



CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

**2703 Holloway Street
Durham, North Carolina 27703**

Due by 12 noon Friday, April 13, 2012

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
2012 Application Process
To open a charter school in the 2013-2014 school year**

TIMELINE

APPLICATION DUE DATE/TIME

| | |
|------------------------|---|
| APRIL 13, 2012 | A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance. |
| APRIL 20, 2012 | Copy of the application due to the Local LEA. |
| MAY 11, 2012 | LEA Impact Statements due to the Office of Charter Schools |
| MAY, 2012 | Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting. |
| JUNE/JULY, 2012 | The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews. |
| JULY, 2012 | Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval. |
| SEPTEMBER, 2012 | SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013. |

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Reaching All Minds (RAM) Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Reaching All Minds Academy

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

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

NAME OF CONTACT PERSON: Annie McKoy

TITLE/RELATIONSHIP TO NONPROFIT: Executive Director

MAILING ADDRESS: 2703 Holloway Street, Durham, NC 27703

PRIMARY TELEPHONE: (919) 596-1899 **ALTERNATE TELEPHONE:** (919) 451-2773

E-MAIL ADDRESS: reachingallminds@yahoo.com

Location Proposed Charter School (LEA): Durham Public Schools (Durham County)

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: N/A

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

Description of Targeted Population: The targeted population will be students who reside in high maintenance communities, exhibit low proficiency levels in reading, mathematics, science, communications, technology, needing a structured, nurturing, and safe environment in order to achieve in school. The priority population to be served by RAM will be minority students whose household income is at or below the poverty level and who qualify for free or reduced lunch.

Proposed Grades Served: K-5 Proposed Total Enrollment: 200

Projected School Opening Year 2013 Month August

| School Year | Grade Levels | Total Projected Student Enrollment | Year Round | |
|-------------|------------------|------------------------------------|------------|----|
| | | | YES | NO |
| First Year | K, 1, 2, 3 | 120 | | X |
| Second Year | K, 1, 2, 3, 4 | 140 | | X |
| Third Year | K, 1, 2, 3, 4, 5 | 160 | | X |
| Fourth Year | K, 1, 2, 3, 4, 5 | 180 | | X |
| Fifth Year | K, 1, 2, 3, 4, 5 | 200 | | X |
| | | | | |
| | | | | |
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| | | | | |

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

Signature

Title

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

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III. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A) MISSION:

The mission of the proposed charter school is as follows:

The mission of Reaching All Minds Academy (RAM) is to prepare students to become productive citizens with the skills needed to solve complex problems, think critically, exhibit positive social competencies, civic responsibility, and functioning as a collaborative member of a team in a highly technological and global society. To fulfill this mission, Reaching All Minds Academy will establish an extended school day; infuse Science, Technology, Engineering and Math (STEM) hands-on project learning activities; provide effective professional development for faculty and staff; engage the total community, include parents in educational partnerships; use real world experiences as the integrating context; and create a safe and nurturing learning environment.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

In 2008, community partners and parents of students attending after-school programs at Reaching All Minds (RAM) Organization began inquiring if the RAM Organization was considering operating a charter school. In 2010 and 2011, the Board of Directors of the RAM Organization further discussed these possibilities during segments of monthly Parent Nights with the families of students and other key community stakeholders (Appendix 1). In response to the positive feedback received from community members, the Executive Director began conducting extensive local and national research on charter schools. This process included attending multiple conferences as well as visiting several successful charters schools. From this research it was determined that the local youth would best be served by a charter school that focused on Science, Technology, Engineering and Mathematics (STEM) based learning. Furthermore, in March of 2012, parental surveys were distributed to local parents to gauge their current level of interest in a STEM based charter school and it was found that approximately 97% of those surveyed felt a strong need for the program and were willing to enroll their child(ren) (Appendix 2). For six years, the RAM Organization has modeled its after school programs based upon educational research of Mancini and Huebner. This research concludes that “less risky behavior is associated with greater attachment to school, greater school success, closer relationships with parents, and greater participation in structured time-use activities carried out during school and non-school hours (Mancini and Huebner 2004).” The RAM Organization is fully committed to serving the local community and has actively engaged parents and supporting agencies in the planning and implementation of its after school program activities. These partnerships have allowed the Board of Directors to develop a mission for the RAM Academy based primarily from actual feedback of the community it serves.

The Advisory/Planning Committee researched Durham Public Schools (DPS) data to determine the need for a charter school in the East Durham Community to serve high maintenance youth. The data shows that approximately 29% of the residents of Durham live at or below the poverty level, and on average 68% of the school age population attending schools in Eastern Durham are registered in the free or reduced price lunch program. African-American students represent 51.34% of this population, 20.65% are white, 22.32% Hispanic, 2.86% multiracial, 2.37% Asian, 0.32% Native American, and other 0.13%. Moreover, there are four (4) Public Housing Communities located within three miles of the RAM Organization along the Eastern Durham corridor. After analyzing the data, the Committee found that none of the elementary schools in

DPS provided a STEM integrated curriculum; only one (1) middle school had a STEM focus, and of the 12 high schools, six (6) have smaller learning centers within the facilities and only two (2) of these centers currently offer a focus in technology and engineering. Given the mission of RAM Academy to serve high maintenance students of the East Durham Community and the absence of a true STEM based program for elementary students, we feel that there is a strong need of a program of this caliber.

Of the 29 elementary schools in the DPS system, only three (3) met adequate yearly progress (AYP) and 22 are under program improvement sanctions by the North Carolina Department of Public Instruction. The academic achievement of students in grades 3-8 in reading and mathematics as shown in Chart #1 with only 43.2% of African Americans and 43.2% of Hispanic students scoring at or above grade level clearly indicate a need to provide new learning strategies for all students. Approximately 170 of the world's top research organizations are located in the Research Triangle Park just a few minutes' drive from East Durham. Many of these firms are engaged directly in developing and manufacturing smart grid technologies or service that impact national and global economies. Even with the vast level of technological research and manufacturing located in Durham County, Durham Public Schools students' performance on math and science end-of-course tests rank below the State. If the targeted students and others are to succeed in this new information-based and highly technological society, they need to develop capabilities in science, technology, engineering, and mathematics to levels beyond what has been considered acceptable in the past (Angela Traurig and Rich Feller, 2008).

Chart #1

Performance of Each Student Group on the ABCs End-of-Grade Tests

Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH Reading and Math Tests

| | Male | Female | White | Black | Hispanic | Amer. Indian | Asian | Pacific Islander | Two or More Races |
|----------|-------|--------|-------|-------|----------|--------------|-------|------------------|-------------------|
| District | 48.5% | 54.3% | 80.1% | 43.2% | 43.2% | 56.7% | 81.8% | 60.0% | 64.6% |
| State | 64.6% | 69.5% | 79.0% | 48.5% | 54.4% | 55.1% | 78.2% | 63.7% | 69.3% |

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Reaching All Minds (RAM) will operate a fiscally sound and effective learning program governed by the Board of Directors. RAM will offer a dynamic STEM curriculum that is integrated across all subject areas by administrators, teachers and support staff. The following goals will determine the efficiency and effectiveness of the educational RAM's protocol...

Goal 1: Students will become proficient in the English/Language Common Core Standards:

- In the spring of each year, 75% of the students will be proficient in language arts as measured by scores on the North Carolina Assessments, Shurley Language Arts Assessment, and Northwest Evaluation Assessment (NWEA) Measuring Academic Progress (MAP) Reading Assessment for Science based curriculum.
- Students will show at least a 5% growth in years 2 through 5 as measured by the pre/post assessments as measured by the Shurley Assessment series.
- Students performing below grade level will increase their proficiency level by 50% over time.
- Students will be able to work in teams to complete hands-on integrated STEM projects monthly over the course of one year and one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 2: Students will become Proficient in the Mathematics Common Core Standards:

- Each year, 75% of the students at each grade level will be proficient in mathematics as measured by the EOG Tests and AHA Math Easy Tech Assessment Program.
- Students will show at least a 5% growth in years 2 through 5 as measured by the EOG scores and the AHA Math Easy Tech Assessment Program and NWEA MAP Mathematics Assessment.
- Students will show at least 1 years growth between AHA Math Easy Tech pre/post assessments.
- Students will engage in hands-on STEM writing activities as recommended by the teachers and development staff at State of Washington Education Foundation's Pinnacle School Models, Learning.Com. Models, Monarch Way Station Programs or the STEM Projects.
- Students will be able to work in teams to complete at least hands-on integrated STEM projects monthly over the course of one year and one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 3: Student will become proficient in grade level Science Common Core Standards

- Each year, 75% of the fifth grade students will score on or above grade level or above on pre/post, and interim assessments as measured by data collected on student proficiency level growth standards of the AHA Science program.
- Students will show at least a 5% growth in years 2 through 5 as measured by the AHA Science Assessment Program.
- Students will show at least 1 years growth between Shurley pre/post assessments as determined by the teacher.

- Students will engage in hands-on STEM activities as recommended by the teachers and development staff at Washington State Education Foundation's Pinnacle School Models, Learning.com models, Monarch Way Station Programs or the STEM Projects.
- Students will be able to work in teams to complete hands-on integrated STEM projects monthly over the course of one year and one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 4: Students will demonstrate proficiency in Social Studies

- In the spring of each year, 80% of the students will demonstrate proficiency on and pre/post assessments, differential between first semester academic reports and the second semester reports.
- Each semester an assessment of the students' understanding of the relationship of STEM areas to the real world beyond the classroom as determined by the classroom teacher.
- Students will be able to work in teams to complete hands-on integrated STEM projects monthly over the course of one year and one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 5: Students will demonstrate an appreciation of Fine Art

- During years 1 through 5, 90% of the students will demonstrate an appreciation of fine art by participating in the Ubeats on-line program provided by the National Science Foundation.
- Over the course of one year, 75% of the students will develop an understanding of STEM areas as measured by the Ubeats assessment program.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

In keeping with the six (6) legislative purposes of charter schools, RAM Academy will implement evidence-based strategies that have proven to be successful in improving the teaching/learning process and thereby improving the academic performance of all students.

Improve student learning—The strategies that will be implemented at RAM Academy include, but not limited to the following: use assessment to inform instruction and learning; promote student learning through mastery of content standards; implement hands-on-learning across curriculum areas; encourage teacher Modeling what is to be learned; one-on-one or small learning groups; smaller class sizes; provide supplemental education services before or after school; allow extended time on task; and use state-of-the-art technology. Parents will be involved in the teacher/learning process.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as high maintenance of academic failure or academically gifted. Students will experience learning opportunities beyond the school walls as they use the environment in which they live to contextualize cross curriculum STEM activities. Students will have an extended school day and teachers will provide instruction through various interactive virtual technology, as well as e-readers, iPads, whiteboard technology. In addition, students will visit research and manufacturing industries in the Research Triangle Park.

Encourage use of different and innovative methods— Science, math and other core courses will use creative write-to-learn strategies using the student's community as the context. Teachers will combine science and reading with classroom-tested lessons in life science and earth science. Students will learn that science does not exist in a vacuum and that science is all around them—in their homes and the environment in the community. They will use these experiences to conduct service learning in the community.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. — Professional development opportunities will be provided for all staff. Teachers will visit other STEM schools in North Carolina and in other states. The staff will meet weekly to explore techniques that have been successful and can be used in other STEM content areas. Additional training will be provided on how to use STEM projects as a means to teach teaming, problem solving, and critical thinking skills; cultural diversity; technology and curriculum integration. RAM will apply for membership with NC Stem Learning Network.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. — Parents and students will be provided a handbook indicating the following educational opportunities: Longer school day; rigorous innovative science and math curriculum; STEM project-based cross curriculum activities; community service learning that uses the community as the context for research and learning; classrooms supported by technology; before and after school tutoring and mentoring; seminars for parents; parent, teacher, and student fieldtrips and fun activities; Ram Bits newsletter; school, parent, and community partnerships; community volunteers, and guest speakers from math and science based industries.

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

As a public school, RAM Academy will be governed by the performance based accountability mandates of North Carolina. RAM Academy will participate in the North Carolina ABC Accountability Model, which includes: EOG Tests; writing assessments, computer skill assessment; EOC Tests; and student portfolio requirements. Elementary school students are required to take the following assessments: (K-2—GCS-C-016 and 3-8—(GCS-C-018).

- K-2 — NC K-2 literacy assessment
- Grade 3 — Pretest in the first three weeks of the school,
- End-of-Grade Tests (EOGs) — Mathematics and Reading Comprehension at grades 3 – 5.
- End-of-Grade Test (EOG) — Science at grade 5.
- The North Carolina Writing Assessment at grade 4.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Reaching All Minds Academy (RAM) will offer a project-based core curriculum with Science, Technology, Engineering and Math (STEM) interdisciplinary links. The program is based on the concept that children

learn best if they can see the relationship between what is taught in the classroom and in the communities in which they live. RAM's integrated STEM curriculum, which is aligned with the North Carolina Extended Common Core State Standards, will provide students with the knowledge and skills that are important in a variety of settings (not just for scientists, engineers, and mathematicians). They will learn early how to approach and solve problems and function as a collaborative member of a team. Parents will participate in educational partnerships.

Science, math, language arts and other courses will use creative write-to-learn strategies using the student's community as the context. Teachers will combine science and reading with classroom-tested lessons in life science and earth science. Students will learn that science does not exist in a vacuum and that science is all around them—in their homes, the family car, and in their community. They will use these experiences to research and conduct service learning in the community. Parents will participate in educational partnerships.

Students at RAM will experience interactive digital, non-traditional means of learning during and beyond regular school hours. They will become highly proficient in age appropriate academic competencies that will motivate them to pursue science, technology, engineering, or mathematics as a career pathway.

RAM will offer an extended school day for tutoring and mentoring. Teachers will provide instruction through technology-rich classrooms where each student will have access to Smart Board technology, eReaders, and iPads. The school will have a grade level science lab, an engineering lab, outdoor learning areas, a food engineering lab, and a mini-discovery inquiry room. In addition, students will visit research and manufacturing industries in the Research Triangle Park.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Reaching All Minds Academy

Mailing Address: 2703 Holloway Street

City/State/Zip: Durham, North Carolina 27703

Street Address: 2703 Holloway Street

Phone: 919-596-1889

Fax: 919-596-1891

Name of registered agent and address: Thomas McKoy

FEDERAL TAX ID: 30-0707967

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

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

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

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

Reaching All Minds is not contracting with an EMO or CMO; however, we reserve the right to do so at a later time if necessary.

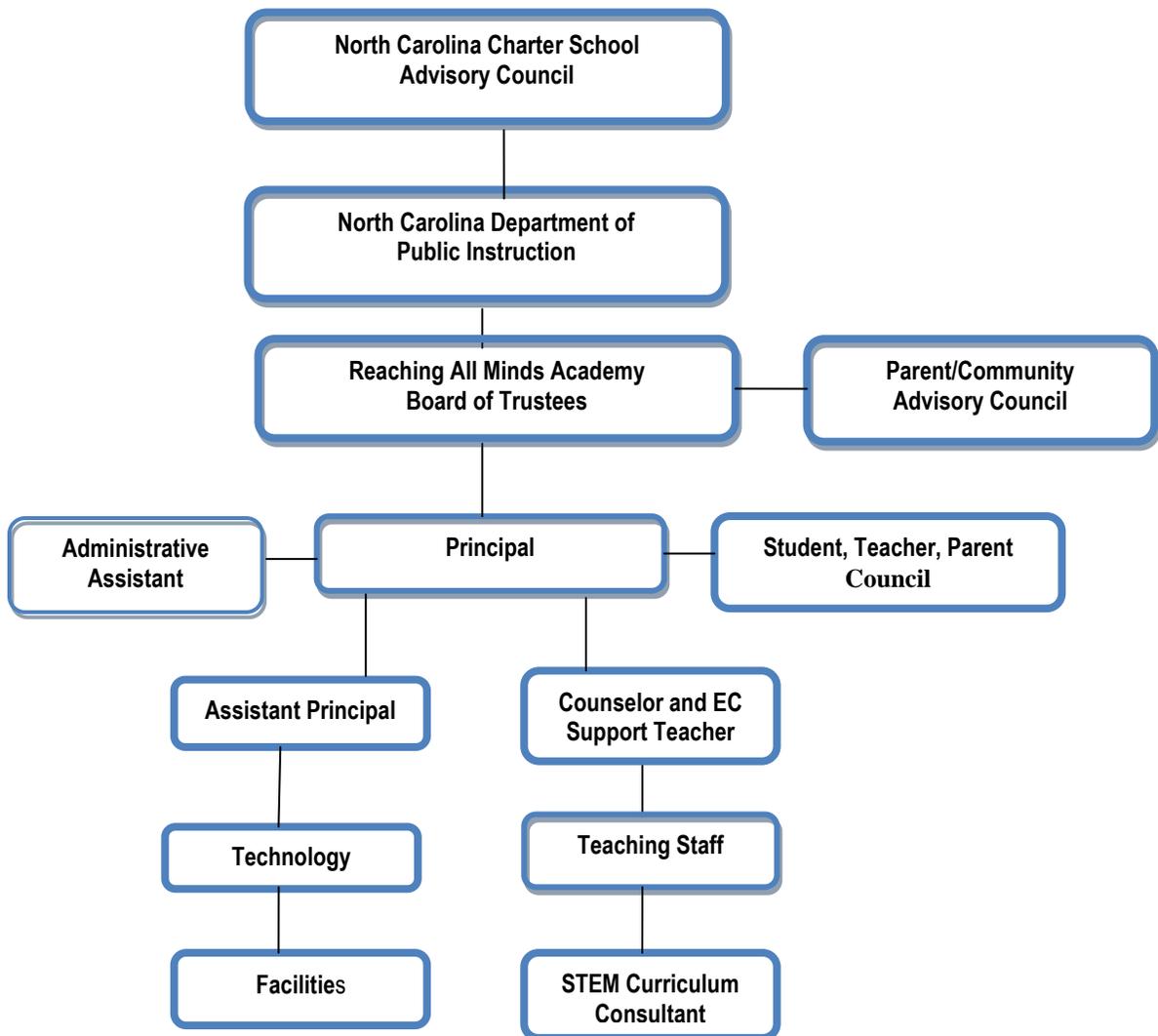
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
N/A
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
N/A
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students
N/A
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
N/A
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. N/A

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3);GS115C-238.29E(d))

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 provide the following in this location of the APPLICATION: (Not included as an appendices.) A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

Reaching All Minds Academy Organizational Chart



Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

Beverly Ellis Morgan

205 Rosaler Court Cary, North Carolina 27519

919.483.2646 / 919.274.0935

beverly.e.morgan@gsk.com

Career Accomplishments

Strategic Human Resources Executive and proactive business partner to HR and Line Operations

Management:

- 30 years Human Resources experience with focus on HR Organizational Development: Recruitment, Employee Relations, OD, Coaching, Team Interventions, Policy and Procedure Design and Compensation.
- Directed US HR shared service team that provided employee relations support for US HR business clients.
- Skilled in consulting and coaching line and senior management through sensitive personnel issues from all viewpoints while maintaining appropriate objectivity and balance while executing best practice solutions.
- Partner with clients to achieve significant results through organizational development initiatives such as team building, change management, interventions, customized training and focus group sessions that foster an environment with emphasis on positive morale while meeting the business demands.
- Govern a thorough understanding of the strategic business focus and functionality due to previous positions held within GSK (Glaxo Inc, Glaxo-Wellcome) Corporate, R&D, IT and NA Pharmacy.

Professional Experience

GlaxoSmithKline Research Triangle Park, NC (1986 to Present)

- *Vice President Human Resources, Research & Development – June 2010 – present*
- Global HR Vice President, IT – July, 2007 – May 2010
- Vice President, Human Resources – HR Compliance, Equal Opportunity, Diversity and Employee Relations (CEDER) - (Sept. 2004 – June 2007)
- Senior Director Employment Relations – US Policy & Advice (Dec 2001 to Sep 2004)

Professional Accreditation & Education

- Masters of Public Health Classes *University of North Carolina at Chapel Hill, NC (May 1979 -1980)*
- B.S.-Psychology / B.A. Minor –Sociology *North Carolina Central University, Durham NC (May 1978)*

Volunteer/Professional Leadership

- American Management Association
- National Society of Human Resources Management
- Board - North Carolina Prevention of Child Abuse
- Board - Durham Chamber of Commerce, Private Industry Council

Sheila Tillery
8231 Allyn's Landing Way, #203
Raleigh, NC 27615
919-672-9638

CAREER ACCOMPLISHMENTS:

- Developed a list of contacts within real estate, mortgage, and title companies, as well as banks through a relationship with a senior title examiner.
- Visited and observed account representatives at model homes to enhance sales abilities. Managed sales and coordination of financing for residential property sales transactions, single family homes, income properties, and condominiums.
- Nurtured new client relationships and generated leads through cold calling, networking, and referrals.
- Updated and maintained existing client accounts.
- Developed property information packages, market value analyses, property investment analyses, and marketing reports.
- Conducted owner representation and tenant / buyer representation for property sales and leasing. Managed comprehensive commercial real estate services in sales, leasing, exclusive representation, property management, and consulting.
- Handled all aspects of marketing and promotions inclusive of advertising, negotiated sale prices and loans, attended closings, and ensured quality client service through prompt response to client concerns.

EXPERIENCE:

9/08 – Present – RAM ORGANIZATION, Durham, NC

Finance Officer/Tutor – Handle budget and records for a Government funded after school and summer program including requesting funds, monitoring budget and making amendments to budget items. Report monthly expenditures, order supplies and materials, process Accounts Payable and communicate with vendors. Prepare payroll and payroll taxes and customer billings. Also responsible for bank reconciliations, maintaining files and receipts for budget expenditures and cash distributions. Assist children with homework and tutor them in various subjects.

2/08 – 2/10 - SPARROW REALTY GROUP, Raleigh, NC

Broker in Charge/Realtor – Managed small real estate office with duties including training of new agents, bookkeeping and assisting with marketing and sales activities. Counseled home buyers and sellers regarding real estate transactions and assisted clients with obtaining financing. Managed rental property included collecting rent and property maintenance.

3/05-5/08 – NEW HOME BUILDER DEVELOPER SERVICES, Raleigh, NC

Part Time – On – Site Salesperson – Performed sales activities to assist lead agent in new home community. Helped keep track of neighborhood traffic and internet inquiries for the subdivision. Followed up on leads through internet and telephone inquiries.

EDUCATION

Fairleigh Dickinson University, Teaneck, NJ - BS Marketing

PROFESSIONAL ORGANIZATIONS

National Association of Realtors,

Raleigh Association of Realtor

THOMAS C. MCKOY, III

tcmckoy@gmail.com
7403 Chesley Lane
Durham, NC 27713
919-412-5303

PROFESSIONAL SUMMARY

- Coordinate enrollment, group guidance, local scholarship selection, 9th grade orientation, and homebound instruction.
- Provide guidance services for assigned caseload.
- Provided academic advisement, course scheduling, orientation, career guidance, crisis intervention, personal counseling, standardized test interpretation, and parent/teacher consultation.
- Counseled students and parents on academic programs, provided personal counseling, designed course scheduling, presented orientation programs, career guidance, crisis intervention, test administration and interpretation, and support service referral.
- Provided academic advisement, career guidance, and personal counseling services for minority underclassmen for the Renaissance Education Group.
- Conducted minority student recruitment and admission, targeting the Durham County areas.

| | |
|-----------------------------|--|
| EDUCATION | University of North Carolina at Chapel Hill -M.Ed. School Counseling (August University of North Carolina at Chapel Hill B.A., Sociology, Minor- Exercise and Sports Science (May 2007) |
| RELEVANT EXPERIENCE | Northern High School, Durham, NC – School Counselor (August 2008-Present) Renaissance Education Group Inc. – Test Prep Coordinator (June 2008 –Present) Renaissance Education Group Inc. – Training Consultant (March 2011- Present) James E. Shepard Middle School, Durham, NC – School Counselor Intern (August 2007-June 2008) It's a Great Day Youth Summer Camp - Counselor (Summer 2005, 2006) |
| VOLUNTEER EXPERIENCE | School Reading Partners - Volunteer (Jan. 2006- May 2006) Volunteer Youth Tutor: The Greater Faith Holiness Church (December 2007-Present) Musician, Greater Faith Holiness Church, (October, 2005 – Present) |
| COACHING EXPERIENCE | Northern High School, Durham, NC – Men's Basketball Assistant Coach (November 2008-Present) Northern High School, Durham, NC – Men's Basketball Interim Head Coach (November 2010-March 2011) |

ROLANDA L. MCKOY

1222 Madison St, Unit 412, Chicago IL 60607
(312) 488-9571 • rolanda.mckoy@hotmail.com

PROFESSIONAL SUMMARY

- Highly accomplished, meticulously organized, and detailed Attorney with a track record of success in conducting legal research, analysis, contract drafting, and negotiation.
- Proven ability to analyze contracts, case law and factual data logically and effectively.
- Ability to be concise, complete, logical, and objective in both written and oral communications.
- Resourceful individual with ability to anticipate and evaluate all issues to adequately protect clients and complete projects producing professional results while adhering to rigid deadlines.

PROFESSIONAL EXPERIENCE

Law Office of Valee L. Salone, Chicago IL (February 2011- Present)

Attorney

Demonstrate prioritization, strategic planning and organization skills in proficiently steering cases from initiation and discovery through resolution. Research and analyze contracts and other documents.

Selected Accomplishments:

- Draft contracts, deeds, wills, motions, pleadings, and other legal documents.
- Meet with clients to review and clarify contractual terms and conditions of contracts.
- Communicate with clients regarding legal issues and explain potential remedies, defenses and challenges associated with particular claims and contract terms.
- Assist with regular modifications and update existing standard documents.

