



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Reaching All Minds Academy

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Reaching All Minds Academy

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

Name of non-profit organization under which charter will be organized or operated: *Reaching All Minds Academy*

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: *Annie McKoy*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 2703 Holloway Street
Durham NC 27703

Primary telephone: 919-596-1899 Alternative telephone: 919-451-2773

E-Mail address: reachingallminds@yahoo.com

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

County: DURHAM

LEA: 320-Durham Public Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Reaching All Minds Academy

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	144
Second Year	K,01,02,03,04	180
Third Year	K,01,02,03,04,05	225

Fourth Year	K,01,02,03,04,05	225
Fifth Year	K,01,02,03,04,05	250
Sixth Year	K,01,02,03,04,05	250
Seventh Year	K,01,02,03,04,05	250
Eight Year	K,01,02,03,04,05	250
Ninth Year	K,01,02,03,04,05	250
Tenth Year	K,01,02,03,04,05	250

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

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

reaching
Signature

Board Chair
Title

reaching
Printed Name

02/21/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

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

The mission of Reaching All Minds Academy is to prepare students to become productive citizens with the skills needed to solve complex problems, think critically, exhibit positive social competencies, and to function in a highly technological and global society. We believe that with hard work, strong teacher-student relationships, and community involvement, the school will develop young people into mature, sophisticated thinkers who will be prepared for rigorous future studies. Our belief is that instruction using real world experiences in a safe and orderly learning environment will result in well-prepared students who will make a positive difference in their communities.

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

1. *Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

The location of the school will be in East Durham in zip code 27703. While Durham County's general population is 53.5 percent White, this zip code is 27.1 percent White and over half of the students in this zip code are eligible for free and reduced lunch.

<http://quickfacts.census.gov/qfd/states/37/37063.html>;

<http://www.zipdatamaps.com/27703>). However, the location is also extremely close to Research Triangle Park (less than 12 miles), and the founding board will strive for diversity in the student population by not limiting marketing to the immediate area of the school. We expect the population of the school to be less wealthy and more minority than the Durham County average, but this does not imply that the curriculum, instructional methods, or any other supports offered by the school are intended only for that student population.

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

The projected enrollment is 250 in grades K through 5. The RAM Academy's enrollment would reflect less than one percent (.8 percent) of the Durham Public Schools total enrollment, based on the final enrollment number of 32,332 for the school year ending in 2012.

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

While RAM Academy will be open to students throughout the state and the

local LEA, the school will be located in a low-income, high-minority neighborhood in Durham, as described above. The founding board believes offering rigorous, innovative science and math curriculum and STEM project-based cross-curriculum activities to elementary students will challenge them in a way that is uncommon and innovative. The school will also require a longer school day and participation in service learning that is not typically required by public schools in the LEA.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

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

The founding board strongly believes that teachers are professionals who perform best in a culture of collaboration and responsibility for student learning. The board also believes that all teachers must be well versed in the philosophy and tenets of RAM Academy before they begin teaching at the school. Therefore, prior to the beginning of the school year in 2014 all teachers will participate in intensive professional development related to best practices in teaching literacy, differentiating instruction, positive behavior intervention and supports, and effective strategies for integrating math, science, and technology into the curriculum. Any new teachers hired after the start of the school year will be provided with a shortened version of this professional development and will be mentored by the school leader to ensure that the tenets are clearly understood and practiced. These topics will be reviewed regularly and teachers will participate in weekly on-going staff development sessions that utilize the principles of professional learning communities.

The founding board also believes accountability is related to continuous assessment. Because literacy achievement is so fundamental to future achievement, RAM Academy will administer The Diagnostic Assessment of Reading (DAR) to all incoming students to assess reading skills and help

guide instruction and support. This assessment also will be given at the end of the students first year to show progress and afterwards will be given afterwards only if students are deemed to need specialized diagnostic reading testing. In addition, RAM plans to administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring students success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions.

RAM Academy acknowledges that the Durham Public Schools offers STEM-focused curricula and programs at the middle and high school level. However, RAM Academy offers a unique opportunity for elementary age students and their families. The school will not only offer rigorous innovative science and math curriculum and STEM project-based cross-curriculum activities, but it will require a longer school day and service learning that uses the community as the context for research and learning. As a part of the extended school day, tutoring and mentoring will be provided for all students. This additional time can also be utilized for enrichment activities for students who are achieving above the expected or average level. In addition, a parent support component that includes seminars for parents; school, parent, and community partnerships; and family volunteer opportunities beyond the regular workday is also a hallmark of RAM Academy.

Goals for the Proposed Charter School:

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

The key words in the schools mission statement include: productive, well-prepared, positive, and community. The founding board will collect data in several areas to constantly improve the growth of our students and the growth of our teachers while focusing on the mission and the key words and beliefs contained in that mission.

First, the school will continuously assess students. For example, RAM will administer Diagnostic Assessment of Reading (DAR) to all incoming students to assess reading skills and help guide instruction and support. In addition, RAM plans to administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring student success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions. The board will review the annual gains of student cohorts on the annually administered Iowa Test of Basic Skills in addition to reviewing aggregate and disaggregated state end of year testing.

The board will measure the growth of teachers' impact on students and their achievement and will plan and provide staff professional development that is intended to yield growth for all teachers. The board intends to utilize the rubric utilized by Teach for America (<http://www.teachingasleadership.org/>) to encourage progress in areas that correlate with greater student achievement and that provides information to teachers about their impact on student achievement. The board believes that outstanding teachers can and will produce significant student gains in achievement, which is defined as 1.5 years of achievement for every year of enrollment in the RAM Academy.

The board will review the school leader's plan for professional development on a quarterly basis and will focus on how the professional development will help teachers to produce significant student gains.

The board will always focus on rigorous criteria to select teachers and other staff. The board will consider the teacher/staff desire to grow professionally and their ability to reflect on their own practice. The board will have high expectations for growth of all staff and will review hiring recommendations with these criteria in mind.

Finally, the board will monitor community involvement at several levels on a regular basis (at least quarterly) through data that will be collected by the school leader. The expectation is that parental visits to the school will be regular and steady (not just at holiday events) and that the community business community will be formally involved in volunteer activities (see Education Plan for information about the volunteer expectations).

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The goals for the school in terms of student performance are:

Goal 1: Students will make academic progress, as measured by external assessment.

- * RAM Academy will make AYP in the aggregate and for all statistically significant subgroups in four of the first five years of the school's existence.

- * At least 70% of students enrolled for two or more years will score in the Level 3 or Level 4 categories on the English/Language Arts, Mathematics, and Science End of Grade Tests.

- * After the school has been in existence for two years, the 4th and 5th grade cohorts, on average, will achieve at least two National Curve Equivalent points on the annually administered Iowa Test of Basic Skills for each year thereafter.

Goal 2: Students will make academic progress, as measured by internal assessment.

- * Each year there will be an increase in the number of students who are honored at Recognition Breakfasts for their academic achievements.

- * Each year there will be an increase in the number of students who are named to the various levels of Honor Roll.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The founding Board of Directors has based its program model on the belief that all children can learn and that the school's staff must establish caring, positive, and nurturing relationships with all students. The proposed location of the school causes the board to anticipate a student population that is at-risk. An elementary school two miles from the proposed location has the following composite scores: 62.2 in 2011, 62.7 in 2010, and 57.7 in 2009 (<http://www.dpsnc.net/about-dps/district-stats-and-scores/scores/elementary-eog/oak-grove>). The board is prepared to serve this population of students and challenge them with high expectations.

The RAM Academy will implement a rigorous core academic curriculum with an integrated STEM approach in all grade levels. The innovative offerings of model will include the following: (1) Integration of science, technology, engineering, and math to stimulate learning for all students, (2) Project-based learning strategies that are aligned with the North Carolina Extended Common Core State Standards, (3) Technology-rich classrooms where students will have access up to date technology, (4) Rich, engaging, diverse and flexible curriculum tailored to meet the students needs, (5) School-wide service learning activities where students work in teams to develop and deliver to the community strategies to solve an identified problem, and (6) Frequent interaction with parents and the community in teacher/student planning sessions.

RAM Academy will employ various research-based teaching approaches to engage students in the learning process. We strongly believe that differentiating instruction is required in order to meet the needs of diverse learners. Our primary platform will be project-based learning approaches that will engage students in developing cross-curriculum STEM skills. The founding directors also acknowledge that mastery of basic competencies require regular practice and review. The school also believes strongly in the importance of teaching the mechanics of reading, but believes that the more complex skill of reading comprehension is a skill that must be continuously and consistently taught and emphasized.

Teachers will be recruited who have high expectations for all students and professional development will focus on ensuring that all teachers have rigorous and relevant expectations for all students, build strong relationship with students, make learning relevant to students, facilitate instruction based on where students are academically and how they learn, demonstrate expertise in use of technology and use assessments to guide and differentiate instruction.

RAM Academy proposes to utilize the following programs that follow sound cognitive principles: SRA Reading Mastery; Saxon Math; Pearson "Interactive Science;" Ubeats (A STEM Curriculum for the Arts developed by the National

Science Foundation through a grant to UNC-Greensboro and North Carolina State University. (<http://performingarts.uncg.edu/ubeats>). This list is not inclusive, but it illustrates the schools selection of materials that are focused, effective, and evidence-based.

