

Our goal is to provide an option for the male students in Guilford County. We have collected responses from individuals, from churches who passed them out after service, at the local YMCAs, Boys and Girls Clubs. The Board Members distributed surveys to individuals who were interested in the Male School. Brochures were left at all of these places We have received 345 responses. Responses from the survey are:

1. School Attendance Zone where you live:

We had responses from 26 different elementary schools, 8 middle, and 3 high schools

2. Hear about the school?

Word of mouth 25% Church 44% Brochures 25% Other 6%

3. Grade levels of your children for 2018 school year?

Kindergarten 54% First Grade 34% Second Grade 10% Other 2%

4. What do you feel the primary reason for opening a charter school in our community might be? Select all that apply.

Increase student achievement 48%

Opportunity for single gender school 33%

Improve discipline 15%

Other 5%

5. If a charter school opened in this community, what grade levels should it serve?

K-5 47 %, K-3, 35%, K-8 15% Other 3%

6. Would you be willing to meet in parent participation groups with teachers to better assist your child(ren)? Yes 100%

7. What type of school did your child attend last year?

Public 90% Private 3% other 7%

8. What would be the primary reason you would decide to enroll your child in the charter school?

Teacher/staff attitudes 60% single gender 15% location 15% other 10%

9. How satisfied are you with your child's current school?

Somewhat satisfied 61% somewhat dissatisfied 19% very dissatisfied 20%

10. How likely are you to send your child to this charter school when it opens?

Very likely 83% Somewhat Likely 17%

BISHOP GEORGE W BROOKS MALE ACADEMY F - Survey questions

1. Please list the school attendance zone in which you currently live _____

2. How did you hear about the charter school initiative in your community?

- Email
- Church
- Word of Mouth
- Website
- School
- Work
- Informational Forum Flyer/
- Brochure
- Other - please specify _____

3. Please select the grade levels of each of your children for the 2018 school year, if applicable.

Not school age

K

1

2

4. What do you feel the primary reason for opening a charter school in our community might be? Select all that apply.

- Increase student achievement
- Increase graduation rates
- Improve post-secondary education
- attendance Improve discipline
- Opportunity for single gender school
- Increase parental involvement

Provide different course offerings Please list _____

5. If a charter school opened in this community, what grade levels should it serve?

K-3

3-5

K-5

6-8

K-8

6-12

9-12

K-12

6. Would you be willing to meet in parent participation groups with teachers to better assist your child(ren)? Yes or No

7. What type of school did your child attend last year?

- public
- parochial
- private
- home study
- did not attend school
- charter

8. What would be the primary reason you would decide to enroll your child in the charter school?

- location
- discipline
- class size
- single gender community
- teacher/staff attitudes
- curriculum

9. How satisfied are you with your child's current school?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied

10. How likely are you to send your child to this charter school when it opens?

- very likely
- somewhat likely
- somewhat unlikely
- very unlikely

Provide different extracurricular offerings Please list _____

K READING

	Q1	Q2	Q3	Q4
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	I	R	R	P
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	I	R	R	P
RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	I	R	R	P
RL.K.5 Recognize common types of texts.	I	R	R	P
RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.	I	R	P	
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I	R	R	P
RL.K.10 Actively engage in group reading activities with purpose and understanding.	I	R	P	
RI.K.1 With prompting and support, ask and answer questions about key details in a text	I			
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	I			
RI.K.4 With prompting and support, ask and answer questions about words in a text.	I			
RI.K.5 Identify the front cover, back cover, and title page of a book.	I			
RI.K.10 Actively engage in group reading activities with purpose and understanding.	I			

First Grade Reading

	Q1	Q2	Q3	Q4
RL.1.1 Ask and answer questions about key details in a text.	I	R	P	P
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I	R	R	P
RL.1.3 Describe characters, settings, and major events in a story, using key details.	I	R	R	P
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I	R	R	P
RL.1.5 Explain major differences between books that tell stories and books that give information.	I	R	R	P
RL.1.6 Identify who is telling the story at various points in a text.			I	P
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		I	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.			I	P
RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.		I	R	P
RI.1.1 Ask and answer questions about key details in a text.	I	R	P	P
RI.1.2 Identify the main topic and retell key details of a text.	I	R	P	P
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		I	R	P
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I	R	R	P
RI.1.5 Know and use various text features to locate key facts or information in a text.	I	R	P	P
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I	R	P	P
RI.1.7 Use the illustrations and details in a text to describe its key ideas.		I	R	P
RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.			I	P
RI.1.9 Identify basic similarities in and differences between two texts on the same topic.			I	P
RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.		I	R	P