Huron Consulting Group, Chicago IL (2007-February 2011)

Project Manager

Collaborated closely with a diverse group of employees on various projects. Actively liaise between stakeholders and clients to develop and execute key strategies to resolve matters expeditiously. Drafted and negotiated contracts with clients. Trained and presented contractual terms and conditions and legal principles to internal staff and key stakeholders. Motivated staff to execute meets deadlines, budgets and client demands. Implemented project management methodologies and disciplines in the areas of scheduling, quality control, and communication management, cost management and procure management.

Selected Accomplishments:

- Trained employees using standard project management methodologies to make certain the team was within project timelines and budgets, while saving the client money and generating \$9 million dollars in additional revenue.

EDUCATION

Juris Doctor - North Carolina Central University, Durham, NC

B.A. in English, Concentration in Education - North Carolina Central University, Durham, NC

Honors: Magna cum Laude, Dean's List

TECHNOLOGY

Microsoft Word, PowerPoint, SharePoint, Excel, Westlaw, Lexis Nexis, Concordance, Xerox, Kroll, iConect, FYI, Attenex, Ringtail, Introspect, Facebook, Linked In

AFFILIATIONS

North Carolina State Bar, Phi Alpha Delta, Alpha Kappa Mu Honors Society, American Bar Association, North Carolina Bar Association, Cook County Bar Association

SHILANKA I. WARE

2705 Wedgedale Ave., Durham, NC 27703 • (919) 451-8514 • shilanka.ware@gmail.com

EDUCATION

North Carolina Central University School of Law

Durham, NC

- Juris Doctor Candidate, GPA: 3.409, Rank: 8/152
- Guardian ad Litem
- Founder of Women in Training Mentoring Program
- North Carolina Central Law Journal Staff Editor

May 2012

Relevant Legal Coursework

- Family Law Clinic
- Mediation
- Domestic Relations Law
- Alternate Dispute Resolution Clinic
- Negotiation
- Trial Practice

The University of North Carolina at Greensboro (UNCG)

Greensboro, NC

Bachelor of Science, Finance, GPA: 3.59

May 2007

- Beta Gamma Sigma Honors Society
- Financial Mgmt. Honor Society
- University Marshal
- SGA & Attorney General

EXPERIENCE

North Carolina Employment Security Commission

Raleigh, NC

Legal Services Intern

June 2011 – Aug. 2011

- Successfully argued petitions for judicial review on behalf of the NC Employment Security Commission in Superior Court
- Prepared a winning memorandum of law in support of a motion for summary judgment
- Evaluated appeals hearings to make recommended decisions to the Chairman for approval

RBC Wealth Management

Raleigh, NC

Registered Client Associate

March 2008 – Aug. 2009

- Assisted Financial Consultant with business development and marketing efforts
- Efficiently utilized database platform to execute, process, and confirm client security trades
- Developed statistical information & created reports to track business's efficiency and effectiveness
- Researched stock, bond, and agency quotes using Bloomberg to assist in managing customer portfolios

- Gathered, reviewed, and analyzed data in order to prepare financial plans for the client

Fidelity Investments

Morrisville, NC

401K Investment Specialist

July 2007 – March 2008

- Provided proactive financial solutions in the area of retirement planning through consultative dialogue to analyze customers' current & hidden needs
- Educated customers on their investment and distribution options, as well as the tax consequences for various forms of payment. Consistently met and exceeded individual and team performance measures.
- Followed IRS & N compliance regulations to accurately process customer transactions

LICENSES

Series 6, Series 7, and Series 63 Investment Securities Licenses

ANNIE L. MCKOY 7403 Chesley Lane Durham, NC 27713 reachingallminds@yahoo.com
Improving Performance • Enhancing Programs • Inspiring Systemic Change

EXPERIENCED EDUCATOR

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, mentor and advisor who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
 - **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.
 - **Engage Parents** – Work closely with parents throughout career, repeated successes securing a high level of parental involvement.
 - **Leverage Resources / Strategic Collaborations** – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances.
 - Utilize a **visionary approach with consistency** to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest extent.
-

HIGHLIGHTED PROFESSIONAL EXPERIENCE

Director of 21st Century Community Learning Center

2008-Present

Executor Director

Organized and work 21st Century Community Learning Center partnership board and school leaders at the district level. Supervise site coordinator, reporting and evaluating activities as required by US Dept. of Education. Coordinate training needs for staff and interviews. Serve as a liaison between community agencies and seek resources for sustainability of the program. Monitor data collection of the project projection, complete all quarterly and annual reports required by NCDPI. Work with specified budget. Grant Writer and managed grant funds over \$597,000.00 for the 2008 -12 fiscal year. Member of East Durham PAC Committee.

SES Program Coordinator

2009-Present

Executor Director

Coordinate the No Child Left behind SES service and to assure monitoring and achievement of students participating in the program. Implemented and coordinate the plan of services offered through SES Federal program option. Develop and implement a procedure to notify parents of new school assignment. Identify eligible students for SES. Monitor and maintain data of enrollment information for students participating in program option. Provide services for 300 children across the state of North Carolina.

EDUCATION

Anticipated M.A in Christian Education, Apex School of Theology, Apex NC 2011

B.S., Mathematics, Computer Science, Fayetteville State University, Fayetteville NC – 1980

ASSOCIATIONS & CERTIFICATIONS

Early Childhood Credentials I and II

Early Childhood Administration I and II

- The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)

A North Carolina Non-Profit Corporation

ARTICLE I

Purpose

The Reaching All Minds Academy (RAMA) Corporation shall be organized as an independent North Carolina corporation doing business as the “Reaching All Minds Academy” (hereinafter referred to as the “School”). The purpose of the corporation is to maintain and operate the Reaching All Minds Academy as a not-for-profit enterprise. The corporation also has such powers as are now or may hereafter be granted by the §55A-2-02 of the General Statutes of the State of North Carolina. It shall be the policy of the Board of Directors and the School not to discriminate in admissions and hiring practices in violation of the law.

The purpose of the School is to provide a quality education to children in the Durham, North Carolina area.

ARTICLE II

Offices

The corporation shall have and continually maintain in this state a registered office and a registered agent whose office is identical with such registered office, and may have other offices within or without the State of North Carolina as the Board of Directors may from time to time determine.

ARTICLE III

Members

The board serves as members of the corporation.

ARTICLE IV

Board of Directors

Section 1 General Powers.

The affairs of the corporation shall be managed by its Board of Directors. The Board of Directors' primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the School's effectiveness in manifesting the mission of the corporation.

Section 2 Number, Tenure and Qualifications.

(a) The Board of Directors shall consist of no less than five (5) and no more than fifteen (15) voting members. Potential members for the board shall be nominated and selected by the Board from a pool of parents, past parents, grandparents, alumni, patrons, and community members by criteria defined by the Board. The Head of the School shall be a nonvoting, ex-officio member, whose term shall be renewable each year until terminated by action of the Board or by resignation. All newly elected board members shall serve for a term of three (3) years beginning on July 1. Following the first term of service, Directors may be re-elected to serve a second three (3) year term. Except as provided above, Directors shall serve a three (3) year term of office and will be eligible, if nominated and elected, to serve one successive three (3) year term. No Director may be elected to term beyond the second term without first having been off the board for at least one year, unless elected as an officer of the Board. The Board shall be divided into staggered classes so that the

terms of only approximately one-third of the voting Directors shall expire each year. In the event that a voting Director does not complete his or her term on the Board, a new Director may be elected to fill out the unexpired term and then that Director is eligible to be nominated for one or more full terms.

(b) Honorary Directors may be elected by the Board from among former Directors who shall have served with distinction and from among distinguished friends and major contributors to the School who shall not have served previously as Directors. Honorary Directors shall be invited to attend all meetings of the Board but shall not be entitled to vote.

Section 3 Semi-Annual Meeting

The semi-annual meetings of the Board of Directors shall be held on the third Tuesday of February and the third Tuesday of September.

Section 4 Special Meetings

Special meetings of the Board of Directors may be called by or at the request of the Head of School or any two (2) voting members of the Board. The person or persons calling such meeting may fix any place as the place for holding any special meeting of the Board called by them.

Section 5 Place of Meetings: Mode

The place of any meeting of the Board of Directors may be either within or outside the State of North Carolina. Members of the Board of Directors or any committee designated by the Board of Directors, including the executive committee, may participate in a meeting of the Board or such committee by means of conference telephone or similar communication equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at such meeting.

Section 6 Notice

Notice of any special meeting of the Board of Directors shall be given at least five (5) days previously thereto by written notice delivered personally or sent by mail or e-mail to each member of the Board at this address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by electronic means, such notice shall be deemed to be delivered when the notice is sent. Any member of the Board may waive notice of any meeting. The attendance of a member at any meeting shall constitute waiver of notice at such meeting, except where a member of the Board attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of such meeting, unless specifically required by law or these by-laws.

Section 7 Quorum

A majority of the voting members of the Board shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if a quorum shall not be present at such meeting, a majority of the voting members of the Board present may adjourn the meeting from time to time without further notice until a quorum shall be present.

Section 8 Manner of Action

The act of a majority of the voting members of the Board present at a meeting at which a quorum is present shall be the act of the Board of Directors, except where otherwise provided by law or by these by-laws.

Section 9 Informal Action

Unless otherwise restricted by statute, the certificate of incorporation or these by-laws, any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if (i) a written consent thereto is signed by all the voting members of the Board or by all the members of such committee, as the case may be, and (ii) such written consent is filed with the minutes of proceedings of the Board of or such committee.

Section 10 Removal

Any member of the Board may be removed at any regular or special meeting of the Board by an affirmative vote of two-thirds of the voting members of the Board of Directors as from time to time constituted whenever, in their judgment, the best interest of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. The member being removed shall be notified of the meeting at which the removal action will be taken, and the specific charges against him or her, at least five (5) days prior to the meeting.

Section 11 Vacancies

The Board of Directors may fill any vacancy occurring in the Board of Directors at any regular or special meeting.

Section 12 Compensation

Members of the Board as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses, if any, may be allowed for attendance at each regular or special meeting of the Board; provided that nothing herein contained shall be construed to preclude any member from serving the corporation in any other capacity and receiving compensation therefore.

Section 13 Presumption of Assent

A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 14 Conflict of Interest Policy

The Board of Directors affirms that the Directors, officers, administrators, faculty and other employees of the School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances

resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

1. Financial Interest.

(A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the School obtains goods or services, or (ii) which is a competitor of the School.

(B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property or any property right or interest.

(C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

(D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

2. Inside Information

Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person.

3. Conflicting Interests other than Financial

Representation as director, officer, agent or fiduciary of another company, institution, agency or person in any transaction or activity which involves this School as an adverse party or with adverse interests.

4. Gifts and Favors

Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

No Director who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the Director vote on any action of the Board regarding that potential conflict.

ARTICLE V

Officers

Section 1 Officers

The officers of the corporation shall be a Chair of the Board of Directors, a Vice Chair, a Head of School, a Secretary/Treasurer, and other officers as may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the office of Chair and Secretary/Treasurer.

Section 2 Election and Term of Office

The officers of the corporation shall be elected annually by the Board of Directors at the September meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor has been duly elected and qualified.

Section 3 Removal

Any officer or agent elected or appointed by the Board of Directors may be removed by the Board whenever, in its judgment, the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

Section 5 Chair of the Board, Vice Chair:

The Chair of the Board shall be the chief officer of the corporation and shall preside at all meetings of the Board of Directors. He or she may sign, with the Head of School, or Secretary/Treasurer, or any other proper officer or agent of the corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be otherwise expressly delegated by the Board from time to time. The Vice Chair must preside at meetings of the Board in the absence of the Chair.

Section 6 Head of School

The Head of School shall be the chief administrative officer of the corporation and shall in general supervise and control all of the operational and educational affairs of the corporation, including recruiting and supervision of teachers, school curriculum, student admission standards, general supervision of students, financial matters, building and grounds, fund raising, liaison with the parent body, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 7 Secretary/Treasurer

The Secretary/Treasurer shall keep the minutes of the meetings of the members of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporation's records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these by-laws; and in general perform all duties incident to the office of secretary and such duties as from time to time may be assigned to him or her by the Chair or by the Board of Directors.

The Secretary/Treasurer shall have charge of and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VIII of these by-laws; and in general perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Directors. If required by the Board of Directors, the treasurer shall give bond for

the faithful discharge of his or her duties in such sum and with such surety as the Board of Directors shall determine, the cost of such bond being paid for with funds of the corporation.

ARTICLE VI

Committees

Section 1 Committee of Members of the Board of Directors

The Board of Directors by resolution adopted by a majority of the voting members as from time to time constituted may designate one or more committees. Each committee shall consist of two or more voting members of the Board of Directors (plus any non-board members as the Board sees fit to appoint). These committees to the extent provided in such resolution shall have and exercise the authority of the Board of Directors in the management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual member thereof of any responsibility imposed on it, him, or her by law.

Section 2 Executive Committee

(a) The Executive Committee shall be comprised of the Chair of the Board of Directors, the Past Chair, the chair of each standing committee and selected Board members, and shall function as a long-range planning committee to set goals and objectives for the corporation. The Executive Committee shall be authorized to expedite the transaction of business and management of the School between regular meetings of the Board of Directors. Subject to any specific limitation imposed by the certificate of incorporation, the Executive Committee shall have such further specific powers as may from time to time be conferred upon it by resolution of the Board of Directors, and the Executive Committee may exercise such powers in such manner as it shall deem for the best interests of the corporation in all cases in which specific directions shall not have been given by the Board of Directors.

(b) The Chair of the Board, or in the absence of the Chair, a member of the Executive Committee selected by those voting members present, shall preside at meetings of the Executive Committee, and the secretary of the corporation or, if the secretary of the corporation is not a member of the Executive Committee, a member of the Executive Committee designated by the members thereof shall be the secretary of the Executive Committee. In the event of absence from any meeting of the secretary of the Executive Committee, the members of the Executive Committee present at the meeting shall select a member of the Executive Committee to be secretary of the meeting.

(c) The Executive Committee may prescribe for the conduct of its business such rules and regulation, not inconsistent with these bylaws or with such resolutions for the guidance and control of the Executive Committee as may from time to time be passed by the Board, as it shall deem necessary or desirable, including, without limitation, rules fixing the time and place of meetings and the notice to be given thereof, if any. A majority of the voting members of the Executive Committee shall constitute a quorum. The adoption of any resolution or the taking of any other actions shall require the affirmative vote of a majority of all the voting members of the Executive Committee as from time to time constituted. The Executive Committee shall keep minutes of its proceedings, and it shall report all action taken by it to the Board of Directors at the meeting thereof held next after the taken of such action. All action taken by the Executive Committee shall be subject to revision or alteration by the Board at the meeting of the Board at which any such action has been reported to the Board; provided, however that such revision or alteration shall not affect any action taken by any officer or employee of the corporation, or by a third party, or any rights of third parties that have vested, in reliance upon any action or direction of the Executive committee.

(d) The Executive Committee shall not have the authority to act on behalf of the Board of Directors for the purpose of: 1) amending these by-laws, 2) amending the budget, or 3) making decisions covering the selection or retention of the Head of School. The Executive Committee can act on behalf of the Board of Directors in decisions regarding routine business of the School.

(e) The Executive Committee shall meet the first Tuesday in each month and as otherwise required to conduct the routine business of the School.

Section 3 Other Committees

Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be designated by a resolution adopted by a majority of the voting members present at a meeting at which a quorum is present. The Chair of the Board of Directors shall appoint the members of such committee, except as otherwise provided in the resolution designating such committees. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 4 Terms of Office of Committee Members

Each member of a committee shall continue to serve until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5 Chair

Except as otherwise provided herein, two members of each committee shall be appointed by the Chair of the Board as, respectively, Chair and Vice Chair of such committee.

Section 6 Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7 Quorum

Unless otherwise provided herein or in the resolution of the Board of Directors designating a Committee, a majority of the voting members of the whole committee shall constitute a quorum and the act of a majority of the voting members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8 Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE VII

Indemnification of Directors, Officers and Employees

Section 1 General: Indemnification of Directors and Officers

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation), by reason of the fact that such person is or was a Director or officer of the

corporation, or that such person is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea to no lo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, or, with respect to any criminal action or proceeding, that the person had reasonable cause to believe his or her conduct was unlawful.

Section 2 Indemnification of Directors and Officers: Actions By or In the Right of the Corporation

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in favor of the corporation by reason of the fact that such person is or was a Director or officer of the corporation, or that such person is or was serving at the request of the corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, provided that no indemnification shall be made in respect of any claim, issue or matters as to which such person shall be made in respect of any claim, issue or matters as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

Section 3 Authorization of Indemnification

Any indemnification under Section 1, Section 2 or Section 5 of this Article (unless ordered by a court) shall be made by the corporation only as authorization in the specific case, upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1,2, or 5 of this Article. Such determination shall be made by (1) the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.

Section 4 Contract with the Corporation

The provisions of this Article VII shall be deemed to be a contract between the corporation and each Director or officer who serves in any capacity at any time while this Article VII is in effect, and

any repeal or modification of this Article VII shall not affect any rights or obligations hereunder with respect to any state of facts then or theretofore existing or any action, suit or proceeding theretofore brought or threatened based in whole or in part upon any such state of facts.

Section 5 Indemnification of Employees and Agents

Persons who are not covered by the foregoing provisions of this Article VII and who are or were employees or agents of the corporation, or who are or were serving at the request of the corporation as employees or agents of another corporation, partnership, joint venture, trust or other enterprise, may be indemnified to the extent authorized at any time or from time to time by the Board of Directors, subject to the same standard of conduct set forth in Sections 1 and 2 of this Article; provided, however, that to the extent that such employee or agent has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding to which he or she was made a party by reason of the fact that he or she is or was an employee or agent acting in the above described capacity, or in the defense of any claim, issue or matter therein, the corporation shall indemnify such employee or agent against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 6 Payment of Expenses in Advance

Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding, as authorized by the Board of Directors in the specific case, upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount, unless it shall ultimately be determined that such Director, officer, employee, or agent is entitled to be indemnified by the corporation as authorized by this Article VII.

Section 7 Insurance against Liability

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the corporation, or who is or was serving at the request of the corporation as a Director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of these by-laws.

Section 8 Other Rights of Indemnification

The indemnification provided or permitted by this Article VII shall not be deemed exclusive of any other rights to which those indemnified may be entitled by law or otherwise, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

ARTICLE VIII

Contracts. Checks, Deposits. and Funds

Section 1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2 Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of any such determination by the Board of Directors, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the Head of School.

Section 3 Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4 Gifts

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any specific purpose of the corporation.

ARTICLE IX

Books and Records

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE X

Fiscal Year

The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year. As such, all of the School's financial records shall be maintained according to Generally Accepted Accounting Principles (GAAP) on a July 1 through June 30 fiscal year basis.

Section 1 Financial Reports

The Secretary/Treasurer shall cause to be made an interim written report of the finances of the School for each calendar month of the fiscal year. Copies of this monthly financial report shall be provided to each member of the Finance Committee and each member of the Board of Directors no later than the twenty-first day of the month following the month for which the report is issued. The Secretary/Treasurer shall cause to be made an annual written report of the finances of the School for the School's fiscal year just ended. This report must be audited by an independent source. Copies of this annual audited financial report shall be provided no later than October 31st of each year to the Board of Directors.

Section 2 Funds

The operating funds of the School shall be deposited in the name of the School in such bank or trust companies, as may be designated by the Board of Directors with withdrawal permitted on the signatures of such person or persons as the Board of Directors shall designate from time to time. Any endowment, capital or restricted funds of the School shall be deposited in accounts with such investment funds and institutions as the Board of Directors may determine from time to time in accordance with the investment policy of the School.

Section 3 Borrowing

The School shall, subject to the approval of the Board of Directors, have the power to borrow money and issue promissory notes for repayment thereof, with or without interest, and to mortgage and create other liens on its property as security for its debts or other lawful engagements.

Section 4 Capital Expenditure Limitations

All capital expenditures in excess of \$10,000 shall require the prior approval of the Board of Directors.

Section 5 Books and Records

The officers, agents and employees of the School shall maintain such books, records and accounts of the School's business and affairs as shall be appropriate to the business and affairs of the School, or as shall be required by the School Board of Directors or the laws of the State of North Carolina. Such books, records and accounts shall be kept at or under the control of the School.

ARTICLE XI

Seal

The Board of Directors may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the corporation and the words "Corporate Seal, State of North Carolina" provided, however, that the use of said seal shall be entirely discretionary, and shall not be required for the issuance of any documents unless specifically required by the laws of the State of North Carolina.

ARTICLE XII

Waiver of Notice

Whenever any notice whatever is required to be given under the provisions of §55A-2-02 of the General Statutes of the State of North Carolina or under the provisions of the articles of incorporation of the by-laws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII

Amendments to By-laws

These by-laws may be altered, amended or repealed and by-laws may be adopted by a two-thirds (2/3) of the voting members of the Board of Directors. At least five (5) days written notice will be given of intention to alter, amend, or repeal or to adopt new by-laws at such meeting. Any amendment to the By-laws will be voted only after examination of any possible conflicts with the Articles of Incorporation.

ARTICLE XIV

Dissolution

Upon dissolution of the School, the property remaining after providing for the debts and obligations of the School shall be distributed to another non-profit organization as shall be designated by the Board of Directors.

ARTICLE XV

Non-Discrimination Policy

It is the policy of the School not to discriminate on the basis of race, color, religious creed, national origin, ancestry, sexual orientation, disability or handicap.

No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap, be denied equal access or admission to school programs, courses, extracurricular activities and employment opportunities.

In addition, under section 504 of the federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity at the School.

ARTICLE XVI

North Carolina Open Meetings Law

Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. REACHING ALL MINDS ACADEMY will comply with the North Carolina Open Meetings.

**ADOPTION OF BYLAWS BY
BOARD OF DIRECTORS
OF Reaching All Minds Academy INC.**

The undersigned, being Chairman of the Board of the named organization, hereby adopt the foregoing Conflict of Interest Policy, consisting of preceding pages, as the Bylaws of this Reaching All Minds Academy, Inc. A copy shall be placed and maintained in the Minute Book of the Corporation and shall be available for inspection upon request.

Date

Thomas McKoy (Chairman)

A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: Reaching All Minds Academy
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 2703 Holloway St
City, State, Zip Code Durham NC 27703 County Durham
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Annie Mckoy
6. The name and address of each incorporator is as follows: Annie Mckoy, 2703 Holloway St, Durham NC 27703

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 2703 Holloway St. 27703
City, State, Zip Code Durham NC County Durham
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

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

This is the 2 day of 13, 2012.

Signature of Incorporator

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

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

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

Reaching All Minds Academy Board of Directors will meet at least once a month to set policies and procedures for the school. The Board will hear reports from the school director, the Leadership Team, and the School Improvement Team. The Board will seek to make informed decisions with input from stakeholders of the school.

With due consideration of the recommendations of the administrative team, the Board will have final approval of all school policies, curriculum, academic programs, and personnel decisions. While accepting ultimate responsibility for the operation of the school, the Board will be a governing Board that will expect the administration and staff to carry out the policies set by the Board. The administration and staff will be responsible for the day to day operation of the school.

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

Reaching All Minds Academy Board of Directors will have many resources that will be utilized in the decision-making process. The Board will employ council to help maintain compliance with federal and state laws and directives from DPI. The Advisory Council, consisting of teacher representatives, parents, staff members, student representatives, and administrators will help make decisions within the parameters set by the school mission and vision set forth by the Board of Directors.

Additionally, the Advisory Council will make policy recommendations for the Board's consideration. For example, if parents wanted to make a change to the dress code, they would first discuss it with the Advisory Council and the school Leadership Team. If the Advisory Council agreed with the change, they would then present the recommended change to the Board for consideration.

The Board of Directors will also have access to annual parent satisfaction surveys, teacher satisfaction surveys; the EOG results that will all help set the course and direction for the school.

c. Portray how the board will involve parents and community members in governing the school.

Reaching All Minds Academy believe that a community hands on approach to learning will help our students extend their lessons beyond the classroom and create a supportive and nurturing environment. Parental involvement is vital in supporting student success and academic achievement. Our learning model provides many opportunities for parents to actively participate in their children's education. The following are some of the ways parents will be involved in the Reaching All Minds Academy:

- Serving as a member or officer of Reaching All Minds Academy (Parent Teacher Organization).
- Serving as a Class Parent.
- Serving as a leader of an after school enrichment organization.
- Serving as a member or officer of Reaching All Minds fund raising organization.
- Participating in fund raising efforts.
- Serving as a chaperone for class field trips.
- Volunteering at school events, community meetings and in classroom activities.

RAM will encourage all parents of enrolled students to apply for open positions on the 19 member RAM Parent Council. The Role of the Parent Council is to:

- Uphold the mission of the school.

- Develop/approve short and long term goals.
- Serve for a one or two year term, as long as their children remain enrolled at RAM Academy
- Plan to attend all council meetings, in person or by phone conference
- Make suggestions to improve the school
- Establish and/or chair parent sub-committees for a variety of purposes, such as graduation planning, developing a school yearbook, planning group educational activities, grant applications, volunteer coordination, etc.
- Be true to school's mission, not a personal agenda.
- Be positive!

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

Reaching All Minds will operate a fiscally sound and effective learning program governed by the Board of Directors. RAM will offer a dynamic STEM curriculum that is integrated across all subject areas by administrators, teachers and support staff. The following goals will determine the efficiency and effectiveness of the educational and fiscal program.