K-8 Curriculum and Instructional Design:

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

Learning at RAM Academy will be classroom-based with small class size and small groups within the classroom. Teachers of students in the primary grades will utilize centers to enhance differentiation of instruction while teachers in the upper elementary grades will utilize project-based learning more frequently. At all levels there will be a great deal of small group instruction and classroom activity.

Students will experience learning opportunities beyond the school walls as they use the community in which they live to help make STEM learning come alive. In addition, students will participate in a school day that is longer than that of traditional schools so as to facilitate increased learning opportunities for children at risk of failure and those who are academically gifted. The school schedule has time periods that address core content, enrichment, and community time. Additionally, we recognize that dedicated time at the end of the school day for mentoring, tutoring, and homework assistance is critical for our student population. This additional time can also be utilized for enrichment activities for students who are achieving above the expected level.

Class size for kindergarten will be a maximum of 18 students per teacher. Class size for the remaining grades through fifth grade will be a maximum of 22 students. Two teacher assistants also will be members of the staff and trained to assist in classrooms. Special education teacher(s) will co-teach and will also teach small groups of children with disabilities as their IEPs prescribe.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The school's curriculum will be aligned with the Common Core State Standards and the Essential Standards for English as a Second Language, Science, Social Studies, Arts Education and Healthful Living. The curriculum is aimed at teaching important literacy and numeracy skills while applying science, technology, engineering, and math to solve problems. Encouraging students to think creatively and solve problems are core goals of the RAM Academy and will be infused throughout the curriculum.

For all subject areas, it is imperative that lessons encourage students to apply what they have learned and develop critical thinking skills in all subject areas. The founding board is aware that the Common Core Standards require students to demonstrate higher-order thinking through problem solving and essay writing, as opposed to multiple choice tests. The philosophy and tenets of RAM Academy are geared to improving science and math proficiency while building a strong literacy foundation for all students, including at-risk students, students with disabilities, and

English language learners. We believe that by planning the curriculum to meet the Common Core State Standards and the Essential Standards, the school will have a strong curriculum in place and be prepared to meet any accountability standards set by the state.

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

Teachers at RAM Academy will use multiple means of reaching students. A core method will be differentiated instruction, which requires teachers to continuously assess students and adjust instruction. Students will often be taught in small groups based on their prior knowledge, interest, and/or learning styles. Teachers will target instruction to the needs of each group with the aim of moving all students toward high levels of achievement.

In addition to differentiating instruction, teachers will utilize the following methods: inquiry-based learning, technologically-based learning, project-based learning, mentored study by teachers, community members, and/or other students, and community based learning. To stimulate student's interest in STEM, teachers will use the above listed methods so that students will learn that math and science do not exist in a vacuum. All staff and teachers at RAM Academy will focus on encouraging students to be excited and unafraid of science, math, engineering, and technology.

Because RAM Academy teachers will continuously assess student learning, students who need additional supports will be identified early. All teachers will be knowledgeable about the development of appropriate classroom modifications, effective instructional practices for special and general education students, and their roles and responsibilities in the Responsiveness to Instruction (RtI) process. Teachers and staff will participate in weekly on-going staff development sessions to learn about best practices in STEM education, teaching critical thinking skills, best practice in assessment, and using data to drive instruction. The goal of this ongoing staff development will be to ensure that RAM Academy has a "relevant, rigorous curriculum, delivered by educators that have mastered integrated content across subjects, pedagogy, and 21st century instructional tools and assessments." (Public Schools of North Carolina: NC Science, Technology, Engineering, and Math Strategy available at https://www.ncstem.org/sites/default/files/STEM_Strategy_NC_WORKING_Draft_v1%2021-1.pdf).

Students will have the opportunity to be mentored by teachers, community volunteers, or other students. Peer mentoring has been found to be one of the most effective tools to increase academic performance and model appropriate social skills and it produces positive gains for both mentors and mentees. Peer mentoring at the upper elementary grades will be encouraged to improve student performance, build community, enhance leadership, and support students. In addition, the founding board intends to develop a cadre of corporate volunteers who will be paired with kindergarten through second grade students. These business volunteers will provide regular one-on-one time working on school readiness skills. The model utilized for over ten years by the Winston-Salem Chamber of Commerce will be a basis for this program (See <http://www.winstonsalem.com/corporatevolunteersprogram.aspx>).

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

The school year will consist of 185 instructional days and 14 teacher workdays/professional development days. There will be at least 5 days of teacher workdays at the beginning for preparation and professional

development and 5 days at the end of each school year for grading and professional development. The professional development is an essential component of the vision of the schools belief in improving student performance by supporting and informing teachers.

Special Programs and "At-Risk" Students

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

RAM Academy will utilize the RtI model whereby students who may be at risk of academic or behavioral problems are provided with research-based interventions, the student's progress is monitored, and interventions are adjusted. RAM will administer Diagnostic Assessment of Reading (DAR) to all incoming students to assess reading skills and help guide instruction and support. In addition, RAM plans to administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring students success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions. The RtI model will be implemented school wide, and time in the school schedule is set aside for at-risk students to received additional interventions as needed. The key to RAM Academy's implementation of RtI is the close monitoring of student achievement and progress through formative assessments and strong training of teachers in this model.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Durham County has approximately 19% of its population who "sometimes or always speak a language other than English at home" (Bureau, U.S.C. State & County QuickFacts: Durham County, North Carolina. 2009 [cited 2011 02/05/2011]; Available from: <http://quickfacts.census.gov/qfd/states/37/37063.htm>). The founders anticipate at least 10% of the school population will be ELL. Upon enrollment, the school will begin identifying ELL learners by identifying the family's primary language. For those students who have a language other than English spoken at home, the designated teacher will administer a more in-depth assessment (WIDA ACCESS placement test or W-APT), adopted by the state of North Carolina to determine if a student is in need of specialized English instruction or other services. If evaluation determines that a student is Limited English Proficient, the school leader and the student's primary teacher will consult with the Director of Student Services to develop a personalized instructional plan that best meets the student's needs. When that students English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

RAM Academy plans to utilize structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the

level of English will be made if needed. The schedule's enrichment periods may also be used for additional instruction activities, and the school schedule includes time each day for more intensive English language instruction as needed. The school will also utilize the K-12 NC English Language Development Standard Course of Study, also referred to as the ESL Essential Standards, to guide instruction (<http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf>). Students will be exited from the ELL program in accordance with the NC State Board policies regarding attainment of English language proficiency (also known as the Comprehensive Objective Composite or COC) (<http://sbepolicy.dpi.state.nc.us/policies/GCS-K-000.asp?pri=01&cat=K&pol=000&acr=GCS>).

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

RAM Academy will implement diverse instructional strategies, including differentiated curriculum and instruction that address a range of learning needs, including students who are academically and intellectually gifted. The school will administer the ITBS (a nationally-normed achievement test) to all students, and as such will have data regarding achievement. The school will utilize the criterion of a composite score of 95th percentile on this test as the screening criterion. Service options for AIG students will be communicated annually with parents and the community and will include specialized services beginning in grade three. Prior to grade three, the student's teacher(s) will be responsible for differentiating instruction to meet the needs of all students, including those who are AIG. Students in grades three through five who meet the screening criterion and who demonstrate mastery of grade level work and the aptitude to move beyond the regular coursework and achieve at a faster pace will be eligible for special instruction in advanced mathematics and communication skills during the school's enrichment activity time. Teachers who are specially trained and selected by the school leader will provide the enrichment/acceleration instruction.

RAM Academy will disaggregate and analyze student performance growth for all students, and thus can assess growth for AIG students annually. The school will also monitor the representation of students who are ethnically diverse, ELL, economically disadvantaged, and students with disabilities who have been identified in grades 3-5 as AIG. RAM Academy will not only have student performance data on state end of grade tests, but will also have annual achievement test data that will be analyzed to determine growth of reading and mathematics skills at the beginning and end of the school year on an individual student basis.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

1. The school will make every effort to obtain school records from previous school(s), including Section 504 records and Exceptional Children (EC) records prior to the beginning of the school year so that meetings can be held with parents to revisit the 504 plan or the IEP. While the application form will not contain any requests for information regarding a potential student's disability, the enrollment form will request information such as previous school(s) attended and special needs. RAM Academy will utilize CECAS and available resources at the NCDPI to locate information to help determine if a student has been identified as a student with a disability in another LEA. A letter template will be used to request the records, and follow up will be made via phone calls and e-mail whenever necessary.

2. The Director of Student Services will be responsible for ongoing classroom observations and for identifying students who may need special education services. He/she will work directly with the faculty, parents, and school administrator to utilize best practices, such as RtI principles, to meet the needs of at-risk students in the least restrictive environment, often in the regular education classroom. When a teacher, parent, administrator, or other source believes that regular education classroom interventions, supports, and/or accommodations are insufficient to address the identified concern and the RtI process has proven to be ineffective, a referral will be made to special education.

Because we highly value the role of parents in the education of their student, school personnel will remain available to discuss the special education procedures throughout this process. The procedural notice required will: (1) ensure compliance with all content requirements established by federal law and state law; (2) seek required parent consent for a special education evaluation to occur; and (3) provide an opportunity for the parents to raise questions and to provide additional information regarding the identified referral concerns. As per state and federal law, parents will be afforded the right to be active participants in all meetings that involve the identification, evaluation, IEP development, and educational placement of their student and will be notified at least five school days before the IEP team meeting. The school will make reasonable efforts to make IEP meetings convenient for parents and school staff alike.

