443-1 Page: 1 of 5
Verify this certificate online at www.secretary.state.nc.us/verification

THUNDERBIRD PREPARATORY ACADEMY

5. A description of the governing board’s functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The TPA Board functions, duties, roles and responsibilities are tied to three (3) primary roles:

- 1) Policy Formulation, 2) Decision Making and 3) Oversight as illustrated below.



THUNDERBIRD PREPARATORY ACADEMY

Engaging, Enriching and Embracing the Full Potential of Children,
One Child at a Time

Summary Board Roles and Responsibilities

	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.

Adapted from *Really Governing* (Pointer and Ewell 1995)

THUNDERBIRD PREPARATORY ACADEMY

The structural relationships outlined above establish the legal authority and accountability of the TPA Board. The TPA Board is accountable to the State of North Carolina and to the enduring success of its students and should primarily identify with them rather than the School management or staff. All TPA Board members are expected to put the welfare of TPA and its Mission, Vision and Strategy ahead of their personal benefit. See Thunderbird Preparatory Academy By-Laws and By-Law Exhibits A –B provided above.

6. Explain the decision making processes the board will use to develop School policies.

The decision making process begins with the foundational understanding of the Board in its(their) respective collective and individual Board role(s), behavior(s) and diligence in establishing a strong collaborative culture for consistent, best decision making practices. The best outcome decisions begin with a best practices foundational culture that facilitates best outcome decisions. Great decisions transcend great mechanical decision processes. Great decisions only occur where great decision processes are enabled by great organizational culture.

Thunderbird Preparatory Academy is governed by a Board of Directors. The Board of Directors has sole authority over all TPA corporate and School matters and is responsible for setting policy and overseeing all operations including budgeting, operating procedures, personnel matters and community relations all from a governance and policy standpoint. The TPA Board will be a governing Board and will not be involved in the day-to-day operating decisions once the School commences classes in its first year of operation. The Managing Director (Principal) of Thunderbird Preparatory Academy answers directly to the Board and serves at the pleasure of the Board. The Managing Director/Principal will: 1) make decisions on a day-to-day basis as mandated by the School's charter, 2) provide the Board of Directors with an Annual Operating Plan that establishes the resources, personnel, strategies, methods, accountabilities, and transparent, recognized evaluation methods that measure the overall successes/failures of the School in meeting its legal mandates and its Annual Operating Plan objectives necessary to fulfill the Mission of the School, 3) actively lead the School day-to-day to implement the School Vision fully via the Annual Operating Plan approved by the Thunderbird Preparatory Academy Board, and 4) actively oversee and fulfill all administrative duties for the School.

While at the School, Board members shall be mindful of the different roles they play: parent, volunteer, Board member, etc. A Board member will not use their position of authority while acting in their parent or volunteer roles. Board members understand and acknowledge that their authority and power comes collectively through the collaborative deliberations and decisions of the entire duly convened Board of Directors of Thunderbird Preparatory Academy, Inc. Board members shall foster good relationships with the administrator and staff on a personal level. With the resolve of humility and community service in all their respective dealings within the School, each Board member will serve the best interests of the School first and foremost. Board members also acknowledge and agree that stepping out of their advisory/Board capacity and attempting to run the School as an administrator will always cause problems.

The Mission, Vision and Strategy Statements of Thunderbird Preparatory Academy will serve to guide and direct the decision making process of the Thunderbird Preparatory Academy Board of

THUNDERBIRD PREPARATORY ACADEMY

Directors. While the Mission, Vision and Strategy Statements of TPA are unique to TPA, the integral, foundational goals of all effective organization boards also apply to TPA as detailed in its By-Laws and By-Law Exhibits. The essence of those fundamental requirements/goals as detailed within the By-Laws and By-Law Exhibits are that the Board will: 1) continually maintain the integrity of the charter, 2) systematically improve the charter, 3) faithfully serve Thunderbird Preparatory Academy students, families and staff to the best of their ability, and 4) measurably ensure that enduring academic success for TPA students shall take precedence in all situations. All meaningful board decisions of any organization have to be made in such a consistently full, evaluative context of the overall organizational situation. Great decisions come where great organizational information and great ongoing organizational assessment exists. Poor context makes for poor decisions. Such foundational organizational principles apply to all great organizations, not just TPA. The TPA Board will strive to establish a great decision making culture within its own decisions as well as throughout the School. 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.** This step ensures that Board discussions are systematic, objective and open and that Board members 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 below.

THUNDERBIRD PREPARATORY ACADEMY

O-A-R-R CHECKLIST FOR GROUP COLLABORATION/DECISIONS

OBJECTIVES - Goals, Criteria

- What are *my* motives for this activity?
- What results do *I* want?
- What resources am *I* able and willing to commit?
- What are *we* trying to do?
- Who are *we* benefiting?
- Who, if anyone, is left out, neglected or harmed by this action?
- Where do *we* need it?
- Where does this activity fit in the overall priorities of the organization?

ACTIONS - Choices, Options

- What can *I* do to accomplish these objectives?
- How else could *we* do this?
- How does that action fulfill *our* objectives?
- Who has prior experience in this area that can benefit this activity?
- What resources are available to make sure all options and choices are considered?
- How would *we* evaluate *our* prior experience in this type of activity?
- What lessons from *our* prior successes and failures have a bearing on this activity?

RISKS - Undesirable, Unforeseen Outcomes

- What can go wrong with this action?
- What's the probability of that happening?
- If it happens, how severe a problem will it be to the activity?
- If it happens, how severe a problem will it be to the organization?

RESOURCES - Time, People, Management, Money

(Time is our most precious resource. It enables us to provide more of the other three)

- What other activities would be better served with the resources used here?
- What more important activities, if any, are diluted or delayed by this activity?
- What is the most efficient and expedient manner to accomplish this activity?
- How does this activity build and/or conserve resources?
(e. g. Reduces present time, people, management or money outlays. Develops peoples skills and abilities, improves management and/or leadership pool, or increases money resources. The quality of planning and execution of a particular activity determines the level of peoples willingness to provide time and money for the next activity.)



THUNDERBIRD PREPARATORY ACADEMY

7. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Performance Based Goals and Objectives

The goals and objectives of TPA will reflect the School's mission and purpose to assist TPA students in reaching academic excellence by improving student learning, increasing learning opportunities for students, encouraging relevant professional development opportunities, providing both student and faculty leadership opportunities within the school as well as reaching out toward the needs of the community, and parental participation. Our educational program is designed to address the North Carolina Standard Course of Study where TPA will consistently rank in the top 10% of all respective North Carolina public schools. Specific TPA organizational goals follow:

ORGANIZATIONAL GOALS

Goal 1: TPA will be fully enrolled and demonstrate high levels of student engagement through full daily attendance and student retention.

Objective 1A: TPA student enrollment will be at 100% of the projected enrollment described in the charter application at the beginning of each year.

Objective 1B: The TPA waiting list will be equal to 50% of the 5th grade enrollment during each year.

Objective 1C: At least 95% of the students who begin the school year at TPA will remain in the school throughout the academic year.

Objective 1D: At least 95% of the students who complete the school year at TPA will re-enroll for the following school year.

Objective 1E: TPA enrollment will average 95% daily student attendance in each school year.

Goal 2: TPA will be responsive to charter school parents.

Objective 2A: In the Spring of each year, parents will be surveyed to determine their satisfaction level with the learning environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Objective 2B: In the Spring of each year, parents will be surveyed to determine their satisfaction level with the physical and social environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Objective 2C: In the Spring of each year, parents will be surveyed to determine their satisfaction level with the home-school relations. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

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Goal 3: TPA will provide a supportive environment for teachers.

Objective 3A: In the Spring of each year, faculty and staff will be surveyed to determine their satisfaction level with the learning environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year. (The framework of a 360 degree leadership inventory is being considered for this measure.)

Objective 3B: In the Spring of each year, faculty and staff will be surveyed to determine their satisfaction level with the physical and social environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Objective 3C: In the Spring of each year, faculty and staff will be surveyed to determine their satisfaction level with the home-school relations. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Goal 4: Thunderbird Preparatory Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Objective 4A: Budgets for each school year will demonstrate effective allocation of financial resources to ensure effective delivery of the school Mission, Vision and Strategy as specifically provided in the Annual Operating Plan and as measured by a yearly balanced budget with a minimum five percent (5%) restricted cash surplus contingency. The TPA budget will be reviewed monthly by the TPA Finance Committee.

Objective 4B: External, annual audit reports will demonstrate that TPA meet or exceed professional accounting standards.

Objective 4C: Internal information processes will demonstrate TPA progress in achieving meaningful progress and success required in the Annual Operating Plan that will be reviewed monthly by the TPA Board.

8. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The Board has a zero tolerance policy for undisclosed conflicts of interest. Annually, the Board (along with School leadership) is required to provide written confirmation that they have read and have continuously complied with the School's Conflict of Interest Policy. Board members who have properly disclosed conflicts are not allowed to discuss or vote on matters that involve the disclosed conflicts. Board members who do not disclose conflicts that are later determined to exist will be removed from the Board. See also the Board Conflict of Interest and Code of Conduct Policy included above.

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4D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, phone number, contact person, fax, and email:

Thunderbird Preparatory Academy plans to maintain the role of the TPA Board and its Managing Director as the educational leadership of TPA. TPA does not plan to contract for services with an educational management organization to lead the School, but will reserve the right to review, assess and potentially contract with such an entity in the future should it be deemed appropriate by the TPA Board of Directors.

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

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

All eligible K through 12th grade students residing within North Carolina are eligible to attend Thunderbird Preparatory Academy as provided by North Carolina law. Students will be admitted without regard to race, religion, gender, creed, national origin, disability, ancestry, need for special education or itinerant services, or socioeconomic condition.

The Application

All student enrollment applications will be received and processed by the Managing Director of Thunderbird Preparatory Academy. Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

The Lottery

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 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 12 grades is complete.

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Priority Enrollment

Thunderbird Preparatory Academy will give priority enrollment to existing students (after year one), any or all siblings of a pupil already admitted, students of a charter school employee, 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 Thunderbird Preparatory Academy.

Withdraw Procedures

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.

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.

5. EDUCATION PLAN

5A. INSTRUCTIONAL PROGRAM

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

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

Basic Instructional Program

Our educational program is focused on maximizing student achievement. Thunderbird Preparatory 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 through grade 8, 8) adequate time for recess, 9) opportunities for parental involvement and 10) integration into the curriculum of multi-age approaches toward learning. 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 Northwest Evaluation Associates (NWEA) Measures of Academic Progress (MAP) at least three times per academic year, 2) the Stanford 10 Achievement Test where possible, and 3) all assessment and testing requirements required by the North Carolina State Board of Education under the North Carolina Testing Program (including ABC, AYP and high school graduation required testing). All performance assessments and evaluations of students and the school shall be correlated within the globally recognized Baldrige benchmarking process. The Baldrige Performance Excellence Process is a strategic planning and management system used to align organizational activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals.

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The Thunderbird Preparatory Academy curriculum will provide for the intellectual growth of students in K-12. Our curriculum will give students a basic, foundational body of understanding, attitude, and knowledge for living in a democracy, which acknowledges that learning experiences may vary according to individual needs. Students will have the opportunity to develop intellectual curiosity, critical thinking skills, ethical problem-solving abilities, healthy personal habits, and aesthetic appreciation during their school years in such a manner that they will be used throughout their lifetime. The curriculum will be based on the North Carolina Standard Course of Study, ensuring preparation for the full array of our assessment program. The professional staff of the school will develop the basic instructional program. The program will range from basic skills to college preparatory skills to dual credit courses. In compliance with state and federal regulations, the school will not exclude, deny benefits or prohibit students from course offerings on the basis of sex, race, religion, color, creed or national origin.

Thunderbird Preparatory Academy believes a curriculum must be maintained that will provide for the intellectual growth of students in kindergarten through the 12th grade. Our curriculum will give students a basic body of understanding, attitude, and knowledge while acknowledging that learning experiences may vary according to individual needs. This will ensure that students have the opportunity to develop intellectual curiosity, critical thinking skills, ethical problem-solving abilities, healthy personal habits, and aesthetic appreciation during their school years in such a manner that they will be used throughout their lifetime. The curriculum will be based on the North Carolina Standard Course of Study as well as TPA adopted extension standards, Foundations for Extension of Skills Curriculum (FESC), ensuring preparation for the full array of our assessment program.

FESC are standards created by the TPA academic committee intending to serve as extensions to the North Carolina standards. The purpose of FESC is to complement and extend beyond the basic criteria set by the state in an attempt to heighten the level of local accountability. All TPA students will be measured by FESC standards, which provide the basic North Carolina standards requirements, and then extend to more comprehensive skills and content in conformance to both national and world-class institutional models proven successful in higher achievement and excellence. By design, the timeline to create the FESC standards will occur prior to the selection of a Curriculum series. This will allow informed and appropriate preparation prior to the initial opening of the school. This process will be guided by the following timeline:

- March, 2012 – April, 2012 Language Arts
- April, 2012 – May, 2012 Mathematics
- May, 2012 – June, 2012 Science
- June, 2012 – July, 2012 Social Science
- March, 2012 – October, 2012 Curriculum Selection

In application of FESC standards, the professional staff of the school will develop the basic instructional program. The program will range from basic academic skills to college preparatory skills to dual credit courses. In compliance with state and federal regulations, the school will not exclude, deny benefits or prohibit students from course offerings on the basis of sex, race, religion, color, creed or national origin.

Inquiry-based Methods and Project-Based Instruction

Research indicates that developing expertise requires learning subject matter as well as the thinking strategies needed to use and inquire more deeply into concepts. For example, Flick (1995) noted that explicit teaching can produce major gains in student achievement on selected kinds of instructional

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objectives, but “the high levels of teacher supervision implied by explicit teaching models may not foster the kinds of thinking required for instruction with complex and more ill-structured tasks” (p. 17). Accordingly, Thunderbird Preparatory Academy will utilize inquiry-based teaching methods to develop critical thinking skills in our students and encourage active engagement while teaching specific content knowledge. In general, meta-analysis results indicate that inquiry-based teaching produces positive results across a variety of indicators (Hurd, 1998; Shymansky et al., 1983; Shymansky et al., 1990; Mechling and Oliver, 1983; Wise and Okey, 1983; Rosebery et al., 1992; Scruggs et al., 1993).