1. Over the course of years 1 through 5, The RAM Academy Board of Directors will provide leadership and direction to ensure that the program is meeting all of its objectives as measured by the findings of annual program evaluations.
2. Over the course of years 1 through 5, RAM Academy will maintain an accounting system that will be audited annually by an internal auditor and the report show zero audit findings each year of the program.
3. Each year of the Ram Academy charter, will maintain a cash flow that is substantial enough to cover all program operations as measured by financial statements, checkbook ledgers, audit reports, copies of orders placed to vendors, and interviews with staff and parents.
4. Over the course of the first year and each year thereafter as needed, community leaders and parents will rate the RAM Academy integrated project based program as highly effective in improving student performance as measured by yearly survey completed by our parent/community partnership.
5. Each year over the course of five years, RAM Academy administrators and staff will create an atmosphere that is positive and inviting atmosphere for family members and other members of the community as measured by feedback by visitors.
6. Each year of the charter period, RAM Academy will evaluate its teaching staff twice annually to ensure that the integrated STEM curriculum is being implemented across all program areas as measured by teacher evaluation logs and reports.
7. Over the course of five years student attendance will increase by 50% each year as measured by attendance records.
8. Over the course of five years, staff retention rate will be at least 85% each year as measured by school' teacher reporting log.

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

It is in the best interest of Reaching All Minds Academy to be aware of and properly manage all conflicts of interest and appearances of a conflict of interest. This conflict of interest policy is designed to help directors, officers, employees and volunteers of the Reaching All Minds Academy identify situations that present potential conflicts of interest and to provide Reaching All Minds Academy with a procedure to appropriately manage conflicts in accordance with legal requirements and the goals of accountability and transparency in Reaching All Minds Academy's operations.

Conflict of Interest Defined. In this policy, a person with a conflict of interest is referred to as an "interested person."

1. For purposes of this policy, the following circumstances shall be deemed to create a Conflict of Interest:
 - a. A director, officer, employee or volunteer, including a board member (or family member of any of the foregoing) is a party to a contract, or involved in a transaction with Reaching All Minds Academy for goods or services.
 - b. A director, officer, employee or volunteer, (or a family member of any of the foregoing) has a material financial interest in a transaction between Reaching All Minds Academy and an entity in which the director, officer, employee or volunteer, or a family member of the foregoing, is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, guardian, custodian, or other legal representative.
 - c. A director, officer, employee or volunteer, (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in a business or enterprise that competes with Reaching All Minds Academy.

Gifts, Gratuities and Entertainment. Accepting gifts, entertainment or other favors from individuals or entities can also result in a conflict or duality of interest when the party providing the gift/entertainment/favor does so under circumstances where it might be inferred that such action was intended to influence or possibly would influence the interested person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any particular transaction or activity of Reaching All Minds Academy.

2. Definitions.

- a. A "Conflict of Interest" is any circumstance described in Part 1 of this Policy.
- b. An "Interested Person" is any person serving as an officer, employee or member of the Board of Trustees of Reaching All Minds Academy or a major donor to Reaching All Minds Academy or anyone else who is in a position of control over Reaching All Minds Academy who has a personal interest that is in conflict with the interests of Reaching All Minds Academy.
- c. A "Family Member" is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an interested person.
- d. A "Material Financial Interest" in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect an Interested Person's or Family Member's judgment with respect to transactions to which the entity is a party.
- e. A "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods or services, the providing or receipt of a loan or grant, the establishment of any other

type of financial relationship, or the exercise of control over another organization. The making of a gift to Reaching All Minds Academy is not a Contract or Transaction.

3. Procedures.

- a. Prior to board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting. If board members are aware that staff or other volunteers have a conflict of interest, relevant facts should be disclosed by the board member or by the interested person him/herself if invited to the board meeting as a guest for purposes of disclosure.
- b. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- c. A person who has a Conflict of Interest shall not participate in or be permitted to hear the Board or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- d. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Trustees of Reaching All Minds Academy has a Conflict of Interest when he or she stands for election as an officer or for re-election as a member of the Board of Trustees.
- e. Interested Persons who are not members of the Board of Trustees of Reaching All Minds Academy, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose to their supervisor, or the Chair or the Chair's designee any Conflict of Interest that such Interested Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Interested Person. The Interested Person shall refrain from any action that may affect Reaching All Minds Academy's participation in such Contract or Transaction. In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to his or her supervisor or the Chair or the Chair's designee, who shall determine whether full board discussion is warranted or whether there exists a Conflict of Interest that is subject to this policy.

4. Confidentiality. Each director, officer, employee and volunteer shall exercise care not to disclose confidential information acquired in connection with disclosures of conflicts of interest or potential conflicts, which might be adverse to the interests of Reaching All Minds Academy. Furthermore, directors, officers, employees and volunteers shall not disclose or use information relating to the business of Reaching All Minds Academy for their personal profit or advantage or the personal profit or advantage of their Family Member(s).

5. Review of policy.

- a. Each director, officer, employee and volunteer shall be provided with and asked to review a copy of this Policy and to acknowledge in writing that he or she has done so.

- b. Annually each director, officer, employee and volunteer shall complete a disclosure form identifying any relationships, positions or circumstances in which s/he is involved that he or she believes could contribute to a Conflict of Interest. Such relationships, positions or circumstances might include service as a director of or consultant to another nonprofit organization, or ownership of a business that might provide goods or services to Reaching All Minds Academy. Any such information regarding the business interests of a director, officer, employee or volunteer, or a Family Member thereof, shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.
- c. This policy shall be reviewed annually by each member of the Board of Trustees. Any changes to the policy shall be communicated to all staff and volunteers.

Basic Conflict of Interest Disclosure Form

Date: _____

Name: _____

Position (employee/volunteer/trustee): _____

Please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest between Reaching All Minds Academy and your personal interests, financial or otherwise:

_____ I have no conflict of interest to report

_____ I have the following conflict of interest to report (please specify other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director, or a majority shareholder, and the name of your employer and any businesses you or a family member own):

1. _____

2. _____

3. _____

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I _____ have reviewed, and agree to abide by, the Policy of Conflict of Interest of Reaching All Minds Academy.

Signature: _____

Date: _____

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Reaching All Minds Academy will be available to all students permitted to attend school in the Durham County Schools who put forward a timely and complete application. The Reaching All Minds Academy admission process will be consistent with the federal No Child Left Behind Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. Reaching All Minds Academy will meet the terms required by No Child Left Behind Act. Reaching All Minds Academy will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, mental or physical disability, religion, and ancestry and association with an individual who has any of the aforesaid uniqueness.

Due to various cultural and demographic representations of Durham County Schools, the Reaching All Minds Academy is expected to correspond to demographic diversity of its community it serves. The Reaching All Minds Academy will be marketed and exposed in order to reach the entire community and all of its racial/ethnic groups. By publicizing the school throughout Durham County, the racial/ethnic diversity of the Reaching All Minds Academy is expected to be similar to that of other area public schools.

Admission Criteria

Reaching All Minds Academy will give open admissions to the following students:

- Students who are the sibling of an already admitted and continuing student enrolled in the Reaching All Minds charter school,
- Students who are the children of a current employee or board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). This is understood that the total number of students permitted under this exception will represent only a fractional percentage of the school's total enrollment.

Admission Information

The following admission procedures will be publicized by Reaching All Minds Academy: RAM Charter School will have an admission process with approved timelines for enrollment period and deadlines.

Student enrollment procedure and information, including deadlines for applications, registration requirements and essential documents, and waiting-list enrollment information, will be openly available and announced at the charter school website and office.

Reaching All Minds Academy will announce all enrollment information throughout Durham County via flyers, bulletins, newspaper, ads, websites, mailings, and public institutions.

The Reaching All Minds Academy will hold community forums, open houses and distribute flyers at events at community centers, churches, public libraries, local schools, and alternate locations, where possible.

Application Procedures

- Applications submitted by the application deadline will receive pre-application status.
- All applicants will be assigned a unique number for lottery or admission purposes. Multiple birth siblings will be assigned the same number.
- Applications of siblings of students with pre-lottery status, whose complete application is received before the application deadline, will be pre-selected and placed in open slots or on a waiting list. If there are more applications than slots available, a priority lottery will be conducted for students with pre-lottery status.
- During the pre-application procedure all application received by the deadline will have equal opportunity in the lottery process.
- When the school reaches its student capacity approved by its charter, a waiting list will be created in the order each application is received.
- Applications for students accepted during the school year and each complete application form will be recorded with the receipt date and time information, if the application deadline has passed.
- Written admissions application is required for each student. Electronic and paper submissions of the pre application and application forms will be established and carefully registered.

Lottery Process

- As numbers are chosen in the lottery, a list is established.
- The list is posted publicly.
- The process continues for each grade.
- After lottery date, anyone else who comes in for admission for the upcoming school year goes on a waiting list
- Families that are not enrolled must re-register
- Each family's lottery number is placed in a lottery bin.

Reaching All Minds Academy will make sure that all students, regardless of their “academic ability, measures of success or ability, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry” are eligible to be admitted to the school. Each child with special needs will have an Individual Educational Program (IEP) prepared by IEP team for each child, consisting of the parents of the child, an EC education teacher of the child, Program Director, the child, if appropriate, a representative of the public agency.

Reaching All Minds Academy will make certain to carry out the IEP plan and to provide accommodation for the children with special needs in a least restrictive atmosphere. Children with special needs will be populated with children who are not disabled. Children with special needs will remain in the regular educational classes. If circumstances occur, children may need to be removed and the student education cannot be completed in regular educational classes, due to the nature of the child's disability.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

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

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

The educational theory and foundation of Reaching All Minds ACADEMY (RAM) embraces the theories of learning by doing (Dewey—“Selection of Essays”1990); rigor and relevance, (Willard Daggett, “White Paper” 2011); all children can learn (Ronald Edmonds, “Educational Leadership, 1979); and constructivist learning (Brooks, J. G., & Brooks, M. G. (1993). The Board of Directors and Advisory Council of RAM have based its program model on its program under the following beliefs:

- All children can learn.
- Learning is an ongoing process.
- Students must be active participants in the learning process.
- The curriculum must be rigorous, and relevant to present and emerging real world problems.
- Students must be able to apply knowledge and skills acquired to solve real world problems, create unique projects and designs for use in real-world situations.
- Learning must be assessed in the context of teaching and data driven.
- Teaching must seek and value the students’ points of view and establish caring, positive and nurturing relationships with all students.
- RAM Academy must develop and maintain positive and appropriate connections with parents and the community.

RAM’s program model will implement a rigorous core academic curriculum with an integrated STEM approach in all grade levels. The proposed innovative offerings of model will include the following:

- Blended Core/STEM project-based learning activities throughout the instructional program that use the community as the integrating context.
- Project-based learning strategies will be aligned with the North Carolina Extended Common Core State Standards.
- Students will work in technology-rich classrooms where each student will have access to Smart Board technology, eReaders, and iPads.
- The school will have a grade level science lab, an engineering lab, outdoor learning areas, a food engineering lab, and a mini-discovery inquiry room.
- Instructional delivery through the Sky digital learning environment.
- Multiple Digital Learning applications—academic information, games, quizzes, activities, online journaling, and simulations.

- Rich, engaging, diverse and flexible curriculum to best meet the students' needs.
- School-wide service learning activities where students work in teams to construct their own perception of an environmental, health, or social problem in their immediate community and develop and deliver to the community strategies to solve the identified problem.
- Frequent interaction with parents and the community in teacher/student planning sessions.

2. Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

RAM will employ various teaching approaches and methodologies to engage students in the learning process. Our primary platform will be project-based learning approaches that will engage students in developing cross-curriculum STEM skills. Depending on the assessed needs of individual students, teachers will use (student centered) direct, indirect, or cooperative learning instructional strategies to deliver course content competencies for grades K-5. Teachers will embrace the teachings of Willard Daggett, (2011). They will have rigorous and relevant expectations for all students, build strong relationship with students, possess depth of content knowledge and make it relevant to students, facilitate rigorous and relevant instruction based on where students are academically and how they learn, demonstrate expertise in use of instructional strategies, technology, and best practices, and use assessments to guide and differentiate instruction. RAM will use the following curriculum:

- Shurley K-5 Language Arts Curriculum;
- AHA Science K-5 Web-Based Curriculum;
- Aha Math K-5 Web-Based Curriculum;
- Easy/Tech K-5 Technology integration.
- Ubeats (A STEM Curriculum for the Arts program developed by the National Science Foundation through a grant to UNC-Greensboro and North Carolina State University.
- The Sky digital learning environment provides teachers with the tools to differentiate instruction to meet the needs of all students through a variety of implementation models.

These programs are evidenced-based and are aligned with North Carolina Common Core Standards. The technology component provides targeted practice and assessment of student achievement. Easy/Tech improves student learning outcomes in core curriculum subjects while it provides students with the skills they need for achieving mastery of 21st Century skills. In addition, the digital learning environment allows teachers to customize instruction and assessment, and incorporates other web-based resources into their lessons and projects, providing targeted instruction, reinforcement, and enrichment as needed.

Classrooms will be digitally rich with a teacher student ratio of 1:12. Each student will be assigned iPads to use in the classroom and will be able to checkout them out on weekends. All programs are specifically designed for multiple classroom scenarios; whole-class, small group, and individual instruction. In addition, teachers can create and share their own content, and avail of content created by other users in the Learning.com community, as well as content provided by third-party providers.

The curriculum will be presented through the Learning.com Sky digital learning environment. With online inquiry-based learning Students learn best when they can construct their own knowledge of the world around them. With AHA Science they can test hypothesis, change variables, and make their own conclusions.

Integrated STEM Project

Students create a model community on Mars and share what they learn. Watch as they get excited and impassioned about science with Imagine Mars, a complete STEM project with implementation guide. This project makes integrating STEM (science, technology, engineering and math) into teaching easy and fun in addition the integrated online learning will:

- Increase students' enthusiasm for STEM;
- Improve participation;
- Build students' skills in inquiry, observation and analysis;
- Teach the way students expect to learn with technology; and
- Use for effective professional development.

Support Core Learning

- Reinforce science, math, and technology vocabulary verbally and visually to deepen understanding of key concepts.
- Designed to address environmental and health issues in the community through social-networking and media strategies with their mentors; and (4) at least 40% of economically disadvantaged students and their families will increase their use of technology in the home and the community.
- The goals of service-learning initiatives are to develop knowledge and skills of participants to use various strategies to identify and solve issues affecting communities.
- Curriculum built on the National Science Education Standards (NSTA).

AHA Science and AHA Math units integrate the scientific mathematical processes into instruction, examples, student interactions, games, and inquiry-based activities. This complete immersion creates the foundation students need to become successful achievers who are comfortable with the process of identifying questions and discovering the path to learning about and finally answering these queries.

The following two examples are presented below to detail how Sky digital learning is aligned with the North Carolina Common Core Standards. Additionally, Teachers will be able to plan classroom to select specific core competencies and create content-aligned units of instruction and share them on the Learning.com site, allowing all teachers at RAM to have access to this content. As an example of this function, we have created two integrated STEM units. These units incorporate Math, Science, Technology, Language Arts and a hands-on project, forming integrated STEM units that provide a real world context to help students apply what they have learned.

The goal of the first unit is to help students understand about plant and animal life, diversity, and adaptations. The math connection gives students practice in adding and subtracting two digit numbers with and without regrouping. The theme of the lesson is farm life, so it makes a nice tie in. The engineering component is the Journal, which asks students to design and write instructions for creating a structure to protect crops from animals and the weather. Students will then build the structure using Lego kits or other appropriate materials. Teachers can plan additional writing assignments select books based on the grade level core standards.

EX.4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats. 4th Grade Life Science: Ecosystems

The following additional units are covered under this competency:

- Plants, Animals, Environment
- Nature of Diversity of Plants
- Nature and Diversity of Animals
- Earth's Many Environments
- Feeding Frenzy
- Corn Harvest
- Bag It
- Protecting your Crops
- Plants, Animals
- Plants, Animals, Environments Quiz
- Student Feedback

The second unit focuses on the weather, providing students with an understanding of how certain types of weather happen, the instruments we use to track the weather, and assesses their understanding with a quiz. Students will be asked to track rainfall in their area, collect the data, and graph the results as part of the unit's culminating project. They will then make predictions about how the weather might impact their local area, and how too much or too little rainfall might affect farm life. To prepare for this unit, technology curriculum items have been included to teach students how to input data into a spreadsheet, and how to turn the data into graphs. For service learning, students can develop bulletins about the impact of the level of rain and communicate this to members of the community.

EX.4.E.1 Use the tools for observing, recording and measuring changes in weather conditions. 4th Grade Earth and Environmental Science: Earth Systems, Structures and Processes

The following additional units are covered under this competency:

- Understanding Weather
- Weather Instruments
- Understanding Weather Quiz
- Cell Formatting
- Columns and Rows
- Parts of a Spreadsheet
- Tables and Data
- Pie Charts
- Bar Graphs
- Line Graphs
- Tracking Rainfall

The following is a daily schedule showing an 8 ½ hour school day with a 40 minute lunch break.

| MORNING SCHEDULE | | | AFTERNOON SCHEDULE | | | | |
|-----------------------|--|--------------------------------|--------------------|-----------------------------------|---|-------------------------------|----------------------------------|
| 8:00-8:40 | 8:40-10:00 | 10:00-11:20 | 11:20-12:00 | 12:05-1:25 | 1:25-2:25 | 2:25-3:00 | 3:00-4:30 |
| Tutoring Mentoring | Language Arts Integrated STEM | Math Integrated STEM | Lunch | Science Integrated STEM | Social Studies Integrated STEM | ART Physical Activities | Community Service Learning |
| | | | | | | | Tutoring |

The pillars of the school culture are:

- We encourage high academic standards that will apply to all students.
- We are committed to the success of all our students.
- We respect one another, practicing honesty, fairness, openness, and direct communication.
- We will teach critical thinking and problem-solving skills that students will be able to continue and apply in life.
- We have high behavioral expectations for our students.
- We believe that in a caring, safe and nurturing environment, all children can succeed.
- The Ram Academy will be a place where the voices of students, faculty and parents are valued equally and all members of the community are welcomed to actively participate.

2. Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

Goal 1: Students will become proficient in the English/Language Common Core Standards:

- In the spring of each year, 75% of the students will be proficient in language arts as measured by scores on the North Carolina Assessments, Shurley Language Arts Assessment, and NWEA MAP Reading Assessment.
- Students will show at least a 10% growth in years 2 through 5 as measured by the pre/post assessments as measured by the Shurley Assessment series.
- Students performing below grade level will increase their proficiency level by 50% over time.
- Students will be able to work in teams to complete hands-on integrated STEM projects monthly over the course of one year and at least one Integrated STEM writing assignment biweekly as measured by the classroom teacher’s assessment.

Goal 2: Students will become Proficient in the Mathematics Common Core Standards:

- Each year, 75% of the students at each grade level will be proficient in mathematics as measured by the EOG Tests and AHA Math Easy Tech Assessment Program.
- Students will show at least a 10% growth in years 2 through 5 as measured by the EOG scores and the AHA Math Easy Tech Assessment Program and NWEA MAP Mathematics Assessment.
- Students will show at least 1 years growth between AHA Math Easy Tech pre/post assessments.
- Students will engage in hands-on STEM writing activities as recommended by the teachers and development staff at State of Washington Education Foundation’s Pinnacle School Models, Monarch Way Station Programs or the STEM Projects.

- Students will be able to work in teams to complete at least hands-on integrated STEM projects monthly over the course of one year and at least one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 3: Student will become proficient in grade level Science Common Core Standards

- Each year, 75% of the fifth grade students will score on grade level or above on pre/post, and interim assessments as measured by data collected on student proficiency level growth standards of the AHA Science program.
- Students will show a 10% growth in years 2 through 5 as measured by the AHA Science Assessment Program.
- Students will show 1 years growth between Shurley pre/post assessments as determined by the teacher.
- Students will engage in hands-on STEM activities as recommended by the teachers and development staff at Washington State Education Foundation's Pinnacle School Models, Monarch Way Station Programs or the STEM Projects.
- Students will be able to work in teams to complete 3 hands-on integrated STEM projects monthly over the course of one year and one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 4: Students will demonstrate proficiency in Social Studies

- In the spring of each year, 80% of the students will demonstrate proficiency on pre/post assessments differential between first semester academic reports and the second semester reports.
- Each semester an assessment of the students' understanding of the relationship of STEM areas to the real world beyond the classroom as determined by the classroom teacher.
- Students will be able to work in teams to complete hands-on integrated STEM projects monthly over the course of one year and at least one Integrated STEM writing assignment biweekly as measured by the classroom teacher's assessment.

Goal 5: Students will demonstrate an appreciation Art

- During years 1 through 5 90% of the students will demonstrate an appreciation of art by participating in the Ubeats on-line program provided by the National Science Foundation.
- Over the course of one year, 75% of the students will develop an understanding of STEM areas as measured by the Ubeats assessment program.

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

N/A—School

4. **The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F (d) (1)) and how it coincides with the tenets of the proposed mission.**

REACHING ALL MINDS ACADEMY

2013 – 2014 CALENDAR

August

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| 29 | 30 | | | | | |



School year may be extended due to inclement weather. Calendar subject to change.

IMPORTANT DATES

| | | | | | |
|---------------|----------------------------|-----------|-------------------|----------------|---------------------------|
| Aug 26 | First Day of School | Dec 18-31 | Christmas Break | May 5 | Cinco de Mayo |
| Sep 2 | Labor Day | Jan 1 | New Year's Day | May 26 | Memorial Day |
| Sep 25 | PTSA Meeting | Jan 20 | M.L. King Jr. Day | June 16 | Last Day of School |
| Oct 3-5 | Conferences | Jan 29 | PTSA Meeting | | |
| Oct 10 | Columbus Day | Feb 17 | President's Day | | |
| Oct 23 | PTSA Meeting | Feb 26 | PTSA Meeting | | |
| Nov 11 | Veteran's Day | Mar 26 | PTSA Meeting | | |
| Nov 27-29 | Thanksgiving | Apr 18 | Good Friday | | |
| Nov 27 | PTSA Meeting | Apr 21-25 | Spring Break | | |

| KEY | | | |
|-----------|----------|-----------------|--|
| No School | Half Day | First/ Last Day | |

5. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

In addition to the state testing program RAM teachers will offer a wide variety of teacher assessment, formative and summative, of students' mastery of concepts as they progress. Embedded throughout the Shurley Language Arts Program, AHA Math, AHA Science and Easy Tech units are a series of Games, Lessons, and Quizzes that are placed strategically within the units at points where student mastery of key concepts should be determined before they proceed. In the AHA Math program, the assessment component for grades K - 2 is imbedded in each lesson. Teachers gather valuable data that is generated as students' progress through the levels. All remaining grades 3-5 units have the quizzes embedded throughout each unit. Quizzes in the Easy Tech program begin to appear in unit 7, and become more frequent as students progress. The AHA Science program contains quizzes throughout all units.

In addition to the Quizzes, the Lessons and Journals give teachers opportunities to assess student understanding on an ongoing basis. The Lessons, which provide hands-on practice to support the skills introduced in each unit, are scored automatically by the program. The Journals are completed online by students, and graded online by teachers, who have the opportunity to provide immediate feedback on each Journal. The grade the teacher assigns is automatically entered into the teacher's online grade book once the Journal has been scored.

Finally, the Assessment Generator allows teachers to create state and Common Core standards-aligned assessments that are administered to students online, and assessed by the system. Once student assessments have been scored, the system's Recommendation Engine will suggest curriculum items available through the platform that teachers can assign to the whole class, groups within the class or to individual students to address areas of concern identified by the assessment results.

The RAM Academy will participate in the North Carolina Testing program as indicated below.

- K-2—NC K-2 literacy assessment
- Grade 3—Pretest in the first three weeks of the school,
- End-of-Grade Tests (EOGs)—Mathematics and Reading Comprehension at grades 3 – 5.
- End-of-Grade Test (EOG)—Science at grade 5.
- The North Carolina Writing Assessment at grade 4.

6. Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

For successful implementation of the Shurley Language Arts program and the Learning.Com Administrators, teachers, and support staff will need comprehensive professional development for competent administration of the Shurley Language Arts program and the Learning.Com Science, Math, Technology programs. A five day comprehensive intense training program will be implemented in August with follow-up sessions on teacher workdays as needed.

Shurley Language Arts and STEM Training

The Shurley training sessions will be designed to give teachers expertise in the administration of the program and its components, which include:

- Introduction to the Shurley Program.
- Explain the organization of the materials for grades K-5 and their unique Jingles features.
- Training on the curriculum components and how they are essential to student success.
- How to integrate STEM concepts in the Shurley Program.
- Assessment Strategies.
- Correlation State Standards.

Introductory STEM Training

The focus of this full day workshop is to provide a hands-on introduction to how to implement an integrated STEM approach to instruction. Teachers will understand why a STEM approach can be so effective, and how they can use the Learning.com digital learning environment, as well as the AHA Math, AHA Science and EasyTech programs to create integrated, relevant STEM units that provide a context and application for what they are studying. Teachers will learn to create classes, differentiate instruction to address the needs of the whole class, groups within the class, and individual students. They will learn to create and share their own digital content, and how to search for and assign content created by our community of users or available through our third-party providers. Finally, teachers will create one cohesive, integrated STEM unit they can assign right away.

Project-Based Learning through STEM

Teachers will become familiar with the benefits of using a Project-Based Learning approach to provide a meaningful application to concepts being studied in the content areas and through the integrated STEM units. In addition, teachers will become comfortable with the process of creating projects that can be integrated immediately into their existing STEM units, or that can form the framework for units yet to be created. This will include practice in identifying and articulating essential questions that will form the framework of each project, determining what they want students to discover, know, and how to do as a result of the successful completion of the project. Finally, each teacher will follow the process to create one project that can be immediately integrated into a STEM unit.