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Second Grade Reading

	Q1	Q2	Q3	Q4
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I	R	P	
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		I	R	P
RL.2.3 Describe how characters in a story respond to major events and challenges.	I	R	R	P
RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	I	R	R	P
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	I	R	R	P
RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		I	R	P
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I	R	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.		I	R	P
RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I	R	P	P
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I	R	P	P
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		I	P	P
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I	R	P	P
RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	I	R	P	P
RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	I	R	P	P
RI.2.7 Explain how specific images contribute to and clarify a text.	I	R	P	P
RI.2.8 Identify the reasons an author gives to support ideas in a text.			I	P
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		I	R	P
RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Third Grade Reading Literature

	Q1	Q2	Q3	Q4
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I	R	P	P
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		I	R	P
RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	I	R	P	P
RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	I	R	R	P
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I	R	P	P
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		I	R	P
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	I	R	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		I	R	P
RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I	R	P	P
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	I	R	R	P
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I	R	R	P
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I	R	R	P
RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.		I	R	P
RI.3.6 Distinguish their own point of view from that of the author of a text.		I	R	P
RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	I	R	R	P
RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.		I	R	P
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		I	R	P
By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Fourth Grade Reading

	Q1	Q2	Q3	Q4
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I	R	P	P
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		I	R	P
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.		I	R	P
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	I	R	P	P
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.		I	R	P
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I	R	R	P
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I	R	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.		I	R	P
RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	I	R	P	P
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	I	R	R	P
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I	R	R	P
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	I	R	P	P
RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.		I	R	P
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		I	R	P
RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			I	P
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.		I	R	P
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		I	R	P
RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Fifth Grade Reading

	Q1	Q2	Q3	Q4
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I	R	P	P
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		I	R	P
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	I	R	R	P
5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	I	R	P	P
RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.		I	R	P
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.		I	R	P
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.			I	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.		I	R	P
RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I	R	P	P
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		I	R	P
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		I	R	P
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I	R	P	P
RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.		I	R	P
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		I	R	P
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	I	R	R	P
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I	R	R	P
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		I	R	P
RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Sixth Grade Reading

	Q1	Q2	Q3	Q4
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	P	P
RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I	R	R	P
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		I	R	P
RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	I	R	R	P
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		I	R	P
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	I	R	R	P
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			I	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	I	R	R	P
RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	P	P
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I	R	P	P
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	I	R	P	P
RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.	I	R	R	P
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		I	R	P
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I	R	R	P
RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.		I	R	P
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		I	R	P
RI.6.9 Compare and contrast one author's presentation of events with that of another.		I	R	P
RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Seventh Grade Reading

	Q1	Q2	Q3	Q4
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	P	P
RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.		I	R	P
RL.7.3 Analyze how particular elements of a story or drama interact.	I	R	R	P
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	I	R	R	P
RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.		I	R	P
RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.		I	R	P
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.		I	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		I	R	P
RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	R	P
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		I	R	P
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.	I	R	R	P
RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	I	R	R	P
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	I	R	R	P
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I	R	R	P
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.		I	R	P
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		I	R	P
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		I	R	P
RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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Eighth Grade Reading

	Q1	Q2	Q3	Q4
RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	R	P
RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	I	R	R	P
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		I	R	P
RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I	R	R	P
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		I	R	P
RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.	I	R	R	P
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		I	R	P
CCR Anchor Standard RL.8 – K-12 Not applicable to literature.	X	X	X	X
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	I	R	R	P
RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P
RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I	R	R	P
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	I	R	R	P
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.		I	R	P
RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I	R	R	P
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I	R	R	P
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I	R	R	P
RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.		I	R	P
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		I	R	P
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		I	R	P
RI.8.10 By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		I	R	P

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BMA Academic Calendar (Aug 2019–Jul 2020)

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Bishop Brooks Academic Calendar

August 12-16 Professional Development

Aug 19-23 PD and Workdays and Open House

Aug 26 1st Day

Sept 2 Labor Day Holiday

Sept 25 (Day 22 half through 1st QTR) Early Release PD

Sept 26-27 PD Workdays

Oct 30 Early Release Day END OF 1st Grading Period (45 DAYS)