Small School Size

Thunderbird Preparatory Academy will limit school size to a maximum of 353 students in kindergarten through grade 4 in the first year, 450 students in year two, 883 students in year three (when we anticipate having a permanent structure built), and adding 100 students per year thereafter. The school will ultimately grow to 1283 students K through 12 by the seventh year of operation. The large volume of research relative to the advantages of small school size is quite consistent (Gregory, 1992; Howley, 1994, 1996; Jewell 1989; Kershaw and Blank, 1993; Monk and Haller, 1993; Nachtigal, 1992; Robinson-Lewis, 1991). Small schools which function as a small learning community consistently outperform larger schools on a variety of indicators.

Smaller Class Sizes

In addition to small school size, Thunderbird Preparatory Academy will limit class sizes to approximately 19 students in kindergarten classes and growing to approximately 25 or less in the upper grades, with aides in kindergarten and early elementary grades as necessary. The research base is strong and consistent in this case as well (Nye, et al, 1989, 1994, 1995, 1996, 1997, 1998, and 1999; Word et al., 1990). The research strongly supports that small classes have an advantage over large classes in terms of student performance in the early primary grades, and in most comparisons, the impact on minorities is about twice as large as it is for non minority students. This results in a reduction in the achievement gap. While Thunderbird Preparatory Academy has planned for a maximum of 25 students per class as a precautionary budget matter, actual preferable class sizes may be smaller contingent upon actual state and federal funding levels available as the school opens and implements its overall academic mission.

Increased Time for Planning and Professional Development

Thunderbird Preparatory Academy Master Schedules will include a significant amount of time for meaningful teacher planning and professional development. As the What Matters Most (1996) report by The National Commission on Teaching & America’s Future noted, investments in teacher knowledge and skills net greater increases in student achievement than other uses of an education dollar. Thunderbird Preparatory Academy views meaningful professional development as integral to the act of teaching. Without increased time for professional development linked to the curriculum, teachers cannot acquire the knowledge and skills they need to help all students perform at high levels. We believe that the time teachers spend with each other and with other knowledgeable educators, engaged in thinking about teaching and learning, is just as important to students’ opportunities to learn as the time teachers spend in direct facilitation of learning.

In addition to their planning time and professional development, TPA Administrators will use the Employee Evaluation process (see pages 96-106) to assist teachers in improving their skills in the use of curriculum and classroom management that will further their development and job satisfaction.

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Multi-age Education Approach

Thunderbird Preparatory Academy will serve all students in K-3 according to their developmental needs. In developmental core subject areas such as mathematics, reading, and writing, students will be successful and satisfactorily engaged to their potential during the learning process. Students learn through a series of experiences. These fundamental experiences are stepping stones toward student success. Learning is only vertical if the appropriate steps are in place. Therefore, elementary level students 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 ABC test 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.

All K-3 students will be screened by a trained educator, 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 the development of pre-reading and early reading skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and automaticity 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. This data will be a secondary source of information displaying the progress of the individual student receiving science-based interventions from the Intervention and Advancement Team (IAT). 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.

Thunderbird Preparatory Academy will also implement comprehensive K-12 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 (3times 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 IAT that meets bi-weekly or monthly.

Daily Physical Education and Extended Time for Recess each Day

Thunderbird Preparatory Academy will teach a minimum of thirty minutes of physical education per week to all students in kindergarten through grade 5, and offer at least one semester elective class of PE to students grades 6 through 8, and offer P.E. credit (one unit) to high school age students, all as required by current North Carolina state mandates. Increased physical activity will be encouraged for all high school students and activities will be provided with incentives given for participation (walking trail, running club, etc). The school also will include at least 30 minutes of recess each day for students in K-5. We believe that healthy kids make better students and that better students make healthy communities. The American Heart Association and the Centers for Disease Control and Prevention (CDC) recommend one hour of moderate physical activity 5 days per week for children and adolescents, and the National Association for Sport and Physical Education (NASPE) recommends P.E. for a minimum of 150 minutes per week for elementary children and 225 minutes per week for adolescents in middle and high school. In addition to prevention of medical problems, research supports that daily physical education is directly linked to higher achievement in academics.

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Extra-Curricular Activities

Athletic team participation will also be phased-in as the school grades expand that may include soccer, baseball, volleyball, golf, tennis, basketball, etc. Thunderbird Preparatory Academy intends to be a member of the Greater Charlotte Middle School Athletic Association (GCMSAA) and one of several smaller high school athletic leagues within the Mecklenburg County area. When possible, TPA will also develop an intramural sports program to allow more students to participate in sports and team activities. If necessary, TPA will charge reasonable and customary activity fees that are comparable to schools in the surrounding area to supplement or cover the costs of these activities.

TPA will encourage clubs, such as Foreign Language Clubs or International Clubs, to be formed by students but will require a teacher sponsor (but not teacher run) to ensure that proper guidelines and rules exist that allow for inclusion of all students and compliance with school policy and mission.

TPA will also offer an after-school enrichment program Monday afternoons called SAIL (Students Active In Learning). This will be available to interested families to facilitate learning extensions and have ready program access to strengthen their extra-curricular skills in a variety of areas. Programs may include classes such as music, art, math, technology, reader's theater, and drama activities. Class sizes will be limited and enrollment is first-come, first-served. Class fees will be determined by the instructor in conjunction with the Board.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

School teaching strategies will be based on the work of educational researchers and theorists as well as the experiences of exemplary classroom teachers. The following principles will guide Thunderbird Preparatory Academy school methods. These are the guiding principles behind the Responsive Classroom approach. This educational approach creates learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using these strategies report increases in student investment, responsibility, and learning, and decreases in problem behavior in the classroom.

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

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Thunderbird Preparatory Academy curriculum will provide “best practices” instruction. Teachers at Thunderbird Preparatory Academy will provide a high level of support, structure, and guidance for students while they learn concepts and skills. The role of all teachers at Thunderbird Preparatory Academy is to:

- be patient, caring, and passionate in their professional role and co-explore the learning experience with the children
- model and inspire ideas, problem solving, and conflict resolution
- take ideas from the children and return them to further exploration
- search for opportunities for students to be leaders
- organize the classroom and materials to be aesthetically pleasing
- organize materials to help children make thoughtful decisions about the media
- document children's progress with visual representation, film, digital recording, portfolios
- help children see the connections in learning and experiences
- help children express their knowledge through representational work
- form a "collaborative team" among other teachers and parents
- have a dialogue about the projects with parents and other teachers
- foster the connection between home, school, and community

Projects will play a significant role in the curriculum of Thunderbird Preparatory Academy. Project ideas are derived from student interest, unfolding over time. They involve investigation, expression, reinvestigation, and more expression. Projects are not done because students will be tested and graded on them; they are done because children are motivated to learn. This approach responds to the combined expectations of children and families, and it reflects the continual evolution of competencies.

Thunderbird Preparatory Academy Projects will:

- be integrative with curriculum
- emerge from children's ideas and/or interests
- be stimulated by teachers
- be authentic, important and relevant to children
- be introduced by teachers knowing what is of meaningful interest to children
- be significant enough in scope to develop over time, to foster new ideas, to negotiate over, to induce challenges, to revisit, to see progress, to see movement of ideas
- cause concrete, personal learning moments from real experiences
- be connected to areas of interest within the community

Thunderbird Preparatory Academy will approach all curriculum design, implementation and refinements on an integrated, collaborative basis within its overall teaching community. To insure that the academic needs of all students are met, Thunderbird Preparatory Academy will differentiate instruction methods and utilize multimodal instruction with all students. The core premise of all Thunderbird Preparatory Academy curricula is to proactively identify, design, adapt, embrace and assimilate best teaching practices and the curriculum that best facilitates those practices that address all student learning styles. The active concept of a small learning community where learning collaboration between student, teacher and parents continues from kindergarten through grade 12 is a crucial component of the teaching approach, curriculum design and instructional methods within Thunderbird Preparatory Academy. Thunderbird Preparatory Academy actively

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seeks to leverage the small learning community concept so as to establish teaching and curriculum continuity and relevancy throughout the Thunderbird Preparatory Academy academic experience.

Specific Instructional Strategies - Kindergarten through Grade 6

Reading Traditional reading instruction will include programs that use a systematic and explicit instructional approach that is grounded in research. Once children demonstrate an understanding of the essential components of reading, enrichment activities will follow. Children will be taught strategies understanding the reading process through the selected program. This understanding will be enhanced by observing what good readers do to tackle unfamiliar words. Consistent with best practice in literary instruction, children will learn to read through authentic reading experiences, primarily using children's literature. Reading skills and strategies will be taught through whole-class instruction using structures such as shared reading and mini-lessons. Guided reading will address the needs of small-groups of readers, and individual readers will be coached during reading workshop and individual conferences.

Writing/

Handwriting Writing for authentic purposes will be done on a daily basis. Topics will be generated by individual students with teacher guidance. Writing skills and strategies will be taught through whole class or small-group mini-lessons and writers will be coached individually during writing workshop. Students will be given ample opportunity to share their writing and will spend a great deal of time learning the craft of writing from carefully studying authors that they enjoy. Manuscript will be taught in earlier grades, and cursive in later grades as students demonstrate prerequisite skills and readiness. Students will practice handwriting when their work is published. Students will be encouraged to focus on content in draft work and concentrate on handwriting in the final drafts of writing. When appropriate, technology will be used in the publication process.

Vocabulary Language is a powerful tool. In the classroom, language is used to stretch children's curiosity, reasoning ability, creativity, and independence. Vocabulary will be identified by individuals, small-groups, or whole class through inquiry into language use by readers and/ or writers. New words will be highlighted in various ways, and students will be encouraged to document important words in their writer's notebooks for later use in writing and conversation.

Foreign

Language Thunderbird Preparatory Academy will provide introductions to foreign language in the 4th grade and continue appropriate development of Spanish to all native English speakers. English as a Second Language (ESL) will be introduced to all foreign native speakers or English Language Learners (ELLs) beginning in kindergarten. Thunderbird Preparatory Academy will create an environment that encourages ELLs (and all students) to be comfortable taking risks. By adjusting the amount of teacher-to-student and student-to-student talk ratio to include more student talk, students will achieve greater, quicker comprehension in a self-empowering learning mode.

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Teachers will provide supporting or scaffolding student language development in all class activities to promote language success. Cultural and historical aspects of each foreign language taught will be emphasized as a key student connection with a very large and exciting world community.

While total language immersion is the most successful language learning environment, Thunderbird Preparatory Academy will actively work to overcome the practical limitations on total immersion by fostering respect for and emulation of those who master second and third languages. When properly taught, foreign language learning students instinctively embrace the journey of language mastery and the many associated cultures along their language pursuits.

Spelling

Emphasis is placed on helping children understand and use English spelling patterns. Spelling instruction will occur through mini-lessons focusing on spelling patterns and strategies. Spelling patterns will often be addressed in daily shared reading lessons and interactive writing lessons. Spelling will also be addressed with individual children in writing conferences. Because the curriculum can be driven by student interest and discovery, the spelling words can be student-selected through teacher guidance.

Mathematics

Mathematical concepts will be established through a selected program that emphasizes a systematic and explicit instructional approach. Once understanding of these foundational concepts is established, knowledge will be enriched through a variety of activities. Math manipulatives will be used to establish a basic understanding of mathematics and its applications.

Math instruction will focus on how, when, and why the math concept is used. Concepts learned will be practiced through application in a focus study. Emphasis is placed on effective strategies for problem solving. Children will have many opportunities to apply the mathematical concepts they learn through interacting with the world in which they live. Math literature will be used to deepen understanding of mathematical concepts.

Science

The development of Thunderbird Preparatory Academy science units will be guided by the NC state standards. Inquiry will be a fundamental component of the science program; Thunderbird Preparatory Academy will utilize research-based curricula such as Foss, STC, and DSM in conjunction with a careful application of science note-booking. In the event that no relevant research-based materials are available, teachers will develop inquiry-based science units that follow a child's natural cycle of learning (Lawson, Abraham, & Renner, 1989; Eisenkraft, 2003). Thunderbird Preparatory Academy science courses will emphasize the processes of science and conceptual understanding of topics. As such, all Thunderbird Preparatory Academy science units will culminate in a project that allows the students to demonstrate their knowledge.

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Children in grades 3-8 will further employ sound scientific principles by participating in an annual science fair. All science fair projects will be the result of controlled experiments and will exhibit the gathering, interpretation, and display of data.

Science units of study will be developed using the North Carolina state curriculum standards as one of many resources. Teachers will create lessons that provide baseline information regarding the topic or concept under study and then have children work independently or in small groups to inquire further. Children will be expected to learn the content standard and develop specialized expertise through developing projects. Students will have a weekly science observation time to explore the scientific process.

Social Studies

Social studies units of study will be developed using the North Carolina state curriculum standards as one of many resources. Teachers will build lessons that provide baseline information regarding the topic or concept under study and then will have children work independently or in small groups to inquire further. Children are expected to learn the content standard and to develop special expertise through expert projects. Year long studies of cultural diversity will be a feature of the social studies curriculum.

Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences, including those using interdisciplinary approaches, in the social sciences of economics, sociology, psychology, geography, political science, anthropology and history enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world. The school will develop curriculum guides to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address state standards for kindergarten through eighth grade.

Computer/ Technology Studies

The primary goal of computer/technology studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum -- the school will use educational technology to support curriculum and instruction. Thunderbird Preparatory Academy believes that students, teachers, and others should have access to technological resources and the ability to use those resources at the time and place of need. The school will present learning opportunities to students so such technology skills and content knowledge may be acquired in accordance with the technology standards of achievement as provided by the North Carolina State Board of Education. Thunderbird Preparatory Academy will utilize technology to enhance student learning in the classroom and outside the class where practical.

Classroom Engagement

Classroom communities will be established at the beginning of the year by developing a list of responsibilities that support the student and encourage full academic, social and

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emotional engagement within their learning community. The focus will be on developing and implementing expectations for behavior that builds a strong sense of community and establishes healthy work habits for individuals and the class at large. Community building strategies such as morning meetings, class projects, problem-solving sessions, and role play activities promote respect and appreciation of all members of the class and enrich opportunities for children to learn from one another through the curriculum.