RTI and Data-Driven Instruction

Teachers will clarify their understanding of what is meant by Response to Intervention, evaluate data derived from whole class, group, and individual instruction, and use the information to assess overall student mastery of skills and concepts. Teachers will be introduced to the intervention tools available through the Sky digital learning environment, to include the standards-aligned Assessment Generator, and learn how to use these tools to identify areas of concern. They will gain experience with using the Recommendation Engine to find curriculum items that address whole class, group, and individual needs. Teachers will use this information to create initial plans for supporting struggling students and providing challenge for students in need of enrichment.

STEM Through Literature: A STEM Approach

Teachers will become comfortable with the idea of integrating the arts into their STEM units, providing another dimension to instruction, and offering additional ways to further engage students. This hands-on workshop will use content-area curricula to help teachers create integrated STEM units that use the arts, to include Language Arts and literature, as access points. In addition, teachers will become comfortable with creating their own customized curriculum items, and with searching for and assigning other content available through the platform.

STEM Through Writing – Integrating Writing into STEM Instruction

The goal of this workshop is to provide teachers with an understanding of and hands-on experience with integrating writing into STEM instruction. This workshop will include an overview and discussion of the kinds of writing students experience in the content areas, and what they will be expected to master by the end of the school year. Teachers will brainstorm and then refine ideas for STEM units that integrate a wide variety of writing throughout the unit. Finally, teachers will create one integrated STEM unit that thoroughly incorporates writing throughout the unit.

Mentoring and Modeling Integrated STEM Instruction – Options include:

- Classroom modeling of curriculum using customized lesson plans that address specific concepts as indicated by teacher/administrator. Students will be hands-on.
- Classroom modeling of a whole group lesson.
- Classroom modeling of small group lessons addressing specific areas of need as indicated by teacher/administrator
- Classroom modeling of project-based learning, using a customized project created in cooperation with classroom/content area teacher.
- Cross-curricular content modeling of a lesson that incorporates two or more subject areas.
- One-on-one or small group teacher workshops to create and refine STEM units and create customized lesson plans for implementation.
- Classroom mentoring to support teachers as they use their STEM content to teach a lesson. The Implementation Specialist will act as a resource and conference with the teacher at the conclusion of the lesson to provide feedback and suggestions.

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

If a student is not performing at expected levels, RAM will first involve parents in a conference at home or at the school. Teacher and parent will develop an expectation plan for the student. If the problem continues to exist, the teacher will call a conference with the School /Student/Teacher Educational Committee to gather input for all involved and to determine if the student is encountering social issues or other behavioral problems within the school. The outcome of this committee will be a teacher/student learning plan. This plan will be monitored

The plan will identify the expectation of the student, teacher, and parent. The teacher will report progress or lack thereof to the parent and the committee each week. Some strategies that may be utilized by the teacher include the following:

- Assign the student to the lead designer for one of the hands-on-learning projects.
- Constant collaboration with the parent.
- Assess student’s learning style.
- Develop teaching strategies to accommodate the student’s learning style
- Accommodated student with different assignments over shorter periods of time if needed.
- Use small group instruction
- Enrichment activities with STEM focus
- Increase use of technology.
- Assign student as the lead in a cooperative learning group.

- Reassess as often as needed.
- Continuous monitoring
- Assign student to an adult mentor.
- Provide staff development for teacher.

8. Details in how the proposed charter plans to involve parents and community members within the school.

Family involvement in the process is a key component to student success. Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson & Berla, 1994; Hickman, 1996). At Reaching All Minds Academy, parents and families will be welcomed and encouraged to become involved in various aspects of the program. We will create an educational atmosphere that will make families feel welcomed, respected, trusted, heard, and needed. RAM has already developed a partnership with parents through our after-school programs. Parents and community members are included as members of the Board of Directors. Additional involvement of parents and community members will include the following:

- Attend parent meetings;
- Provide input in planning integrated STEM activities
- Volunteer as tutors and/or mentors;
- Classroom and school monitors;
- Assist with the planning and implementation of fieldtrips to technology manufacturing and research industries in the Research Triangle Park;
- Assist with cultural, and recreational fieldtrips;
- Assist with service-learning activities in the community;
- Attend family night activities designed to bond with teachers, students, and administrators;
- Participate as guest speakers;
- Assist in soliciting resources for the school; and
- Attend workshop sessions designed to learn the Ski Digital learning processes.

As part of the Ski Digital program, AHA Math and AHA Science teachers will create untracked classes, and assign curriculum items to these classes to allow parents and caregivers to not only see what the students are learning in school, but to actively experience the programs for themselves. Because the classes are not tracked, no student licenses are consumed, and the parent data is not captured. Teachers only receive data from the work their students complete.

We will also encourage teachers to create an additional class that contains content students can access and complete outside of school. We recognize that many students do not have access to Web-enabled computers at home, but this content will be available to them whenever and wherever the opportunity presents itself.

10. Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

If a student is considered gifted under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.), RAM will follow all applicable rules and regulations of these laws. Instruction will be provided to meet learning expectations and abilities of all students. All students will be assessed using instruments designed for gifted and English Language learners. All students will be assessed regardless of economic status. Social skills assessment will also be administered to each student. Teachers will use the assessments to develop learning plans, which will be implemented through the Sky learning environment. Gifted students will be given more challenging learning experiences and higher academic standards. Students who exhibit higher thinking skills will be asked to explore higher level multidisciplinary STEM hands-on activities and reflective journaling. Students will be allowed to construct integrated learning and community service activities. RAM will include various services designed to highlight and develop their gifts while addressing their specific areas of need. RAM will work to create meaningful, applicable, and rigorous educational experiences for all students.

Intervention strategies will be provided to at-risk students who are experiencing poor performance academically or socially. The following are intervention and prevention strategies that will be implemented:

- Identifying areas of need or difficulty;
- More time on task;
- Individualize instruction;
- One-on-one or smaller learning centers;
- Establish an instructional continuum skills whereby students must master one level before moving to the next level;
- Create cooperative learning groups;
- Ensure that teacher is addressing individual learning styles;
- Provide after school tutoring or supplemental educational services;
- Teacher must provide a positive, caring, and nurturing environment;
- Utilize all senses to demonstrate what is to be learned;
- Engage parents at each level of improvement;
- Ask parents to help with homework or ensure that student is reading at home; and
- Provide hands-on learning activities.
- Continuous Monitoring.

For English Language learners teachers will make every effort to teach all students. RAM will implement the following strategies to increase the achievement of Language deficient students:

- Assess speech and language skills;
- Provide material in the Language of the learner.
- Provide an interpreter to assist students in learning the English Language and in understanding the concepts being taught.
- Continuous monitoring.

11. **Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.**

RAM will offer the following extra-curricular activities during the last period of the day.

- Student Clubs representing each strand of the curriculum
- Technology Club
- 4H Boys and Girls Clubs
- Kids Cafe
- Debate Clubs
- Intramural basketball, soccer, or softball
- Fieldtrips
- Family Nights

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F (g) (5), as stated below:

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

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Reaching all Minds Academy (RAM) will provide a clear, thorough explanation to parents of the procedures the proposed charter will follow to insure compliance of the above laws. As a part of this section, the plan will include how we will identify and meet the needs of the projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach and mission.

Reaching All Minds Academy (RAM) will not limit admission based on intellectual ability, disability, race, creed, gender, national origin, religion, or ancestry. We believe that all children can learn and embrace the theory of Howard Gardner (Frames Of Mind, 1983), that each one possesses multiple intelligences and has a different style of learning. Accepting this theory that each student approaches learning differently, the RAM staff will be able to adapt their lesson plans and activities using Howard Gardner's theory on multiple intelligences thereby increasing the students' ability to comprehend STEM curricular and improve their academic achievement.

RAM will implement the Inclusion Model and all children identified as exceptional will receive instruction in the regular classroom with their student peers. At least one teacher will be hired who has Exceptional Child (EC) certification and is fully licensed and meets the highly qualified designation. This position will provide support to all teachers in each subject area. All teachers will be trained in the identification, screening, implementation and maintenance of Individual Education Program (IEP) and Section 504 plan.

The staff of RAM will work with students who have Individual Education Programs (IEPs) or Section 504 plans to ensure that all requirements are being met to allow the students to be successful in school. The IEP will be updated as mandated by the law and modifications will be made to accommodate each student. The school administrator, along with the parents, teachers, and other professionals will combine their efforts to meet the developmental needs of the child and will be invited to attend meetings and review all findings. Students will be evaluated to see if they are eligible for Section 504. If eligibility is documented in the testing process, the school committee will develop a 504 plan and will be offered accommodations and/or services for the identified disability. Accommodations and services for both IEP and 504 will include but not be limited to modification of test and assignments, modified instructional strategies, extra set of textbooks for home, adjusted seating, use of study guides/organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.

RAM will also assist families with an Individual Family Service Plan (IFSP) to make sure that the needs of the families of special needs children are receiving the support and encouragement they need to meet the needs of their children.

RAM's EC support staff will provide ongoing, intensive training for all teachers to ensure awareness and compliance with state and federal exceptional children's laws. The EC support staff will work closely with classroom and special teachers to provide students with necessary and appropriate accommodations and interventions. The students' needs will be supported throughout the interventions as determined by the Support Services Team and Advocates (SSTA). The team process will discuss the findings, and make a decision whether the concern about the student is academic or behavioral in nature. The interventions will be established and the team will decide on placement for the student. The student's placement can be changed as needed by writing an addendum to the IEP or 504.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B (b) (12); G.S. 115C-238.29F (d) (4 and 5))
Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.



FAMILY HANDBOOK
2013 – 2014

Draft is subject to change

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Welcome to Reaching All Minds Academy

Thank you for choosing Reaching All Minds Academy. We are proud of our school and are excited about your child's prospects for growth.

The focus of Reaching All Minds Academy is to prepare students early on for the study of science, technology, engineering and math – or S.T.E.M. for short. Maintaining scientific and technological leadership is essential to the future of our country. The goal of Reaching All Minds Academy is to prepare elementary students who are capable of keeping pace with social growths both academically and globally.

Reaching All Minds Academy students are individuals and our educational program is tailored to meet their individual academic needs. Reaching All Minds Academy standards are high and our curriculum is rigorous, our teachers and administrators will carefully monitor individual student's academic gains.

The Reaching All Minds Academy Family Handbook contains school policies and procedures that students and parents will need to ensure a successful year. Please take the time to become familiar with the handbook, adhering to the rules and regulations enabling all Reaching All Minds Academy students to receive the quality education in a safe and nurturing school environment.

Thomas McKoy
RAM Board Member President
Reaching All Minds Academy

**REACHING ALL MINDS ACADEMY
ORGANIZATION CHART**

REACHING ALL MINDS ACADEMY
Board of Directors

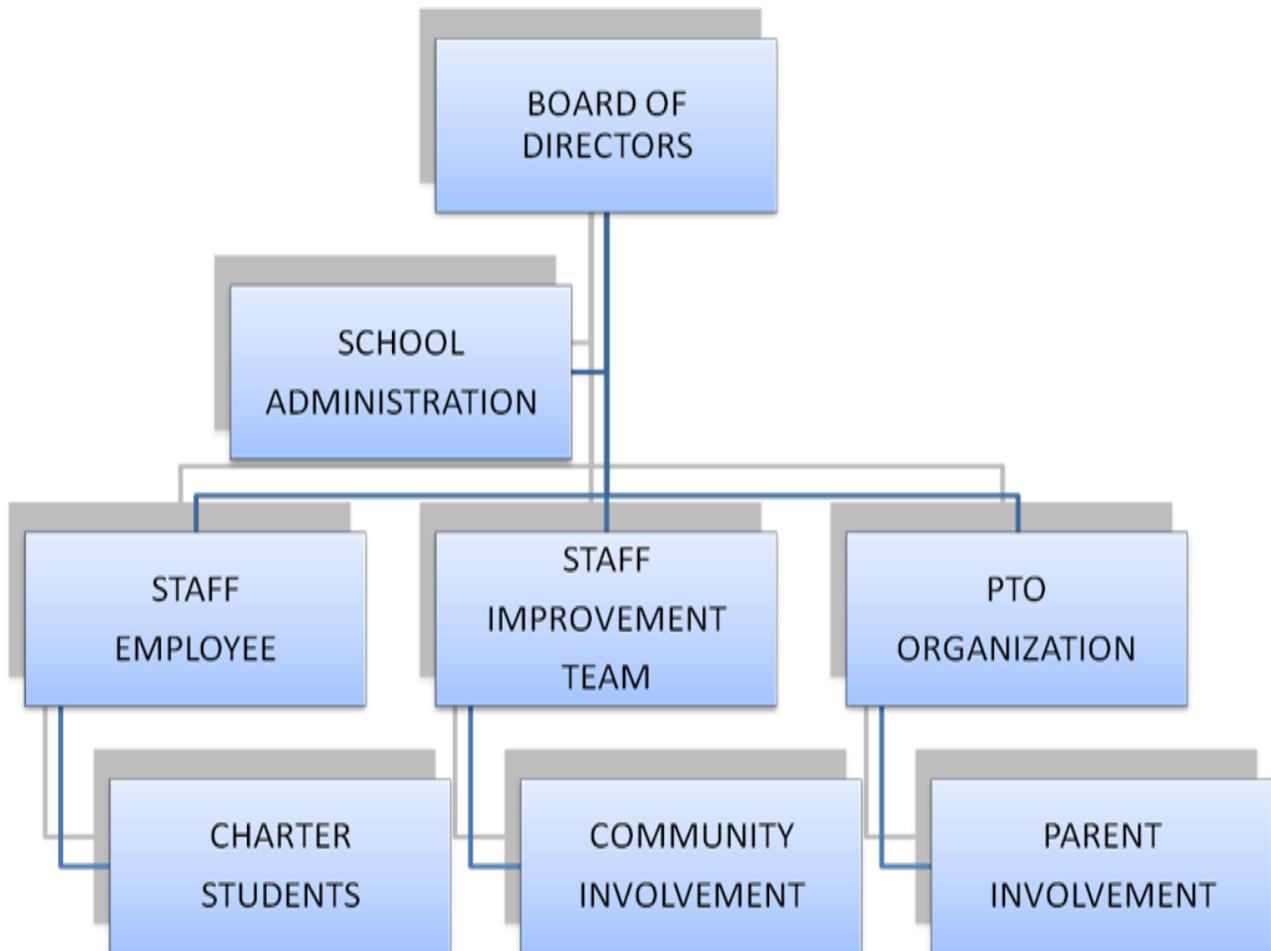
Thomas McKoy
Shilanka Ware
Rolanda McKoy
Beverly Morgan
Sheila Tillery
Roland T. McKoy

Board President
Board Member Funding Committee
Board Member Attorney
Board Member Human Resources
Board Member Finance
Advisory Council

REACHING ALL MINDS ACADEMY

Mission Statement

The mission of Reaching All Minds Academy (RAM) is to prepare students to become productive citizens with the skills needed to solve complex problems, think critically, exhibit positive social competencies, civic responsibility, functioning as a collaborative member of a team in a highly technological and global society. To fulfill this mission, Reaching All Minds Academy will establish an extended school day; infuse Science, Technology, Engineering and Math (STEM) hands-on project learning activities; provide effective professional development for faculty and staff; engage the total community, include parents in educational partnerships; use real world experiences as the integrating context; and create a safe and nurturing learning environment.



Effective Schools Research

Reaching All Minds Academy will use outcomes of Effective Schools Research to guide the program and policy choices of the school. The characteristics found to directly affect student achievement will lay a foundation for the continuous development of the school to help each student reach his or her full academic potential. The defining features of an effective school that we will use are:

A Safe and Orderly Environment

Students will feel safe, welcome, and nurtured. Expectations will be clear and consequences for not meeting expectations will be consistent.

Focus on Achievement

Expectations of achievement are set for student behavior and performance. Staff, parents, and students are committed to helping students reach these expectations.

Cooperative Work Environment

The school has a focused mission that is clearly communicated to staff, parents, and students. All participants work together to accomplish the school's mission.

Focused Curriculum

The educational program offers a strong base of content which is sequenced to provide a solid background of knowledge.

Strong Instructional Leadership

The School Director is the educational leader of the school. He/she guides the teams of teachers in implementing the school's mission and vision.

Time on Task

Students are given frequent, varied and meaningful learning opportunities. Disruptions from activities that do not directly affect learning objectives are minimized.

Observation of Student Progress

Schools are driven by student performance on standardized tests. Data Indicators are used to evaluate programs and guide instruction.

Parental Involvement

As patrons in the school, parents are welcomed and encouraged to be involved in many different capacities.

Attendance

Daily attendance is important to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) approval in advance or 2) falls into one of the excused absence classifications. A parent note is required within three days of the student's return to school to be excused.

Examples of excused absences include:

- Illness
- Doctor's or Dentist's appointment
- Death in the family
- Absences approved in advance

Students who need to leave school before the school day is over must be signed out by a parent or guardian. Teachers should be notified in advance regarding time and reason for the student leaving early.

Communication

Communication between the RAM Academy and families is vital to the achievement of our students and school. If you have a problem or concern, please contact your student teacher, the office staff, or the school director.

Parent/ Teacher conferences will be held after every grading period or as needed. Parents will be able to sign up for a conference time that is convenient for them and the teacher. Weekly classroom newsletters will be sent home with all students, informing parents of upcoming activities, assignments, and events. Periodic emails, phone calls and monthly newsletters will be sent from the school director regarding communication from Reaching All Minds Academy

Dismissal

Kindergarten students will be dismissed at 2:30 p.m. Students may be picked up at that time or, with prior notice given to the teacher, may stay until the 2:55 p.m. dismissal. Students will be dismissed at 2:55 p.m. In order to protect the time on task and make the most out of the school day, instruction will occur until 2:55 p.m. Parents should wait until 2:55 p.m. to pick up their students. All students that are not participating in a pre-arranged activity should be picked up no later than 3:30 p.m. Afterschool dismissal time is at 4:30 p.m.

Dress Code

Students should dress in a manner that is optimal for learning and not distracting to others. With that goal, Reaching All Minds Academy dress code will be as follows:

Hair must be of natural color and not extreme in styling. No headwear may be worn without prior approval by the director.

Girls may wear one earring in each ear. No other piercings may be worn. Shirts must be collared, and purple or white in color, or approved Reaching All Minds Academy spirit wear.

Pants must be khaki or black in color and of cotton or cotton blend. They must be well fitting and of an approved style (no skinny pants, leggings, big-pocketed cargo pants). Shorts, skirts, and capri's must be khaki or black in color and of cotton or cotton blend. They must be at least 1 inch longer than fingertip length when arms are extended to the sides. Boys' shorts should not be longer than the knees. Undergarments should not be visible.

Shoes should be closed toe and closed heels. No flip-flops or Crocs will be allowed. Socks must be worn, except with girls' dress shoes.

Math

Aha Math will be used as the primary math program beginning in grade 2. Advanced students will have the option of moving ahead and advancing the mathematics curriculum.

Reading and Language Arts

The Shurley Grammar will be used to teach students in grades K-5 to utilize the reading and language arts program as outlined in the Core Knowledge Sequence.

Students have different learning styles that well trained and knowledgeable educators take into consideration as they prepare their lessons. The intelligences of different students integrate information in different ways. Reading is not a natural act, but rather an acquired skill. Therefore, to meet the needs of all students, reading instruction will be taught using a variety of presentation styles.

Field trips in both science and history will be used to bring the subject area alive. They will be well planned, focused on the present subject matter, and available to all students at all times. To extend the learning opportunities for students with various learning styles, teachers will be given the necessary training, materials, and planning time to create lesson plans that touch all students.

Character Education

Character education is one of the pillars of Reaching All Minds Academy. In grades K-5 time will be set aside each week to explore the school-wide virtue of the month through stories, crafts, drama, and discussions.

Physical Education

Physical education will be provided in all grade levels. An importance will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the Reaching All Minds Academy program.

Art and Music

Art and music instruction will be available for all students in grades K-5. Art classes will include production of art with a variety of media as well as social and historical perspectives with the goal of developing an appreciation of a variety of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of a variety of music.

Homework

Reaching All Minds Academy believes that homework can be a valuable part of the learning experience. The discipline, study skills, and responsibility that daily homework assignments give a student can help each student be successful in higher education and beyond. All grades will be expected to give homework at least four times per week that is appropriate in difficulty and designed to help the students reach their educational objectives.

Make-Up Work

It is the responsibility of each student, with help from the parent, to obtain all missed assignments from their classroom teacher. Class work and homework that is missed due to an excused absence must be made up within two days upon his return to school, or within the same number of days that the student was absent. Teachers are not required to give assignments in advance of absences, but may do so at their discretion. Class work and homework that is missed due to an unexcused absence may be made up at the teacher's discretion, but will be recorded at no more than 50%.

Special Education

Reaching All Minds Academy endeavors to meet the educational needs of every enrolled student. Either parents or teachers may refer a student to the EC department for an evaluation to determine if the student has special needs that should be addressed. Students with special needs will be supported throughout the interventions determined by the Reaching All Minds Academy School Support Team (SST). Students will be identified and evaluated in accordance with state and federal regulations. The Reaching All Minds Academy SST process will identify whether the concern about the student is academic and/or behavioral in nature. Research-based interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the RAM Academy SST. If the plans prove to be successful the strategy will be continued, if not, adjustments will be made to implement a different set of interventions. Other areas will also be assessed such as speech and language. The RAM Academy SST committee, school director and parents will review results and agree upon a plan.

The following is lists of services that will be provided to serve the needs of the exceptional student population are as follows:

- Academic Pullout
- Consultation and Collaboration
- Speech Therapy, Physical Therapy & Occupational Therapy
- Enriched Curriculum

Electronic Devices

All electronics are required to be kept/put away for the entire academic day, except with the permission of the teacher. Students that bring electronic devices to RAM Academy do so at their own risk, and the school will not be responsible for lost or stolen electronics.

Laptops may be brought to school with prior approval from the teacher. Cell phones may be brought to school only after the parent and student have signed the cell phone use policy. Cell phones are to be put away for the entire academic day. Failure to abide by the cell phone use policy will result in the forfeiture of cell phone privileges.

Health and Safety

Students' health and safety is a priority for Reaching All Minds Academy. Members of our staff will be trained as first responders by the American Red Cross. Further, all staff members will be trained on the school's emergency response plan. NC students are required by law to have certain immunizations prior to attending schools: DTP, Polio, Measles, Mumps, Rubella, Hepatitis B, and Varicella. Reaching All Minds Academy staff will work to make sure all students meet the immunization requirements. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons.

When medically necessary, medications (over the counter or prescription) may be administered by trained school personnel. Permission must be given in writing by the parent and kept on file in the school office.

Reaching All Minds Academy staff will work with the Health Department, and contract services when appropriate, to offer our students special health screenings. These screenings include hearing, vision, and speech.

Lunch

Students will eat lunch in the Kids Café Dining room with either their teacher or parent volunteer supervising; students may bring their own lunches.

Snack

RAM Academy students will be allotted a time in their daily schedule for snacks. Students may bring a healthy snack from home to have during that time. Sodas and candy are not considered healthy snacks.

Promotion and Retention

Students will be promoted to the next grade when they have demonstrated a mastery of the previous grade level objectives. Parents of students being considered for retention shall be notified in writing as early as possible, not less than 45 days before the end of the school year. Parents may respond in writing to the Director within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Director.

The Director will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Parent recommendation
- Student's test scores (EOG)
- Student's academic progress over time
- Student's portfolio of work
- Student's behavior history
- Student's attendance history
- Student's special education needs

Student Conduct and Discipline

Student expectations will be communicated clearly at the beginning of each academic year, and periodically throughout the year. Students are expected to follow three basic principles from which all other expectations will follow: **respect yourself, respect others, and respect the school.**

Many behavior corrections may be taken care of in the classroom by the classroom teacher. Each teacher will establish a system to reward desirable student behavior and discourage undesirable student behavior. Teachers will communicate with parents when students exhibit undesirable behavior that results in a disciplinary action being taken. When students exhibit behavior that is extremely disruptive to the class or goes beyond what the teacher's system can handle in scope or frequency, the student will be referred to the office for administrative discipline.

Administrative discipline will always include notification of and consultation with the parent and may include

- Detention
- In school suspension
- Out of school suspension
- Long term suspension

When considering administrative disciplines for special needs students, the school Director will review and consider any accommodations made as a result of the student's IEP or 504 statuses and if the behaviors are a manifestation of the student's disability. If a student with an IEP or 504 plan exhibits continuous disruptive behavior, a functional behavioral assessment and/or a behavior intervention plan may be put in place. Parent(s) may appeal to Reaching All Minds Academy for any administrative discipline by submitting a written request for review to the Director within 7 days of the written notification of the administrative discipline. The Director will either reconsider the discipline or forward the request for review to the Board of Directors within 3 days. The Board will hold a hearing with the parents and a representative, if desired, will be given a chance to speak on why the administrative discipline should be changed. The Board of Directors' decision on the request for review will be final.

Tardiness

Students are expected to be in their respective classrooms by 8:10 every morning. Excessive tardiness disrupts the classroom instruction schedule and exhibits disrespect to the teacher and the other students in the classroom. Excessive tardiness will be cause to refer the student to the Reaching All Minds Academy Director for disciplinary procedures.