When evaluations are completed, the staff knowledgeable about the student, including those who can interpret evaluation results and the parents/guardians will meet to discuss the results and to determine whether or not a student is eligible for special education and/or related services. Assuming a student is identified as meeting special education eligibility criteria, the IEP team will develop an IEP to address the student's specific needs. Ensuring that proper procedures are followed for initial evaluations, re-evaluations, and revisions to the IEP will all be the

responsibility of the Director of Student Services in consultation with the special education teacher. As the school grows, this responsibility may become that of a special education case manager. The IEP for each eligible student will be formally reviewed in an IEP meeting at least once annually. Additionally, the school, with parental consent, will conduct a re-evaluation once every three years or sooner if necessary.

3-1. RAM Academy will make multiple efforts to obtain school records from previous school(s), including Section 504 records and EC records, as noted previously.

CONTINUED

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

1. Students with an IEP will receive specially designed instruction to meet their unique needs. This instruction may involve adapting the content, methodology, or delivery of instruction. The IEP will include information about how the student's disability affects his/her performance in the classroom, classroom adaptations, measurable goals, and supports and services. The IEP team will formally meet at least once annually to review the student's IEP, evaluate his/her progress, and modify if necessary.

The full continuum of services will be available to students with disabilities, ranging from consultation by a special educator to a self-contained setting. Because of small class sizes, structure, and a culture of collaboration among, the founding board believes that many students with disabilities will be successful in the general education classroom with support from a special educator and with targeted professional development provided to all staff. However, the board also believes that each student is unique and that the full continuum must be available in order to meet the needs of all students who enroll.

2. Just as the principle of least restrictive environment (LRE) is a guiding principle of providing services to students with disabilities, the principle of FAPE is also individually determined for each child with a disability. RAM Academy will ensure that all services to students with disabilities are at no charge and that they are determined on an individual basis by the IEP team. As explained above, the full continuum of services will be available, with LRE serving as the guiding principle for all placement decisions made by the IEP team.

To ensure the compliance with all IEPs, and adherence with our broader philosophy of building personnel capacity, teachers will be required to attend professional development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities when implementing IEPs. The special education staff and contractual staff development specialists will also be available to provide ongoing consultation and support to general education teachers regarding best practices in modifying classroom instruction for at-risk students as well as their role in offering effective IEP delineated instructional services and supports. In addition, the school schedule provides for tutoring, enrichment, and remediation time every day that is not stigmatized based on a students disability, since all students

will attend these sessions.

3. The school plans to initiate its operations by hiring or contracting for a .5 special education teacher position and a Director of Student Services, the latter position being responsible for contracting related services indicated on each student's IEP with appropriately certified/licensed professionals and ensuring that special education services are designed, implemented, and monitored appropriately to each student's disabilities. Based upon historic data, the percentage of special needs students in Durham Public Schools is at least 13%; this proposal assumes that RAM Academy will enroll a similar percentage of students. The school will work diligently to conduct child find activities, but will work to include students in Kindergarten in the general education environment and will utilize the RtI model to minimize unnecessary referrals to special education. The school will implement an inclusive model with an emphasis on differentiating instruction such that instruction for students with disabilities will largely take place in the general education classroom.

School staff and parents will formally meet at least once annually for a review of each student's IEP, evaluate his/her progress, and modify if necessary. Regular progress reports will be sent to parents and quarterly parent-teacher meetings will be held that will include the special education teacher in order to

IDENTIFICATION AND RECORDS, CONTINUED:

3-2. Students' special education records are guaranteed confidentiality under both FERPA and IDEA. The school administrator will be responsible for ensuring the confidentiality of any personally identifiable information. The following procedures will apply: (1) Student special education records will be disclosed only as allowed by FERPA; (2) Parents and their representatives (with the written consent of the parent) shall be given access to special education records upon request before any meeting regarding an IEP or any hearing; (3) Reasonable requests for explanations of special education records, including standardized test protocols and results, shall be honored; (4) Requests to inspect a current listing of the names and positions of the RAM Academy employees who may have access to personally identifiable information of a student receiving special education and related services will be referred to the school administrator.

Teachers of a student with Section 504 plan or IEP, related services providers, and any staff member who has direct contact with the student may have access to the Section 504 or EC file. Each file will contain a record of access that is required to be signed by each staff member each time the file is accessed. Section 504 records and special education records shall each be maintained separately from the student cumulative record, disciplinary record, and health record. The files will be maintained in a designated records area within locked metal cabinets. For records that are maintained electronically, RAM Academy will maintain secure control over system passwords, employ system protection features, and back up data regularly.

Parents/guardians have the right to review and request copies of records at their expense. Information from the Section 504 meetings and all information related to special education is confidential and can be released only upon written permission of the parents/guardians. Parents/guardians have the right to request that information in these records be amended if they believe that the information is incorrect, misleading, or in violation of the child's right to privacy.

3-3. Compliance of Section 504 records will be monitored by the Section 504 coordinator (who will be designated by the administrator). Compliance of EC

records will be monitored by the Director of Student Services in conjunction with the special education teacher(s). The school also plans to employ, on a contractual basis, an expert in special education to provide staff development and training regarding EC compliance matters.

EC EDUCATION PROGRAMMING, CONTINUED:

keep families aware of the students progress.

4. Psychology, speech-language pathology, physical therapy, occupational therapy, counseling and any other related services will be available through contractual services and are accounted for in the school budget.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.
 2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
 3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
 4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.
1. The founding board believes strongly that holding students to high expectations involves creating a culture in which all staff and students have a belief in the ability of students to achieve. The school also believes that is important to create a school culture and a system of supports that help students overcome potential obstacles and that will support students both academically and socially.
 2. As described earlier, the school will administer the DAR to all incoming students to assess reading skills and help guide instruction and support. In addition, RAM plans to administer the Iowa Test of Basic Skills to assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring students success and will allow teachers to provide necessary interventions.
 3. Students in grades K-2 must demonstrate grade level proficiency as determined by multiple measures of student progress, which will be documented in a K-2 portfolio. An Individualized Personal Education Plan (PEP) will be developed for students in grades K-2 who perform below grade level for at least one year. To be promoted to the next grade level, students in grades 3 and 5 must have a passing grade in reading and math, score at least a Level 3 on end of grade tests in both reading and math, and meet attendance standards to be established by the Board. To be promoted to the next grade level, students in grade 4 must demonstrate grade level proficiency as determined by classroom performance. In all cases, the final promotion decision shall be made by the school leader in consultation with panel of teachers who are knowledgeable about the student. To the extent possible, students with disabilities will be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of end of grade tests, promotion decisions shall be based on criteria as recommended by the IEP team. All students will have the opportunity to retake end of grade tests and there will be multiple methods of intervention, remediation, and support to assist students in meeting promotion standards.

The criteria for promotion will be posted on the school's website as a

part of the school's policy manual. In addition, the standards will be provided in writing at the beginning of each school year in the parents native language and throughout the year during conferences. For any student who is not meeting grade level proficiency during the year, multiple contacts and conferences will be conducted with the student's parent/guardian to inform the family of the supports being provided. Parents of students who fail to meet test standards will be notified and provided with information concerning retesting, intervention, and appeal procedures.

4. RAM Academy will use the Common Core State Standards for English Language Arts, Math, and Science for grades K-5 as the standards that students are expected to meet. Because the READY Assessments will be based on the Common Core, we expect students to have mastered the skills for grade 5 in these areas upon exiting grade 5.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

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

Be sure to include:

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

Student conduct policies will complement the school's efforts to create a safe, orderly, and caring environment. Positive behavioral interventions will be employed as appropriate to improve student behavior. Teaching responsibility, integrity, kindness, and leadership will be integrated into the curriculum. Strategies and consequences for inappropriate behavior will be age and developmentally appropriate.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Reaching All Minds Academy

Mailing Address: 2703 Holloway Street

City/State/Zip: Durham NC 27703

Street Address: 2703 Holloway Street

Phone: 919-596-1899

Fax: 919-596-1891

Name of registered agent and address: Annie McKoy
2703 Holloway Street
Durham NC 27703

FEDERAL TAX ID: 30-0707967

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Cathy Culbreth	Director	DURHAM	Tutor
James Solomon	Director	DURHAM	Medical Clerk

Patrick Spencer	Director	DURHAM	Volunteer Coordinator, Non-Profit
Kenneth Mitchum	Director	DURHAM	Manager, Youth Programs
Shilanda Ware	Director	DURHAM	Attorney
Magnoria Lunsford	Director	DURHAM	Education Consultant
Annie McKoy	Chair	DURHAM	Director, Non-profit
Sheila Tillery	Director	WAKE	Finance Officer/Tutor
Beverly Morgan	Director	WAKE	VP Human Resources

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The RAM Academy Board of Directors will provide ultimate governance of the school. The Board will ensure that the school is fiscally sound, educationally successful, organizationally viable, and consistent with the schools mission and vision. The Board will appoint the school administrator and will receive monthly reports from him/her as to all major functions of the school. The School Leader will be considered non-voting members of the Board and are responsible for implementing and supervising the day-to-day educational, managerial, and personnel operations of the school.