Community Connection

Thunderbird Preparatory Academy will utilize practical strategies for facilitating social, emotional and academic learning throughout the school day. Morning meeting will be an important part of our day. Teachers and students will begin the day with a fifteen to thirty minute class meeting that builds community, creates a positive climate for learning, reinforces academic and social skills, and gives children daily practice in respectful communication.

Morning meeting consists of the following four components:

Greeting: students greet each other by name. There are many different greeting activities that can be used throughout the year, including handshaking, singing, clapping, and greeting in different languages.

Sharing: each day, two or three students share information about an event in their lives. Listeners take turns offering empathic comments or asking clarifying questions.

Group Activity: all participate in a brief, lively activity from singing, playing a game, poetry reading to discussions on current events, etc.

News and Announcements: children read the news and announcements chart that their teacher has written. Sometimes they read silently as a group; sometimes they read aloud; sometimes they follow as the teacher or a fellow student reads. The news and announcements chart usually includes an activity that reinforces academic skills.

Thunderbird Preparatory Academy morning meetings will teach social and emotional skills twice weekly in all classes kindergarten through grade 12 and will seek daily opportunities to build upon those lessons. One example of a lesson we are considering is the use of the Second Step Violence Prevention Program (Committee for Children, 2006) or a similar program to be determined in the future. It is the goal of Thunderbird Preparatory Academy to teach and maintain clear expectations of students to a high standard of behavior, emphasizing personal discipline and responsibility. As a result of a connected educational program focused on both high academic and social expectations throughout the entirety of the school's structure, high school students become positive role models for middle school students, and both high school and middle school students become positive role models for younger elementary students.

Music Education

Music is a natural part of a child's life and every child should be given the opportunity to explore music and the skills that it can produce. The National Standards for Arts Education, as embraced in the North Carolina Standard Course of Study, includes four separate and distinct disciplines: dance, music, theatre arts and visual arts - each with its own body of knowledge and skills. The intent of the National Standards for Arts Education along with the standard courses of study in dance, music, theatre arts and

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visual arts is that a comprehensive understanding of one or more of the arts be accomplished by each student throughout the K-12 program. The North Carolina Arts Education Standard Course of Study for music curriculum standards is designed to embrace the national standards for music education. Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum. The general music standards that are addressed in each grade level are: singing, playing instruments, improvising, composing, reading notation, analyzing, evaluating, making connections, and relating to history and culture.

Visual Arts

The visual art education component will be based on the North Carolina visual art curriculum standards. These standards will be used to teach art in a way that is fun and enjoyable for the student. The focus will not always be on the end product but sometimes just on the artistic process itself. Other subjects will be incorporated into the lessons when appropriate. Artwork will be exhibited throughout the school in permitted locations.

Drama

Dramatic expression, as an introduction to breadth of theatre arts, will be based on dramatic texts, literature, history and personal experience. Students will learn to communicate ideas and emotions by using their imaginations, voices and bodies while exploring both personal and shared space. While working alone, students will demonstrate physical traits of humans, animals and objects. While working in groups, students will cooperate to communicate ideas and emotions, as well as work together to problem solve. Activities will include improvisation, mime and puppetry, as well as the use of masks, props, sets, costumes and make-up. Students will also learn about the effect of lighting and sound. As audience members, students will learn audience etiquette and describe emotions in response to theatrical performances.

Service Learning

Thunderbird Preparatory Academy supports the concept of service learning as a teaching method and encourages its use in the school. "Service learning" means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects and skills will be taught through learning activities aligned to state standards, character education, and/or local performance standards. As appropriate, the Managing Director will implement service learning with the input of staff, parents, the community, and higher education.

Specific Instructional Strategies - Secondary Education

Thunderbird Preparatory Academy is working toward having an agreement with either a state college or university to offer dual credit courses whereby their instructors come to our campus, our students go to theirs, or we use technology for distance learning opportunities, and to be in place by the 2015 school year when the high school phase of the school starts. Courses such as college freshman English, Calculus, History and Social Science courses, Chemistry, Physics, Foreign Languages, etc. will be available to the students of the school. By the August 2015 opening of the high school, Thunderbird Preparatory Academy

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students should have greater access to current technology and a wider variety of both college and technical courses. Thunderbird Preparatory Academy will embrace opportunities for the secondary students who attend so that parents and students can have the customized options needed for each situation. We have committed the school to serve the best interests of the students wherever those opportunities lead.

English Language Arts

Students will progress through an English Language Arts curriculum that emphasizes mastery of the state adopted curriculum standards. A few of the strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Destination Reading (DR) series (by Riverdeep), for remediation
- Adopted text and supplemental materials

High school English, through the study of separate courses, includes instruction in four basic areas of English language arts curriculum: 1) using language to learn, 2) using the conventions and forms of language, 3) using language to communicate, and 4) appreciating language. The English language arts of listening, speaking, reading, and writing are the foundations of learning. English Language Arts instruction must enable learners to become confident, effective users of language as citizens of a world community, as competent members of the work force, and as thoughtful, creative individuals.

- College Prep Path
- Students scoring below a level 3 ABC score will be provided with additional course work through elective courses in language arts skill development and practice. These elective courses will occur before or simultaneous with the students' taking English I so that they have the opportunity to master the basic skills necessary to perform high school level work.
- Electives/Dual Credit/Innovative Core Courses

Mathematics

High school mathematics, through the study of separate courses, includes instruction in five basic areas of Mathematics curriculum: 1) number and operations, 2) algebra, 3) geometry, 4) measurement, and 5) data analysis and probability. The process standards (problem solving, reasoning and proof, communication, connections, and representation) must be interwoven throughout the curriculum. Schools must focus on mathematics as a means of communications and as a tool for the discovery and exploration of ideas. Mathematics instruction must emphasize problem solving and interrelatedness of mathematical ideas rather than a series of isolated skills to be mastered independently.

- College Prep Path
- Core Options/Dual Credit/Innovative Core Courses

The high school mathematics curriculum will provide students with daily instruction and practice in mathematics. Students will progress through a math curriculum that emphasizes mastery of the state

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adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Accelerated Math Program
- Destination Math (DM) series (by Riverdeep), for remediation
- Adopted text and supplemental materials

Science

High school science, through the study of appropriate courses, includes instruction in the content areas of the North Carolina Science Standards: life science, earth science, and physical science. The inquiry strand is integrated into all the science content areas. A sound grounding in science strengthens skills that people use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

- College Prep Path
- Core Options/Dual Credit/Innovative Core Courses

Students will progress through a science curriculum that emphasizes mastery of the state adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Science Labs
- Adopted text and supplemental materials

Social Studies

High School social studies, through the study of separate courses, will include instruction in four basic areas of social studies curriculum: 1) history, 2) government/political science, 3) geography, and 4) economics. Social Studies combines the study of anthropology, archaeology, economics, geography, government/political science, history, philosophy, psychology, religion and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.

- Core Options/Dual Credit/Innovative Core Courses
- College Prep Track

Students will progress through a social studies curriculum that emphasizes mastery of the state adopted curriculum standards. A number of strategies and approaches that will be used to accomplish educational goals and objectives as well as enable students to accomplish the curriculum standards are as follows:

- Adopted text and supplemental materials
- Projects and presentations

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Electives

Thunderbird Preparatory Academy will provide two foreign languages, arts, music, technology and physical education (athletics) as its core secondary education electives. Additional electives will be added based on the collaborative development of the high school curriculum for its August 2015 opening.

3. Compliance with Federal and State regulations for serving exceptional children.

TPA has policies and procedures to ensure that all children with disabilities--regardless of the severity--who are in need of special education and related services are identified, located and evaluated in accordance with NC Procedures Governing Programs and Services for Children with Disabilities.

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

Entrance Requirements

All eligible K through 12th grade students residing within North Carolina are eligible to attend Thunderbird Preparatory Academy. Students will be admitted without regard to race, religion, gender, creed, national origin, disability, ancestry, need for special education or itinerant services, or socioeconomic condition.

Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to TPA. Entrance into TPA through an enrollment lottery will facilitate broad access to all students through a formal, well publicized lottery process which will be conducted each year to select the incoming class of students. Selected students will be required to provide a range of enrollment related documents within the TPA application packet prior to formal enrollment at TPA. Students and parents will have to sign and return the contract page of the Student-Parent Handbook to verify their commitment to follow the rules and procedures and uphold TPA standards. The TPA Student Code of Conduct Policy will include all TPA expectations of students including conditions under which a student may be suspended and/or expelled from TPA. Expelled students will not be admitted as permitted by North Carolina state law.

State Requirements for High School Diploma

To qualify for a High School Diploma, a student must earn a total of 22 units of credit in state approved courses as established by the North Carolina State Board of Education. The TPA Board may establish further local graduation requirements as best reasonably meet the Mission, Vision and Strategy of Thunderbird Preparatory Academy for the enduring success of all TPA students.

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NORTH CAROLINA STANDARD COURSE OF STUDY

	AVAILABLE FOR NINTH GRADERS 2000 – >	FOR NINTH GRADERS ENTERING IN 2012-13
CONTENT AREA	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV or a designated combination of 4 courses
Mathematics	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.</i>
Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Environmental Science
Social Studies	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, World History****, US History I and II OR AP US History*****, additional social studies course*****
World Languages	Not required	Not required for graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements***	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV Elective credits/ completion of IEP** objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English)
Career Technical	4 Credits Career/ Technical Education electives	
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

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5. The school calendar (must provide instruction for a minimum of 185 instructional days)
(G.S.115C-238.29F(d)(1))

Thunderbird Preparatory Academy School Calendar 2012-13

Teacher Workday	August 15-17 and 20-24, 2012
First Day of School	August 27, 2012
School Holiday	September 3, 2012
End of First Quarter	October 26, 2012
Teacher Workday	October 29, 2012
School Holiday	November 12, 2012
Thanksgiving Break	November 21-23, 2012
Winter Break	Dec. 21-Jan. 1, 2012
End of Second Quarter	January 18, 2013
School Holiday	January 21, 2013
School Holiday	February 18, 2013
End of Third Quarter	March 28, 2013
Teacher Workday	March 29, 2013
Spring Break	April 1-5, 2013
School Holiday	May 27, 2013
End of School	June 12, 2013
Teacher Workday	June 13-14, 2013

6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

In addition to State and Federal mandated tests, TPA will measure enduring student success through a synthesis of data via: 1) the Gallup Student Poll, 2) the Gallup Student StrengthsFinder Assessment, and 3) the Measures of Academic Progress (MAP) by Northwest Evaluation Associates.

The Gallup Student Poll of Hope, Engagement and Well-Being, in conjunction with America's Promise Alliance (founded by Colin Powell in 1997), facilitates new family, school, and community conversations and solutions that lead to community engagement and school and student success. More importantly, The Gallup Student Poll provides 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 that shows that hope, engagement, and well-being are positioned as actionable targets and indicators of success, with links to 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. Initiatives that are driven by subject matter or trendy technique risk missing what really matters -- teaching the whole student. The Gallup strengths-based approach to student

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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. Gallup research indicates that the greatest, most enduring academic growth in students occurs where a strengths-based approach is used to develop a talent driven culture via a common language of talent, both inside and outside the classroom.

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. These assessments adapt to each student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results that TPA teachers will receive have the potential to have real practical application to teaching and learning. MAP test results will provide TPA teachers timely information to guide instructional planning and school improvement.

- 7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.**

Goal 1: The primary goal of TPA is to improve student learning by assisting its students in reaching academic excellence.

Objective 1A: Each year, in years 1 through 5 of the charter, there will be a progression of learning as identified by 2009-2010 state AYP safe harbor workbook projections, where TPA will achieve a baseline of 90.0% for the 2012-2013 initial year in reading assessment data. There will be an increase of a minimum of 1.0% each consecutive year thereafter until 100% is achieved with TPA students meeting or exceeding expected levels of growth on measures of reading achievement from fall to spring administration. Measures indicating success will be found through the annual administration of the state ABC assessment. Testing results will lead to the design of individualized interventions as noted in the Response-To-Intervention (RTI) section of this proposal as well as placement in appropriate ability levels. Students obtaining scores below benchmark will be referred to the Intervention and Advancement Team (IAT) for remediation, and students obtaining score above benchmark will be referred to the IAT for advancement.

Objective 1B: Each year, in years 1 through 5 of the charter, there will be a progression of learning as identified by 2009-2010 state AYP safe harbor workbook projections, where TPA will achieve a baseline of 90.0% for the 2012-2013 initial year in mathematics assessment data. There will be an increase of a minimum of 1.0% each consecutive year thereafter until 100% is achieved with TPA students meeting or exceeding expected levels of growth on measures of mathematics achievement

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from fall to spring administration. Measures indicating success will be found through the annual administration of the state ABC assessments. Testing results will lead to the design of individualized interventions as noted in the RTI section of this proposal as well as placement in appropriate ability levels. Students obtaining scores below benchmark will be referred to the IAT for remediation, and students obtaining score above benchmark will be referred to the IAT for advancement.

Goal 2: TPA will provide a supportive learning environment for students.

Objective 2A: In the Spring of each year, students will be surveyed to determine their satisfaction level with the learning environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Objective 2B: In the Spring of each year, students will be surveyed to determine their satisfaction level with the physical and social environment. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year.

Objective 2C: In the Spring of each year, students will be surveyed to determine their satisfaction level with the home-school relations. Trends identified as problematic will be brought to the board for action via the Audit Committee. Our goal is to have an 80% satisfaction rating in our first year (2012-13), 82.5% in 2013-14, 85% in 2014-15, 87.5% in 2015-16 and 90% in the 2016-17 school year. (The Quality School Inventory by Epstein is being considered for this requirement.)

Goal 3: TPA will proactively assist its students in reaching academic excellence in the specific North Carolina state required core curriculum and college preparatory curriculum.

Objective 3A: In the Spring of each year, in years 1 through 5 of the charter, the median student score on a nationally normed test of reading achievement will rank at the 75th percentile or higher. If the data indicates that we are not meeting this objective each year, we will assess the core curriculum, specialized interventions, and master schedule and re-design accordingly.

Objective 3B: In the Spring of each year, in years 1 through 5 of the charter, the median student score on a nationally normed test of mathematics achievement will rank at the 75th percentile or higher. If the data indicates that TPA is not meeting this objective each year, TPA will assess the core curriculum, specialized interventions, and master schedule and re-design accordingly.