Visitors and Volunteers

Volunteers are an essential part of the mission for the Reaching All Minds Academy. It is our goal to welcome all visitors and volunteers. When you arrive at school, please sign in at the front office. When you leave, please sign

REACHING ALL MINDS ACADEMY
2013 – 2014 SCHOOL YEAR CALENDAR
Reaching All Minds Academy
Daily Schedule

7:30 a.m. Students begin to arrive
8:10 a.m. Report to Classrooms
8:25 a.m. Classroom Instruction Begins
11:20a.m. – 12:05 p.m. Lunch
12:05 p.m. – 2:25 p.m. Classroom Instruction
2:30 p.m. Kindergarten Dismissal
2:55 p.m. 1st Grade – 5th Grade Dismissal

Marketing

Student applications will be one of our first priorities. We will have ads and press releases ready to go to local media as soon as we get final approval. JayMichael Ink Printing has agreed to provide the initial designs and marketing services for no upfront costs. We will advertise at Community Forums, on Craigslist, in The Durham Herald Sun, The News and Observer and local media stations. We will additionally target students at local daycare centers and preschools.

We will collect names from interested parties that visit our website and mail them applications. We will also forward applications to our current mailing list of interested families. Parents will be able to drop off applications in person and designated mail boxes at Reaching All Minds Academy located at 2703 Holloway Street Durham, North Carolina.

Enrollment

The open enrollment period will start as soon as we get final approval. If a lottery must be held for any grades it will be held upon approval. Several volunteers will help with the mailings and the lottery.

Location

Reaching All Minds Academy is located at 2703 Holloway Street Durham, North Carolina 27703.

Staffing

Beverly Morgan will head up a hiring committee. The number of applications received will dictate hiring decisions. We will initially advertise on craigslist, in newspapers, and with placement centers at local universities including NC A&T, UNCG, NCCU, NCSU and UNC Chapel Hill Universities. After the School Director is contracted, he or she will take over as head of the hiring committee and will recommend all new hires to the Board for approval.

Funding

Shilanka Ware will head up the funding committee. We will explore a number of options to acquire funding for Reaching All Minds Academy.

| | | |
|----------------|---|---------------------------|
| | Establish security/inclement weather Plan | Board/Program Director |
| | | |
| December, 2012 | Prepare for Lottery | Board/Program Director |
| | Review Acceptance Folders | Program Director |
| | Meet with Board | Program Director |
| | Develop procedures/criteria for wait list | Board/Program Director |
| | | |
| January, 2013 | Conduct Lottery | Board/Program Director |
| | Finalize Class schedules/calendar | Program Director |
| | Establish wait list | Program Director |
| | | |
| February, 2013 | Meet with Board to check renovations | Program Director |
| | Set up Safe Serve classes for Cafeteria Staff | Program Director |
| | Confirm acceptances – send out letters | Public Relations |
| | Advertise for all Staff | Public Relations |
| | | |
| March, 2013 | Establish Emergency Evacuations Procedure | Program Director |
| | Finalize health and safety procedures | Program Director |
| | Begin to accept employment applications | HR |
| | Finalize curriculums | Board/Program Director |
| | | |
| April, 2013 | Meet with benefit administrators | HR |
| | Establish Before and After School Care | Director of After School |
| | Final walk through of renovations | Board/Program Director |
| | Selection of “Shurley English Curriculum” | Program Director |
| | Selection of STEM “Learning Curriculum” | Program Director |
| | Selection of STEM 4-H Curriculum | Program Director |
| | | |
| May, 2013 | Order all supplies | Finance |
| | Install Smart Boards/computers | IT Personnel |
| | Establish relationships with custodial service | Board/Program Director |
| | Request student records, immunization records | Program Director |
| | | |
| June, 2013 | Finalize school calendar | Administration |
| | Hire Teaching Staff | Board/Program Director/HR |
| | Verify and confirm all inspections | Program Director |
| | Final walk through of renovations | Program Director |
| | Send invitations to parents of school opening and Family Night | Public Relations |
| | | |
| July, 2013 | Student Placement Screening | Program Director |
| | Identify students with IEP’s schedule meeting with parents and students | Classroom Teacher |
| DATE | TASK | RESPONSIBLE PARTY |
| | Furniture Delivery | Finance |

| | Setup Classrooms | Classroom Teachers |
|--------------|----------------------------|---------------------------|
| August, 2013 | Two Week Teacher Training | Program Director |
| | Parent Student Orientation | Teachers |
| | Open House – Family Night | Program Director/Teachers |
| | Community Reception | Program Director/Teachers |
| | | |
| | | |

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- Provide a detailed description of the existing private school’s financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school). N/A
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school’s expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Administration

- 1 Director
- 1 Assistant Principal (as population permits)
- 1 Administrative Assistant

Instructional/Teaching Staff

- 1 Part Time EC Teacher
- 7 Full Time Classroom Teachers (as student population permits)
- 2 Teacher Assistants
- 1 part time IT staff
- 1 part time Guidance Counselor

Other Staff

- 1 Custodian/Maintenance
- 2 Food service staff
- 1 Part-time Finance staff

Total Staff 2013-2014: 17

As soon as final approval is given, Reaching All Minds Academy will advertise for all positions in several different ways. News media such as teacher-teacher.com, Facebook, and Craigslist will be used as well as more traditional outlets such as the News and Observer classifieds. We will also advertise open positions through the placement offices of local schools of education including NCCU, NCSU, UNC CHAPEL HILL, and DUKE University.

Until a Director is in place, Beverly Morgan will head up a hiring committee that will consist of Board members, community members, and teachers who have already been hired. After a Director is in place, he/she will lead the hiring committee. When a teacher is under consideration for a position on a grade level team for which there is already staff in place, the current grade level staff will be expected to make a recommendation concerning the prospective hire.



**STAFF HANDBOOK
2013 – 2014**

Draft subject to change

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REACHING ALL MINDS ACADEMY

2013 – 2014 CALENDAR

August

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September

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December

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February

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March

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| 30 | 31 | | | | | |

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May

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June

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School year may be extended due to inclement weather. Calendar subject to change.

IMPORTANT DATES

| | | | | | |
|---------------|----------------------------|-------------|-------------------|----------------|---------------------------|
| Aug 26 | First Day of School | Dec 18-31 | Christmas Break | May 5 | Cinco de Mayo |
| Sep 2 | Labor Day | Jan 1 | New Year's Day | May 26 | Memorial Day |
| Sep 25 | PTSA Meeting | Jan 20 | M.L. King Jr. Day | June 16 | Last Day of School |
| Oct 3-5 | Conferences | Jan 29 | PTSA Meeting | | |
| Oct 10 | Columbus Day | Feb 17 | President's Day | | |
| Oct 23 | PTSA Meeting | Feb 26 | PTSA Meeting | | |
| Nov 11 | Veteran's Day | Mar 26 | PTSA Meeting | | |
| Nov 27-29 | Thanksgiving | Apr 18 | Good Friday | | |
| Nov 27 | PTSA Meeting | April 21-25 | Spring Break | | |

KEY

| | | |
|-----------|----------|-----------------|
| No School | Half Day | First/ Last Day |
|-----------|----------|-----------------|

General Expectations

Hours

All classroom teachers are expected to be in their classrooms by 7:50 a.m. each morning. If there is a lunch volunteer for the day, teachers may leave the classroom for 30 minutes during the scheduled lunch. If there is no lunch volunteer, the teacher is expected to stay with his or her students during lunchtime. Teachers may leave at 3:45 if there are no further obligations that day. Hours before and after school may vary depending on scheduled meetings and events.

Attire

Staff members' attire should be consistently professional. With the exception of some field trips and occasional special events, denim, crocs, flip-flops, and the like should not be worn. Teachers should equal or exceed student's dress code.

Conduct

Reaching All Minds Academy staff members represent the school at work and in the community. It is important that their behavior reflect the values of RAM Academy.

Communication

Effective communication is essential to a well run school. Classroom teachers will send home weekly newsletters outlining class work and activities happening that week. Teachers will also put important information on their classroom websites, and update their online grade books weekly.

As a public school of choice, RAM Academy depends on our families. It is important to remember that the parents are the customers of the school. Therefore, any phone calls, notes, or emails from parents should be returned the same day if possible.

Volunteers

Parent and community volunteers are vitally important to the successful operations of RAM Academy. As such, all staff members are expected to make the school a welcoming, inviting place for volunteers. Classroom teachers are responsible for making sure their volunteers have a clear understanding of student expectations and what the volunteer should do if those expectations are not met.

Out of Classroom Obligations

In addition to classroom and teaching responsibilities, staff members will be required to perform other duties and services for the school and the community.

Meetings

All staff members will be expected to attend regular staff meetings at times and intervals set by the Director. Additionally, grade level team members will be expected to meet at least twice a month to coordinate lessons, activities, and programs.

Extracurricular Duties

As a part of the RAM Academy community, each staff member will be expected to take on at least one extracurricular activity or service. Examples of acceptable activities include leading a club, coaching a sport, or serving on a special committee. Extracurricular activities shall be approved in advance by the Director.

Community Service

An important part of the character education program is the community service component. Staff members will be expected to participate in periodic service projects along side RAM Academy students, families, and community.

Staff Parents

Staff members who are also parents have a unique role in the school community. In addition to the responsibilities as a staff member, they have additional responsibilities as parents of a RAM Academy student. These responsibilities involve the same commitment expected from parents who work outside of the school and include sharing time and talent voluntarily with the Reaching All Minds Academy community.

Resources

Staff members are expected to be good stewards of the school's limited resources. Supplies are necessary and greatly enhance the learning opportunities for our students, but care should be taken that they are not wasted. RAM Academy is committed to providing each teacher with the necessary tools to do his or her job well. Accordingly, RAM Academy will provide each classroom teacher with available additional supplies and materials for his or her classroom.

School Closings

School closings or delays due to inclement weather will be announced on local news channels. Staff will not be expected to report on those days.

Absences

As professional educators, teachers are expected to be at school for all of the scheduled school and work days. Student time on task is negatively impacted when the classroom teacher is not in the classroom. When serious illness or other emergencies do occur, staff members should notify the office immediately so that an appropriate substitute can be scheduled. Absences for appointments, travel, professional development, or other scheduled events must be approved in advance by the Director.

Classroom Expectations

Lesson Plans

Lesson plans for the week should be completed and available for review Monday morning. They should be clearly labeled and available so that in the event of an unexpected absence a substitute can step in and teach the scheduled lessons.

Substitutes

Substitutes will be scheduled by the administrative assistant. Every effort will be made to honor each teacher's preferences from the approved substitute list.

Educational Program

RAM Academy teachers will be required to follow the educational program set by the Board of Directors of the school. Any deviation from the prescribed curriculum, pacing guides, or programs must be approved in advance by the Director. A report of any major changes or deviations from the prescribed program will be included in the Director's report to the Board of Directors.

Classroom Guidelines

Teachers are expected to keep an orderly, engaging classroom. The teacher's desk should be kept neat and orderly. Confidential information should be stored properly and secured so that students, visitors, and classroom volunteers do not have access to it. Students should be encouraged and assisted in keeping their workspaces organized and clean. Any maintenance issues should be reported immediately to the front office.

Postings

The following should be posted in all classrooms:

- Classroom expectations
- Emergency evacuation plans
- Lockdown procedures
- Lunch procedures
- Homework for the week
- Weekly schedule
- American Flag
- North Carolina Flag

General Environment

All staff members are responsible for helping to maintain a safe, orderly environment in the hallways and common areas of the school buildings. Student behavior expectations will be clearly communicated and posted. RAM Academy staff should remind students of the appropriate behaviors when necessary and, if warranted, take appropriate disciplinary action including but not limited to referral to the student's classroom teacher or the Director.

Employment Expectations

Employment

All new employees and changes in the status or position of current employees must be approved by the Board of Directors before any change of status becomes official. All staff members are expected to perform their duties in a professional, respectful manner. In most cases, failure to meet expectations will result in the staff member being placed on a performance plan. There are, however, some behaviors that may result in immediate termination. These behaviors include, but are not limited to:

- Inappropriate sexual or violent behavior towards others
- Use of drugs, tobacco, or alcohol on school property
- Flagrant misconduct
- Harassment, bullying, or discrimination of others
- Unexplained absence

Observations and Evaluations

The administrative team will observe each teacher at least once per quarter. These observations should be a combination of scheduled and unscheduled. More frequent, informal observations may occur at any time throughout the school year. Three times per year an administrator will meet with each teacher to offer feedback on the observations. This feedback should include specific areas of strengths and areas and suggestions for improvement.

The Director will give each staff member an annual evaluation. Teachers will be evaluated using a range of data including student EOG test scores, administrative observations, parent satisfaction surveys, mentor evaluation (for new teachers), information from the grade book, and lesson plans. Annual evaluations will be used to distribute merit-based salary increases and bonuses, at the discretion of the Director.

Performance Plans

Teachers who are found to need extra assistance in meeting the expectations of Reaching All Minds Academy may be put on a performance 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 staff development, mentoring, modeling, frequent observations, and frequent feedback. If the staff member does not show adequate improvement on the performance plan within the specified timeline he or she may be recommended for dismissal.

Teams

Teachers will be expected to work in collaborative grade-level teams. Teams should meet at least twice monthly to discuss and plan pacing, assessments, policies, programs, and other related topics. Team members will be expected to establish similar programs and policies with the intent that all students in the same grade level have similar experiences and are equally prepared to enter the next grade.

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

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

School administrators will be required to have a proven, experiential background in successful school and/or business management. A Masters Degree in Business administration and/ or School Administration will be a minimum requirement for the school director

Teachers will be required to be licensed to teach in North Carolina, or working toward licensure. At all times, at least 75% of RAM's teachers will be licensed. In addition, all teachers in core subject areas will meet Highly Qualified standards. The school will use any and all measures approved by NC SBE to assist teaching candidates to become NC licensed and highly qualified. These measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

Classroom assistants will be required to meet standards of NCLB legislation as it relates to their interaction with Title I students.

Any reports to parents required by NCLB as per qualification of the persons teaching the students will be forwarded in a timely manner. Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, administrative, and staff positions.

ENROLLMENT and BUSINESS PLAN *(GS 115C.238.29F (g) (1-7))*

Provide a plan indicating how the school will reasonably reflect the 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))*.

Marketing to potential students and parents is vital to the survival of a charter school. 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. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

RAM Academy will aggressively market the school to a variety of communities in Durham County, with the goal of mirroring the diversity of the overall population. RAM Academy will include the following:

Brochures: Brochures will be distributed to preschools and daycares throughout Durham County.

Website: RAM Academy has established the website reachingallmindsacademy.com and will keep it updated with current information.

Community Forums: Forums have already been held with various parents in the community throughout the year 2011-2012. Parents will be able to find out about our programs and get questions answered at these public meetings. Press releases will be sent to various local media and flyers will be put up in facilities such as community centers, Museum of Life and Science, libraries and public restaurants notice boards. Additionally public meetings will be held at various venues in the East Durham Community.

Advertisements: RAM will advertise on Craigslist, in Facebook, and or local newspaper including News and Observer, Herald Sun of Durham NC and postal mailings for surrounding neighborhoods.

Student applications will be one of our first priorities. We will have ads and press releases ready to go to local media as soon as we get final approval. JayMichael Ink Printing has agreed to provide the initial designs and marketing services for no upfront costs,

We will collect names from interested parties that visit our website and will mail them applications. We will also send a mailing to our current list of interested families.

Parents will be able to drop off applications in person and designated mail boxes at Reaching All Minds Academy located at 2703 Holloway Street Durham, North Carolina.

Press and Recruiting Flyers

Area University Science Education, NC Science Teachers Association.

Companies and organization that collaborate with Contemporary Science Center (Ex. Museum of Life and Science).

Signage for new school on building and at the road

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

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

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. In describing your budgetary assumptions, 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?

Also, in narrative format, explain how your 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.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Durham County

List LEA #2 – _____

List LEA #3 – _____

| GRADES | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | |
|--------------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|-------|
| | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA2 | LEA3 | LEA 1 | LEA2 | LEA3 | LEA 1 | LEA 2 | LEA 3 | |
| Kindergarten | K | <u>30</u> | _____ | _____ | <u>20</u> | _____ | _____ | <u>20</u> | _____ | _____ | <u>25</u> | _____ | _____ | <u>30</u> | _____ | _____ |
| First | 1 | <u>30</u> | _____ | _____ | <u>30</u> | _____ | _____ | <u>20</u> | _____ | _____ | <u>25</u> | _____ | _____ | <u>30</u> | _____ | _____ |
| Second | 2 | <u>30</u> | _____ | _____ | <u>35</u> | _____ | _____ |
| Third | 3 | <u>30</u> | _____ | _____ | <u>35</u> | _____ | _____ |
| Fourth | 4 | _____ | _____ | _____ | <u>30</u> | _____ | _____ | <u>30</u> | _____ | _____ | <u>35</u> | _____ | _____ | <u>35</u> | _____ | _____ |
| Fifth | 5 | _____ | _____ | _____ | _____ | _____ | _____ | <u>30</u> | _____ | _____ | <u>35</u> | _____ | _____ | <u>35</u> | _____ | _____ |
| Sixth | 6 | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

| | | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | |
|--------------------------|------------|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|---|
| | | LEA | LEA | LEA | LEA | LEA | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Seventh | 7 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Eighth | 8 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Ninth | 9 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Tenth | 10 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Eleventh | 11 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Twelfth | 12 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | LEA Totals | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Overall Total Enrollment | | <u>120</u> | | | <u>140</u> | | | <u>160</u> | | | <u>180</u> | | | <u>200</u> | | |

Budget: Revenue Projections 2013-14 through 2017-2018

| INCOME: REVENUE PROJECTIONS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|----------------------|------------------------|------------------------|------------------------|-----------------------|
| --State ADM Funds | <u>\$ 543,932.40</u> | <u>\$ 634,587.80</u> | <u>\$ 725,243.20</u> | <u>\$ 815,898.60</u> | <u>\$ 906,554.00</u> |
| --Local Per Pupil Funds | <u>\$ 345,806.40</u> | <u>\$ 403,440.00</u> | <u>\$ 461,075.20</u> | <u>\$ 518,709.60</u> | <u>\$ 576,344.00</u> |
| --Federal Funds | <u>\$ 72,964.20</u> | <u>\$ 145,928.40</u> | <u>\$ 145,928.00</u> | <u>\$ 145,928.00</u> | <u>\$ 145,928.00</u> |
| --Grants* | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> |
| --Foundations* | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> |
| --Private Funds* | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> |
| --Other Funds* | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> | <u>\$ _____</u> |
| TOTAL INCOME | <u>\$ 962,703.00</u> | <u>\$ 1,183,957.00</u> | <u>\$ 1,332,246.80</u> | <u>\$ 1,480,536.60</u> | <u>\$1,628,826.40</u> |
| <p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p> | | | | | |

Budget (continued): Revenue Projections 2013-14 through 2017-2018

| | |
|--|---|
| <p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> | <p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data The formula for figuring these allotments can be found in the Resource Guide.</p> <p>Charter School located in Durham County:</p> <p><u>2013-2014</u></p> <p>\$4,532.77 x 120 = \$ 543,932.40 State Operating Income \$2,881.72 x 120 = \$ 345,806.40 Local Operating Income \$3,648.21 x 20 = \$ 72,964.20 EC Allotment</p> <p>\$ 962,703.00 Total Operating Income</p> <p><u>2014-2015</u></p> <p>\$4,532.77 x 140 = \$ 634,587.80 State Operating Income \$2,881.72 x 140 = \$ 403,440.80 Local Operating Income \$3,648.21 x 40 = \$ 145,928.40 EC Allotment</p> <p>\$ 1,183,957.00 Total Operating Income</p> <p><u>2015-2016</u></p> <p>\$4,532.77 x 160 = \$ 725,243.20 State Operating Income \$2,881.72 x 160 = \$ 461,075.20 Local Operating Income \$3,648.21 x 40 = \$ 145,928.40 EC Allotment</p> <p>\$ 1,033,246.80 Total Operating Income</p> |
|--|---|

| | |
|--|--|
| | <p><u>2016-2017</u></p> <p>\$4,532.77 x 180 = \$ 815,898.60 State Operating Income \$2,881.72 x 180 = \$ 518,709.60 Local Operating Income \$3,648.21 x 40 = \$ 145,928.40 EC Allotment</p> <p>\$ 1,480,536.60 Total Operating Income</p> <p><u>2017-2018</u></p> <p>\$4,532.77 x 200 = \$ 906,554.00 State Operating Income \$2,881.72 x 200 = \$ 576,344.00 Local Operating Income \$3,648.21 x 200 = \$ 145,928.40 EC Allotment</p> <p>\$ 1,628,826.40 Total Operating Income</p> |
|--|--|

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

| BUDGET EXPENDITURE PROJECTIONS | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|
| <i>PERSONNEL</i> | | | | | | | | | | |
| <i>Total # of staff and Projected Costs</i> | #20 | \$ 524,385.70 | #24 | \$ 679,917.80 | #26 | \$ 785,459.30 | #27 | \$ 835,038.06 | #29 | \$ 929,022.70 |
| --Administrator(s) | #1 | \$ 72,000.00 | #2 | \$ 126,000.00 | #2 | \$ 133,000.00 | #2 | \$ 143,000.00 | #2 | \$ 149,000.00 |
| --NC Wise | #1 | \$ 24,386.70 | #1 | \$ 24,996.37 | #1 | \$ 25,621.28 | #1 | \$ 26,261.81 | #1 | \$ 26,918.35 |
| --Teachers | #8 | \$ 254,000.00 | #10 | \$ 328,000.00 | #12 | \$ 400,288.13 | #12 | \$ 410,295.33 | #14 | \$ 487,885.27 |
| --Finance | #1 | \$ 20,000.00 | #1 | \$ 40,000.00 | #1 | \$ 41,000.00 | #1 | \$ 42,025.00 | #1 | \$ 43,075.63 |
| --IT Technician | #1 | \$ 18,000.00 | #1 | \$ 19,500.00 | #1 | \$ 22,000.00 | #1 | \$ 25,000.00 | #1 | \$ 28,000.00 |
| --Teacher Assistants | #2 | \$ 37,057.00 | #2 | \$ 37,983.43 | #2 | \$ 38,933.01 | #3 | \$ 59,859.50 | #3 | \$ 61,355.99 |
| --Custodian | #1 | \$ 15,000.00 | #1 | \$ 15,375.00 | #1 | \$ 15,759.38 | #1 | \$ 16,153.36 | #1 | \$ 16,557.19 |
| --Substitute | #1 | \$ 6,817.00 | #2 | \$ 8,538.00 | #2 | \$ 9,910.00 | #2 | \$ 10,550.00 | #2 | \$ 11,368.00 |
| --Food Service | #2 | \$ 36,000.00 | #2 | \$ 36,900.00 | #2 | \$ 37,822.50 | #2 | \$ 38,768.06 | #2 | \$ 39,737.27 |
| --Guidance Counselor | #1 | \$ 18,000.00 | #1 | \$ 19,500.00 | #1 | \$ 38,000.00 | #1 | \$ 40,000.00 | #1 | \$ 42,000.00 |
| --Contract Curriculum Specialist | #1 | \$ 23,125.00 | #1 | \$ 23,125.00 | #1 | \$ 23,125.00 | #1 | \$ 23,125.00 | #1 | \$ 23,125.00 |
| | | | | | | | | | | |
| <i>EMPLOYEE BENEFITS</i> | | \$ 124,242.56 | | \$ 171,638.15 | | \$ 194,818.78 | | \$ 206,644.27 | | \$ 230,520.17 |
| <i>PROFESSIONAL DEVELOPMENT</i> | | \$ 10,000.00 | | \$ 11,000.00 | | \$ 12,000.00 | | \$ 14,000.00 | | \$ 15,000.00 |
| <i>MATERIALS AND SUPPLIES</i> | | \$ 30,000.00 | | \$ 30,000.00 | | \$ 30,000.00 | | \$ 35,000.00 | | \$ 38,000.00 |
| <i>OFFICE SUPPLIES</i> | | \$ 19,000.00 | | \$ 20,000.00 | | \$ 18,500.00 | | \$ 23,000.00 | | \$ 26,000.00 |
| <i>TECHNOLOGY</i> | | \$ 35,000.00 | | \$ 37,000.00 | | \$ 38,000.00 | | \$ 44,000.00 | | \$ 50,000.00 |
| <i>OFFICE EQUIPMENT LEASING</i> | | \$ 5,000.00 | | \$ 6,000.00 | | \$ 7,000.00 | | \$ 8,500.00 | | \$ 12,500.00 |

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

| BUDGET EXPENDITURE PROJECTIONS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------------|-----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| INSURANCE | \$ <u>10,000.00</u> | \$ <u>11,500.00</u> | \$ <u>12,500.00</u> | \$ <u>15,000.00</u> | \$ <u>18,000.00</u> |
| UTILITIES | \$ <u>20,000.00</u> | \$ <u>22,000.00</u> | \$ <u>26,000.00</u> | \$ <u>29,000.00</u> | \$ <u>32,000.00</u> |
| RENT | \$ <u>80,000.00</u> | \$ <u>85,000.00</u> | \$ <u>90,000.00</u> | \$ <u>100,000.00</u> | \$ <u>110,000.00</u> |
| MAINTENANCE & REPAIR | \$ <u>25,000.00</u> | \$ <u>26,000.00</u> | \$ <u>28,000.00</u> | \$ <u>36,000.00</u> | \$ <u>38,000.00</u> |
| TRANSPORTATION | \$ <u>14,000.00</u> | \$ <u>14,000.00</u> | \$ <u>16,000.00</u> | \$ <u>18,000.00</u> | \$ <u>23,000.00</u> |
| MARKETING | \$ <u>7,000.00</u> | \$ <u>7,000.00</u> | \$ <u>8,000.00</u> | \$ <u>10,000.00</u> | \$ <u>13,000.00</u> |
| FOOD/CAFETERIA SUPPLIES | \$ <u>20,000.00</u> | \$ <u>21,000.00</u> | \$ <u>22,000.00</u> | \$ <u>26,000.00</u> | \$ <u>29,000.00</u> |
| UPFIT | \$ <u>38,000.00</u> | \$ <u>33,000.00</u> | \$ <u>34,000.00</u> | \$ <u>65,000.00</u> | \$ <u>50,000.00</u> |
| AUDIT | | \$ <u>8,500.00</u> | \$ <u>8,500.00</u> | \$ <u>8,500.00</u> | \$ <u>8,500.00</u> |
| TOTALS | \$ <u>961,628.26</u> | \$ <u>1,183,555.95</u> | \$ <u>1,330,778.08</u> | \$ <u>1,473,682.33</u> | \$ <u>1,622,542.87</u> |
| YTD RESERVES | \$ <u>1,074.74</u> | \$ <u>401.06</u> | \$ <u>1,468.73</u> | \$ <u>6,854.27</u> | \$ <u>6,283.54</u> |

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Budget Narrative Years 2 through 5

Reaching All Minds Academy (RAM) has projected an increase of 30 students each year up to a total enrollment 200 students by year 5. Included in this narrative are funds to cover the projected increase in student enrollment to implement the mission and curriculum focus of RAM programs, activities, and operations from years to through 5.