Oct 31 Workday

Nov 1 Workday

Nov 4 BEGINNING 2nd Qtr

Nov 11 Holiday Veteran's Day

Nov 27-Dec 1 Thanksgiving Holiday

Dec 6 Early Release Day PD

Dec 23-Jan1 Winter Holiday

Jan 2 Regular Student Day

Jan 20 MLK Day Holiday

Jan 23 END OF 2nd QTR (45) Early Release

Jan 24 Teacher Workday

Jan 27 Teacher Workday

Feb 27 (Day 23) Early Release

Feb 28 Teacher Workday

Mar 31 END OF 3rd QTR (45) Early Release

April 1 Teacher Workday

Apr 6-10 Spring Break

May 8 (Day 22) Early Release

May 25 Holiday Memorial Day

June 11 Last student day Early Release (45)

June 12 Teacher Workday

June 15 Teacher Workday

Color Key:

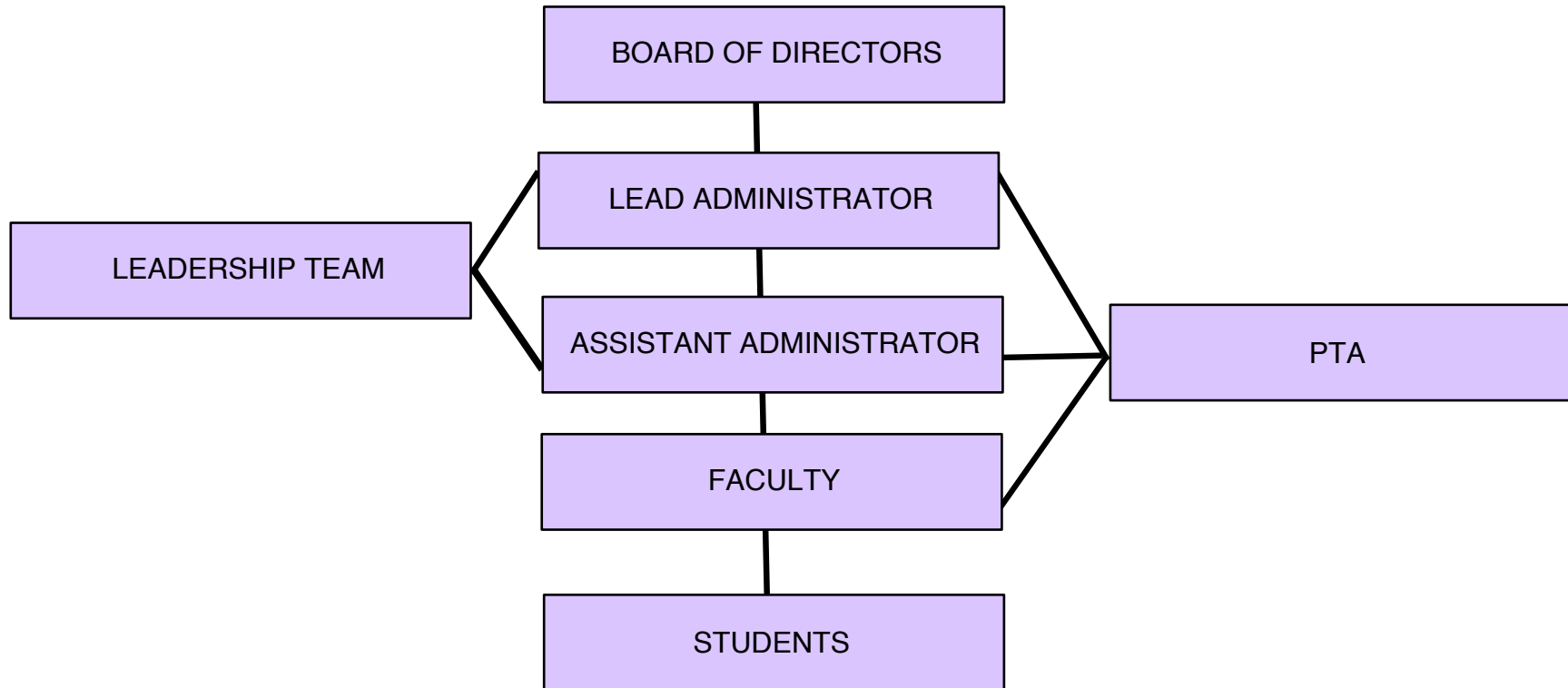
Professional Development and/or Workdays

First and Last Day

Holidays

Early Release Days (includes PD)

GEORGE W. BROOKS MALE ACADEMY ORGANIZATIONAL CHART



Samuel W. Misher, Ed.D.