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

The founding board is made up of nine members who are locally-based and who possess strong expertise in key fields such as human resources, legal, real estate, finance, and education.

The board has the responsibility for crafting and implementing a unified vision for the school and this board has a clear sense of accountability and responsibility for the operation of the school. In order for the school to be successful, the founding board is clear that their duties include the following: establishing the mission and purpose of the school, selecting the school leader, setting policies and ensuring effective planning, monitoring the operation of the school, ensuring adequate financial resources and proper financial oversight, and ensuring legal and ethical integrity (<http://www.boardsource.org/Knowledge.asp?ID=3.368>).

The board has established a focus on student achievement and will continually monitor test performance and other measures of success (as outlined in the "Goals for the Proposed Charter School"). The board will rely on the school leader to provide input and will allow school administrators and staff to function without interference in management and classroom matters. However, the board has the ultimate responsibility for the operation of the school and its success, so the board must strike a

balance between ensuring that the school leader has the support he/she needs to further the goals of the school while evaluating the leadership and management skills of the school leader. The board will establish annual performance goals (with corresponding data and evidence that will be required) with the school leader and will evaluate him/her semi-annually with regard to these goals, leadership qualities, and accomplishments. The board has not established the format for this evaluation, but is contemplating modifying the "North Carolina School Executive; Principal and Assistant Principal Evaluation Process" (<http://www.ncpublicschools.org/docs/educatoreffect/ncees/instruments/princ-asst-princ-eval-process-sum.pdf>)

Representation of parents and community members at board meetings will be encouraged by announcing board meetings publicly in free and low-cost local publications. The school will sponsor about 18 parent education events each year (twice a month), using both outside and in-house experts from the school to lead programs focusing on topics (e.g., education reform, state testing requirements, special education) that help prepare parents to serve in decision-making roles at the school. The school leader will also organize a parent advisory group which will be organized to have officers and committees, such as a policy committee. When decisions are being made by the school leader and/or the board, this group will be informed and input will be solicited on a formal basis. The school leader will also hold an informal "coffee hour" each month in which parents meet before school with faculty and staff to share information and concerns.

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

Board members were recruited by virtue of their involvement in and knowledge of the East Durham community. Two of the members are associated with the after-school program operated by RAM Supplemental Educational Services. The members of the founding board have come together with a common vision for a charter school in East Durham.

The Board will vote to replace any vacancy as described in Article IV.(5) of the By-Laws. Upon the occurrence of a vacancy, the board will create a set of recruiting priorities, such as community leaders, parents of children who are enrolled in the charter school, etc. The nominating committee will recruit potential nominees who meet the priorities, ask the nominee to complete a written statement of understanding of the duties of a board member, and then will provide names, key skills, and areas of expertise to the Board for discussion and action.

4. *How often will the board meet?*

The Board will meet once a month for its regular meetings.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).*

The Board has been involved in the application process for the charter, which has included an orientation to the mission, vision and educational goals of the school, an overview of the roles and responsibilities of the board of directors, and information about the individual board director job description detailing specific expectations such as committee work, meeting attendance, and involvement in marketing the school. Any new board members will receive this orientation. The professional development outline for the

Board is in Appendix H.

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

The By-Laws contained in Appendix F describe the conflict of interest policy and definitions of conflict. Each board member will also sign a form (contained in Appendix H) stating that they understand and will uphold the conflict of interest policy and will immediately disclose any potential conflict and consequently abstain from voting on the matter. (The founding board has signed this form.) Such disclosures will be recorded in the minutes. In addition, potential conflicts of interest and they are handled are a part of the Board Orientation training.

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

The board is aware of certain basic policies that must be in place prior to the operation of the charter school, such as personnel policies. The board will utilize the Charter Schools.org Board Governance Training Manual process

(<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>) to develop policies related to the operation of the school, and will also utilize the tools provided by the Office of Charter Schools at NCDPI to ensure that all necessary policies are in place. The board will focus first on policies that are required by North Carolina law.

The process, as adapted from the Charter Schools.org process, includes the following steps:

The board first identifies a need for new policy. The recognition that there is in need for a new policy can come from many sources, including board committees, the chair of the board, the charter school leader, other staff, parents, students, and community members.

The board then assigns a team to draft new policy, which often will include the school leader and a member of the board.

Then team writes a first policy draft.

Ask legal counsel to review the draft policy, if there is any question about legal issues in the policy.

Present draft policy to the board for approval. RAM Academy will have a first reading at a board meeting to give the writing team informal feedback. The writing team can then incorporate any suggestions and bring the final policy draft to the next board meeting when the board can formally adopt the policy.

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

Following the lottery and enrollment process, the school leader will organize a parent advisory group which will be structured with officers and committees. When decisions are being made by the school leader and/or the board, this group will be informed and input will be solicited on a formal basis. The group will function semi-autonomously and will be welcome to bring information and concerns to the board at any time.

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

Include in the Appendices:

9. A well-defined organizational chart showing the relationship of the Board of Directors to the

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

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

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

RAM will conduct candidate searches using advertising in newspapers, websites (such as Teachers-Teachers.com), publishing on our school website, attending job fairs and "word of mouth." If necessary, a recruitment agency will be utilized to fill a difficult position. Phone interviews will be conducted prior to deciding upon finalists for in-person interviews. All finalists will receive school publications in order to familiarize themselves and prepare questions for the interviews.

Recruitment activities for teachers and staff will be conducted by the School Leader and the Human Resources Committee of the Board in Year 1. In Year 2, the Human Resources Committee will not need to serve as a formal part of the recruitment, and recruitment activities will be conducted by the School Leader with appropriate grade-level and content faculty. For Year 1, recruitment activities will commence in March 2014 and our goal is to have

all faculty and staff hired by mid-June. Personal interviews and teaching a model lesson will be required of finalists; they also will be asked to share a written Personal Teaching Philosophy. Detailed reference checks will be conducted. An interview rubric will be developed and used. All recommendations for potential hires will be submitted to the Board for approval.

RAM Academy will strive to retain quality personnel using a variety of incentives. The working conditions of the school will provide teachers and staff with the opportunity for leadership opportunities, expression of personal interests through leading clubs, committees, and other school activities, and the opportunity to mentor and be mentored. Faculty will create individual professional development goals annually and administration will strive to provide meaningful opportunities for development through support for workshops, conferences, and on-site training. Leadership will conduct annual job satisfaction surveys and will use the results to refine policy and practice.

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

As discussed in the governance section, the board will allow school administrators and staff to function without interference in management and classroom matters. The board will involve the school administrator and staff in the planning process and policy development and will maintain appropriate distance from day to day operations of the school. As pointed out in a handbook published by the Charter School Center, positive and appropriate relationships with charter school employees can be developed "by holding board visit days where the staff and faculty are invited to informally interact with the board to ask questions, listen to reports, and provide input into important decisions. During the development of the strategic plan, staff should be invited to provide ideas and feedback. Board members should also attend school functions" (<http://www.charterschoolcenter.org/resource/charter-school-governing-board-training-handbook>).

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

The draft policies for hiring teachers and the school administrators are contained in Appendix L, and include an Equal Employment Opportunity policy.

The board plans to offer contracts that are written for a school year, with termination for cause language in the contract and termination for cause standards indicated in the policies manual of the school. The board intends to include the termination for cause standards that mirror those of the NC General Statutes governing traditional public schools, such as: inadequate performance, neglect of duty, insubordination, failure to comply with the reasonable requirements of the board, immorality, habitual or excessive use of alcohol or nonmedical use of drugs, conviction of a felony or crime involving moral turpitude, and false application information.

The board plans to use language as described by the Independent Schools Association of the Central States in the contract that reinforces the understanding that an annual contract implies no future guarantee of employment: "It is expressly understood and agreed by and between the parties to this contract that neither the instructor nor the school owes any subsequent contractual obligation or service(s) to the other after June 15, 20--. The instructor understands and agrees that he/she shall have no legal

cause against the school in the event that the instructor is not offered a subsequent contract after the expiration of this agreement" (<http://www.isacs.org/uploads/file/Monographs/Business%20Operations/FACULTY%20CONTRACTS.pdf>).

Of course, non-renewal of contracts will not be undertaken lightly, and will be preceded by coaching and counseling of the staff/teacher. In addition, the school leader will inform the Board confidentially of difficulties with staff that he or she foresees may lead to a non-renewal.

The board will conduct a criminal background check of the Finance Officer. The board intends to conduct extensive reference checks for all other employees.

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

The average salary expected for faculty is \$42,000. We plan to compensate faculty at varying rates depending on factors of experience, postgraduate education, success in the classroom, and extra duties assumed. The salary range is estimated to be from \$34,000 to \$65,000 annually.

The salary ranges for other positions for the first year of operation are: School administrator \$48,000 to \$58,500; Clerical \$21,000 to \$24,400; Finance officer (.75 in first two years) \$18,000 to 20,000 wifull-time \$23,000 to \$26,600; Teacher Assistant \$18,500 to \$21,000; Director of Student Services \$39,000 to \$45,000; Food Service employee \$18,000 to \$20,000; Substitute teachers \$70 - \$90 per day.

The following benefits will be provided to employees who are employed to work at least 30 hours/week (.75 FTE). These benefits are not provided for contractual employees.