PERSONNEL

1. Principal

The salary for the principal position will increase based upon the number of students that are added to the program each year. The salary increase will be evaluated annually by the board of Director's pending the success attainment of the schools organizational outcomes, compensation will increase to \$95,000.00. The amount projected for this position is as follows:

- Year two \$ 80,000.00
- Year three \$ 85,000.00
- Year four \$ 92,000.00
- Year five \$ 95,000.00

The total amount projected for years 2 through 5 is \$ 352,000.00.

2. Assistant Principal

The salary for the position of principal will increase by 2.5% in each year to cover projected salary increase. The Assistant will play an important role in leading instruction, maintaining a positive and safe learning environment and overseeing project based learning. The amount projected for this position in is as follows:

- Year two \$ 46,000.00.
- Year three \$ 48,000.00.
- Year four \$ 51,000.00.
- Year five \$ 54,000.00.

The total amount projected for years 2 through 5 is \$ 199,000.00.

3. Administrative Assistant

One administrative Assistant will be needed to assist with the operations of the principal's office. The salary for this position will increase by 2.5% in each year to cover projected salary increase. The budget amount projected for this position is as follows:

- Year two \$ 24,996.00
- Year three \$ 25,621.00
- Year four \$ 26,262.00
- Year five \$ 26,918.00.

The total amount projected for years 2 through 5 is \$ 103,798.00.

4. Certified Teachers

Seven certified teachers will be needed to accommodate the projected increase in enrollment of 20 students each year in years 2 through 5 and a projected salary increase of 2.5% each year. These positions will be needed to implement the mission and Core/STEM integrated project-based curriculum of the program. The amount projected for these positions are as calculated as follows:

- Year two 7 positions X \$33,825.00 = \$236,775.00.
- Year three 8 positions X \$34,671.00= \$277,265.00.
- Year four 8_ positions X 35,537.00= \$284,299.00
- Year five 9 positions X \$36,426.00= \$327,832.00

The total amount projected for years 2 through 5 is \$ 1,126,272.00.

5. Non-Certified Teacher

Two non-certified teachers will be needed to accommodate the projected increase in enrollment of 20 students each year in grades 2 through 5 and a projected salary increase of 2.5%. These positions will be needed to implement the mission and the instructional curriculum of a Core/STEM integrated project-based program. The amount projected for these positions are as calculated as follows:

- Year two 2 positions X \$28,700.00 = \$ 57,400.00
- Year three 3 positions X \$29,418.00= \$88,253.00
- Year four 3 positions X \$30,153.00 = \$ 90,459.00
- Year five 4 positions X \$30,907.00 = \$ 123,627.01.

The total amount projected for years 2 through 5 is \$ 59,738.00.

6. Exceptional Children Support Teacher

One fulltime position will be needed for the projected increase in enrollment of 20 students and a projected 2.5% salary increase each year. This position will provide EC support to teachers as they implement the Inclusion Model of services.

- Year two 1 positions X \$33,825.00 = \$ 33,825.00
- Year three 1_ positions X \$34,671.00_ = \$ 33671.00

- Year four 1 positions X \$35,537.00 = \$ 35,537.00
- Year five 1 positions X \$36,426.00= \$ 34,426.00.

The total amount projected for years 2 through 5 is \$ 140,459.00.

7. Guidance Counselor

One fulltime position will be need for the projected increase in enrollment of 20 students and a projected 2.5% salary increase each year. This position will provide EC support to teachers as the implement the Inclusion Model of services.

- Year two 1 position X \$ 19,500.00 = \$ 19,500.00 (PTE). YEAR 2
- Year three 1 position X \$ 38,000.00= \$ 38,000.00
- Year four 1 position X \$ 40,000.00 = \$ 40,000.00
- Year five 5 position X \$ 42,000.00_ = \$ 42,000.00

The total amount projected for years 2 through 5 is \$ 139,500.00

8. Teacher Assistant

Two fulltime positions will be needed for the projected increase in enrollment of 20 students each year. One of these positions must be fluent in Spanish. One fulltime position will be need for the projected increase enrollment of 30 students each year and a projected 2.5% salary increase each year. This position will provide support to teachers as the implement the Core/STEM project-based curriculum.

- Year two 2 position X \$ 18,992.00 = \$37,983.00
- Year three 2 position X \$ 19,466.00= \$ 38,933.00
- Year four 3 position X \$ 19,953.00 = \$ 59,859.00
- Year five 3position X \$ 20,452.00= \$ 61,356.00

The total amount projected for years 2 through 5 is \$ 198,131.00

9. Finance

One fulltime position will be need for the projected increase in enrollment of 20 students each year and a projected 2.5% salary increase each year. This position will handle all full charge bookkeeping duties including Accounts Payable, Accounts Receivable, monitoring budget, payroll and tax deposits.

- Year two 1 position X \$ 40,000.00 = \$ 40,000.00
- Year three 1 position X \$ 41,000.00 = \$ 41,000.00
- Year four 1 position X \$ 42,025.00 = \$ 40,025.00
- Year five 1 position X \$ 43,076.00 = \$ 43,076.00

The total amount projected for years 2 through 5 is \$ 164,101.00

10. IT Technician

One part time position will be needed to provide technological support including troubleshooting, PC, software and router installation. IT Technician will also handle data backup, updates to system and data recovery as needed. Position budgeted with a projected 2.5% salary increase each year.

- Year two 1 position X \$ 19,500.00 = \$ 19,500.00
- Year three 1 position X \$ 22,000.00 = \$ 22,000.00

- Year four 1 position X \$ 25,000.00 = \$ 25,000.00
- Year five 1 position X \$ 28,000.00 = \$ 28,000.00

The total amount projected for years 2 through 5 is \$ 94,500.00

11. Custodian

One part time position will be needed to provide janitorial services within throughout the 15,000 square foot facility with a projected 2.5% salary increase each year.

- Year two 1 position X \$ 15,375.00 = \$ 15,375.00
- Year three 1 position X \$ 15,759.00 = \$ 15,759.00
- Year four 1 position X \$ 16,153.00 = \$ 16,153.00
- Year five 1 position X \$ 16,557.00 = \$ 16,557.00

The total amount projected for years 2 through 5 is \$ 63,844.00

12. Food Service

Two part time positions will be needed for the projected increase in enrollment of 20 students each year with a projected 2.5% salary increase each year. One of the positions will be an assistant position. These positions will handle preparing and serving meals to attending students.

- Year two 1 position X \$ 20,500.00 + 1 position x \$16,400.00 = \$ 36,900.00
- Year three 1 position X \$ 21,012.00 + 1 position x \$16,810.00 = \$ 37,822.00
- Year four 1 position X \$ 21,538.00 + 1 position x \$17,230.00 = \$ 38,768.00
- Year five 1 position X \$ 22,076.00 + 1 position x \$ 17,661.00 = \$39,737.00

The total amount projected for years 2 through 5 is \$ 153,227.00

13. Contract Curriculum Specialist

One part time position will be needed for the projected increase in enrollment of 20 students each year. This position will utilize a mixed method evaluation approach that will include both an impact and process evaluation that will allow for both quantitative and qualitative analysis. The evaluator will devote approximately 650 hours to the evaluation of this project. The Contract Curriculum Specialist impacts all objectives. .

- Year two 1 position X \$ 23,125.00
- Year three 1 position X \$ 23,125.00
- Year four 1 position X \$ 23,125.00
- Year five 1 position X \$ 23,125.00

The total amount projected for years 2 through 5 is \$ 92,500.00

14. Accountant

Thompson Gibbs, CPA will offer services of surety bond, accounting, and annual audit.

- Year two \$ 8,500.00
- Year three \$ 8,500.00

- Year four \$ 8,500.00
- Year five \$ 8,500.00

The total amount projected for years 2 through 5 is \$ 34,000.00

15. Employee Benefits

The employee benefit rate that will be used is based on the North Carolina State Plan for full-time staff as follows: \$4,931 for the BCBS State Health Plan, 13.12% for retirement, 7% for payroll taxes, vision - \$84 per employee, dental \$504 per employee, SUTA – 1.5% and Workers Compensation at .60%. Personal leave will be calculated at \$50 for 12 employees for six days each and will be adjusted for employees added in the remaining four years. The total fringe benefits for the first year are \$104,156.00 and will impact all objectives the official fringe benefits rate used by North Carolina Central University Foundation for full-time staff is 21% and part-time staff is 7.65%. The total fringe benefits for the first year are budgeted for \$124,242.56 and will impact all objectives.

- Year two Employee Benefit budget - \$ 171,638.15
- Year three Employee Benefit budget - \$ 194,818.78
- Year four Employee Benefit budget - \$ 206,644.27
- Year five Employee Benefit budget - \$230,520.17

16. Professional Development

On the ground training sessions for teachers in each region to fulfill the outcomes outlined in objectives. Professional development with STEM Workshops, Shurley Instructional and Learning 3.com.

- Year two \$ 11,000.00
- Year three \$ 12,000.00
- Year four \$ 13,000.00
- Year five \$ 14,000.00

The total amount projected for years 2 through 5 is \$ 50,000.00

17. Office Supplies

Consumable office supplies are needed to implement activities related to all objectives.

Consumable office supplies such as paper, pens, pencils, desktop supplies, copier, cartridges, printer cartridges, diskettes, binders, markers, post-it notes, wall boards, dividers, manila folders, hanging files, folders, labels, envelopes, stationary, travel forms, purchase requisition forms, printer ink, pads, markers, transparencies, name tags, binders, dividers, etc. Computer software is needed to effectively carry out activities related to research, evaluation, and general administration. Software and computer upgrades are needed to increase computer proficiency. Incentives such as staff shirts, jackets, t-shirts, caps, pencils with the logo will be purchased for the program participants and impacts all objectives. This line also includes the cost of postage, the cost of printing and duplication materials for dissemination, booklets, posters, and newsletters.

- Year two \$ 20,000.00
- Year three \$ 18,500.00

- Year four \$ 23,000.00
- Year five \$ 26,000.00

The total amount projected for years 2 through 5 is \$ 87,500.00

18. Materials and Supplies

Curriculum and books for the Math ,Science, technology , Shurley Language arts, transparencies, posters, coloring books, Teacher packs, hand writing booklet, music packs.

- Year two \$ 30,000.00
- Year three \$ 30,000.00
- Year four \$ 35,000.00
- Year five \$ 38,000.00

The total amount projected for years 2 through 5 is \$ 133,000.00

19. Technology

Each classroom (8) will be budgeted to receive approximately \$2,500.00 in leased technology and equipment, ranging from laptop computers to workstations to other technology resources to support the classroom. Each of the 8 classrooms will have smart boards and projectors for STEM Curriculum delivery.

- Year two \$ 37,000.00
- Year three \$ 41,000.00
- Year four \$ 48,000.00
- Year five \$ 53,000.00

The total amount projected for years 2 through 5 is \$ 179,000.00

20. Office Equipment Leasing

Leasing Copier form OCE Imagistics for \$417 per month for 12 months with service plan plus ink.

- Year two \$ 6,000.00
- Year three \$ 7,000.00
- Year four \$ 8,500.00
- Year five \$ 12,500.00

The total amount projected for years 2 through 5 is \$ 34,000.00 with the purchase of additional equipment as number of students and staff grows.

21. Insurance

General Liability, Professional Insurance Coverage, Employee Bonding, Property Insurance, Officers and Directors and Errors and Omissions Insurance. The Premium is based on building structure, and number of children enrolled in program.

- Year two \$ 11,500.00
- Year three \$ 12,500.00

- Year four \$ 15,000.00
- Year five \$ 18,000.00

The total amount projected for years 2 through 5 is \$ 57,000.00

22. Utilities

This includes light, gas, electric, water, heat, telephone and fire monitoring.

- Year 2 \$1.47 per square foot x 15,000 square foot = \$ 22,000.00
- Year 3 \$1.73 per square foot x 15,000 square foot = \$26,000.00
- Year 4 \$1.93 per square foot x 15,000 square foot = \$29,000.00
- Year 5 \$2.13 per square foot x 15,000 square foot = \$ 32,000.00

The total amount projected for years 2 through 5 is \$ 109,000.00

23. Facility Rental

Rent for a three story building where the Reaching All Minds Academy will be housed and using kitchen, classrooms, and open space for auditorium.

- Year 2 \$5.67 x 15,000 square foot= \$85,000.00
- Year 3 \$6.00 x 15,000 square foot = \$90,000.00
- Year 4 \$6.67 x 15,000 square foot = \$100,000.00
- Year 5 \$ 7.33 x 15,000 square foot = \$110,000.00

The total amount projected for years 2 through 5 is \$ 385,000.00

24. Maintenance and Repair

This includes leaks in the building, keeping of grounds, any major repairs of the building. Making sure the safety and health of the students come first, collection of trash to defer pest, bathrooms and kitchen.

- Year 2 \$ 1.67 x 15,000 =\$ 26,000.00
- Year 3 \$ 1.87 x 15,000 =\$ 28,000.00
- Year 4 \$ 2.40 x 15,000 = \$36,000.00
- Year 5 \$ 2.53 x 15,000= \$38,000.00

The total amount projected for years 2 through 5 is \$128,000.00

25. Transportation

The plan is to work with a neighboring Non Profit who has a valid school bus that they will donate services for if need to transport 40 or more students.

- Year 2 40 students x \$ 2.86 for gas for the bus = \$14,000.00
- Year 3 40 students x \$ 4.00 per gallon of gas = \$ 16,000.00
- Year 4 40 students x \$ 4.50 per gallon of gas = \$18,000.00
- Year 5 40 students x \$ 5.80 per gallon of gas = \$23,000.00

The total amount projected for years 2 through 5 is \$71,000.00

26. Marketing

This includes cost for postage, print and advertising fees for brochures, local newspaper ads, mailings and events to advertise the academy.

- Year 2 \$7,000.00 budget
- Year 3 \$8,000.00 budget
- Year 4 \$10,000.00 budget
- Year 5 \$13,000.00 budget

The total amount projected for years 2 through 5 is \$38,000.00

27. Food/Cafeteria Supplies

Kids Café will serve food distributed from the NC Food Bank

- Year 2 140 students x \$ 150.00 per year = \$21,000.00
- Year 3 160 students x \$ 137.50 year = \$ 22,000.00
- Year 4 180 students x \$ 144.44 per year = \$26,000.00
- Year 5 200 students x \$ 145.00 year = \$29,000.00

The total amount projected for years 2 through 5 is \$98,000.00

28. Upfit

This will include a fire alarm system, enlarging of playground, constructing right of way in front of facility, paving sidewalk and handicap ramp, furniture, carpet and flooring

- Year 2 = \$33,000.00
- Year 3 = \$34,000.00
- Year 4 = \$65,000.00
- Year 5 = \$50,000.00

The total amount projected for years 2 through 5 is \$182,000.00

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

| | |
|-------------------------|-------------|
| Cash on Hand | \$ <u>0</u> |
| Certificates of Deposit | \$ <u>0</u> |
| Bonds | \$ <u>0</u> |
| Real Estate | \$ <u>0</u> |
| Capital Equipment | \$ <u>0</u> |
| Motor Vehicles | \$ <u>0</u> |
| Other Assets | \$ <u>0</u> |
| TOTAL | \$ <u>0</u> |

ADDITIONAL NOTES:

SCHOOL AUDITS:

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

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

At RAM Academy we will use the Statewide Assessment for STEM. The effectiveness of student driven and teacher measures are also part of the assessment tools. Statewide STEM Education Strategy will allow RAM Academy to take data-driven prioritization based on valuable indicators in multiple areas. Both traditional education measures of student achievement and teacher/leader effectiveness measures are part of our prioritization.

To ensure that RAM has a successful year and that our students have succeeded in receiving the education that they and their parents have desired measures will be put in place. We will look at the student's performance on the End-of-Grade test scores. Students will participate in different phases and have a variety of experiences at different age levels within diverse populations of students. Field experiences provide the teacher opportunities to observe students in and out of classroom settings; to practice teaching and classroom management strategies and to integrate content, strategies, and

theories into practice. Students are assigned field experiences according to specific education courses and specific areas of specialization.

Pursuing unique goals; arranging targets to reinforce ability, leadership, responsibility and involvement; and allowing teachers and students instincts guide learning in all meanings of the word will allow RAM Academy to recognize/celebrate positive progress and identify/improve upon shortcomings. As such the RAM Academy hopes to maintain alignment with its mission of challenging and nurturing the whole student. This will serve as a post-instructional activity that helps students to focus their ideas and synthesize large amounts of information.

Surveys will be given to students, parents and teachers at the end of each year which will provide additional information to RAM.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Kenneth Gibbs, CPA, has agreed to conduct the annual required audit for LLCA-CFA. He is listed as a state-approved charter school auditor.

Kenneth D. Gibbs, CPA, Esq.
6114 Fayetteville Street
Suite 101
Durham, NC 27713
(919) 544-0555 fax

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

| | |
|---|--|
| Comprehensive General Liability | 1,000,000.00 |
| Officers and Directors/Errors and Omissions | 1,000,000.00 |
| Property Insurance | Appraised of the building and contents |
| Motor Vehicle Liability | 1,000,000.00 |
| Bonding | 250,000.00 |
| Minimum amount: | 250,000.00 |
| Maximum amount: | 250,000.00 |
| Other | |

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

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

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

Reaching All Minds Academy is dedicated in assisting a diverse population within the East Durham Community. RAM has allocated 4.6 percent of its revenue-per-student to allow for anticipated transportation and food needs of low-income students. RAM plans to collaborate with EBT Bus Tours for some of our transportation needs. RAM will also ensure that those who walk to school are provided with care and a safety format for pedestrian crossings employing local police officers and sheriffs will be implemented.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. 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 facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

RAM Academy will be housed in heart of the East Durham Community located at 2703 Holloway Street. This building is currently used to operate a 21st Century Community Learning Center Afterschool Program. On a daily basis 120 students walk through these doors and eat at one of 23 Kids Café listed in the State of North Carolina. The building itself was previously operated as Seed Christian Academy a charter school. The building is 15,000 square feet with a 5,000 square feet basement with a commercial kitchen. This facility is larger than what we currently need and has more than enough classroom space for grades K-5 in this 3 floor building. This school building is located within a residential corridor and would support children that could possibly walk to school as well as parental drop-off.

Additional Features:

- Central Air
- Original boilers which have been updated
- Building is wired for wireless
- Each classroom is equipped for Ethernet for technology stations
- Paved parking lot
- Soccer, football, and baseball field
- Playground with basketball and volleyball goals

Name of the facility (if known): Reaching All Minds Academy

Address: 2703 Holloway Street

City/State/Zip: Durham NC 27703



Description of the Facility:

| | |
|-----------------------|--------------------------|
| Total square feet: | <u>15,000</u> |
| Number of Classrooms: | <u>14</u> |
| Number of Restrooms: | <u>7</u> |
| Other Rooms: | <u>4</u> |
| Auditorium: | <u>Kids Café Kitchen</u> |
| Gymnasium: | <u>0</u> |
| Music Room: | <u>0</u> |
| Art Room: | <u>yes</u> |
| Laboratory: | <u>0</u> |

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: 10 years
- (b) Type of Lease: Net Lease
- (c) Rent: \$ 6,667.00 per month

Name of Landlord: True Life Worship Ministries

Address: P.O. Box 13055

City/State/Zip: Durham NC 27709

Phone: 336-207-3688

Fax:

Document inspections for the following:

(a) Fire: in process

(b) Safety: in process

(c) Handicapped accessible

Describe how the maintenance will be provided for the facility.

The rental rate will include but not limited to for Taxes, insurance, property management, landscaping and structural maintenance. Reaching All Minds will provide common repairs and maintenance, budgeted at \$11.66 per square foot.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

RAM Academy has an established lease being transferred over from the 21st Century Community Learning Center after school.

Contingency plan if this building proves un-leasable. The first plan is to continue looking at several other locations in the right size range for RAM Academy.

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

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

- Reaching All Minds Academy is committed to the health, safety and well-being of all Reaching All Minds Academy Stem Elementary staff and students. Reaching All Minds Academy will comply with all health and safety standards required by the Federal and State
 - Regulations as well as the local school administrative unit. Reaching All Minds Academy will train staff and provide all necessary measures to comply with these standards. Reaching All Minds Academy will have an Emergency Response Plan and all staff will be trained in safety policies. The initial school policies will include and will be amended as needed:
 - Reaching All Minds employees are required to “FaceIN” Terminal Security System monitoring.
 - The campus will be kept secure by requiring visitor sign-in and identification badges.
 - Parents will not be allowed to drop their children off at school except at designated areas and times to ensure proper supervision.
 - First aid supplies will be kept in each classroom.
 - Any medications that must be administered to students will be kept in a locked location.
 - Reaching All Minds Academy will grant access to local health and fire department officials for inspection of the premises or operation of the school.
 - Reaching All Minds Academy employees, volunteers, contractors, Board Members or any other individuals deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.
 - Reaching All Minds Academy will comply with all policies set forth for Local Safe School Plans under GS115C-105.47.
 - Emergency response plan will be developed for Board approval to assure policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados. The school may contract for a text-based alert system for families.
 - Reaching All Minds Academy will strictly function as a tobacco free institution in accordance with GS 115C-407.
-
- **Immunization of Students**

Reaching All Minds Academy will comply with all State and Federal immunization requirements. Reaching All Minds Academy will require that all students have been immunized prior to the beginning of classes with their childhood records up to date. Parents will be asked to provide records of completed immunizations at the time of enrollment. Immunization records will be reviewed by an appropriate staff member. Reaching All Minds Academy will outline all required immunizations and provide local health department resources when needed. Students who are exempt from immunizations and who provide a state-approved exemption will be considered in compliance.

- **Fire Alarm Drills**

Reaching All Minds Academy will be in full compliance of all Federal, State and local fire and safety regulations. Reaching All Minds Academy will comply with NC Fire Hazard regulations set forth under GS 115C-525. Reaching All Minds Academy will meet the building (including appropriate fire control mechanisms, e.g. fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations.

Fire drills will be conducted once per month, tornado drills once per year, and lockdown drills annually. Teachers and students will be informed of all drill procedures. Evacuation plans will be posted in each classroom. All exits and stairways will be kept clear at all times to facilitate evacuation. All combustible materials such as cleaning supplies will be properly stored and maintained. The school's building will be available for inspection to appropriate officials for regular inspections and for any special inspections. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

- **Food Inspections**

Reaching All Minds Academy will not be providing institutional food service for students itself, but will ensure that any surfaces used for eating are kept clean and sanitized with appropriate cleaning materials.

- **Hazardous Chemicals**

Reaching All Minds Academy will adequately train its employees who work with hazardous substances, to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all staff.

At Reaching All Minds Academy, all hazardous chemicals will be kept away from students. Hazardous chemicals will be clearly labeled, dated, and safely stored in a locked cabinet. Typically such chemicals are associated with science programming. Our science classrooms will have locked cabinets for storage and the proper safety equipment for use and accidents (eyewash, gloves, chemical spill kit, First-aid kit, shower station). Materials Safety Data Sheets (MSDS) will be kept with the person in charge of the chemicals and in the appropriate classrooms. Any such chemicals required for cleaning purposes will be contained in locked cabinets and only used by trained staff. During specific classes there will be times when students use chemicals for learning purposes. Students will be trained in safety procedures and labs will be equipped with the appropriate safety features (eye wash, goggles, fume hoods, safety kits, etc.) Students will dress appropriately to protect themselves and others. The labs will only operate when trained staff can oversee the appropriate use of the chemicals. Chemicals will be stored in locked facilities when not in use.

- **Bloodborne Pathogens**

Reaching All Minds Academy will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne

pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Reaching All Minds Academy will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designated job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls, and (3) specifications of necessary personal protective equipment (PPE). Safety gloves will be in all First Aid kits. Training to protect employees and students and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood borne pathogens
 - Identifying hazards
 - Prevention through environmental controls
 - Handling contaminated syringes, laundry, and biomedical waste
 - Proper use of PPE
 - Instituting safe workplace practices and environmental controls
 - Hepatitis B vaccine
 - Proper “housekeeping” to avoid risks
 - Post-exposure reporting
-
- **Diabetes Care Plans**

Reaching All Minds Academy will follow the guidelines for individual diabetes care plans adopted by the State Board of Education under GS 115C-12(31). This will include following the guidelines recommended by the American Diabetes Association for the management of students with diabetes in the school. Procedures will be put in place for the development of an individual diabetes care plan at the written request of the student’s parent or guardian, and involving the parent or guardian, the student’s health care provider, the student’s teachers, the student if appropriate, the school nurse if available, and other appropriate school personnel. There will be regular review of the individual care plan. Diabetes information and staff development will be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.
-
- **Providing Parents and Guardians with Information about:**

Meningococcal meningitis and influenza and their vaccines at the beginning of each year. Reaching All Minds Academy will provide parents and guardians with information on meningococcal meningitis and influenza and their vaccines, in accordance with GS 115C-238.29F at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B (d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first 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.