Objective 3C: TPA seeks to have a minimum of 25% of its 11th through 12th grade population enrolled in dual enrollment classes. To achieve this goal, TPA will partnership with a local higher institution for learning. Focused guidance of career choices and pathways will be central to the success of TPA students so that they truly understand the relevance of higher and continuing learning in the 21st century. As TPA achieves having a minimal level of 25% of its 11th – 12th grade student population take part in these dual enrollment activities, this will be an approximate 8% increase as compared to the immediate surrounding district and an approximate 6% increase as compared to similar districts throughout the state.

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Objective 3D: TPA will strive to have a high retention and graduation rate. TPA will aim to have no less than a 95% graduation rate. TPA will achieve this by having community service and academic initiatives that provide relevant exposure to career education strategies for a well rounded college bound path.

Goal 4: TPA will consistently provide leadership development opportunities for its students by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.

Objective 4A: In the Summer of each year, in years 1 through 5 of the charter, TPA will work to provide an outreach program to students with local business partners where students will have defined roles established in both community service and authenticated real world experiences.

Objective 4B: Throughout the course of each school year, local community leaders will provide insight to students through career-based learning opportunities within the school (e.g.: career day, trading roles within the school such as “Principal for a day”, job talk visitations from varying professionals).

Goal 5: TPA will reach academic excellence based upon on North Carolina state ABC and/or national AYP ratings.

Objective 5A: In the spring of each year, in years 1 through 5 of the charter, TPA will achieve academic performance and growth results in the 90th percentile or higher on all ABC and/or AYP measurements. If the data indicate that TPA is not meeting this objective each year, TPA will assess the core curriculum, specialized interventions, and the master schedule and will re-design them accordingly.

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

INTERVENTION AND ADVANCEMENT TEAMS (IAT) AND REPONSE TO INTERVENTION (RTI)

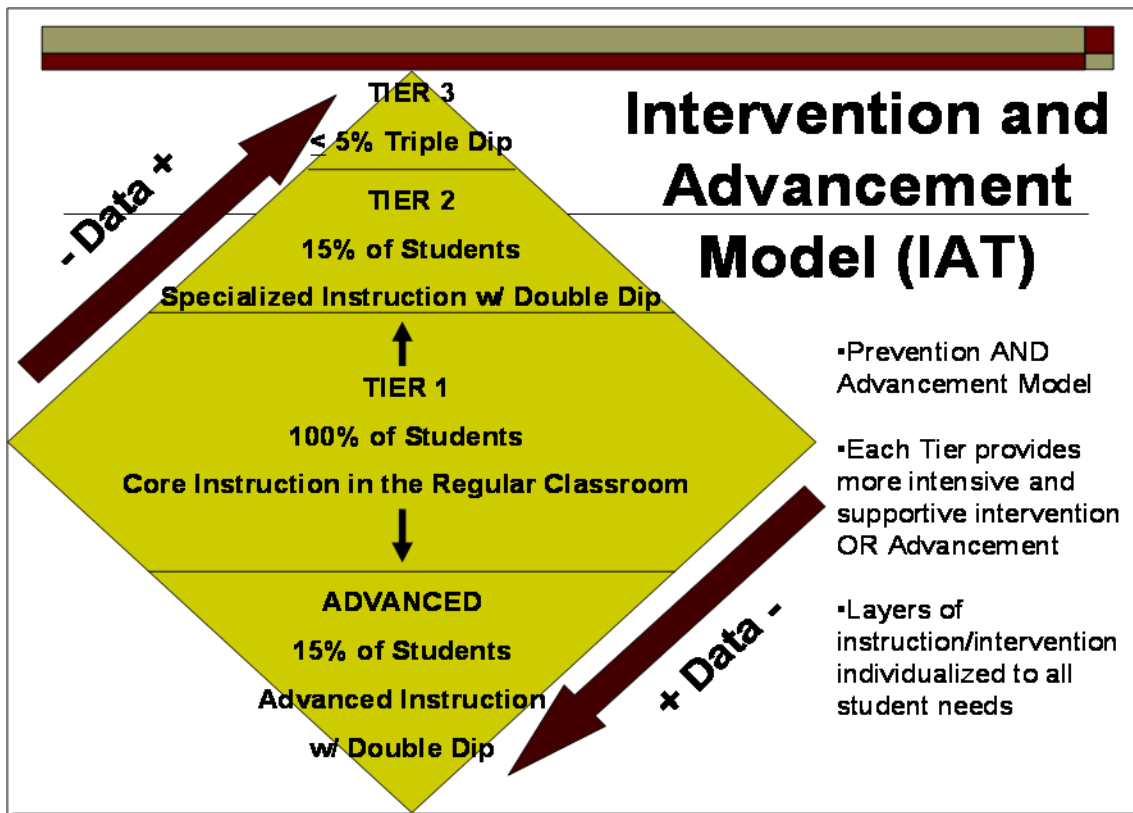
Thunderbird Preparatory Academy will utilize a Response to Intervention (RTI) approach to addressing learning and behavioral problems. We will provide high quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation or advancement. The regular classroom will be the first line of intervention. Lack of progress will lead to change in intervention.

To accomplish RTI we will implement the Intervention and Advancement Team (IAT) Model (see Figure Below). The IAT model is oriented for prevention as well as advancement. Each prevention tier provides a greater degree of intensive and supportive instruction in response to student need. All students (Tier 1) will receive core instruction. The classroom has been identified as the first line of intervention or advancement. Teachers will be expected to differentiate instruction based on student need, and the role of the classroom teacher will be defined to reflect that expectation. Tier 2 and Advancement both will offer a “double dip”

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(i.e., more time in instruction) and small group instruction. Tier 2 also will provide a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. Tier 2 and Advancement are only delivered in conjunction with Tier 1, so the classroom teacher never transfers ownership or responsibility for differentiating instruction to other staff. Tier 3 offers interventions which are even more intensive and of longer duration than Tier 2. Tier 2 and Tier 3 interventions will continue for at least 50 sessions. Advancement may continue throughout the school year depending on the student's response to the intervention. A system of graphing concrete data for visual analysis will be provided by the classroom teacher to the parent and stakeholders involved in the interests of educating the individual learner.

Intervention and Advancement Model Graphic Flow Chart



Students who enroll at Thunderbird Preparatory Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions. Students who enroll at Thunderbird Preparatory Academy who have made below a 3 score on the most recent ABC test will also automatically be assigned to Tier 2 interventions.

All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to the Academic Director. A team composed of the student's teachers, parent/guardians, student, and 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,

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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.

9. Details of the proposed charter plans to involve parents and community members in the school.

In alignment with the six purposes of the Charter Schools Act, 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 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

Parental, Community, and Educator Involvement

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 complement a high standard of volunteer parental involvement. When schools, families, and communities

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work together, students are motivated to succeed. Our charter school will plan explicit fundamental strategies to actively engage families, community members, and educators. The TPA Board supports school 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. 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 as specified previously. 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 personal vehicle for providing input. 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.

Operating Committee

The Operating Committee, working with the Managing Director, will recommend to the TPA Board adjustments and improvements for the educational program of the school as well as its budget and operational procedures. Participation by the broader school community will occur through the work of standing committees. A Board member or designee will chair each of the standing committees and report recommendations back to the Board for final approval. Standing committees (e.g. Academic Committee, Business Committee, Student Services, and Community Relations Committee) will be organized to effectively involve and capitalize on the strengths of all its members. The following paragraphs briefly describe some of the duties of standing committees.

1. **Academic Committee:** Through visits to other schools and keeping abreast of current research-based, best practices in professional journals and publications, the Academic Committee will refine the instructional goals, objectives, and student achievement standards as well as the plan for evaluating pupil achievement and progress that the school will implement to ensure all students meet the challenging state performance standards of their particular grade level. Remediation methods and procedures, if student achievement falls below standard, will also be finalized.
2. **Business Committee:** The Business Committee will work to ensure an economically sound budget for the school, provide guidelines for the annual financial audit and consulting support for the development and implementation of the Annual Operating Plan.
3. **Student Services:** The Student Services Committee will work to support all student oriented non-academic core needs including transportation, fundraising, food services, facilities maintenance or other student oriented needs thereafter.
4. **Community Relations Committee:** The Community Relations committee will work in all areas of the community to ensure that information is adequately disseminated regarding the school. Also, understanding that local businesses have a considerable stake in the quality of graduates that the schools produce, partnerships with area businesses and organizations will be formed to encourage diverse community support.

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Each standing committee within the Operating Committee will work to develop and maintain the Mission, Vision and Strategy foundation on which the School is based, being careful to work with and support the Managing Director and operate under the ultimate guidance of the TPA Board, and shall actively facilitate and enable a transparent, collaborative relationship with the TPA Board.

10. Explain how the school will meet the needs of gifted students, English language learners, and other at risk students. Include details of the school's process for identification and service of these students.

Thunderbird Preparatory Academy recognizes that gifted students have special affective and educational needs and hence, 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.

Thunderbird Preparatory Academy may employ a number of different administrative and organizational strategies in the delivery of its program for gifted students. These strategies include Advanced Placement, concurrent or dual enrollment, cross-grade or multi-age grouping, course and/or grade advancement, independent study, and seminars and tutorials.

While Thunderbird Preparatory Academy acknowledges it is important to keep realistic timelines in mind when considering how long ELL support may be needed, we believe there is evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used. Our approach may involve implementing ELL curricula that includes an emphasis on high-level or higher-order thinking and the mental processes of application, analysis, synthesis, and order evaluation. ELLs need these skills to pass high stakes tests, compete in a high-stakes global job market and initiate social change.

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

- a. Provide English language learners access to English speaking peers
- b. Ensure teachers do not force production of English before students are ready
- c. Utilize various sources of literature to inspire learning and literacy
- d. Respect the student's primary language and culture
- e. Ensure that teachers utilize a variety of student-centered methodologies with English language learners
- f. Encourage the use of content-based sheltered English methodologies in the classroom
- g. Utilize a balanced approach to literacy instruction

Thunderbird Preparatory Academy will serve all students according to their developmental needs. In developmental core subject areas such as mathematics, reading, and writing, students will be successful and satisfactorily engaged to their potential during the learning process. Students learn through a series of experiences. These fundamental experiences are stepping stones toward student success. Learning is only

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vertical if the appropriate steps are in place. Therefore, elementary level students 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 ABC 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.

All K-3 students will be screened by a trained educator, 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 the development of pre-reading and early reading skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and automaticity 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. This data will be a secondary source of information displaying the progress of the individual student receiving science-based interventions from the Intervention and Advancement Team (IAT). 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.

Thunderbird Preparatory Academy will also implement comprehensive K-12 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 (3times 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 IAT that meets bi-weekly or monthly.

5B. SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

Thunderbird Preparatory Academy will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

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 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

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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.

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. 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. 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).

Where feasible, Thunderbird Preparatory Academy will develop on-site skills within its teaching staff to assist students in mitigating and overcoming mild learning disabilities. For example, certain Thunderbird Preparatory Academy staff will be trained and certified to administer individualized small group reading programs such as Orton-Gillingham or Wilson.

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

Provide drafts of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Thunderbird Preparatory Academy Behavior Policy

Thunderbird Preparatory Academy will require good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all. TPA's intention is to praise rather than to reprimand whenever possible. Nonetheless, if redirection is necessary due to disruptions to others' learning experiences, offence guidelines will be enforced.

In the event that a student needs specific guidelines, certain offenses are stated below which would include, but are not limited to, these suggestions. 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 Student – Parent Handbook BELOW.** 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

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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.

Searches

The TPA Board reserves the right and authorizes the Managing Director to search a student's belongings, including if an imminent danger to the student or others is suspected. At the time of the search, only the student and involved personnel will be present so as to maintain the student's privacy. Parents of any involved students will be notified as soon as possible if such action is required.

Students with Disabilities

Students who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. All disciplinary action involving these students will be addressed in accordance with state and federal law. The School policy on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in the IDEA 1997 Amendments (Special Education or under Section 504 of the Rehabilitation Act of 1973). Students who are served under IDEA or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Student Rights

TPA DISCIPLINE APPEALS COMMITTEE PURPOSES, RESPONSIBILITIES, AND PROCEDURES FOR EXPULSION APPEALS

General Purpose

The Appeals Committee is commissioned by and responsible to the TPA Governing Board. It has the responsibility of holding a formal hearing when requested by the parent(s) or guardian(s) of a student expelled from the school. Each hearing is "recorded" to assure a proper record is maintained.

Expulsion Appeals Hearing Procedure:

1. Assemble a review committee of at least three members of the Board and appoint one as "Chair".
2. Call meeting to order, (ask everyone to turn off cell phones, pagers, etc.)
3. Advise attendees that the hearing is being "recorded."
4. The Chair states the date and time of hearing.
5. Confirm that no committee member has a conflict of interest.
6. Ask everyone to introduce himself/herself by name and role, beginning with the Chair.
7. Managing Director (or designee) explains reason for expulsion.
8. Student/Parent explains the reason for appeal.
9. Student/Parent calls witnesses, if desired.
10. Managing Director (or designee) can respond if necessary.

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11. Committee members ask clarifying questions.
12. All non-committee members leave the room while the committee reviews the facts and makes a ruling.
13. Other attendees return to the room, and the Committee Chair explains the decision of the committee.
14. Committee decisions are final.

Members

The Appeals Committee will be comprised of a minimum of three members of the Board, headed by the Chair of the Governance Committee. The Appeals Committee must have a minimum of three members present during each hearing. If the Chair of the Governance Committee is unable to attend, the substitute Chair of the Appeals Committee must be a current Board member.

Parental Notification

Students and parents will receive a TPA Student Handbook at the beginning of the year. Parents/guardians and students will sign a form acknowledging receipt of the book and understanding of and consent to the discipline code in it. Expectations, as well as student rights and responsibilities, including the right to appeal, will be discussed during student orientation and in advisory seminars at the beginning of the school year.

Student - Parent Handbook DRAFT

Welcome

Welcome students and families to the 2012-2013 school year at Thunderbird Preparatory Academy. We are excited to open our first school year at Thunderbird Preparatory Academy with a dedicated faculty, devoted Board of Directors, and enthusiastic families. Thunderbird Preparatory Academy is proud to offer families a choice within the public school arena.