Comprehensive Health Insurance: Individual coverage for the State Health Plan will be provided with premiums paid by the employer. Optional premiums to cover spouse and/or children are available at an additional cost. Individual coverage for the State Health Plan will be optional for employees who work 20 to 30 hours with the school paying half of the premiums and the employee, if he/she chooses this benefit, paying half of the premiums.

Insurance Death Benefit: After one year of contributions to the retirement system, death benefits to beneficiary equaling annual salary (minimum of \$25,000, maximum of \$50,000). Retirement: Mandatory 6% employee contribution is matched by an employer contribution. Refund of employees contribution or a direct roll over to an IRA is available upon separation prior to retirement. The following benefits are offered to all employees except contractual employees: Holidays, sick leave, vacation leave, workers comp. Employees earn annual leave (vacation) on a graduated scale based on their years of service to the RAM Academy. Sick and vacation leave will be pro-rated for part-time staff.

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

The draft policy for grievance resolution is contained in Appendix L.

The procedures for termination of teachers is provided above in the explanation of dismissal of teachers.

Support (non-faculty) employees will be considered employees at will. The Board will consider action to dismiss employees in executive session upon information received by the school leader and/or finance director. All actions for dismissal shall be in accordance with law and the board will seek the advice of counsel in all such cases. The Board is aware circumstances where termination is not permitted, including:

-where the termination is the result of unlawful discrimination on the basis of race, color,

creed, sex, religion or national origin (Title VII of the Civil Rights Act of 1964);

-unlawful discrimination on the basis of age (Age Discrimination in Employment Act);

-unlawful discrimination on the basis of disability (Americans with Disabilities Act) or unfavorable medical history or genetic information (Genetic Information Nondiscrimination Act);

-unlawful discrimination on the basis of military status (Uniformed Service Employment and Reemployment Right Act);

-where the North Carolina General Statutes expressly prohibit dismissal:

-For filing claims under the Workers' Compensation Act or the Occupational Safety

and Health Act (in violation of the Retaliatory Employment Discrimination Act,

G.S. 95-240-245);

-For serving in the military or the National Guard (G.S. 127B-14, 127A-203);

-For participating in an unemployment compensation proceeding (G.S. 96-15.1(a));

-For serving on a jury (G.S. 9-32(a)) (<http://www.sog.unc.edu/sites/www.sog.unc.edu/files/2%20Employment%20at%20Will%20and%20Its%20Exceptions.pdf>)

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

None

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

In addition to the strategies for recruiting and retaining high quality teachers, above, the board is prepared to utilize a recruitment agency to fill a difficult position. The board has also considered working in collaboration with other charter schools in the area to recruit positions that may be shared, such as ELL staff, if such a position were only needed part time at RAM Academy and another school, for example. In addition, RAM plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a nationally known company that has recruitment resources.

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

Teachers will be required to meet the standards set forth by NC Law for teachers in a NC charter school (at least 75% licensed in grades kindergarten through five) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs. The Exceptional Children's teacher will be required to meet all state licensure requirements and possess a minimum of three years of teaching experience. A Standard Professional II license is a strong preference for the EC teacher.

The qualifications and attributes of an ideal RAM Academy teacher include: commitment to the school's mission and vision; expertise in subject area; ability to challenge and support diverse learners; superb classroom

management skills; instructional expertise; commitment to the principles of Universal Design for Learning; willingness to integrate reading, writing and other communication skills into content area; enthusiasm for contributing to school life outside of the classroom; active involvement in professional development; willingness to assume leadership roles, as well as be a team player; willingness to mentor new faculty, as required; and excellent relational and communication skills when working with families and community members.

The School Leader will be required to have an undergraduate or graduate degree in education and at least three years prior experience as an educator. The board has a strong preference for a school leader who has licensure as a school principal and prior work experience as a school administrator in a charter, private or public school setting as well as experience working with students with disabilities.

The Director of Student Services will be required to have at least three years experience as a special education teacher or service provider (speech and language therapist, school psychologist, etc). The board has a strong preference for a candidate who is licensed as a Director of Exceptional Children. This position requires a person who will contribute to the development and implementation of the total school philosophy of education and who will provide leadership in establishing new programs and developing improved understanding of existing programs. This position will provide leadership and management of services to students with disabilities and English language learners.

Teacher Assistants (paraprofessionals) must meet the qualification requirements of graduation from high school and working knowledge of child development principles. The board prefers candidates who have prior experience working in a school setting. Paraprofessionals will be responsible for providing small group or individual instruction as prescribed by teacher, monitoring student work, preparing materials, and supervising students in the classroom and other locations.

Office support staff will be expected to organize the school's main office and to assist with tasks necessary for the efficient operation of the school, including receiving visitors and volunteers. The employee will be expected to analyze and resolve problems independently. Office support positions will require five years experience working in a school or a closely-related setting. In the first year of operation, the clerical staff member will be required to utilize the computerized student information system to produce standard reports to building and school system administrators and State Department of Public Instruction. In subsequent years, we plan to add clerical position(s) that will serve as data managers for the school.

The Finance Officer will report to the Board of Directors and must hold a Bachelors Degree from accredited college or university and five years experience as a bookkeeper or CPA.

The board prefers prior work experience as a finance officer for a school system or non-profit agency. Illustrative examples of the duties of this position are to manage the fiscal affairs of the school through the installation and maintenance of an integrated system to plan fiscal needs, ensure valid disclosure of receipts and disbursements, develop short and long term budgets and amendments with concise explanation of needs and reasons for any change, conduct pre-audits of all obligations to ensure budgeted appropriation and unencumbered balances, approve or disapprove necessary disbursement for fiscal claims against the school and ensure the timely and accurate preparation of required and requested reports.

Substitute teachers must meet the qualification requirements of graduation from high school and working knowledge of child development principles. The board prefers candidates who have prior experience working in a school setting. There is a strong preference for candidates with at least two years of post secondary education.

The contractual Instructional Specialist will work closely with the school leader to plan for and supervise curriculum development and implementation of instructional services. This position will provide coaching and counsel for teachers and the school leader on matters pertaining to instruction, including developing professional learning communities that contribute to teacher development and improvement in instruction.

The contractual Operations Manager will assist the school leader in managing health and safety requirements, managing the physical plant and equipment, arranging and managing student transportation services and food services. This position requires a high school diploma. Experience in managing a non-profit organization or school is preferred.

The Food Service staff position requires a minimum of a high school degree or graduation equivalent. Formal culinary training is also preferred. This position will prepare and serve a variety of foods using standardized recipes. This employee must meet state requirements regarding training in food safety and sanitation prior to beginning work.

The contractual Information Technology staff will be a technician who performs skilled repair and maintenance of all technology-related equipment as well as technical support for all technology-related systems. This contractual employee will provide technical support to users including, but not limited to, technical advice on equipment setup and operation, general troubleshooting, and software installation.

Janitorial service is planned as a contract with a local company and thus the employees will not be employees of RAM Academy. The company must be bonded and insured.

Staff Evaluation and Professional Development

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

The School Leader and contractual instructional specialist will be responsible for teacher licensure requirements in the beginning years of the school. The board will contract with a locally vetted company to provide professional development.

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

The school will strive to retain quality staff and teachers by providing a safe, orderly, professional, and caring work environment and providing them with leadership opportunities and the opportunity to mentor and be mentored. Draft policies concerning recruitment and selection are contained in Appendix L.

Informal evaluations of faculty are made during family/student conferences, tutoring sessions, staff meetings, and daily interactions with the school community. Formal evaluations are performed by the School Leader and involve both self-evaluation and administrative evaluation.

Teacher evaluation begins with the interviewing of potential teaching candidates; in those interviews, prospective teachers will be shown the models of evaluation used at the school, as well as being asked about their own thoughts about effective evaluation and professional development. As

teachers are hired, they will take part in discussions and be given materials, such as the Teacher Handbook, that clearly articulate the instructional values of the school. The Handbook also will define teachers' roles, teacher licensure requirements, describe expectations for student outcomes and how work will be accomplished, include forms used in the evaluation process, and outline the process itself. New teachers will be assigned a veteran teacher as a mentor who, among other things, can answer questions and help novices prepare for evaluation. The NC Educator Evaluation System (NCEES) will be utilized and all teachers will receive orientation regarding this system.

Formal, written evaluations will occur three times per year and will incorporate the results of formal observations, artifacts (syllabi, lesson plans), and the teacher's individual professional development plan. Evaluation meetings will include discussions about relevant data on student performances and how those data have been used by the teacher to drive his/her curricular and instructional decisions. The administrator will meet with teachers after each formal observation to share the results of the classroom visit, utilizing the NCEES. Artifacts that relate to teachers professional development during the year will be reviewed. The founding board believes that self-evaluation and personal goal-setting must be incorporated as part of the process.

The Board of Directors will evaluate the School Leader annually based on the criteria and process described in the job description in Appendix R. In all evaluations of non-licensed employees, a performance requirements rubric will be developed by the supervisor and shared with the employee at the time of hire; all procedures and policies for evaluation will be articulated in appropriate handbooks and given to employees at the time of hire.