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

VII. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of _____ (*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 accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.

VIII. APPENDICES (OPTIONAL)

Appendices

| | | |
|------------|-------|----------------------|
| Appendix A | | Bibliography Sources |
| Appendix 1 | | Community Forums |
| Appendix 2 | | Surveys |
| Appendix 3 | | Support Letters |
| Appendix 4 | | Brochure |
| Appendix 5 | | Flyer |

APPENDIX A

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APPENDIX 1

Community Forum

PARENT & COMMUNITY FORUMS

Over the last 6 years, parents and members of the community have expressed the need for a charter school in East Durham. Reaching All Minds Organization has become fully aware of this need.

At RAM Family Night activities and scheduled meetings, parents and community members inquired and requested Reaching All Minds become a charter school. Parents have spoken of their child's successes while enrolled in RAM's 21st Century Community Learning Center.

Listed below are dates, time and events, the number of attendees, of when these meetings:

| DATE | ATTENDEES | EVENT | TIME |
|----------------|-----------|------------------------------------|------------------|
| DECEMBER, 2008 | 115 | THERE IS HOPE | 6:00PM – 9:00PM |
| NOVEMBER, 2009 | 132 | FAMILY GAME NIGHT | 5:00PM – 9:00PM |
| DECEMBER, 2009 | 140 | CHRISTMAS AROUND THE WORLD | 5:00PM – 9:00PM |
| MARCH, 2010 | 55 | GET ENERGY SMART FAMILY NIGHT | 5:00PM – 6:00PM |
| MAY, 2010 | 20 | SAM'S CLUB ENROLLMENT FAMILY NIGHT | 4:00PM – 6:00PM |
| APRIL, 2011 | 67 | EASTER EGG HUNT FAMILY DAY | 3:00PM – 5:00PM |
| JUNE, 2011 | 105 | EOG CELEBRATION/FAMILY DAY | 12:00PM – 6:00PM |
| OCTOBER, 2011 | 94 | COMMUNITY FISH FRY | 11:00AM – 4:00PM |
| NOVEMBER, 2011 | 76 | KIDS VOTING | 5:00PM – 7:00 PM |
| DECEMBER, 2011 | 86 | RING THE BELL | 4:00PM – 7:00 PM |
| FEBRUARY, 2012 | 42 | CONCERNED PARENTS NIGHT | 5:00PM – 6:00PM |

APPENDIX 2

Surveys

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------|
| A rigorous project-based academic curriculum focusing; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes No

Name: Jose J. Garcia / Sared Garcia

Address: 204 S Mineral Springs rd

Telephone: 813 491 4474 Cell: _____ Email: _____

Signature: [Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|-------------------------------------|-------|
| A rigorous project-based academic curriculum focusing; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | | <input checked="" type="checkbox"/> | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Candice Leathers

Address: 411 Cleveland Way Durham, NC 27703

Telephone: 919 484 4111 Cell: _____ Email: _____

Signature: [Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------------------------------------|
| A rigorous project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
| STEM projects are Integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | | | <input checked="" type="checkbox"/> |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | | | <input checked="" type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Cathy Culbreth

Address: 2715 Holloway St Durham

Telephone: _____ Cell: _____ Email: _____

Signature: Cathy Culbreth Date: 3/12/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30 a.m. to 4:30 p.m. each day with one and one-half hours of community service or extended time on project-based curriculum.

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| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------------------------------------|
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| Service Learning activities that are correlated to the curriculum. | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Extended school day; | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| State-of-the-art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school. | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move, physical ed., and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

___ Yes ___ No

3. How many students in grades K-5 live in your household? Please list number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Wesley Casimir Caszon

Address: 714 Lindley Dr #703

Telephone: 919 638 8806 Cell: _____ Email: _____

Signature: Wesley Caszon Date: 3-27-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extended school days; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| State-of-the art technology; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Laurer Hope

Address: 2638 Chaplin st.

Telephone: _____ Cell: 919-638-0071 Email: _____

Signature: L Hope Date: 3/28/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes No

Name: Becky Williams

Address: 5 Kincaid Ct.

Telephone: 919-325-8761 Cell: _____ Email: _____

Signature: Becky Williams Date: 3-25-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tony Johnson
Address: 1010 Cornell St Apt A, Durham NC 27701
Telephone: 919-236-4551 cell: _____ Email: _____
Signature: Tony Johnson Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the-art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade 1 Second Grade _____ Third Grade 1
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tiffany Quinones

Address: 1226 Dawkins St

Telephone: 919-884-1473 Cell: _____ Email: _____

Signature: [Signature] Date: 3.27.12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------------------------------------|
| A rigorous project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | | | <input checked="" type="checkbox"/> |
| State-of-the art technology; | | | <input checked="" type="checkbox"/> |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | | | <input checked="" type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No *no kids*

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____ *none*

4. Will you need transportation? Yes _____ No *no kids*

Name: *Frederic Pierce Morgan*
 Address: *Bethel--NC 27509*
 Telephone: _____ Cell: _____ Email: _____
 Signature: *[Signature]* Date: *3/16/12*

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | ✓ | | |
| STEM projects are integrated into core curriculum; | ✓ | | |
| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Caree Johnson

Address: 803 Clanton Dr Durham NC 27705

Telephone: 919-323-5582 cell: _____ Email: mae2120@yahoo.com

Signature: [Signature] Date: March 16/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Angela Farrow

Address: 3318 Redgate Dr

Telephone: 4431115 Cell: _____ Email: _____

Signature: Angela Farrow Date: 3-16-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes _____ No

Name: Shari Holzman

Address: 201 Laurel Oaks

Telephone: (919) 514-1830 Cell: _____ Email: holzmanshari@yahoo.com

Signature: Shari Holzman Date: 3-18-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Angela Reed

Address: 1342 London Rob Apt C

Telephone: 9195191271 cell: _____ Email: _____

Signature: Angela Reed Date: 3-16-17

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade Third Grade _____
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Regina Terrell

Address: 3614 Kaptan Pl. #4

Telephone: _____ Cell: _____ Email: _____

Signature: Regina Terrell Date: 2/16/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would you allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes No

Name: Autlanley

Address: 1508 Serrano Place Dr 202

Telephone: _____ Cell: 919 3997 Email: adglanley@yahoo

Signature: [Signature] Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | ✓ | | |
| STEM projects are integrated into core curriculum; | ✓ | | |
| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Michelle Braun

Address: 4105 Hampstead Village Drive

Telephone: 919-797-9294 cell: _____ Email: _____

Signature: Michelle Braun Date: 03/18/17

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes _____ No

Name: Latasha Horton Bailey

Address: 2606 Dearborn Dr

Telephone: 913-4421 Cell: _____ Email: _____

Signature: [Signature] Date: 3/19/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade 3
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Josefina Mateo Hernandez

Address: 2905 Rainelle St Bld 3 Apt 202

Telephone: (919) 281-9159 Cell: _____ Email: _____

Signature: Josefina Mateo Hdz Date: 3-19-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem-solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes _____ No _____

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No _____

Name: Joy Hedgespeth

Address: 7 Alicia Ct Durham NC 27704

Telephone: 919-59-1099 Cell: _____ Email: joyhedgespeth@aol.com

Signature: Joy Hedgespeth Date: 3-19-12

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reachingallminds@yahoo.com

Parent/Community Survey

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| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your ^{grand} child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade 1 Second Grade _____ Third Grade 1
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No _____

Name: Pam Gorkham

Address: 104 Middlebury Ct, Durham, NC 27713

Telephone: 919-544 4710 Cell: 919-4527359 Email: pamgorkham@netmail.com

Signature: Samula Gorkham Date: 3-7-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade 1 Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Bonny Ellis Madison

Address: 205 Bowler Court

Telephone: 919-267-8675 cell: 919-274-0785 Email: bonnyellis56@aol.com

Signature: [Handwritten Signature] Date: 8-17-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes _____ No _____

Name: Carliso Baruma
 Address: 2513 Wedgdale Ave
 Telephone: 596-0986 cell: _____ Email: _____
 Signature: Carliso Baruma Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the-art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Yenda Richardson

Address: 3906 Destrier Dr. Durham, N.C.

Telephone: 919-536-1306 cell: 919-748-2961 Email: holyf_2001@yahoo.com

Signature: Yenda Richardson Date: 03/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Tutoring before and after school; | ✓ | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes No

Name: Phylliss T. Terry

Address: 108 Kings Cross Lane, Durham N.C. 27713

Telephone: 361-9298 Cell: _____ Email: _____

Signature: Phylliss T. Terry Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Tiffany Mitchell

Address: 919 Carter Ave.

Telephone: 904-415-2585 Cell: _____ Email: _____

Signature: Tiffany Mitchell Date: 3-18-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade _____ Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No _____

Name: Rafael James Rivera

Address: 3408 Hursey St Lot 61 DURHAM NC 27703

Telephone: 919-697-9759 Cell: _____ Email: _____

Signature: Rafael James R. Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

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Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Robert Ware, Jr & Shilanka Ware

Address: 2901 Bartlett Circle, Hillsborough, NC 27278

Telephone: _____ Cell: 619-3046 Email: rsware@7@ycoke.com

Signature:  Date: 3/3/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Michelle Goldston

Address: _____

Telephone: _____ Cell: _____ Email: _____

Signature: M Goldston Date: 3-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | ✓ | | |
| STEM projects are integrated into core curriculum; | ✓ | | |
| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Regina Burris

Address: 203 Sun Daisel Court

Telephone: 919-479-1635 cell: _____ Email: cburris@hotmail.com

Signature: Regina Burris Date: 3/13/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
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| A rigorous project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
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| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Kashie B. Cladette

Address: 4801 Danube Lane #231 Durham, NC 27704

Telephone: _____ Cell: (919) 282-8436 Email: Krccladette@yahoo.com

Signature: Kashie B. Cladette Date: 3/13/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
Kindergarten _____ First Grade _____ Second Grade _____ Third Grade 2
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tamekia Williamson
Address: 1311 Wilcox Ave
Telephone: 884 5013 Cell: _____ Email: _____
Signature: Tamekia Williamson Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem-solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Denise F. Breeden
 Address: 100 Hickory Glen Lane, Durham, NC 27703
 Telephone: (919) 596-5241 cell: (919) 358-3325 Email: denisebreeden@yahoo.com
 Signature: Denise F. Breeden Date: 02/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | | | ✓ |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

✓ Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade 1 Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No ✓

Name: Rhonda Wright

Address: 12 Howlett Place

Telephone: 919-491-6914 Cell: 919-491-6214 Email: rhonda1accwright@aol.com

Signature: Rhonda Wright Date: March 13, 2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✗ | | ✓ |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem-solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Cynthia Jones

Address: 5027 Hadrian Drive

Telephone: _____ cell: 919-443-3156 Email: cgjones555@yahoo.com

Signature: Cynthia Jones Date: 3.12.12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the art technology; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Anthony Kay DeBane Sr

Address: 5711 Wrenwood Ct Durham NC

Telephone: 919-793-7017 Cell: 912-475 Email: anthony.debane@yaho.com

Signature: [Signature] Date: 3/12/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Shantise Lunsford

Address: 218 Frasier Street.

Telephone: (919) 309-6436 Cell: _____ Email: _____

Signature: Shantise Lunsford Date: 3/12/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
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Yes No

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Kindergarten _____ First Grade Second Grade _____ Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Anaolu Smith
Address: 102 Glavo Dr. Durham NC 27703
Telephone: 919 4019846 cell: 919 622 5046 Email: _____
Signature: [Signature] Date: 3-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Extended school day; | <input checked="" type="checkbox"/> | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Kimberly Holloman

Address: 235 Plover Lane

Telephone: 252-224-1111 Cell: _____ Email: _____

Signature: [Handwritten Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Lucretia Adams

Address: 110 Saddle Creek Ln.

Telephone: Cell: 691-3442 Email: ladams115@hotmail.

Signature:  Date:

Shakeena Rogers

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten First Grade Second Grade Third Grade
 Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Shakeena Rogers
 Address: 3146 Treewood Lane
 Telephone: 919-852-XXXX Cell: _____ Email: Shakeena.Rogers@gmail.com
 Signature: Shakeena Rogers Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the-art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem-solving and critical thinking skills enhancement; | ✓ | | |
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Yes No

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Gail Melamb

Address: 32 Jones Ln

Telephone: 919 5818111 Cell: 347 502 5267 Email: gailallm.net@aol.com

Signature: [Signature] Date: 3/11/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the-art technology; | / | | |
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| Character matters; | / | | |
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2. Would you allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No
3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten First Grade Second Grade Third Grade
 Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Patricia Mitchell

Address: Park Place

Telephone: 672-0932 cell: _____ Email: _____

Signature: Patricia Mitchell Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| A rigorous project-based academic curriculum focusing : | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extended school day; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| State-of-the art technology; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Anthony Maurini Jesse Lec Martin

Address: 1605 N Roxboro St

Telephone: 919 672 0033 Cell: _____ Email: italiantony2k9@yahoo.com

Signature: Anthony Martin Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | / | | |
| STEM projects are integrated into core curriculum; | / | | |
| Service Learning activities that are correlated to the curriculum; | / | | |
| Extended school day; | / | | |
| State-of-the art technology; | / | | |
| Tutoring before and after school; | / | | |
| Problem- solving and critical thinking skills enhancement; | / | | |
| Character matters; | / | | |
| Special Education services will be provided; | / | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | / | | |
| Safe and nurturing educational environment. | / | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes _____ No _____

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade 1 Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No ✓

Name: Maria Q. Hernandez - Laura M Hernandez

Address: 2717 Holloway St Durham NC 27703

Telephone: (919) 885-3619 Cell: _____ Email: _____

Signature: Yaniel Segado Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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1. Do you think there is a need for a charter school focuses on the following:

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| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Nicole Boukware

Address: 6066 Eastway ave. Durham, NC 27701

Telephone: 919-688-1515 cell: 919-285-5574 Email: nboukware@yahoo.com

Signature: N Boukware Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Extended school day; | <input checked="" type="checkbox"/> | | |
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Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: COURTNEY R. BYRD
 Address: 12 N Windingcreek cr. Durham, NC 27705
 Telephone: (919) 994-6640 Cell: 919-891-4002 Email: Courtneyrbyrd@yahoo.com
 Signature: [Handwritten Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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|--|-------------------------------------|----|-------|
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| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the-art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes No

Name: Jose S Garcia / Sarah Garcia

Address: 204 S Mineral Springs RD

Telephone: (919) 491-4474 cell: _____ Email: _____

Signature: [Signature] Date: 2/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------|
| A rigorous, project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Roberto Alvarado

Address: 1000 Discourse way

Telephone: 919) 641-9123 Cell: 919) 697-7915 Email: _____

Signature: [Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| A rigorous project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
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| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
Kindergarten _____ First Grade _____ Second Grade Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No Sometimes

Name: Eliza Flores / Tanayra Flores

Address: 2917 Salvane Ct S-101

Telephone: 884-0599 Cell: same Email: _____

Signature: Maria-Ger... Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| A rigorous project-based academic curriculum focusing ; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Kristal Graham

Address: 1650 Garyard Farm Way Unit 118

Telephone: 919 224 9053 Cell: _____ Email: kamvick1@yahoo.com

Signature: [Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | ✓ | | |
| STEM projects are integrated into core curriculum; | ✓ | | |
| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | | ✓ | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Candice Leathers
 Address: 411 Oldham Way Durham, NC 27703
 Telephone: 919-488-9988 Cell: _____ Email: _____
 Signature: [Handwritten Signature] Date: 3/18/12

REACHING ALL MINDS STEM ACADEMY
 reachin@allminds@yahoo.com

Parent/Community Survey

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Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following

| COMPONENTS | YES | NO | MAYBE |
|---|-----|----|-------|
| A rigorous project based academic curriculum focusing on STEM projects are integrated into core curriculum; | ✓ | | |
| Service Learning activities that are correlated to the curriculum; | ✓ | | ✓ |
| Extended school day; | | | ✓ |
| State-of-the-art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem solving and critical thinking skills enhancement; | | | ✓ |
| Character matters; | | | ✓ |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move, physical ed. and | ✓ | | |
| Safe and nurturing educational environment | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

___ Yes ___ No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes ___ No ✓

Name: Wesley Castro Carrero

Address: 214 Lindley Dr Bf 103

Telephone: 919-658-8388 Cell: _____ Email: _____

Signature: Wesley Castro Date: 3-29-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

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| A rigorous project-based academic curriculum focusing ; | / | | |
| STEM projects are integrated into core curriculum; | / | | |
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| Tutoring before and after school; | / | | |
| Problem-solving and critical thinking skills enhancement; | / | | |
| Character matters; | / | | |
| Special Education services will be provided; | / | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | / | | |
| Safe and nurturing educational environment. | / | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade 2 Second Grade _____ Third Grade _____
 Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Kametta S. Stephens

Address: 604 Pine Glen Trails

Telephone: _____ Cell: (919) 401-3281 Email: Kametta.S.@yahoo.com

Signature: Kametta S. Stephens Date: 3/28/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Lauren Hope

Address: 2638 Chaplin st.

Telephone: _____ cell: (919) 638-2011 email: _____

Signature: La Hope Date: 3/28/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Brian Adams

Address: 2801 Holloway St

Telephone: _____ Cell: (919) 514-6203 Email: _____

Signature: Brian Adams Date: 3/28/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade

4. Will you need transportation? Yes No

Name: Bobby Williams
Address: 54 Lincoln Ct.
Telephone: 919-325-8791 Cell: _____ Email: _____
Signature: Bobby Williams Date: 3-25-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
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| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tony Johnson
Address: 1010 Cornell St Apt A, Durham NC 27701
Telephone: 919 236 4551 Cell: _____ Email: _____
Signature: Tony Johnson Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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 Kindergarten _____ First Grade 1 Second Grade _____ Third Grade 1
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tiffany Quinones
 Address: 1226 Dawkins St
 Telephone: 919-884-1473 Cell: _____ Email: _____
 Signature: [Signature] Date: 3.27.12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

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Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: TRINA Smith

Address: 2602 Holloway St., Durham NC 27703

Telephone: 919-391-4210 Cell: Email:

Signature: Trina Smith Date: 3/14/18

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

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Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Angela Farrow
 Address: 3318 Bridgeway Dr
 Telephone: 9431115 Cell: _____ Email: _____
 Signature: Angela Farrow Date: 3-16-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes _____ No

Name: Shari Holman

Address: 201 Laurel Oaks

Telephone: (919) 514-1830 Cell: _____ Email: sharim@shariholman.com

Signature: Shari Holman Date: 3-18-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Angela Reed

Address: 1342 Horton Rd Apt C

Telephone: 919 519 1271 Cell: _____ Email: _____

Signature: Angela Reed Date: 3-16-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Regina Terrell

Address: 3614 Kapstone Pl. #14

Telephone: _____ Cell: _____ Email: _____

Signature: Regina Terrell Date: 2/16/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Kindergarten _____ First Grade _____ Second Grade Third Grade
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4. Will you need transportation? Yes _____ No

Name: Korina Chavis

Address: 503 Sideway Rd

Telephone: 519-2972 Cell: _____ Email: _____

Signature: Korina Chavis Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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4. Will you need transportation? Yes No

Name: Ariz Langley

Address: 1508 Sankrish Place Dr 202

Telephone: _____ Cell: 773 3917 Email: adlangley@yahoo

Signature: [Signature] Date: _____

REACHING ALL MINDS STEM ACADEMY
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Yes No

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Tori Smith

Address: 308 Ashmont Lane Durham NC 27603

Telephone: 919-225-1400 Cell: _____ Email: toris.smith@outlook.com

Signature: Tori Smith Date: 03/10/13

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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4. Will you need transportation? Yes _____ No

Name: Stephanie Meyer

Address: 10520 Chapel Hill Road

Telephone: (919) 228-9830 Cell: _____ Email: stephanie.meyer@yahoo.com

Signature: [Signature] Date: 5/16/18

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reachingallminds@yahoo.com

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Name: Lal DONNA Cates-Kent
 Address: 120 Eureka Circle Durham, NC 27703
 Telephone: 919-288-4085 Cell: _____ Email: ppppercates@jnkoo.com
 Signature:  Date: 3/19/12

REACHING ALL MINDS STEM ACADEMY
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 Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes _____ No

Name: Katasha Horton-Bailey

Address: 2606 Darborn Dr

Telephone: 593-4421 Cell: _____ Email: _____

Signature: [Signature] Date: 3/19/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|----|-------|
| A rigorous project-based academic curriculum focusing; | <input checked="" type="checkbox"/> | | |
| STEM projects are integrated into core curriculum; | <input checked="" type="checkbox"/> | | |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | | |
| Extended school day; | <input checked="" type="checkbox"/> | | |
| State-of-the art technology; | <input checked="" type="checkbox"/> | | |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problems- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
Kindergarten 1 First Grade _____ Second Grade _____ Third Grade 2
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Josefina Mateo Hernandez

Address: 2905 Rindelle St Apt 302

Telephone: (919) 201-4155 Cell: _____ Email: _____

Signature: Josefina Mateo Hernandez Date: 3-19-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| A rigorous project-based academic curriculum focusing; | <input checked="" type="checkbox"/> | | |
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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten First Grade Second Grade Third Grade
 Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Joy Hedgepeth
 Address: 7 Alicia Ct Durham NC 27704
 Telephone: 919-519-1199 Cell: _____ Email: joyhedgepeth@ed.com
 Signature: Joy Hedgepeth Date: 3-19-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Character matters; | | | <input checked="" type="checkbox"/> |
| Special Education services will be provided; | | | <input checked="" type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade 1 Second Grade 1 Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No _____

Name: George Murrell
Address: 1700 Carlington Park Ct. Morrisville, N.C. 27560
Telephone: 465-91155 Cell: 539-9460 Email: GAM@reachingallminds.com
Signature: [Signature] Date: 3-17-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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 Yes No
3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade 1 Second Grade _____ Third Grade 1
 Fourth Grade _____ Fifth Grade _____
4. Will you need transportation? Yes _____ No _____

Name: Pam Gorham
 Address: 104 Middlebury Ct, Durham, NC 27713
 Telephone: 919-544-4710 Cell: 919-482-1959 Email: pamgorham@hotmail.com
 Signature: *Pamela Gorham* Date: 2-17-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

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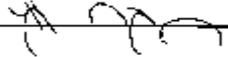
Kindergarten 1 First Grade Second Grade 1 Third Grade
Fourth Grade 1 Fifth Grade

4. Will you need transportation? Yes No

Name: Bobby Eric Mason

Address: 205 Royster Court

Telephone: 919-467-5676 Cell: 919-274-0985 Email: bemason56@gmail.com

Signature:  Date: 8-17-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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 Yes No
3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____
4. Will you need transportation? Yes _____ No _____

Name: Colliso Balume

Address: 2513 Wedgdale Ave

Telephone: 596-0926 cell: Email: _____

Signature: Colliso Balume Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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 Kindergarten First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade _____
4. Will you need transportation? Yes _____ No

Name: Vanda Richardson

Address: 3906 Destrier Dr. Durham, N.C.

Telephone: 919-596-1306 Cell: 917-788-2961 Email: holyj-2001@aol.com

Signature: Vanda Richardson Date: 03/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade 1 Second Grade 1 Third Grade 1
Fourth Grade 1 Fifth Grade 1

4. Will you need transportation? Yes No

Name: Phyliss Miller

Address: 108 Kings Cross Lane Durham N.C. 27713

Telephone: 361-9198 Cell: Email:

Signature: Phyliss K. Miller Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Tiffany Mitchell

Address: 919 Carter Ave.