Mission Statement

THUNDERBIRD PREPARATORY ACADEMY MISSION STATEMENT:

Thunderbird Preparatory Academy will develop talented, engaged students that recognize and achieve their full potential collaboratively within an international leadership school environment, one child at a time. Our Leadership Development Mission will be consistently based on a clear, inspiring Leadership Vision that all children can excel in learning for life when they are fully engaged, enriched and embraced. Our Leadership Vision will be collaboratively implemented based on a clear, measurable Leadership Strategy for enduring student success in the 21st century.

VISION STATEMENT:

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

- 7) **Discover** the talents and strengths of each child for their daily benefit, full emotional development and life-long use,
- 8) **Teach** children, parents and teachers how to unleash their full potential,

THUNDERBIRD PREPARATORY ACADEMY

9) **Inspire** children, parents and teachers to help others develop their talents and strengths through strengths discovery,

10) **Engage** children, parents and teachers in an international leadership environment so as to spark their full respective role in the academic pursuits of children,

11) **Emphasize** the development of Hope, Engagement and Well-Being within each student as important drivers of life success,

12) **Champion** the role of Parents and Family in Reaching the Full Potential of each Child

The overall TPA vision components above ultimately drive measurable, enduring student success.

STRATEGY STATEMENT:

The Thunderbird Preparatory Academy Mission of international leadership will serve our diverse community via four primary strategies:

4) **Establish** a leadership oriented, multi-lingual learning and cultural environment for students,

5) **Develop** meaningful, engaging student leadership opportunities within the TPA community and the community at large,

6) **Facilitate** best academic practices in differentiated teaching methods by teachers, and

4) **Initiate and Maintain** an on-going culture of collaborative academic accountability for students, for teachers and for parents.

Thunderbird Preparatory Academy is driven to achieve a progressive, continuous and small learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for academic excellence (college preparation) and for educational excellence (preparation for a proactive life of learning).

Board of Directors

Thunderbird Preparatory Academy is a North Carolina nonprofit corporation and, as such, ultimate responsibility for the overall operation of the school rests with its Board of Directors. Thunderbird Preparatory Academy has no shareholders or owners, and Board members serve strictly as volunteers.

Consistent with its mission, the Board strives to achieve site-based management of Thunderbird Preparatory Academy, encouraging input from administrators, faculty, parents, and students. With Board oversight, day-to-day operations are generally carried out by the administrator, faculty, and other administrative personnel supported by parent volunteers. Ultimately subject to Board approval, many operational aspects have been delegated to these individuals as well as various committees.

The Board is directly responsible for providing facilities and equipment, adopting curriculum, handling personnel matters, budgeting, setting the school calendar and school hours, managing admissions, and assuring compliance with applicable laws including the charter school statutes. The Board also adopts various policies to facilitate the implementation of Thunderbird Preparatory Academy's educational mission. Finally, the Board serves as a liaison with the Charlotte Mecklenburg Public School System, the Charlotte Mecklenburg School Board, the North Carolina Department of Public Instruction, the North Carolina State Board of Education, and other agencies and organizations involved in public education.

THUNDERBIRD PREPARATORY ACADEMY

Thunderbird Preparatory Academy's Board of Directors for 2012-2013

1. Nancy Borrell, Chair
2. Doug Hargett, Vice-Chair
3. Brand Hosford, Treasurer
4. Jim Fleming, Secretary
5. Judy Martin, Academic Chair
6. Yasushi Furukawa, Member
7. Peter Mojica, Member

Board Meetings

Board meetings are generally held on the fourth Thursday of each month in the Multi-purpose room of Thunderbird Preparatory Academy. Parents will be notified of changes in this schedule through weekly folders.

School Information

- Grades : K – 4 In First Year
- Location : TBD
- Principal : TBD
- Office Manager : TBD
- Phone Number : TBD
- Fax Number : TBD
- Web Site Address : TBD

Curriculum

All teachers at Thunderbird Preparatory Academy will follow the North Carolina Standard Course of Study which can be viewed through the N.C. Department of Public Instruction web site at www.ncpublicschols.org. Our teachers take every opportunity to enrich the daily learning experience for the students.

Conduct

Student conduct will be evaluated on the following scale.

- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Progress Reports and Report Cards

Students will be issued progress reports and report cards at least four times a year. Progress reports will be issued at the mid-point of each grading period. Their purpose is to update parents and students on the student's progress through the grading period. Report cards will be issued at the end of each grading period, providing a summation of the student's work for that grading period.

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Weekly Folders

All students will bring a weekly communications folder home. This folder will be a prime source of communication between the school and home communities. This folder may on any given week contain completed student work, school or community fliers, class newsletters, or more. It is expected that all contents will be reviewed by the family and then removed from the folder. The empty folder should be signed and returned on the next school day.

School Calendar

The school year at Thunderbird Preparatory Academy is similar to the schedule for Charlotte Mecklenburg Schools. Most holidays are the same; however, early release days at Thunderbird Preparatory Academy occur each Monday, not when they occur for Charlotte Mecklenburg Schools. See the attached calendar for a specific list of school holidays.

Bell Schedule

The school day at Thunderbird Preparatory Academy is from 8:00 to 3:00 Tuesday through Friday. On Mondays, all students follow an abbreviated schedule from 8:00 to 1:00. Students may enter the building no earlier than 7:45. All students must be picked up no later than 3:15 Tuesday through Friday; students must be picked up by 1:15 on Monday unless they are enrolled in SAIL (see below) where pick up time is 3:45. . See Car Pool information for further instruction.

Late Pick-Up

All children are to be picked up on time. The school does understand that emergencies arise and will deal with them on an individual basis. If a parent knows he/she is going to be late, he/she should call the school office. Recurrent late pick-ups will be referred to the Board of Directors for assistance.

Inclement Weather Procedures

Thunderbird Preparatory Academy will follow the Charlotte Mecklenburg Schools decisions for delays and closures during inclement weather.

Attendance

Regular school attendance is paramount for student success. Frequent absences will have a negative impact on a student's ability to master the Standard Course of Study for that school year. For that reason, the following policy has been adopted for absences.

Students may be absent for the following EXCUSED reasons.

1. Illness or injury
2. Quarantine
3. Religious observation
4. Death in the immediate family
5. Medical or dental appointment (with a note from the doctor)

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On the day of the absences, a parent should call the school and leave a message stating the reason for the absence and the child should bring an explanatory note upon his/her return to class.

All other absences are considered unexcused. Recurrent unexcused absences are contrary to the Behavior Policy of Thunderbird Preparatory Academy.

Illness

Regular school attendance is expected. However, if a student is ill he/she should not attend school. Please keep a student home in the morning if any of the following symptoms are present.

1. a fever of 100 or higher
2. vomiting or diarrhea
3. evidence of a severe head cold, persistent cough, or sore throat
4. evidence of a suspicious rash or other contagious condition (ie. pink eye, head lice)

*Students must be symptom free for 24 hours before returning to school.

The school must be notified by the parents of a sick student if a student has a contagious condition such as, but not limited to, chicken pox, head lice, or pink eye.

Medication

If a student's health requires medication, medication should be administered by a parent before or after school.

If prescribed medication must be administered during the school day, it must be sent to school in a sealed, original container labeled with the following information contained in a note signed by a parent or guardian.

1. student's name and grade
2. name of the medication
3. amount of the medication to be taken for each dose
4. time the child is to take the medication

Note: A physician's note may be required!

Immunizations

A record of current immunizations is required by law for all students within 30 days of enrollment at Thunderbird Preparatory Academy. Failure to present this record will result in the student's suspension until the record is presented to the school.

Dress Code

The Mission of Thunderbird Preparatory Academy requires a productive and safe learning environment. The Thunderbird Preparatory Academy dress code eliminates possible distractions, promotes school unity,

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and helps students and faculty detect those who should not be at the School. Therefore, the following School dress code is required at Thunderbird Preparatory Academy. Parents will be required to bring appropriate clothing to school if dress code is not met in order for students to attend classes.

Thunderbird Preparatory Academy Dress Code

TPA students should be neat and clean in appearance. TPA believes that the manner by which students dress has the potential to avoid unnecessary distractions in the academic environment and reflect a positive attitude in academic pursuits. TPA has a set of general standards that all students will adhere to. While on campus TPA students will not:

- wear clothing that is grungy, ripped, torn, bleach spotted, or see-through
- have undergarments visible
- wear clothing that is not size appropriate (excessively large or baggy or unduly tight/formfitting)
- wear clothing that promotes gang affiliation, alcoholic beverages, tobacco, the use of controlled substances, depicts violence, has obscene designs or language, or is of a sexual or disruptive nature

Specific standards of dress at TPA include:

1. Shirts:

- must be buttoned within 2 buttons to the top
- when student's arms are raised overhead, the shirt must cover both the front and rear of the pant or skirt waistband. Abdomen, chest, and back must be covered at all times.
- any display of cleavage is unacceptable.
- tops cannot be see-through, backless, sideless, worn off the shoulder, or sleeveless. All tops must have long, short, or cap sleeves.
- shirts, though recommended to be tucked in, can be un-tucked as long as the shirt does not extend below the lower hip.

2. Pants:

- wind pants or sweat pants are not to be worn as regular school attire. (Exceptions allowed during Physical Education when approved by the teacher.)
- back pockets must be at hip level.
- pants should not drag floor.
- leather pants (or skirts), oversized pants, and tight knit pants are unacceptable.
- overalls are not to be worn by middle or high school students.

3. Skirts, dress hems, and shorts:

- skirts and dress hems should reach the top of the knees.
- shorts should be no higher than 4 inches above the knee.
- leggings are not to be worn as pants.
- leggings may only be worn under skirts in alignment with the skirt rule.
- no fishnet/mesh material.

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4. Shoes:
 - most shoes are acceptable as long as they are regular street-wear with no more than 1 ½ inch heels.
 - no flip-flops, cleats, or shoes with built-in rollers.
 - shoes must be properly buckled or tied where applicable.
 - appropriate shoes are required for Physical Education and recess.
 - no bedroom slippers (or pajamas) are to be worn.
5. Coats and hats:
 - no hats, headgear of any type, hoods, or sunglasses are to be worn inside the building.
 - coats are not to be worn in class.
6. Girl Scout, Boy Scout, 4-H, etc:
 - uniforms may be worn on meeting days.
7. Hair:
 - hair is to be neat and well groomed.
 - hair must not draw excessive attention thereby disrupting the focus on learning.
 - no rollers, combs, or picks to be worn in a student's hair.
 - hair color must be natural to human beings.
8. Piercing and jewelry:
 - for girls, body piercing must be limited to the earlobes with no more than 2 sets of earrings.
 - boys are not to wear earrings.
 - any other piercing jewelry must not be visible.
 - no chains are to be worn. Spiked collars wristbands, or belts are prohibited.
9. No tattoos are to be seen
10. Students are to dress gender appropriate.

If the student's dress is such that it constitutes a threat to health or safety or otherwise creates a disruption in the school environment in the considered discretion of the Managing Director, the Managing Director or his/her designee may require the student and the student's parents or guardians to take appropriate action to remedy the situation.

Remember in choosing dress as well as in behavior the prudence in following this one rule:
Don't do anything that would embarrass you, your family, your value system, or your school.

Lost and Found

Items that are found will be turned in to the office. Students may search the lost and found for items they are missing before and after school or with a note from the classroom teacher during the school day.

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Parent Committees

Parental involvement, particularly parent volunteers, are key to the success of small learning communities like Thunderbird Preparatory Academy. Parents are needed to serve in numerous ways, including the following:

- Car Pool Assistance
- Copy Room
- Fundraising – Book Fair, Special Lunches, School Merchandise
- Grants / Corporate Partners
- Lunch / Recess Coverage
- Marketing / Publicity
- School Care
- Technology

Testing Schedule

A testing schedule for all standardized tests will be issued early in the school year for all families.

Lunch Information

Lunch at Thunderbird Preparatory Academy will be eaten “picnic style” in the classrooms. Parent volunteers will watch the classes during their 25 minutes of lunch and 25 minute of recess immediately following lunch. There is no cafeteria, so all students will need to bring a healthy lunch from home. Students in all grade levels will also have either a morning or afternoon snack break. All students may bring an extra water bottle and healthy snack for this time.

Visitors and Volunteers

All persons not on the faculty or enrolled as a current student at Thunderbird Preparatory Academy must report to the office, state a purpose for entering the building, and wear a visitor’s badge each time they visit the building. While this requirement may seem inconvenient for our frequent volunteers, it is important for maintaining the security of our students and facility.

SAIL (Students Active In Learning)

Thunderbird Preparatory Academy offers an after-school enrichment program to interested families to facilitate learning extensions and ready program access to strengthen their extra-curricular skills in a variety of areas.

1. Programs may include classes such as music, art, math, technology, reader’s theater, and drama activities.
2. Each program lasts for a specified period of time which may differ by class.
3. Each program meets Monday after school and lasts from 1:00 until 3:30. Students must be picked up by 3:45.
4. Class sizes are limited. Students may enroll on a first-come, first served basis.
5. Class fees will be determined by the instructor in conjunction with the Board of Directors.

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Parents interested in SAIL can call the office for more information.

Emergency Notification

In the unlikely event of an emergency affecting our school population, a class-by-class phone tree will be activated. Each room parent will be responsible for contacting the other families in the class. To make this plan effective, please notify the school if your home, work, or cell numbers change during the school year.

Recognition Program

Thunderbird Preparatory Academy seeks to assist students during this age of growth and self-discovery by helping them become aware of good character in themselves, their peers, and others in the world around them. To assist in this process, each class will keep a record of “points” earned during the school year. Points will be earned at the discretion of the faculty; however, each grade level will establish its own criteria. Points may be earned for good table manners, helpful behavior to a peer, service outside the school, courage, responsibility for self, etc. These points will be cumulative. At the end of each quarter, the class at each grade level with the most points will have its class pennant placed on display in the school’s front lobby for the entire following quarter at a school assembly. Such competition will foster unity among classes, while making students and faculty throughout Thunderbird Preparatory Academy constantly on the lookout for signs of good character.

Behavior Policy

Thunderbird Preparatory Academy will require good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability and responsibility from all students, staff, parents and community participants. We fully expect the focus on ethics and decision making to lead to an environment where good character is important to all. Thunderbird Preparatory Academy’s intention is to praise rather than to reprimand whenever possible.