Teachers who are found to need extra assistance in meeting the expectations of RAM Academy may be put on a performance/action plan. The plan will include specific information about ways in which the staff member is not meeting expectations as well as specific steps that need to be taken to help the staff member meet expectations, and a timeline for meeting the requirements of the plan. Specific steps may include additional professional development and more frequent observations, including additional observations by a mentor or an external expert.

Teachers will be required to meet the standards set forth by NC Law for teachers in a NC charter school (at least 75% licensed in grades kindergarten through five) as well as those set by NCLB legislation, which requires teachers in core subject areas to meet Highly Qualified standards. We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs. The school will also provide sufficient professional development to meet the requirements of teacher license renewal.

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

The school will use a collaborative teamwork approach that fosters learning and follow up for all teachers and staff. The school will establish Learning Communities that will convene regularly and frequently to engage in collaborative professional learning to strengthen their practice and increase student results. These communities will engage in such activities as peer and expert coaching, study groups, and data analysis.

The founding board plans to provide professional development for all teachers new to RAM Academy (i.e., orientation) as well as professional development throughout the school year in order for teachers to continue to improve instruction. The orientation professional development is listed in the following section. Formal professional development will take place during the school year to follow up and provide more in-depth study of many of the topics. The founding board believes that teachers need to practice new learning with ongoing assessment, feedback, and coaching so the learning becomes fully integrated into routine behaviors.

Professional development for teachers and staff will be provided externally and will include ongoing technical assistance and expert coaching.

Finally, all teachers will be expected to develop a written individual professional development plan that will include learning goals, activities, and a timeline for achieving the goals. This plan will be reviewed in conference with the school leader at the beginning of the school year, mid-year, and at the end of the year. It will be a part of the teacher evaluation process.

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

The school calendar contains five days for professional development prior to school opening. The topics that will be addressed prior to school opening are listed below. It is important for teachers to have a common understanding of the topics listed. However, the philosophy of the founding board is that formal staff development must be supplemented by continuous follow up and coaching. Therefore, the topics that will be covered during the period prior to school opening are ones that will be continuously addressed throughout the school year in professional learning communities, observations by the school leader, and through the technical assistance and imbedded coaching that will be provided by a contracted third party.

- * The RAM philosophy and expectations for all faculty and staff (.25 day)
- * Understanding the new Common Core State Standards and North Carolina Essential Standards (.25 day)
- * Formative assessment strategies (.5 day)
- * Using data for instructional improvement (.5 day)
- * Technology for teaching and learning, including appropriate selection of technology and the integration of technology into the classroom (.5 day)
- * Effective STEM and project based learning strategies and practices (1 day)
- * Appropriate classroom modifications and instructional practices for special students and roles and responsibilities when implementing IEPs. (.5 day)
- * Positive behavior support (.5 day)
- * Differentiating instruction and Universal Design for Learning (1 day)

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

The school calendar provides for four full days of formal professional development during the school year. In addition, there are five days prior to school opening and at least four days planned at the end of the school year. Short professional development sessions will be conducted after school hours. Because the RAM Academy plans to utilize an embedded approach

to professional development that includes coaching and continuous technical assistance, the founding board believes that professional development will occur daily.

Professional learning communities will meet during the school day during teachers planning periods and before or after school.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The Academy will establish a website following preliminary approval of the charter, which will be one of the key vehicles for publicizing the school, and where contact information will be provided to inform the public. Information sessions will be publicized in local newspapers and advertised on the radio and held in Durham and Wake counties. A school brochure will be mailed to households in a 25 mile radius of the proposed location of the school, and flyers will be posted in local community centers, churches, supermarkets, and other public places that are well frequented. All publications will be in both English and Spanish. There will be an option for translation for all informational sessions. We intend to network with local youth organizations and also will rely on various recreation organizations to help us recruit for the school.

Members of the Board will seek out community service organizations, such as Lions Clubs, and offer to be speakers at meetings. The Board and the School Leader, when hired, will also contact daycare centers in the area personally and will provide brochures, flyers, information about meetings in order to reach families with kindergarten age students.

Because of our broad range of marketing and publicity, we believe that enrollment will be ethnically economically diverse and will reflect the demographic composition of Durham Public Schools. Enrollment will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, religion, gender, intellectual ability, athletic ability, measures of achievement or aptitude, race, creed, ancestry, or disability. We have every reason to believe that the students who enroll in the Academy will reflect the low-wealth, high-risk population that surrounds the proposed location of the school (Durham Public Schools students are 52.1% African-American, 20.9% Hispanic, 21.2% White, 3.1% Multiracial, 2.4% Asian, and 0.3% Native American. Sixteen percent qualify for free or reduced lunch and 13.7% qualify for EC services) [<http://www.ncpublicschools.org/docs/charterschools/resources/application/2014apps/durhamimpact.pdf>].

The marketing plan will continue to be developed throughout the life of the school so that the school continues to meet its mission. The Board of Directors will regularly examine student demographic data so that

adjustments to the marketing plan can be made to ensure all ethnic/demographic groups are provided the opportunity for school enrollment.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1. The Academy will utilize its website to publicize the school and to inform the public. The application form will be available there, as well as information about volunteer opportunities, information sessions, the board of directors, and employment opportunities. As described above, members of the Board will seek out community service organizations, such as Lions Clubs, and offer to be speakers at meetings. The Board and the School Leader, when hired, will also contact daycare centers in the area personally and will provide written information in English and Spanish to recreational facilities in the vicinity of the school. Informational brochures will be distributed to local community centers, the Museum of Life and Science, libraries, and posted on local restaurants' notice boards.

Community members will be recruited and welcome to volunteer at the school even prior to the school opening, and these opportunities will be widely shared via written materials and the website.

Prior to school opening, parents of students who have completed the enrollment process will be provided with information about the school's parent support component that includes seminars for parents. Orientation seminars will be held prior to the first day of school for parents to clarify expectations and to answer parent questions and concerns.

2. Representation of parents and community members at board meetings will be encouraged by announcing board meetings publicly in free and low-cost local publications and on the school website.

The school will sponsor about 18 parent education events each year (twice a month), using both outside and in-house experts from the school to lead programs focusing on topics (e.g., education reform, state testing requirements, special education) that help prepare parents to serve in decision-making roles at the school.

The school leader will also organize a parent advisory group which will be organized to have officers and committees, such as a policy committee. When decisions are being made by the school leader and/or the board, this group will be informed and input will be solicited on a formal basis. The school leader will also hold an informal "coffee hour" each month in which parents meet before school with faculty and staff to share information and share concerns.

The school leader will compile an annual performance report that will include data on the level of parent involvement and information from the annual parent and student satisfaction surveys.

Finally, the board will monitor community involvement at several levels on a regular basis (at least quarterly) through data that will be collected by the school leader. The expectation is that parental visits to the school will be regular and steady (not just at holiday events) and that the community business community will be formally involved in volunteer activities (see Education Plan for information about the volunteer expectations).

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

In 2014, the school will open the application submission window on or about March 15 and will close applications on May 1. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12. In subsequent years, the school will open the application submission window on or about January 15 and will close applications on April 15. The application deadline will be announced three months before the last day of application. The lottery will be conducted in a public forum.

Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to RAM Academy. RAM Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. 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, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, the school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

The application forms will require basic information about the student, such as name, date of birth, address of residence, parents name and address, current and previous school attended and the grade, and the name of the siblings applying for the other grades at the Academy. In case the number of applicants is more than the space available, we will conduct a lottery. The lottery will be organized by a member of the community who is not working at school or who is not directly related to the students in the school. The lottery date will be announced 10 days before the lottery in Year 1. Openings will be filled in each grade and class in the order drawn. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery in the opening year only, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), the school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

The school will have a rolling enrollment process throughout the year, and students on the waiting list will be enrolled in case of vacancies through a numbered waiting list. A parent may withdraw a student at any time. A student who withdraws may re-enroll through the annual

application/enrollment process without any penalty. A student who withdraws may re-enroll during the school year as long as there is not a waiting list for that grade level.

During the application process, parents will be made aware of the timeline in which they must accept enrollment at RAM Academy, i.e., to accept enrollment within 10 days of notification of their child's application being selected in the lottery, or being selected because there is space and no lottery was required, or the student being eligible for enrollment from a waiting list. Agreement forms for the Code of Conduct should be signed by the parents prior to actual enrollment. Enrollment forms must be completed that will provide information to facilitate transfer of school records.

Families requesting transfer to another educational institution will be processed immediately upon written request to the School Leader, and will be sent to the transferring institution within 48 hours.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Durham Public Schools
 LEA #2 Wake County Schools
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 320	LEA 920	LEA 000	LEA 320	LEA 920	LEA 000	LEA 320	LEA 920	LEA 000	LEA 320	LEA 920	LEA 000	LEA 320	LEA 920	LEA 000
Kindergarten	32	4		32	4		32	4		32	4		36	4	
Grade 01	32	4		32	4		35	5		35	5		38	4	
Grade 02	33	3		32	4		35	4		35	4		37	5	
Grade 03	33	3		33	3		34	4		34	4		38	4	
Grade 04	0	0		33	3		33	3		33	3		38	4	
Grade 05	0	0		0	0		33	3		33	3		38	4	
	130	14		162	18		202	23		202	23		225	25	
	144			180			225			225			250		

Transportation Plan:

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

The school will actively assist parents in carpooling, first through simple sign up efforts and later through the use of an online system, if it proves necessary. Online carpooling systems such as <http://www.carpoolworld.com/groups.html> are extremely inexpensive (an annual cost of only \$300.00) and can be customized to the schools website. The Academy budget includes funds that will permit the school to contract some transportation as needed. In addition, the school will ensure that those students who walk to school are provided with proper pedestrian crossings and the school will employ crossing guards or utilize volunteers for this service if there is judged to be a need.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

RAM Academy anticipates that most students will not bring lunch from home. The school has budgeted for one food service worker to assist in preparation and serving for students who require a lunch at the school. We will offer hot lunch each full day of school and we have budgeted for food supplies. The school will apply for the free-reduced lunch program after determining and assessing the population of the school and if the program is indicated, the school will offer free and reduced programs for families that qualify.