Telephone: 904-418 2585 Cell: _____ Email: _____

Signature: Tiffany Mitchell Date: 2-13-2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade 1
Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes No

Name: Celeste Otter

Address: 403 Converse Rd

Telephone: (919) 329-6496 Cell: (919) 269-6751 Email: CelesteOtter@yahoo.com

Signature: Celeste Otter Date: 02/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Rafael James Rvera

Address: 3408 Huxsey St Lot 61 DURHAM NC 27703

Telephone: 919-687-9754 Cell: _____ Email: _____

Signature: Rafael James R. Date: 08-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
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| Character matters; | ✓ | | |
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✓ Yes No

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Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Regina Burris

Address: 203 Sun Dental Court

Telephone: 919-479-1635 Cell: _____ Email: rburris@scholmail.com

Signature: Regina Burris Date: 3/13/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Kashie B. Cloddtter

Address: 4801 Daoubi Lane #231 Durham, NC 27704

Telephone: _____ Cell: (919) 252-8436 Email: Krclodt@aol.com

Signature: Kashie B. Cloddtter Date: 3/13/2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

1. Do you think there is a need for a charter school focuses on the following:

| COMPONENTS | YES | NO | MAYBE |
|--|-----|----|-------|
| A rigorous project-based academic curriculum focusing ; | | | ✓ |
| STEM projects are Integrated into core curriculum; | | | ✓ |
| Service Learning activities that are correlated to the curriculum; | ✓ | | |
| Extended school day; | ✓ | | |
| State-of-the art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
| Character matters; | ✓ | | |
| Special Education services will be provided; | ✓ | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | ✓ | | |
| Safe and nurturing educational environment. | ✓ | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade _____ Second Grade _____ Third Grade ✓ 7
 Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Lanekia Williamson
 Address: 134 Wilcof Ave
 Telephone: 919-5013 Cell: _____ Email: _____
 Signature: Lanekia Williamson Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Tutoring before and after school; | <input checked="" type="checkbox"/> | | |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Denise F. Breeden

Address: 100 Hickory Glen Lane Durham, NC 27703

Telephone: (919) 258-5241 cell: (919) 258-3385 Email: denisebreeden@yahoo.com

Signature: Denise F. Breeden Date: 03/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade 1 Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Rhonda Wright

Address: 12 Hawlett Place

Telephone: 919-491-6914 Cell: 919-491-6914 Email: rhonda1gee.wright@aol.com

Signature: Rhonda Wright Date: March 13, 2012

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Cynthia Jones

Address: 5027 Hadrian Drive

Telephone: _____ Cell: 919-943-3156 Email: cjones5562@yahoo.com

Signature: Cynthia Jones Date: 3-12-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Problem- solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would you allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
 Fourth Grade _____ Fifth Grade 1

4. Will you need transportation? Yes No

Name: Anthony Jay Wehane SR
 Address: 5711 Wrenwood Ct Durham NC
 Telephone: 919-793-2047 Cell: 919-475 Email: anthony.bougier@Yahoo.com
 Signature: [Handwritten Signature] Date: 3/12/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | | |
| Character matters; | <input checked="" type="checkbox"/> | | |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | | |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten 1 First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Shantise Lunsford

Address: 218 Frasier Street.

Telephone: (919) 309-6436 Cell: _____ Email: _____

Signature: Shantise Lunsford Date: 3/12/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Character matters; | <input checked="" type="checkbox"/> | | |
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| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | | |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | | |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten 1 First Grade 1 Second Grade 1 Third Grade 1
 Fourth Grade 1 Fifth Grade 1

4. Will you need transportation? Yes No

Name: Wendy R. Miller, Holliston
 Address: 235 Pine St. Boston
 Telephone: 231-221-1211 Cell: _____ Email: _____
 Signature: [Handwritten Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Lucresia Adams

Address: 110 Saddle Creek Ln.

Telephone: _____ Cell: 641-9442 Email: ladams115@hotmail.

Signature: [Signature] Date: _____

Shakeena Rogers

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.
 Kindergarten _____ First Grade Second Grade _____ Third Grade _____
 Fourth Grade Fifth Grade _____

4. Will you need transportation? Yes No _____

Name: Shakeena Rogers

Address: 3149 Iveywood Lane

Telephone: 919-952-3552 Cell: _____ Email: Shakeena.Rogersbd@gmail.com

Signature: Shakeena Rogers Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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| Extended school day; | ✓ | | |
| State-of-the-art technology; | ✓ | | |
| Tutoring before and after school; | ✓ | | |
| Problem- solving and critical thinking skills enhancement; | ✓ | | |
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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?
 Yes No

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 Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
 Fourth Grade 4 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Gail Melamb

Address: 32 Jones Ln

Telephone: 919 5818418 Cell: 347 502 5267 Email: gail.melamb@aol.com

Signature: [Signature] Date: 3/11/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

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Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Fabian Mitchell

Address: Park Place

Telephone: 678-0932 Cell: _____ Email: _____

Signature: Fabian Mitchell Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Anthony Martini Jesse Lee Martini

Address: 1605 N Roxboro St

Telephone: 919 672 0033 Email: italiantony2k1@yahoo.com

Signature: Anthony Martini Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes _____ No _____

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Kindergarten _____ First Grade _____ Second Grade 1 Third Grade 1
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No ✓

Name: Maria A. Hernandez -- Laura M Hernandez

Address: 2117 Holloway St Durham NC 27703

Telephone: (919) 885-3619 cell: _____ Email: _____

Signature: Yaniel Salgado Date: 03-13-12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

Reaching All Minds After-School Program is considering transitioning to an extended-day charter school with a science, engineering (Design), technology, and math (STEM) focus. The charter school will operate from 7:30a.m. to 4:30 p.m. each day with one and one half hours of community service or extended time on project-based curriculum.

Information collected on this survey will be used in the Reaching All Minds STEM Academy and the North Carolina Department of Public Instruction for the purpose of documenting community interest in STEM Academy.

Thank you for your participation. Your feedback is appreciated.

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| COMPONENTS | YES | NO | MAYBE |
|--|-------------------------------------|--------------------------|-------------------------------------|
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| STEM projects are Integrated into core curriculum; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Service Learning activities that are correlated to the curriculum; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extended school day; | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| State-of-the art technology; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutoring before and after school; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem-solving and critical thinking skills enhancement; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character matters; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Education services will be provided; | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign Language, Fine art, Let's Move physical ed.; and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe and nurturing educational environment. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Would allow your child(ren) to enroll in the Reaching All Minds STEM Academy?

Yes No

3. How many students in grades K-5 live in your household? Please the number by grade level.

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade 1 Fifth Grade _____

4. Will you need transportation? Yes No

Name: Mary McDonald

Address: 5320 Habrian Drive Durham NC 27703

Telephone: 919-596-7558 cell: 910-578-⁶⁴⁵⁸~~4768~~ Email: msmc0909@yahoo.com

Signature: Mary McDonald Date: 2/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade 2

4. Will you need transportation? Yes No

Name: Regina Byrd
Address: 4800 Highmeadow rd. Durham, NC 27712
Telephone: 919-251-4819 Cell: 919-638-2900 Email: harrisbyrd@yahoo.com
Signature: Regina Byrd Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten _____ First Grade 1 Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Nicole Boulware
Address: 666 Eastway ave Durham, NC 27701
Telephone: 919-688-1815 Cell: 919-285-5574 Email: NBoulware@yahoo.com
Signature: N Boulware Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

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Yes No

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes _____ No

Name: Roberto Alvarado

Address: 1000 Dismal way

Telephone: 919 641-4123 Cell: 919 699-7909 Email: _____

Signature: Lana Rodriguez Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten _____ First Grade _____ Second Grade: Third Grade
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No Sometimes

Name: Eliza Flores / Janayra Flores

Address: 2917 Salvane Ct 5-101

Telephone: 884-0599 Cell: same Email: _____

Signature: Maria Govin Date: _____

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Yes No

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Kindergarten First Grade Second Grade Third Grade
Fourth Grade Fifth Grade

4. Will you need transportation? Yes No

Name: Kristal Graham

Address: 1650 Garyard Farm Way Unit 118

Telephone: 919-224-9253 Cell: _____ Email: kgrah101@yahoo.com

Signature: [Signature] Date: 3/13/12

REACHING ALL MINDS STEM ACADEMY
reachingallminds@yahoo.com

Parent/Community Survey

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Kindergarten _____ First Grade _____ Second Grade _____ Third Grade _____
Fourth Grade _____ Fifth Grade _____

4. Will you need transportation? Yes No

Name: Craig McGill

Address: PO Box 21248 Durham, NC 27703

Telephone: 919-452-4140 Cell: _____ Email: C.McGill1@nc.rr.com

Signature: [Handwritten Signature] Date: 03-12-12

APPENDIX 3

Support Letters



NC Department of Public Instruction
Charter School Program Office
301 North Wilmington Street
Raleigh, NC 27601

March 29, 2012

The Renaissance Education Group, Inc. is delighted to provide evidence of support to The RAM Organization in its mission to provide a nurturing, caring, structured, and safe environment for at-risk youth in Durham County. The Renaissance Education Group, Inc. is a federal intermediary, under cooperative agreement with the Administration for Children and Families, through its Compassion Capital Fund. The RAM Organization was a recipient of capacity building services and technical assistance in this project (Cohort I: 2007-2008), and stands poised to execute this proposal, as it continues to expand its range and reach as a service provider. We are excited to support its current application to establish a charter school.

In support to this proposal, Renaissance, whose mission is: *to provide educational programs and services to at-risk, underserved, and disadvantaged youth, their families, and organizations and institutions that work with them*, commits the following:

- As the Training Provider for the US Department of Education's Office of Student Services, we will explore training and technical assistance for the emerging charter school in the areas of providing services for at-risk, high-risk, and disconnected students and their families.
- Provide parent training in the area of college access.
- Continue to disseminate strategies and collaborative opportunities for capacity building for The RAM Organization; and
- Work with the administration, teachers, and staff to develop a PILOT INITIATIVE for college preparation for the students that extends our primary program activities to create and nurture a college going culture in this community.

We are excited about this opportunity for The RAM Organization, and submit this letter as support for our relationship and to communicate our partnership in working with youth in Durham County. Should you desire additional information, please do not hesitate to contact me.

I remain,

Dr. Kenneth Mitchell, CCP, IAC #110622
Certified Master Coach Practitioner
Executive Director
The Renaissance Education Group, Inc.

NC STATE UNIVERSITY

North Carolina Cooperative Extension Service

Durham County Center
721 Foster Street
Durham, North Carolina 27701

March 30, 2012

919-560-0525 Fax: 919-560-0530
www.ces.ncsu.edu/durham/

North Carolina Department of Public Instruction
Office of Charter Schools
301 North Wilmington Street
Raleigh, NC 27601-2825

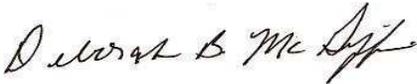
Dear Whom It May Concern;

Please accept this letter as a testament of our support for the establishment of the Reaching All Minds STEM Academy extended day charter school. Over the past three and one-half years the after school program, Reaching All Minds After-School Program, has also served in the capacity of a 4-H club, using 4-H research-based curriculum to enhance the academic ability of the students enrolled in the afterschool program and the complementing 4-H club. As we have supported the 4-H program in the Reaching All Minds After-School Program and seen students achieve academic success in the program, we are confident the transition from an afterschool program to a full day charter school will enable students attending the new charter to school to excel even more proficiently and even surpass DPI essential standards.

As a charter school with a specific focus in the science, technology, engineering and mathematics fields, Durham County 4-H will continue to offer support, resources and staff STEM trainings when applicable to the school's mission with available and relevant 4-H research-based STEM curriculum. We look forward to our continued association with Reaching All Minds STEM Academy in their new capacity as a charter school, and have confidence that the students they serve will continue to succeed academically in the more comprehensive day-long school environment.

If you would like to discuss our commitment to the sustained success of the Reaching All Minds STEM Academy further, please feel free to contact me. I can best be reached at 919-560-0521 or at deborah_mcgiffin@ncsu.edu.

Sincerely,



Deborah B. McGiffin
Extension Agent, Durham County
Family and Consumer Sciences and Interim 4-H and Youth Development

North Carolina State University and North Carolina A&T State University commit themselves to positive action to secure equal opportunity regardless of race, color, creed, national origin, religion, sex, age, or disability. In addition, the two Universities welcome all persons without regard to sexual orientation. North Carolina State University, North Carolina A&T State University, U.S. Department of Agriculture, and local governments cooperating.



The Office of Student Activities/Greek Life

Shaw University
The Office of Student Activities/Greek Life
118 East South Street
Raleigh, NC 27601

April 9, 2012

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

To Whom It May Concern:

Shaw University's Office of Student Activities/Greek Life supports the establishment of the Reaching All Minds (RAM) Academy, for K-5 students. The vision to educate our youth about Science, Technology, Engineering, and Mathematics (STEM) through the use of creative, animated tactics is a brilliant idea. We believe that a program as such will help students become effective communicators (expressing and listening), quality producers, global leaders, critical/creative thinkers, and self-directed learners.

We are excited about collaborating with the RAM Academy to enhance the academic/social experiences of their students through the establishment of the RAM Leadership Academy and the College Bound Series. We are committed to providing mentorships, tutorial services, and increasing student participation in the community. Through the RAM Academy Institute, students will be taught how to dress professionally, conflict-resolution, goal-setting, and Robert's Rule of Order. The College Bound Series will consist of interactive sessions geared towards introducing K-5 students to all aspects of the collegiate experience. Through our experiences in the community we have found that under-represented minorities are not being encouraged to attend college or they have not been exposed to individuals who have completed a four-year degree. This void has increased the need for programming geared towards helping youth understand the importance of college and all that it has to offer.

Through tutorial, we will work with the RAM Academy to help their students achieve academic excellence. We believe that education and programming is important, but it is the dedication of a motivating figure that helps bring everything full-circle; therefore, our students are committed to serving as mentors. Mentors will help reinforce the importance of taking the opportunities that they receive at RAM Academy seriously. Collectively, we will also plan and conduct community service activities to enhance planning/organizational skill sets and expose students to the issues in their communities. Community initiatives also allow us to incorporate team-building exercises and remind students about the importance of giving back to the community as they climb the "ladder of success."

We truly look forward to assisting the RAM Academy and working collectively to take our youth to the next level.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ebony R. Johnson'.

Ebony R. Johnson
Director of Student Activities/Greek Life



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Debbie J. Johnson, Genworth Mortgage Insurance

William F. Litchfield Jr. (ex-officio)
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Pat Moody, MCNC

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Christofer Roberts, Bank of America

Kim Rosenberg, Attorneys Title

Bob Sar

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G. Edward Story, RTI International

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Legislative Counsel

Harrison J. (Harry) Kaplan, Esq.

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Peter Werbicki

DURHAM BRANCH

708 Gilbert Street, Durham, North Carolina 27701

PHONE: (919) 956-2513 FAX: (919) 956-7083

GREENVILLE BRANCH

497 West 9th Street, Greenville, North Carolina 27834

PHONE: (252) 752-4996 FAX: (252) 752-1821

(Main/Administrative Offices) RALEIGH BRANCH

3808 Tarheel Drive, Raleigh, North Carolina, 27609

PHONE: (919) 875-0707 FAX: (919) 875-0801

SANDHILLS BRANCH

195 Sandy Avenue, Southern Pines, North Carolina 28387

PHONE: (910) 692-5959 FAX: (910) 692-5910

WILMINGTON BRANCH

1314 Marsteller Street, Wilmington, North Carolina 28401

PHONE: (910) 251-1455 FAX: (910) 251-3591

WWW.FOODBANKCENC.ORG

Fighting Hunger in 34 Counties... so no one goes hungry.

RALEIGH (Main Office) 3808 Tarheel Drive, Raleigh, North Carolina, 27609 PHONE: (919) 875-0707 FAX: (919) 875-0801

April 2nd, 2012

To Whom It May Concern,

This letter confirms the strong relationship and partnership between The RAM Organization, 2703 Holloway Street, Durham NC 27703 and the Food Bank of Central & Eastern North Carolina. The RAM Organization has been a Kids Cafe partner since January 2009, in good standing and with much acclaim.

The Kids Cafe program is a program of the Food Bank Central & Eastern North Carolina which encompasses the provision of a healthy meal in a safe and structured after-school environment. Much more than this, though, is the requirement to provide educational support, structured physical activity, parental involvement programs and life skills / mentoring.

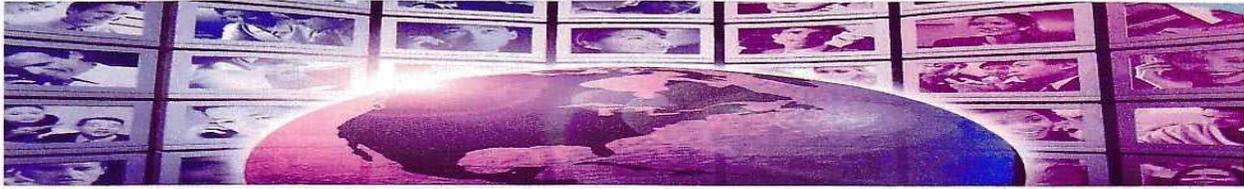
Ms. Annie McCoy and her team of dedicated colleagues provide all of the above and so much more. Their understanding of child needs and their ability to provide a caring environment which encourages holistic development is a testament to, not only, their hard work, but their natural talent.

The Ram Organization has been the recipient of the Food Bank Standard of Excellence Awards, in recognition of the principles and level of service they provide. We anticipate continued partnership with The RAM Organization and will look to support them, to the best of our ability, in their future endeavors.

Sincerely,

Gideon Adams
Senior Manager, Programs & Outreach
Food Bank of Central & Eastern North Carolina





MIEOYS Computer Design & Repair

Make It Easy On Your Self!

P.O. Box 21248

Durham, NC 27703

Phone (919)452-4140

April 08, 2012

NC Department of Public Instruction
Charter School Program Office
301 North Wilmington Street
Raleigh, N.C. 27601

To Whom It May Concern:

Make It Easy On Your Self (MIEOYS) Computer Design and Repair is delighted to provide support for Reaching All Minds Academy Charter School. I build, migrate and test custom software solutions for Lenovo ThinkCentre and ThinkPad products. I am the troubleshooter and installer of the software, hardware devices, imaging tools such as PQmagic Ghost and Drivelmage.

The RAM Charter school will assist children in the East Durham Community in acquiring skills to achieve academic success. The students will be introduced to Technology at an early age, thus creating an environment needed to improve the quality of their lives.

I look forward to working with RAM Academy in whatever capacity to make this Charter School a success. In order for children in the East Durham community to advance to the 21st Century, essential skills must be developed. Introducing them to technology and these skills at an early age will require them to read on different levels, develop their math skills, their focus and concentration skills will increase.

It is our pleasure as well as an honor to support RAM Academy Charter School and I submit this letter as confirmation of my support.

Sincerely;

Craig M. McGill
Proprietor, MIEOYS Computer Design & Repair

March 01, 2012

NC Department of Public Instruction
Office of Charter Schools
301 N Wilmington St.
Raleigh, N.C. 27601

Dear Mrs. McKoy:

Thank you for meeting with the parents on last Wednesday. Sometimes a listening ear is sufficient. This year the parents at Oak Grove Elementary have faced many challenges concerning our children. It's a shame that the Afterschool Program that our children attends is benefitting our children more than the classroom they are in all day. If the surveys are any indication of your success in opening a charter school we hope and pray that everything works for you. I may not be able to place my oldest children, but my youngest will be apart of RAM Academy.

I offer my support as a parent, a member of the PTSA, Advisory Board, Volunteer, wherever I can be of assistance. The children of East Durham need this school, and if I could go before the board and say one thing it would "APPROVE this Application". Thank you for encouraging my children, feeding them and most of all for loving them.

Sincerely;



Jamie Thomas Chavies
Parent of 5 Children who attend 21st Community Learning Center

January 10, 2012

NC Department of Public Instruction
Office of Charter Schools
301 N Wilmington St.
Raleigh, N.C. 27601

Dear Mrs. McKoy:

I am glad that you are going ahead with the application for charter schools. RAM Academy will be a great asset in the East Durham Community.

We have excellent resources in the Research Triangle Park, with that in mind, our children should have a focus of one day working for IBM, Glaxo, Quintiles or any other company. They will however have to be trained and that begins as young children. I am a firm believer that children must be shown a better life in order to desire a better life.

Mrs. McKoy I know that you will be a piped piper and take these young people and show them that they can achieve, pursue, and obtain the finer things in life.

May your endeavors come to fruition, and I will assist you and the RAM Academy in whatever capacity that it may require.

Sincerely;



James Solomon
Parent

Why I would like to go to RAM

I would like to go to RAM because they have a good staff and they help me and my freinds learn stuff we never learned before. And also they're always inspiring me to do new things. I would like to go to RAM in summer so I wouldn't forget the stuff I learned in school. I want to thank God for building Ram. All staff members are very nice. If you need help they work you through the problem ~~untill~~ until you get it. RAM will always be there for you. And that's why all ~~people~~ kids are welcome to RAM.

Jordan

Why I Like RAM By: Papa X Luther

I like coming here because they have always been there for me. I have been coming to TKAO afterschool/summer camp since I was in the 1st grade. They taught me how to write my name in cursive.

They also taught me about manners and etiquette. They provide me with a healthy snacks in the mid-afternoon from a kids Cafe. The kids at TKAO are very smart and kind.

TKAO gives children a safe place to go after-school. TKAO offers kids a chance to be a part of a great program like 4-H, Boy Scouts, and Girls Scouts. TKAO has exciting, learning activities around math, literacy, and grammar.

If they open a charter school I know that it will be the same way. I love to learn, "My favorite subject is math" and I need to get better in math to be an Veterinarian and the Ram will get me there.

The teachers at TKAO are very caring and patient. I love TKAO because TKAO loves me.

APPENDIX 4

Brochure

About RAM Academy

MISSION

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 civic responsibility, functioning as a collaborative member of a team in a highly technological and global society. To fulfill this mission, Reaching All Minds Academy will establish an extended school day; infuse STEM hands-on project learning activities; provide effective professional development for faculty and staff; engage the total community, include parents in educational partnerships; use real world experiences as the integrating context; and create a safe and nurturing learning environment.

ABOUT OUR PROGRAM

The Daily Program at Reaching All Minds Academy is designed to meet the needs of the children, giving each child the opportunities to explore and discover diverse setting. This charter school offers the children an opportunity to learn new approaches to problem solving, to expand his/her creativity in art and crafts, computer learning skills, money matters, field trips, and academic assistance.

STEM is an integrated approach to Science, Technology, Engineering and Math. STEM uses project-based learning to engage students, teach higher-level, problem-solving skills and build learners for life. STEM initiatives have been shown to improve test scores in math and science and prepare students for college and career.

PURPOSE

Reaching All Minds Academy's purpose is to provide a comprehensive charter school that will meet the educational, social, emotional entrepreneurship needs of children for grades K- 5. Our curriculum is designed to prepare children of all social-economic and cultural backgrounds to be successful in their educational endeavors and every aspect of life.



WE BELIEVE

- All children can learn if placed in an environment conducive to learning
- Every child has inherited abilities
- Every child needs to be loved and accepted unconditionally
- Every child needs to gain approval and receive praise from peers as well as adults
- Every child has a need to develop independence by way of assuming responsibility and making choices
- Every child has the need to be creative
- Every child has the need to express ideas and emotions in a constructive way
- Every child needs to be allowed to develop, *socially, emotionally and spiritually*

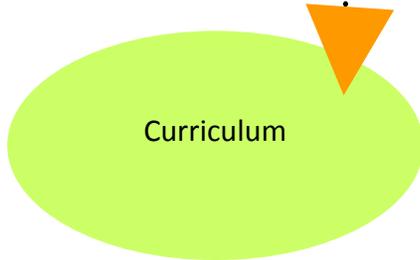


Reaching All Minds Academy

2703 Holloway Street
Durham, NC 27703
Phone. 919-596-1899
Fax. 919-596-1891

E-mail: reachingallminds@yahoo.com

Reaching All Minds Academy



- Science
- Technology
- Engineering
- Math
- Core Knowledge
- Shurley Grammar
- Physical Education
- Reading and Language Arts
- Parental Partnerships
- Art and Music
- Character Education
- Extracurricular Activities



Join the Reaching All Minds Academy

Who: K- 5th grade
When: Monday—Friday, 8 to 4:30 pm
Where: Reaching All Minds Academy
2703 Holloway Street
Durham, NC 27703

Register Now!
Call 919—596-1899
The Reaching All Minds Academy
For more information, contact
Mrs. Annie McKoy,
919-596-1899.

SCIENCE

TECHNOLOGY



ENGINEERING

MATH

APPENDIX 5

Flyer

Science
Technology
Engineering
Math
Core Knowledge
Shurley Grammar
Physical Education
Reading and Language
Fine Arts
Arts and Music

Reaching All Minds Academy

Join the Reaching All Minds Academy

Who: K— 5th Grade

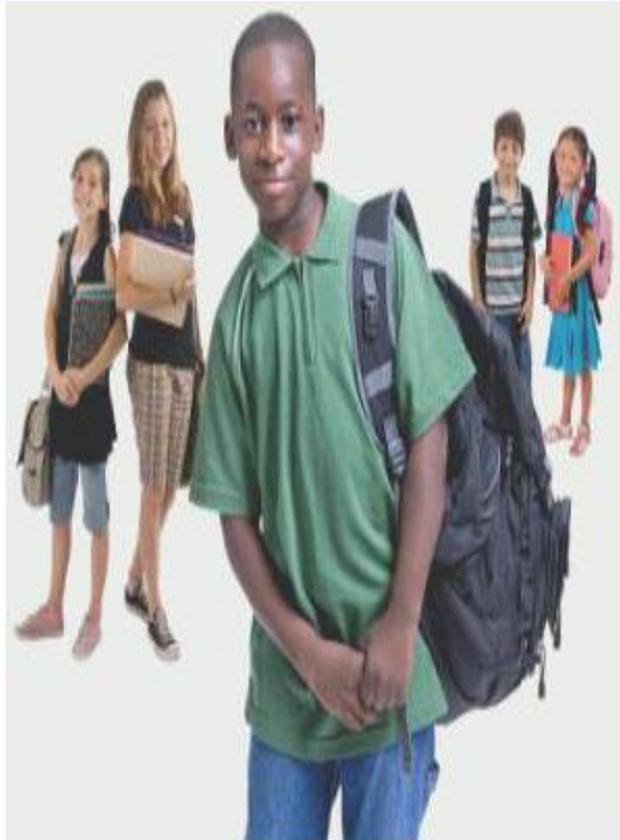
When: Monday-Friday, 8:00am to 4:30 pm

*Where: Reaching All Minds Academy
2703 Holloway Street
Durham, NC 27703*

*Register Now!
Call 919—596-1899*



*For more information:
Contact: Mrs. Annie McKoy Director
Phone: 919 596-1899*



Preparing students to become productive citizens with the skills needed to solve complex problems, think critically, exhibit positive social competencies, civic responsibility, and functioning as a collaborative member of a team in a highly technological and global society.

Enrollment Fall 2013