In the event that a student needs specific guidelines, certain offenses are stated below. Thunderbird Preparatory Academy has adopted a description of violations defined as Class I, II, or III offenses. The school has determined that students who exhibit any Class I offenses may receive out-of-school suspension. Two Class II violations will result in temporary suspension from Thunderbird Preparatory Academy for up to 10 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 15 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 Board of Directors.

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STUDENT BEHAVIOR GUIDELINES

Class I Offenses

1. repeated tardiness to school and/or class
2. failure to attend assigned classes without a valid excuse
3. littering and/or defacing school property
4. repeatedly refusing to complete assignments
5. repeatedly refusing to bring notebook, pencil and/or other learning materials to class
6. repeated non compliance with the school dress code

Class II Offenses

1. deliberately disrupting the normal educational process in the classroom
2. use of inappropriate language and/or obscene gestures
3. lying to a teacher or deliberately deceiving a staff member
4. leaving designated areas without the teacher's permission
5. deliberately failing to respond to a reasonable request by a school official
6. knowingly possessing and/or using tobacco products at school
7. stealing or possessing stolen property valued at less than \$100
8. defacing or vandalizing school property when resulting damages do not exceed \$100
9. leaving school grounds without permission
10. inappropriate public displays of affection
11. use of an electronic pager or a cellular phone at inappropriate times

Class III Offenses

1. threatening or committing harm upon any person at school or on any school function for any reason
2. creating a disturbance or encouraging other students to join in a disturbance resulting in the disruption of normal school operations
3. possessing and/or using any item in a dangerous manner
4. committing any act in violation of local laws and ordinances
5. committing repeated Class I and/or Class II offenses
6. touching anyone in an inappropriate manner

Note: Any student who inadvertently possesses or finds a weapon or substance which may subject the student to a possible expulsion may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This acknowledgement should be done as soon as the student realizes that he/she is in possession of or has knowledge about the weapon or substance.

Search

The staff at Thunderbird Preparatory Academy reserves the right to search a student's belongings if an imminent danger to the student or others is suspected. At the time of the search, only the student and

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involved personnel will be present so as to maintain the student's privacy. Parents of any involved students will be notified as soon as possible if such action is required.

Parent-Student-School Contract

We the undersigned having read and understood the Thunderbird Preparatory Academy Student Handbook, agree to abide by the guidelines therein. Furthermore, we agree to support the decisions made by the Board of Directors and Managing Director as they, in good faith, maintain and promote the school in the best interest of all involved parties. We understand that our concerns may be addressed at the monthly Board of Directors meeting which is open to the public.

PRINTED NAME

SIGNATURE

student:

parent/guardian:

date: _____

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5D. TIMELINES

Create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

Month	Task	Responsible Party
November '11	Submission of Charter Application	Board
	Submission of Charter Application to local LEA	Board
	Set-up of school website	Community Relations
	Develop marketing strategies	Community Relations
	Determine schedule of public meetings (obtain locations)	Community Relations
	Development of informational handouts	Community Relations
	File for 501 c3	Finance
	Develop/Adopt enrollment application	Academic
	Determine lottery dates	Board
	Develop schedule for teacher recruitment	Academic
	Develop criteria and recruitment plan for hiring Managing Director	Board
	Develop criteria and recruitment plan for hiring Academic Director	Board
	Begin final evaluation of potential site/building plans	Board
December '11	Begin holding enrollment meetings	Community Relations
	Finalize teacher/employee handbook	Academic
	Place ads and begin screening of Managing Director candidates	Board
	Obtain D&O insurance	Finance
	Arrange school insurance	Finance
January '12	Begin implementation of teacher recruitment	Academic
	Interview for Managing Director	Board
	Establish policies/forms for fiscal control	Finance
	Establish accounts with suppliers (e.g. Staples/Office Depot)	Finance
	Open bank account/determine check signers	Finance
	Develop acceptance packet information	Academic
	Finalize building/site	Board
February '12	Hire Managing Director	Board
	Place ads and begin screening of Academic Director candidates	Board
	Begin curriculum adoption	Managing Director/Board
	Begin teacher interviews/hiring/screening	Managing Director

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	Finalize class schedules/calendar	Managing Director
	Finalize/adopt school policies	Board
March '12	Hold lottery	Board/Community Relations
	Hire Academic Director	Board
	Establish procurement committee for school fixtures	Student Services
April '12	Send out acceptance letters	Board
	Establish wait list	Board
	Confirm acceptances	Board
	Place ads for non-academic staffing	Board
	Establish nurse resource	Board
	Finalize safety/health policies	Student Services
May '12	Develop curriculum materials supply lists for ordering	Academic
	Develop technology materials supply lists for ordering	Academic/Finance
	Establish leasing of copiers	Finance
	Develop consumables/classroom supplies lists for ordering	Academic
	Final adoption of school budget	Board
June '12	Request student records	Academic
	Identify vendor(s) for FRL students	Student Services
	Final inspection and CO of building	Board
	Determine fire drill/emergency drill schedule and plan	Managing Director
	Set up building services (trash, phone lines, T1 lines, utilities, etc)	Finance
	Begin setup of building fixtures (desks, chairs, etc)	Student Services
July '12	Schedule student screening for placement	Academic Director
	Identify students with IEP and schedule meetings with parents/students	Academic Director
	Order all supplies from lists	Finance
August '12	Schedule two week teacher orientation	Academic
	Hold Parent/Student Orientation	Academic

THUNDERBIRD PREPARATORY ACADEMY

6. BUSINESS PLAN

6A. PROJECTED STAFFING

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

Also include the following information for the proposed charter school:

Process to advertise for and employ staff of the school

Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

List of Positions through first 5 years of Operations:

	Year 2012-13	Year 2013-14	Year 2014-15	Year 2015-16	Year 2016-17
Managing Director	1 FT	1 FT	1 FT	1 FT	1 FT
Academic Director	1 FT	1 FT	1 FT	1 FT	1 FT
Librarian	1 FT	1 FT	2 FT	2 FT	2 FT
Guidance Counselor		1 FT	2 FT	2 FT	2 FT
Clerical*	1 FT	1 FT	1 FT	1 FT	1 FT
Custodian	1 FT	1 FT	2 FT	2 FT	2 FT
Maintenance	1 PT	1 PT	1 PT/1 FT	1 PT/1 FT	1 PT/1 FT
Bus Driver			1 FT	1 FT	1 FT
Teachers	20 FT	25 FT	53 FT	59 FT	63 FT
Resource Teacher	3 FT	4 FT	6 FT	7 FT	8 FT
Teacher Assistant	4 FT	4 FT	5 FT	5 FT	5 FT

*Supplemented by parent volunteers as a means to integrate with the local community

Process to advertise for and employ staff of the school

Thunderbird Preparatory Academy 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 junior high, middle and secondary 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.

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.

THUNDERBIRD PREPARATORY ACADEMY

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. TPA may consider strategies, which include, but are not limited to, the following:

- Advertisements in local, state, and regional newspapers
- Advertisements in professional publications
- Advertisements on Teachers-Teachers.com
- Advertisements with college and university placement services
- Advertisements over the TPA school website
- Internal and external searches
- Inquiries and referrals
- Professional contacts with community organizations that promote the interest of minority groups
- Publications and pamphlets
- Special activities and events for prospective applicants
- Audiovisual packages and recruiting programs

The announcements/advertisements may also include 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.

EMPLOYMENT APPLICATION

All prospective employees will be required to submit an employment application including the following:

- W-4
- Personal application
- Resume
- Three letters of reference
- College transcripts
- Two sets of fingerprints
- Current teaching credentials (faculty positions)
- Two valid forms of identification
- Tuberculosis test results

PROFESSIONAL CODE OF CONDUCT

All employees of Thunderbird Preparatory Academy will be expected to conduct themselves in a professional manner when representing Thunderbird Preparatory Academy. Professional dress will be required at all school functions. Employees will act as positive role models to all students. Employees will act as a member of the school community and support it as such.

CRIMINAL BACKGROUND CHECKS

All prospective employees will be required to submit at least three references of professional ability and personal character. Fingerprints will be submitted for a criminal background check through the North Carolina Department of Justice's Criminal History Records. All information obtained through such background check will be made available to the Board of Directors exclusively.

No prospective employee will be hired if such background check reveals a criminal history that indicates the individual poses a potential threat to the safety of students or personnel or the integrity of the school community.

THUNDERBIRD PREPARATORY ACADEMY

Handbooks governing standards of conduct, grounds for termination, policies and procedures

A draft employee handbook (outlined for purposes of brevity of the charter application due to its 55 page length) has been developed that covers the following topics:

Employment Policies

- Equal Employment Opportunity Employer
- Harassment Policy
- Non-Fraternization Policy
- Personnel Health Examination
- Personnel Records
- Individuals With Disabilities

Compensation Policies

- Wage Payment Form
- Classification Of Employment
- Employment Categories
- Regular Pay Procedures
- Performance Reviews

Grievance And Arbitration Procedure

Time-Off Benefits

- FMLA Leave Of Absence
- Non-FMLA Medical Leave
- Leave For Pregnancy-Related Disabilities And/Or Maternity Purposes
- Military Leave
- Bereavement Leave
- Jury And Witness Duty Leave
- Vacations
- Personal Sick Leave Policy
- Holidays
- Personal Leave Of Absence

Group Health Insurance And Related Benefits

- Insurance Benefits
- Workers' Compensation
- Health Insurance Portability And Accountability-Act Of 1996 (Hippa)
- Consolidated Omnibus Budget Reconciliation Act (Cobra)

Employee Conduct

- Dress Code
- Absenteeism And Tardiness
- Guidelines For Conduct/Discipline
- Discipline
- Open Door/Complaint Resolution
- Confidentiality Of Information
- School Searches
- Electronic And Telephonic Communications
- E-Mail And Voice-Mail Acknowledgement Form

THUNDERBIRD PREPARATORY ACADEMY

- No Solicitation And No Distribution
- Bulletin Board
- Smoking/Tobacco Products
- Drug Free Workplace
- Drug And Alcohol Policy
- Concealable Weapons
- Outside Employment
- Transfers
- Political Activities
- Professional Staff Development Opportunities
- Voluntary Resignation/Termination
- Exit Interviews

EMPLOYEE EVALUATION

Specific to the charter application rubric, following is the detail of the employee development, mentorship, retention, and regular evaluation of staff. TPA has distinguished several best practice strategies that educators will be measured against known as Reaching Strategies, as their purpose is to reach to the needs of each individual learner. This approach brings the goals of the charter to the classroom. Incidentally, three different categories of educator performance standards result from the Essential Goals and Objectives (EGOs), outlining a pathway to evaluate and develop TPA educators: (1) Instructional Goals and Outcomes, (2) Observations, and (3) Duties and Responsibilities.

1. Instructional Goals and Outcomes:
The initial step of educator progress in both teaching and learning is the ability to create a system of realistic, reachable, and meaningful goals.
2. Observations:
The observation process is staged in three parts: informal walk-throughs, formal unannounced, and conference collaboration.
3. Duties and Responsibilities:
Daily responsibilities that an employee accepts as a term of employment include various levels of accountability. Each employee will be charged with expectations in several different areas of professional conduct and responsibilities, which include yet are not limited to: duty points, monitoring student behavior on campus grounds, adhering to appropriate dress, model professional behavior, responsible classroom conduct, preparation for daily lessons and responsibilities, and other such areas of a professional code of conduct.

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
2010-2011

The Essential Goals and Objectives of
Thunderbird Preparatory Academy's Charter Agreement

You must evidence alignment to the EGO that you intend to address as the basis of your yearly Goals:

EGO #1: The primary goal of the TPA is to improve student learning, by assisting its students in reaching academic excellence.

Reaching Strategies: (Listed are expectations of each TPA educator)

- A. ___ A variety of valid and effective assessments are used.
- B. ___ The teacher regularly assesses student progress toward the FESC standards in order to determine next steps for instruction.
- C. ___ Non-verbal representations are available and/or visible in the classroom.
- D. ___ A conducive learning environment is sustained.
- E. ___ Daily character education is provided and addressed when needed.
- F. ___ Inquiry-based approaches occur in the classroom.
- G. ___ RTI and other special needs are met inside of the classroom.
- H. ___ Differentiated instruction is found in the classroom.
- I. ___ The teacher uses a variety of representations in lessons, depending upon the content and level.
- J. ___ The teacher clearly teaches and models summarizing throughout the learning process.
- K. ___ The teacher uses higher order thinking strategies and imparts thought provoking questions.
- L. ___ There is documentation of student goal-setting and monitoring.
- M. ___ The teacher has focus in his/her lessons.
- N. ___ The teacher gives appropriate wait-time and directs lessons appropriately after asking questions.

EGO #2: TPA will provide a supportive environment for students.

Reaching Strategies: (Listed are expectations of each TPA educator)

- A. ___ Students monitor their own progress in learning the NC curriculum standards.
- B. ___ Students are given timely and specific feedback on their practice to help them measure their own progress.
- C. ___ Students complete meaningful classroom practice and/or homework for learning.
- D. ___ Students are provided multiple and frequent opportunities for a variety of collaborative student experiences.
- E. ___ Students are frequently communicated to about their progress and provided specific strategies for improvement.
- F. ___ Students demonstrate understanding of comparisons and contrasts through verbal, written, and/or visual tasks.
- G. ___ Students summarize learning in a variety of ways throughout the learning process.
- H. ___ Students are encouraged to read and write for a variety of purposes.
- I. ___ Students write frequently to respond to, apply, and communicate content.

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
2010-2011

- J. ___ Students are provided multiple opportunities for inquiry-based problem-solving.
- K. ___ Students are provided assistance to make a connection of their background knowledge to the current content.
- L. ___ Student understanding is checked independently through modeling and guided practice.

EGO #3: TPA will be responsive to charter school parents.

Reaching Strategies: *(Listed are expectations of each TPA educator)*

- A. ___ The teacher frequently communicates students' progress to students and provides specific strategies for improvement.
- B. ___ Meetings are held on a regular basis or as determined necessary by request of the student, parent, leadership team, or teaching faculty.
- C. ___ Opportunities are provided for parent-to-student interactions as deemed prudent via expertise and interests of both the students and the need to fulfill the NC curriculum standards.
- D. ___ Parents are afforded regular communication of student work and assignments.