The facility that will be leased has a commercial kitchen for food preparation and 5000 square feet of multi-purpose space that will be used as a cafeteria at lunch time.

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$3,646.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$.00
Property Insurance	\$75,000	\$400.00

Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$0		\$5,667.00
Total Cost			\$10,226.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

reaching 02/19/2013

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

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

The board has identified a building and has had informal talks with the owner about renting and renovating the facility (with renovation at cost to the charter school). This building is currently used for an after school program by the RAM Organization and will not be used for that purpose in after 2014. It has classrooms and offices with sufficient space to meet the needs of the schools maximum enrollment of 250. The building contains is 15,000 square feet. It has a cafeteria, library/media room, restrooms, administrative offices and outside fenced playground.

Evacuation routes will be posted throughout the building for fire safety precautions or other emergencies. We will also have a security plan in order to control access to the building and maintain a safe environment for students and staff. The school will keep all necessary permits, licenses and certifications related to fire, health and safety current within the building and on school property. The most recent fire inspection is contained in Appendix O.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

The board will work to negotiate a lease for the facility described above as

soon as the charter is preliminarily approved. However, if something should go awry with this plan, the board will work to locate a retail space nearby. There are vacant retail spaces in the vicinity that would need renovation.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

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

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

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

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

LEA #1 320 - Durham Public Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,554.57	130	\$592,094.10
Local Funds	\$3,165.49	130	\$411,513.70
Federal EC Funds	\$3,743.48	11	\$41,178.28
Totals			\$1,044,786.08

LEA #2 920 - Wake County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	14	\$62,079.92
Local Funds	\$2,032.00	14	\$28,448.00
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$98,014.88

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$48,665	\$71,125	\$89,842	\$89,842	\$104,816
-Local Per Pupil Funds	\$439,962	\$549,385	\$686,165	\$686,165	\$763,035
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$654,174	\$817,657	\$1,022,012	\$1,022,012	\$1,135,635
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,142,801	\$1,438,167	\$1,798,019	\$1,798,019	\$2,003,486

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

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

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$58,500	\$58,500	1	\$58,500	\$58,500	1	\$60,255	\$60,255	1	\$62,063	\$62,063	1	\$63,925	\$63,925
Finance Officer	.75	\$28,000	\$21,000	1	\$28,000	\$28,000	1	\$28,840	\$28,840	1	\$29,705	\$29,705	1	\$30,596	\$30,596
Director, Student Services	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$46,350	\$46,350	1	\$47,741	\$47,741	1	\$49,173	\$49,173
Core Content Teacher(s)	8	\$42,000	\$336,000	10	\$42,000	\$420,000	12	\$43,260	\$519,120	12	\$44,558	\$534,696	12	\$45,895	\$550,740
Para Educator(s)	1	\$21,000	\$21,000	2	\$21,000	\$42,000	2	\$21,630	\$43,260	2	\$22,279	\$44,558	3	\$22,947	\$68,841
Exceptional Children Teacher(s)	.5	\$44,000	\$22,000	1	\$44,000	\$44,000	2	\$45,320	\$90,640	2	\$46,680	\$93,360	2	\$48,080	\$96,160
Office Assistant	1	\$24,000	\$24,000	1	\$24,000	\$24,000	2	\$24,720	\$49,440	2	\$25,462	\$50,924	2	\$26,226	\$52,452
Data Manager	0	\$0	\$0	1	\$24,000	\$24,000	1	\$24,720	\$24,720	1	\$25,462	\$25,462	1	\$26,226	\$26,226
Human Resources Manager	0	\$0	\$0	0	\$0	\$0	1	\$47,000	\$47,000	1	\$48,410	\$48,410	1	\$49,862	\$49,862
Food Service Staff	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1.5	\$20,600	\$30,900	1.5	\$21,218	\$31,827	2	\$21,855	\$43,710
Technology Specialist	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$42,000	\$42,000
Substitute Teachers (Multiple)	1	\$7,000	\$7,000	1	\$8,500	\$8,500	1	\$10,000	\$10,000	1	\$10,000	\$10,000	1	\$12,000	\$12,000
Contractual Related Services-Multiple	1	\$35,000	\$35,000	1	\$45,000	\$45,000	1	\$57,000	\$57,000	1	\$57,000	\$57,000	1	\$62,700	\$62,700
Contractual Professional Development	1	\$10,000	\$10,000	1	\$12,000	\$12,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$1,650	\$1,650
Contractual-Operations Manager	.4	\$50,000	\$20,000	.4	\$50,000	\$20,000	.4	\$62,500	\$25,000	.4	\$62,500	\$25,000	.4	\$68,750	\$27,500
Contractual Janitorial	1	\$15,000	\$15,000	1	\$18,000	\$18,000	1	\$22,500	\$22,500	1	\$22,500	\$22,500	1	\$24,750	\$24,750
It Services-Contractual	1	\$18,000	\$18,000	1	\$21,000	\$21,000	1	\$26,250	\$26,250	1	\$26,250	\$26,250	0	\$0	\$0
Contractual-Instructional Specialist	.4	\$50,000	\$20,000	.4	\$50,000	\$20,000	.4	\$62,500	\$25,000	.4	\$62,500	\$25,000	.4	\$69,750	\$27,900
Performance Bonus	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$32,000	\$32,000

Reaching All Minds Academy

Total Personnel	20.0 5	\$467,500	\$672,500	24.8	\$511,000	\$850,000	30.3	\$618,445	\$1,121,275	30.3	\$629,328	\$1,149,496	32.8	\$698,385	\$1,262,185
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Fica	15	\$2,789	\$41,835	19	\$2,841	\$53,979	25.5	\$2,858	\$72,879	25	\$2,964	\$74,100	27	\$3,383	\$91,341
Health Insurance	14.5	\$5,178	\$75,081	19	\$5,178	\$98,382	24.5	\$5,178	\$126,861	24.5	\$5,178	\$126,861	27	\$5,178	\$139,806
Retirement Plan	14	\$5,341	\$74,774	19	\$5,284	\$100,396	24	\$5,648	\$135,552	24	\$5,744	\$137,856	27	\$5,827	\$157,329
Total Benefits	43.5	\$13,308	\$191,690	57	\$13,303	\$252,757	74	\$13,684	\$335,292	73.5	\$13,886	\$338,817	81	\$14,388	\$388,476
Total Personnel Budget	63.5 5	\$480,808	\$864,190	81.8	\$524,303	\$1,102,757	104. 3	\$632,129	\$1,456,567	103. 8	\$643,214	\$1,488,313	113. 8	\$712,773	\$1,650,661

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books And Supplies	Office Supplies	\$8,000	\$10,000	\$10,000	\$10,000	\$1,100
Books and Supplies	Curriculum/Texts	\$10,000	\$14,000	\$16,800	\$16,800	\$18,480
	Instructional Materials	\$6,000	\$9,000	\$10,800	\$10,800	\$11,880
	School Supplies	\$4,000	\$6,000	\$7,200	\$7,200	\$7,920
	Testing Supplies	\$5,000	\$7,000	\$8,400	\$8,400	\$9,500
Human Resources Costs	Legal Counsel	\$4,000	\$5,000	\$6,000	\$6,000	\$7,500
	NC Wise	\$6,500	\$7,625	\$9,200	\$9,200	\$10,120
	Personnel Software	\$0	\$0	\$2,500	\$2,500	\$2,750
Other	Audit	\$8,000	\$8,500	\$9,000	\$9,000	\$10,000
	Building Renovation	\$13,000	\$13,000	\$0	\$0	\$0
	Food Plan	\$23,000	\$25,000	\$25,000	\$25,000	\$26,000
	Insurances	\$10,226	\$12,000	\$14,500	\$15,000	\$16,500
	Marketing Plan	\$6,000	\$6,000	\$7,500	\$7,500	\$7,500
	Office & Classroom Furniture	\$7,000	\$9,000	\$7,000	\$3,000	\$6,000
	Transportation Plan	\$14,000	\$17,500	\$21,000	\$21,000	\$23,100
	Travel Expenses	\$2,000	\$3,000	\$3,600	\$3,600	\$3,960
Rents And Debt Services	Office Equipment Lease	\$10,000	\$12,500	\$15,000	\$15,000	\$16,500
Rents and Debt Services	Extermination	\$600	\$600	\$800	\$800	\$900
	Facility Lease/Mortgage	\$60,000	\$60,000	\$72,000	\$72,000	\$80,000
	Maintenance	\$4,800	\$5,000	\$6,000	\$6,000	\$7,000
	Security/Alarm	\$300	\$360	\$360	\$430	\$430
Technology Technology Hardware	Instructional Software	\$8,000	\$12,000	\$14,500	\$14,500	\$15,950
	Instructional Technology/Hardware	\$25,000	\$30,000	\$30,000	\$8,000	\$24,000
	Network/Internet	\$2,000	\$2,000	\$2,400	\$3,000	\$3,200
	Office Software	\$2,000	\$1,000	\$5,000	\$1,000	\$3,000
Utilities	Electric	\$8,000	\$9,000	\$11,000	\$11,000	\$12,100
	Phone	\$4,000	\$5,000	\$6,500	\$7,000	\$8,500
	Water/Sewer/Trash	\$2,000	\$2,700	\$3,400	\$3,400	\$3,740
	Total Operations	\$253,426	\$292,785	\$325,460	\$297,130	\$337,630