EGO #4: TPA will assist North Carolina students in reaching academic excellence.

Reaching Strategies: *(Listed are expectations of each TPA educator)*

- A. ___ NC curriculum standards are implemented across the curriculum and are evidenced within teachers lesson plans and deliveries.
- B. ___ Reflection the NC curriculum standards are a part of the ongoing assessment of student learning.
- C. ___ Opportunities to provide extensions in student learning are continuously at the forefront of student activities.
- D. ___ The teacher uses disaggregated data and resources produced by technology tools (MAPS, benchmarking for planning instruction.

EGO #5: TPA will assist the local community by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.

Reaching Strategies: *(Listed are expectations of each TPA educator)*

- A. ___ Participation in sponsoring student clubs.
- B. ___ Participation in TPA committees.
- C. ___ Invitations provided to a variety of outside community organizations or individual enterprises to assist and/or participate in the process of introducing local career functions and disciplines.
- D. ___ Organize community-based service functions and activities for students to participate.

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
2010-2011

TPA Subject Area Goal:

TPA Faculty Member's Goal:

Justify:

BASELINE DATA OF STUDENTS (Assessment scores/levels as indicators of initial needs)	YOUR "GOALS" PLAN GOAL # _____ (What you want to achieve)	TIMELINE OF PLAN (Start to completion of plan)
---	--	--

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
2010-2011

	<p><u>Problem statement from data/other:</u></p> <p><u>Steps to address problem:</u></p>	<p><u>EGO</u> <u>Reaching</u> <u>Strategies:</u></p>	
--	---	---	--

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
2010-2011

TPA Subject Area Goal:
TPA Faculty Member's Goal:
Justify:

Mid Year Evaluation

Initial Baseline Data	Current Data	Current Outcome Justification	Pathway Toward Success

Evaluatee's Signature

Date

Evaluator's Signature

Date

Managing Director's Signature

Date

Thunderbird Preparatory Academy
Outcome-Based Measures of Evaluation (OBME)
 2010-2011

Annual Evaluation Summary

Initial Baseline Data	Outcome Data	Final Outcome Justification (Employee)	Conclusions (Supervisor)

 Evaluatee's Signature

 Date

 Evaluator's Signature

 Date

 Managing Director's Signature

 Date

THUNDERBIRD PREPARATORY ACADEMY

The Managing Director or designee of the school will serve as the teacher's primary evaluator. The Managing Director will require other TPA personnel to assist in the evaluation process as deemed prudent.

1. The evaluation cycle identifies the three categories listed above (1) Instructional Goals and Outcomes, (2) Observations, and (3) Duties and Responsibilities and will sequence in the following order:
 - A. TPA teachers with 2 or more years experience will desegregate each student's data to create a minimal of three goals using the reaching strategies in all five EGO areas (a first year teacher will address just two goals). This will be done on the OBME worksheet and will be created within 30 days after the start of the school year with the children in attendance. These goals will address student achievement, classroom implementation strategies, and other prudent academically focused goals that can be declared measurable.
 - B. A separate goal setting session with the Managing Director, Academic Director, or designee will occur during the first 30 days of the school year will result in a content area goal for each grade level. This goal can be part of the annual three/two goals each teacher will set.
 - C. During the first and the second semesters, teacher will receive a total of 2 unannounced formal classroom observation visits (3 for first year teachers), which will last for a minimum of 30 minutes each. These visits will be written on the "TPA Observation Record". A conference will be held no later than 2 working days from the date of the observation to provide feedback and direction to the employee by the observer.
 - D. Each semester teachers will have various "snap-shot" informal visits where written observations of the EGOs noted will be communicated via paper/pencil recordings.
 - E. During the month of January, no later than the end of the second working week, the Managing Director, Academic Director, or designee will have a formal individual conference appraisal utilizing the "Mid Year" evaluation form. Determinations of what strategies are working and those that need improvement will be addressed in comparison to the baseline data. Goals must be reported in comparison to assessment data and classroom observations of the EGO reaching strategies being implemented.
 - F. During the month of May, no later than the end of the second working week, the Managing Director, Academic Director, or designee will have a formal individual conference appraisal utilizing the "Annual Evaluation Summary" form. Determinations of what strategies worked and those that did not will be addressed in comparison to the baseline data. Goals must be reported in comparison to assessment data and classroom observations of the EGO reaching strategies being implemented. During this meeting, either a satisfactory or unsatisfactory rating will be confirmed and recorded on the "OBME Evaluation Summary Report".
2. The Teacher and Managing or Academic Director understand that peer evaluations may take place, yet will not be part of the annual process unless designated to be so by the Managing Director. Reasons may include: the need of peer mentoring, department chair or grade level leader perspectives, and so on.

THUNDERBIRD PREPARATORY ACADEMY

3. All observations will be followed by a conference between the teacher and either the Managing or Academic Director. A written summary of the observation and the conference will be provided by the Managing or Academic Director to the teacher for review and signature. A copy of the review will be filed in the teacher's personnel file at TPA. The teacher may attach comments. At the final conference of the year the Managing or Academic Director and teacher will discuss the outcome of either meeting or not meeting established goals, which may carry over to the next school year.

THUNDERBIRD PREPARATORY ACADEMY

Confidential

TPA - OBME Observation Record - Evaluation Sheet

Teacher's Name:	School: TPA		
Beginning Time:	Ending Time:	Total Time:	Date:
Subject/Focus of the Lesson:		Lesson Segment: B __ M __ E __	

<u>PROVIDING INSTRUCTION</u>	Circle Accordingly																		
Comments:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><u>Level of Instruction:</u></td> <td style="width: 20%;">Satisfactory</td> <td style="width: 20%;"></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> <tr> <td> <u>Developed Content:</u></td> <td>Satisfactory</td> <td></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> </table>	<u>Level of Instruction:</u>	Satisfactory		Unsatisfactory		N/A	 <u>Developed Content:</u>	Satisfactory		Unsatisfactory		N/A						
<u>Level of Instruction:</u>	Satisfactory																		
Unsatisfactory		N/A																	
 <u>Developed Content:</u>	Satisfactory																		
Unsatisfactory		N/A																	
<u>ASSESSES AND ENCOURAGES INSTRUCTION</u> Comments:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><u>Student Support:</u></td> <td style="width: 20%;">Satisfactory</td> <td style="width: 20%;"></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> <tr> <td> <u>Progress Monitored:</u></td> <td>Satisfactory</td> <td></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> <tr> <td> <u>Response to Needs:</u></td> <td>Satisfactory</td> <td></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> </table>	<u>Student Support:</u>	Satisfactory		Unsatisfactory		N/A	 <u>Progress Monitored:</u>	Satisfactory		Unsatisfactory		N/A	 <u>Response to Needs:</u>	Satisfactory		Unsatisfactory		N/A
<u>Student Support:</u>	Satisfactory																		
Unsatisfactory		N/A																	
 <u>Progress Monitored:</u>	Satisfactory																		
Unsatisfactory		N/A																	
 <u>Response to Needs:</u>	Satisfactory																		
Unsatisfactory		N/A																	
<u>MANAGEMENT</u> Comments:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><u>Time Usage:</u></td> <td style="width: 20%;">Satisfactory</td> <td style="width: 20%;"></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> <tr> <td> <u>Physical Setting:</u></td> <td>Satisfactory</td> <td></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> <tr> <td> <u>Student Behavior:</u></td> <td>Satisfactory</td> <td></td> </tr> <tr> <td>Unsatisfactory</td> <td></td> <td style="text-align: right;">N/A</td> </tr> </table>	<u>Time Usage:</u>	Satisfactory		Unsatisfactory		N/A	 <u>Physical Setting:</u>	Satisfactory		Unsatisfactory		N/A	 <u>Student Behavior:</u>	Satisfactory		Unsatisfactory		N/A
<u>Time Usage:</u>	Satisfactory																		
Unsatisfactory		N/A																	
 <u>Physical Setting:</u>	Satisfactory																		
Unsatisfactory		N/A																	
 <u>Student Behavior:</u>	Satisfactory																		
Unsatisfactory		N/A																	

_____ :

Observer's Signature _____ Date _____ Managing Director's Signature _____ Date _____

Teacher's/Evaluee's Signature _____ Date _____

THUNDERBIRD PREPARATORY ACADEMY

Confidential

TPA - OBME Evaluation Summary Report - Annual

Teacher's Name:	School: TPA
-----------------	-------------

Employee #	Current Year of Service: (circle)			Evaluation Summary: (circle)			
	DATE:	<u>Taught:</u> 1 Year 2 Years Other ___ Years	<u>Certification Level:</u> Provisional Professional None	<u>Certification Areas:</u> HQ: Other:	<u>Observations:</u> Satisfactory Unsatisfactory	<u>Duties Fulfilled:</u> Satisfactory Unsatisfactory	<u>Goals Met:</u> Satisfactory Unsatisfactory
			Satisfactory	Overall Status			Unsatisfactory

Summary Comments (Supervisor)

Summary Comments (Employee)

_____	:	_____
Supervisor's Signature	Date	Managing Director's Signature

Teacher's/Evaluee's Signature	Date	

NOTE: A TPA EMPLOYEE SIGNATURE ACKNOWLEDGES THE RECEIPT OF FORM; CONCURRENCE IS NOT ABSOLUTE.

THUNDERBIRD PREPARATORY ACADEMY

A good evaluation alone is not a contract or a commitment to provide a salary or other form of compensation adjustment, a promotion, a bonus, continued employment, or retention, nor is it to alter the at will nature of your employment. An appraisal is only one of several factors that the School uses in making these and other employment decisions.

Any comments made on your appraisal by your supervisor or other School representatives, or statements made by such individuals during any discussions regarding the appraisal, or your performance or future, including during any coaching or counseling session, should not be construed as a promise or guarantee, since circumstances may change in the future, including business conditions, and your performance.

In addition to the regular performance evaluations described above, special written performance evaluations may be conducted by your supervisor at any time to advise you of the existence of performance or disciplinary problems.

6B. QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by law.

Qualifications for staff positions are:

Managing Director – Current North Carolina Teaching Certificate

Academic Director – Current North Carolina Teaching Certificate

All Teachers will have at least one of the following:

- Current NC Teaching certificate for subject and grade being taught
- Current teaching certificate for a grade up to 2 years above or below the grade being taught
- Current Out of State teaching certificate seeking NC certificate
- Expired NC teaching certificate seeking re-certification
- Business / Community personnel with expertise in a specific field
- 4 year college graduate with a degree outside of education

NCWISE Secretary – Secretarial experience in a school or business setting able to fulfill NCWISE training

Office Manager – Organizational and personal skills appropriate for this environment

Custodial Staff – References for exemplary custodial service

Our goal is for at least 80% of the faculty at Thunderbird to hold current North Carolina teaching certificates. Thunderbird Preparatory Academy 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 junior high, middle and secondary 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.

THUNDERBIRD PREPARATORY ACADEMY

6C. Enrollment

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located.

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

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

Thunderbird Preparatory Academy will commence its first academic year of 2012-2013 for K –4 Grades and add one or more additional grades per year thereafter through Grade 12. Grade span will start at approximately 20 to 25 students per class, depending upon the grade level. When a permanent facility is built each grade will be approximately 100 students and approximately 19 to 25 students per class, depending on grade level.

Through a marketing program emphasizing the international leadership mission of Thunderbird Preparatory Academy, TPA will reach out to the surrounding communities in a variety of ways (radio, TV, print and community meetings), the Board hopes to provide information to all potential parents and students in the community. The Board will actively work to develop ties to all segments of the population through community leaders so as to encourage a diverse group of student applicants. By on-going analysis and monitoring of the student body composition, the Board will be aware of under-represented demographic areas and be able to develop and pursue marketing plans to increase awareness of the school and its benefits to parents with under-represented demographics.

6D. PROJECTED ENROLLMENT 2012-13 through 2016-2017

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. Explain the analysis utilized to determine these specific enrollment figures

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

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

THUNDERBIRD PREPARATORY ACADEMY

**6D. PROJECTED
ENROLLMENT 2012-13
through 2016-2017**

List LEA #1 – Charlotte Mecklenburg Schools

List LEA #2 – _____

List LEA #3 – _____

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

<u>GRADES</u>		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	80			80			95			95			95		
First	1	66			88			96			96			96		
Second	2	66			66			96			96			96		
Third	3	66			66			96			96			96		
Fourth	4	75			75			100			100			100		
Fifth	5				75			100			100			100		
Sixth	6							100			100			100		

THUNDERBIRD PREPARATORY ACADEMY

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7							100			100			100		
Eighth	8							100			100			100		
Ninth	9										100			100		
Tenth	10													100		
Eleventh	11															
Twelfth	12															
LEA Totals		353			450			883			983			1083		
Overall Total Enrollment		353			450			883			983			1083		

THUNDERBIRD PREPARATORY ACADEMY

6E. Budget: Revenue Projections 2012-13 through 2016-2017 (Constant Dollars)

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds (\$4,361)	\$ 1,539,309	\$ 1,962,292	\$ 3,850,454	\$ 4,286,519	\$ 4,722,584
--State EC Funds (\$3,649)	\$ 103,048	\$ 131,365	\$ 257,767	\$ 286,959	\$ 316,151
--Local Per Pupil Funds (\$2,494)	\$ 880,241	\$ 1,122,120	\$ 2,201,849	\$ 2,451,209	\$ 2,700,569
--Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
--Grants*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
--Foundations*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
--Private Funds*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
--Other Funds*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL INCOME	\$ 2,522,599	\$ 3,215,777	\$ 6,310,069	\$ 7,024,687	\$ 7,739,304
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2012-13 through 2016-2017

THUNDERBIRD PREPARATORY ACADEMY

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

Charter school located in MECKLENBURG County:

\$ 4,360.65 x 353 = \$ 1,539,309.45	State Operating Income
\$ 3,649.02 x 28.24 = \$ 103,048.32	State EC Funding (Estimated EC children at 8% of enrollment)
\$ 2,493.60 x 353 = \$ 880,240.80	Local Operating Income
\$ 2,522,598.57	Total Operating Income

THUNDERBIRD PREPARATORY ACADEMY

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>	\$\$ 1,334,000	\$\$ 1,596,000	\$\$ 2,979,000	\$\$ 3,238,000	\$\$ 3,448,000
Total # of staff <u>32</u>					
--Administrator(s) # <u>2</u>	\$ 140,000	\$ 140,000	\$ 180,000	\$ 180,000	\$ 180,000
--Clerical # <u>1</u>	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
--Teachers # <u>23</u>	\$ 999,000	\$ 1,221,000	\$ 2,368,000	\$ 2,627,000	\$ 2,812,000
--Librarians # <u>1</u>	\$ 30,000	\$ 30,000	\$ 80,000	\$ 80,000	\$ 80,000
--Guidance # <u>0</u>	\$ 0	\$ 40,000	\$ 70,000	\$ 70,000	\$ 70,000
--Teacher Assistants # <u>4</u>	\$ 75,000	\$ 75,000	\$ 93,000	\$ 93,000	\$ 93,000
--Custodian # <u>1</u>	\$ 30,000	\$ 30,000	\$ 60,000	\$ 60,000	\$ 60,000
--Maintenance	\$ 20,000	\$ 20,000	\$ 50,000	\$ 50,000	\$ 50,000
--Food Service	\$ 10,000	\$ 10,000	\$ 25,000	\$ 25,000	\$ 50,000
--Bus Driver	\$ 0	\$ 0	\$ 23,000	\$ 23,000	\$ 23,000
--Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
 <i>EMPLOYEE BENEFITS (21%)</i>	 \$280,140	 \$ 335,160	 \$ 625,590	 \$ 679,980	 \$ 724,080
 <i>STAFF DEVELOPMENT</i>	 \$ 32,000	 \$ 86,924	 \$ 115,510	 \$ 134,493	 \$ 145,476
 <i>MATERIALS AND SUPPLIES</i>	 \$ 100,000	 \$ 127,479	 \$ 250,142	 \$ 278,470	 \$ 306,799
 <i>OFFICE SUPPLIES</i>	 \$ 36,000	 \$ 45,892	 \$ 90,051	 \$ 100,249	 \$ 110,448
 <i>INSTRUCTIONAL EQUIPMENT</i>	 \$ 100,000	 \$ 150,000	 \$ 250,000	 \$ 278,470	 \$ 306,799
 <i>OFFICE EQUIPMENT</i>	 \$ 20,000	 \$ 25,496	 \$ 50,028	 \$ 55,694	 \$ 61,360

THUNDERBIRD PREPARATORY ACADEMY

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TESTING MATERIALS	\$ 18,000	\$ 22,946	\$ 45,025	\$ 50,125	\$ 55,224
INSURANCE	\$ 30,000	\$ 38,244	\$75,042	\$ 83,541	\$ 92,040
UTILITIES	\$ 24,000	\$ 30,595	\$ 60,034	\$ 66,833	\$ 73,632
RENT	\$ 250,000	\$ 318,697	\$ 950,000	\$ 1,150,000	\$ 1,400,000
MAINTENANCE & REPAIR	\$ 25,000	\$ 31,870	\$ 62,535	\$69,618	\$76,700
TRANSPORTATION	\$20,000	\$25,496	\$50,028	\$55,694	\$61,360
MARKETING	\$10,000	\$15,000	\$15,000	\$15,000	\$15,000
FOOD/CAFETERIA SUPPLIES	\$ 13,000	\$16,572	\$32,518	\$36,201	\$39,884
CONTRACT EDUCATION SVCS	\$ 58,000	\$73,938	\$ 145,082	\$ 161,513	\$ 177,943
GENERAL SVCS (Audit, Legal, Acctg)	\$ 48,000	\$98,000	\$ 120,068	\$ 133,666	\$ 147,263
TOTAL EXPENSES	\$ 2,398,140	\$ 3,038,307	\$ 5,915,655	\$ 6,587,547	\$ 7,242,006
NET SURPLUS (DEFICIT)	\$ 124,459	\$ 177,470	\$ 394,414	\$ 437,140	\$ 497,297
<i>Percent Surplus (Deficit)</i>	5%	6%	6%	6%	6%

THUNDERBIRD PREPARATORY ACADEMY

6F. WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$	500
Certificates of Deposit	\$	0
Bonds	\$	0
Real Estate	\$	0
Capital Equipment	\$	0
Motor Vehicles	\$	0
Other Assets	\$	0
TOTAL	\$	500

Thunderbird Preparatory Academy has researched charter school start-up costs experienced by several financially stable charter schools. Those costs have been contemplated and included in the budget above.

6G. MARKETING PLAN (GS 115C.238.29F(g)(1-7))

Describe how the board will market the school to all populations to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

In researching the surrounding area to determine the need for our school, it was apparent, based on the high numbers on wait lists at local charter schools, that there is a desire and demand for a choice in education. The international leadership focus is a new alternative that will fill that demand. To market the concept to the public, the Board of Thunderbird Preparatory Academy will appoint one member as chairman of the Community Relations Committee with responsibility to implement a community marketing program. The marketing program will include the following strategies.

- open houses for the purpose of informing the public about the educational focus and mission of the school
- wide circulation of advertisements to reach the broad community, including posters at local libraries, churches, YMCA, community centers
- direct contact with community leaders and community organizations with access and means to reach at-risk populations and diverse ethnic groups
- speaking opportunities at community churches and events
- mass mailing to households within a fifteen mile radius of the proposed school site
- radio commercials on local radio channels WDAV 89.9 FM, WWGT 100.9 FM, and WBT 1110 AM.
- Thunderbird Preparatory Academy website with clear, specific information about the educational focus and mission of the school, specifically addressing frequently asked questions and lottery procedures
- newspaper advertisements in local newspapers as well as child-focused distributions (Charlotte Parent...)
- submit public relations articles for local newspaper
- education job fairs at local universities to recruit teachers
- contact education departments at local universities to e-mail information to senior education students

THUNDERBIRD PREPARATORY ACADEMY

- application information on the school's website

6H. SCHOOL AUDITS

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

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

The faculty at Thunderbird Preparatory Academy will review End of Grade test scores and adjust the teaching focus as necessary. In addition, families will be given a survey to complete anonymously at the end of each school year. This survey will address the school climate, academic program, methodology, communication between school and home, and family satisfaction. A committee will be established by the Board of Directors to assess the School's overall performance as related to its goals and educational plans. Furthermore, faculty members will complete a similar survey about the school year to be addressed in planning meetings in preparation for the coming school year.

The Audit and Evaluation Committee of the Thunderbird Preparatory Academy Board of Directors will report on the following:

- Student Performance on NC and Stanford10 Standardized Tests
- Student Interim Performance Evaluations per NWEA Measurement of Academic Progress
- Student Overall Educational Success relative to the School's Goals
- Formal Assessment of Special Education Program
- Formal Assessment of IEP Student Success
- Formal Assessment of Student Survey Data
- Formal Assessment of Teacher Survey Data
- Formal Assessment of Parent Survey Data

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

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

The Board of Directors of Thunderbird Preparatory Academy 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 Thunderbird Preparatory Academy 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. Thunderbird Preparatory Academy anticipates utilizing Potter & Company (contact information below) for its annual audit.

Potter & Company, P.A.
434 Copperfield Boulevard NE, Suite A
Concord, NC 28025
Office 704.786.8189
Fax 704.786.4447

THUNDERBIRD PREPARATORY ACADEMY

In accordance with North Carolina General Statutes, Thunderbird Preparatory Academy 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.

6I. HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

Daily School Safety

- Uniform dress code for students will identify persons who do not belong on campus
- Visitor sign-in and identification badges will identify school guests.
- Small class sizes will ensure faculty familiarity with enrolled students.
- First aid supplies will be kept in a designated location.
- Medications to be administered during the school day will be kept in a locked location.
- See the Student-Parent Handbook for further information on the administration of medications on campus.

Weather Emergency

If weather conditions threaten the safety of the school or transportation to or from school, the following policies will be followed:

- State guidelines for regular fire drills and tornado drills will be followed to ensure all staff and students are prepared to handle such emergencies safely.
- Based on information from appropriate sources, the Managing Director, or designee, will determine any necessary schedule changes due to weather or emergency circumstances. Such schedule changes or closings will be made known on WBT-TV Channel 3 and other media as soon as possible. Thunderbird Preparatory Academy reserves the right to differ in these decisions from those of Charlotte Mecklenburg Schools.
- In case of a delayed opening, Thunderbird Preparatory Academy will still dismiss on a normal schedule.
- In case of an early release, the Managing Director and sufficient staff will remain at Thunderbird Preparatory Academy until all students have been picked up by a caregiver.

Major Crisis Event

In case of a major crisis event during the regular school day or at a school function, all faculty members not directly in charge of students will immediately report to the office and function as the crisis team. Examples of a major crisis may include, but are not limited to, missing student, weapon on campus, unwanted intruder, and bomb threat.

- At the first sign of such crisis, the front office is to be notified and will determine whether 911 should be called.
- All faculty members will be informed of the situation and given further directions.
- Parents of involved students will be notified using the student information card.
- Managing Director or designee will search the school grounds when appropriate.
- The school will fully cooperate with local law enforcement to determine further steps needed.
- An incident report will be completed and put on file.

THUNDERBIRD PREPARATORY ACADEMY

- A plan for assisting physically disabled students will be created on a case by case basis.
- If necessary, mass communication will be sent to all families.

Immunization of Students

Thunderbird Preparatory Academy will assure compliance with all state and federal immunization requirements.

- A record of current immunizations is required by law for all students within 30 days of enrollment at Thunderbird Preparatory Academy.
- Failure to present this record will result in the student's suspension until the record is presented to the school.

Fire and Safety Regulations

Thunderbird Preparatory Academy will be in full compliance with applicable federal, state, and local fire and safety regulations. We will submit to inspections by officials as required by law.

- Fire lanes will be clear at all times as well as exits, hallways, landings, and stairs.
- Combustible materials needed for cleaning, scientific experimentation, or art will be properly stored and maintained.
- Violations will be reported to the Managing Director.
- The Managing Director will visually inspect all areas of the building bi-monthly for the purposes of keeping the building safe from fire hazards.
- Monthly fire drills will be completed as required by law.

Food Inspections

- Thunderbird Preparatory Academy will not provide a cafeteria setting or provide food cooked on campus.
- Food brought on to campus will be stored in proper containers away from chemicals.
- Surfaces used for dining will be cleaned with approved materials. Such materials will be stored and disposed of properly.

Hazardous Chemicals

- Thunderbird Preparatory Academy will avoid the use of materials considered hazardous whenever possible.
- When deemed necessary, such materials will be stored in the recommended manner according to the manufacturer.
- Violations of safe storage or use are to be reported immediately to the Managing Director.

Bloodborne Pathogens

- Annually, all employees will receive mandatory training regarding blood-borne pathogen risks.
- Employees will be given opportunities to ask for additional information regarding blood-borne pathogens.
- All classrooms will be provided with protective equipment including latex gloves, non-allergenic gloves, and a resuscitation mask.

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Diabetic Care Plans

In compliance with North Carolina law, Thunderbird Preparatory Academy will:

- Prior to the start of school, develop an “individual diabetes care plan” at the written request of the student’s parent or guardian, involving the Parent/guardian, the student’s health care provider, the student’s classroom teacher, the student if appropriate, the school nurse if available, and other appropriate school personnel.
- Create a diabetes care plan that will include the responsibilities and appropriate staff development for teachers and other school personnel, an emergency care plan, the identification of allowable actions to be taken, the extent to which the student is able to participate in the student's diabetes care and management, and other information necessary for teachers and other school personnel in order to offer appropriate assistance and support to the student.
- If a student at the school has diabetes the staff will receive general training on diabetes. In addition, two staff members will receive intensive training on insulin administration, diabetes emergency procedures, and identifying and treating symptoms of hyperglycemia and hypoglycemia.

Lawful Abandonment of a Newborn

- Thunderbird Preparatory Academy will ensure that at the start of each school year students in grades 9-12 receive information on the manner in which a parent may lawfully abandon a newborn with a responsible person, in accordance with G.S. 7B-500.

Information Concerning Cervical Cancer, Cervical Dysplasia, Human Papillomavirus

- At the beginning of each school year Thunderbird Preparatory Academy will provide information to parents and guardians about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children.

6J. CIVIL LIABILITY AND INSURANCE (G.S. 115C-238.29F(h))

Proposed Coverage:

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	in the amount of replacement cost of the building
Motor Vehicle Liability	\$1,000,000
Bonding (Fidelity)	

THUNDERBIRD PREPARATORY ACADEMY

Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other: Umbrella Liability Insurance	\$5,000,000
Workers' Compensation	As specified by Chapter 97 of the General Statutes

6K. TRANSPORTATION (G.S. 115C-238.29F(h))

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

Thunderbird Preparatory Academy will not provide transportation to or from school. Families will provide their own carpool transportation. Thunderbird Preparatory Academy will provide a carpool assistance committee, helping parents arrange carpools to ease transportation needs. Extenuating circumstances preventing carpool transportation will be presented to the Board of Directors. The Thunderbird Preparatory Academy proposed budget includes contingency funds to assure some student transportation arrangements are possible in extraordinary situations as may be approved by the Board of Directors.

Transportation shall not be an obstacle to any child attending this school.

6L. FACILITY

Describe the method of finding a facility if one is not readily available at this time. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Board has been actively looking at sites of 20 acres or more in northern Mecklenburg County. Immediately after our charter application is approved we will move forward to lease a site. It is anticipated that we will start out in modular buildings and the Board will be arranging those units in conjunction with signing the lease. This will allow the needed time for installation of the units in time for the opening of school.

We anticipate needing approximately 17,000 sq. feet of space. The facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA). Before the start of School operations, the Board will provide all necessary information to the Office of Charter Schools, including a Certificate of Occupancy for Educational Use.

In the event that an issue arises with a permanent site, the Board is identifying several facilities that can serve to assure that the school will open in August with its current first year projected enrollment.

Describe how the maintenance will be provided for the facility.

Thunderbird Preparatory Academy will hire a full-time custodian and part-time maintenance person to maintain the school facilities. Parent volunteers will be encouraged to help with a fall and spring clean-up, as well as campus beautification.

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7. LEA IMPACT STATEMENT

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

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

THUNDERBIRD PREPARATORY ACADEMY

8. SIGNATURE PAGE

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 accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Nancy Borrell

Position: Chair, Thunderbird Preparatory Academy, Inc.

Signature: _____ Date: _____, 20____

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.