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$864,190	\$1,102,757	\$1,456,567	\$1,488,313	\$1,650,661
TOTAL EXPENDITURE (OPERATIONS)	\$253,426	\$292,785	\$325,460	\$297,130	\$337,630
TOTAL EXPENDITURES	\$1,117,616	\$1,395,542	\$1,782,027	\$1,785,443	\$1,988,291
TOTAL REVENUE	\$1,142,801	\$1,438,167	\$1,798,019	\$1,798,019	\$2,003,486
ANNUAL NET PROJECTIONS	\$25,185	\$42,625	\$15,992	\$12,576	\$15,195

Budget Narrative: (No more than one and a half pages)

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

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

In Year 1, teacher salaries are calculated at \$42,000 per year. Teacher raises are not included in future year calculations because of unemployment/economic factors. Teacher assistants salaries are calculated at the state average of \$21,000 per year.

Benefits are calculated at the following rate for 2014-2015: Retirement 14.23%, FICA 7.65%, and health/hospitalization insurance at \$5,178 annually per employee. The state retirement plan, which will be utilized by RAM Academy, provides disability benefits as a part of the retirement plan. Social Security and Medicare are combined as FICA in the budget and is calculated at 7.65% of salaries. Personnel who are half-time are not eligible for state retirement and are not included in calculations for retirement. Half-time personnel may purchase half of the state health plan with the school paying the other half. We have assumed that amount in the budget, although the employee may choose not to elect this benefit. Personnel employed .75 time (e.g., Finance Officer in the first year) are calculated at full state health plan benefits and retirement benefits. Retirement benefits and FICA are calculated as the appropriate percentage of the total personnel budget, so that the amount shows as a per employee average. A salary increase is budgeted in Year 3 at three percent. A performance bonus is added in Year 5, calculated at 60 percent of the staff earning a \$2,000 bonus. A Human Resources manager is added in Year 3. Increases for contractual employees are calculated by estimating the percentage increase in work (e.g., number of classrooms or number of students served) each year. The Information Technology contract is discontinued in Year 5 and replaced with a full time Technology Specialist.

The general education teacher ratio per student is calculated at 18 students per class for kindergarten and the average class size for the school through grade 3 is 21 students. We plan on an average class size no larger than 24 for grades 4 and 5. Related services (e.g., speech-language, occupational, and physical therapy) for children with disabilities are calculated as contract services in Years 1 and 2. As the school grows and the incidence of the need for these services is clarified, related services may be moved to permanent positions. As discussed below, the budget for the exceptional children teacher is built on the assumption that students with disabilities will have their needs met largely in the general education setting through differentiated instruction and support from the Exceptional Childrens teacher. The schools founders strongly believe that interventions

and supports through RtI can prevent many referrals to the EC program for children with mild disabilities. As noted below, there is a contingency plan in the event that children enroll who have more severe disabilities that require more restrictive settings and more intense services.

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

The founding board plans to utilize the budget software package ISIS to record financial information, post it to the general ledger, and transmit it to NC DPI. The board does not intend to contract for administrative services. Rather, the .75 Finance Officer in the first year of operation will manage accounting and payroll, with the office support staff assisting with purchasing. Audits will be managed by the Finance Officer in conjunction with the audit firm specified elsewhere in this application.

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

The largest line item in the budget is, as expected, personnel, with teachers being the largest portion of the personnel budget. The board believes that hiring and developing excellent teachers and staff will lead to the success of the school and that no amount of technology or materials can take the place of an excellent teacher. The budget contains funds for contractual staff to provide instructional support in the form of mentoring and coaching to teachers and also provides funds for professional development.

We expect that many of our students will be in need of lunch and some will be in need of transportation assistance. We have budgeted for these needs.

We believe that students must learn technical literacy and be competent in the use of technology for research and learning, which accounts for the budget for technology hardware and software. At the same time, we believe in teaching a love of reading and books and believe that young students require reading materials that are in their traditional form, which accounts for some of the instructional materials and texts.

The budget has a small reserve built into the budget each year.

The Finance Officer reports directly to the board, which ensures that there are checks and balances in the administration of the school budget.

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

The board does not expect to secure any funds from banks or lending institutions. The school is not depending on foundations, fund-raising, or grants for its core operations. The board does intend to apply for grants that will supplement the basic budget, but these funds will be used for supplementary materials and/or special programs and projects.

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

We have planned carefully for the enrollment to match the research that we have done in terms of demand for the school. While we have planned for ten percent of the student population to come from Wake County, in fact no students may come from Wake County. If this were to occur, the local per pupil funding would in fact be higher than anticipated.

The school will not enter into any contracts with employees until the lottery is completed and there is clarity about the number of students who will be attending and in what grades. If, for example, only 124 students applied for admission, the number of teachers the board will hire would be reduced proportionally. We have also held a small reserve in case the number of students with moderate to severe disabilities is higher than anticipated. The budget for the exceptional children teacher is built on the belief that students with disabilities will have their needs met largely in the general education setting through differentiation.

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

The Board is aware that the school is likely to require expenditures for board member's travel, training, office equipment, and marketing and that these expenses will come before the receipt of funds from state and local sources. The board is aware that some cash must be available in advance of this funding and is prepared to utilize personal funds of up to \$20,000 in advance of receipt of funds.

Budgetary projections, continued: Contracted personnel include: .4 time operations manager, .4 to .5 time instructional specialist for a total of \$40,000. The operations manager will have duties including transportation arrangements, food service, maintenance, and general management of the facility. The instructional specialist will provide coaching and support to all teachers. The school intends to contract with an established company to provide all related services for special education such as Speech/language, Occupational Therapy, Physical Therapy, and Psychological testing. It is important to note that the budget revenues do not include Medicaid reimbursement for these related services, which is likely to be at 80% of the cost, or at least \$25,000. Professional development will be contractual with a company or with more than one individual (estimated cost of \$10,000. We also intend to contract for IT support services and janitorial services. These positions are noted as 1.0, although the positions are not full-time.

The remaining budget lines are self-explanatory, or have been explained elsewhere in this application (such as contracting for janitorial services). The school intends to purchase used school furniture and office furniture from local public schools or from the state surplus. There is a budget each year for renovations of the facility to ensure that the facility has appropriate, comfortable classrooms and offices. The facility has recently passed the fire inspection and that document is contained in Appendix O.

If budget projections are lower than anticipated, it will likely be because enrollment is lower than anticipated. As described below, if the number of students who enroll differs considerably from the number projected, the school will reduce the number of teachers to be hired. Because personnel makes up almost half of the operating budget, reducing the number of staff hired is the most likely way the school can make adjustments. The school can also reduce the amount of funds budgeted for professional development and utilize lower cost professional development provided by NCDPI and also rely on internal staff development by the

teachers and administrators of the school. The school would also recruit well-qualified volunteer substitutes, such as board members, and reduce the costs of that budget item. Also, books and supplies, technology, and office supplies are proportional to the number of students expected to enroll, so these costs could also be reduced proportionate to the number of students. We estimate that we could operate the school within the budget with these reductions for two-thirds of the projected enrollment, or 95 students.

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

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

The audit firm of Thomas & Gibbs, CPAs, PLLC has provided the school with the following executive summary and scope of work:

1. We will audit the financial statements of the governmental activities, the business-type activities (if applicable), each major fund, and the aggregate remaining fund information (if applicable), which collectively comprise the Schools basic financial statements as of and for the year ended June 30th, in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the provisions of Office of Management and Budget (OMB) Circular A-133, Audits of State, Local Governments and Non-Profit Organizations.

2. The objective of our audit is the expression of an opinion concerning whether the financial statements present fairly, in all material respects, the financial position, changes in net assets and cash flows of the School in conformity with accounting principles generally accepted in the United States of America.

3. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

4. The annual audit will be completed and filed with the NC Local Government Commission and the NC Department of Public Instruction by October 31.

5. We will advise the School if significant issues/problems arise that would cause us to cease work on the engagement or that may delay completion of the engagement beyond the October 31 due date.

6. We are familiar with Rule 101 of the AICPAs Code of Conduct and its interpretations and rulings. In relation to the School, our Firm is independent as contemplated by such Rule.

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

Name: Thomas & Gibbs, CPAs, PLLC

Address: 6114 Fayetteville Road, Suite 1010, Durham, NC 27713

Phone Number: 919-544-0555

Fax Number: 919-544-0556

VI. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

The foregoing application is submitted on behalf of Reaching All Minds Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: reaching

Board Position: Board Chair

Signature: _____

Date: 02/21/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.