PO Box 36496.
Greensboro, NC 27416

mishers2000@yahoo.com

(336) 312-1699

EDUCATION

Nova Southeastern University

Doctorate of Education: Educational Leadership, 1999

University of North Carolina at Chapel Hill

Assistant Principals' Executive Program, July 1995

North Carolina Agricultural and Technical State University

Masters of Science in Education Administration, 1991

Appalachian State University

Bachelor of Science, Mathematics, 1982

LICENSURE

State of North Carolina current licenses:

Superintendent; Principal (K-12); Mathematics (7-12)

PROFESSIONAL EXPERIENCE

2015-2016 (Interim)

Director of Student Support Services

Work with all schools in district to develop safety plans

2015 Jan-June (Interim)

Principal, Dudley High School

Hired to close out the school year, complete master schedule, develop budget, and implement review sessions in preparation for year-end testing. Working specifically with math department tested areas.

2006-2014(Retired)

Principal, Northern Guilford Middle

Hired to open the new school, had to employ all staff, establish school mission and goals. First year met all AYP goals (90% proficiency on state tests), School of Excellence

2002-2006

Principal, Ben L. Smith High School

Met high growth or expected growth all 4 years

1999-2002

Principal, Allen Middle School

Met expected or exemplary growth all three years

1991-1999

Assistant Principal, Guilford County and Burlington City

Supervised staffs of 50-75 and student bodies up to 1000

1982-1991

Teacher

Taught Math at high school

Winter 2010-

Assistant Professor, University of the Cumberland

Teach: The Middle School, Introduction to Education Administration, Education Technology, Research in Education, Supervision, School Law, School Finance

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Bishop George W. Brooks Male Academy
2. Full name: Samuel William Misher

Home Address: PO Box 36496 Greensboro NC 27416

Business Name and Address:

Telephone No 336.312.1699

E-mail address: mishers2000@yahoo.com

3. Brief educational and employment history.

Retired after 32 years as a teacher, assistant principal, and principal at both the high school and middle school.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

A group of individuals were talking about what could be done to provide additional educational opportunities to the male students in Guilford County. I talked with the initial board members about transitioning to Brooks Academy from Next Generation Academy

6. What is your understanding of the appropriate role of a public charter school board member?

The board member should ensure that the director of the school is providing an opportunity for students to be successful. The board members should monitor the academic progress and the financial stability of the school. The Board serves as an oversight to the head of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

After working with schools for the past 32 years, I have a strong understanding of how a school should operate and can provide assistance to the director of the school.

8. Describe the specific knowledge and experience that you would bring to the board.

I have developed a budget for running a school. I was fortunate to start a school from scratch. I had to hire the staff, order supplies and develop a culture of learning while bringing together two communities. I am also currently serving as a Board Chair of Next Generation Academy, a charter school scheduled to open in the school year 2018

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school is targeting a group of students who are regularly underserved in the traditional public school. The emphasis on creating an environment that focuses on academic and character is essential if the school fulfills its goal of helping young men develop life-long learning skills

2. What is your understanding of the school's proposed educational program?

The educational program will emphasize research based instructional methods that use culturally relevant strategies to improve student learning. The educational program will emphasize the development and the learning styles of the male student.

3. What do you believe to be the characteristics of a successful school?

Unfortunately schools now are determined to be successful only if they score a "good" grade on the state report card. There are so many other components of a successful school that just a test score. Students need to feel safe, parents need to feel welcome, and teachers must have all the necessary tools to teach in a manner that all students can learn and show improvement each year.

4. How will you know that the school is succeeding (or not) in its mission?

We will use results from assessment tools used by the school

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive updates at each board meeting on budget, and academics.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year there should be a surplus in the budget, all students should make growth in academics, and all students should plan to return to the school

3. How will you know at the end of five years of the schools is successful?

At the end of 5 years the school shall receive clean audits, be financially sound, and exceed growth in academics, and a waiting list for students wanting to enter the school

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Serve as a strong advocate for the school. Participate in fund raising, attend all board meetings, and participate in activities that the school holds throughout the year.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring this information to the attention of the board and make a motion for disciplinary action.

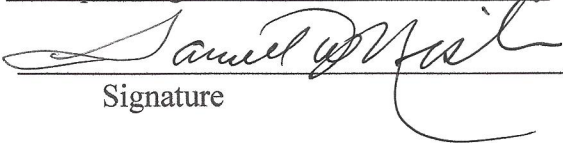
*Please include the following with your Information Form

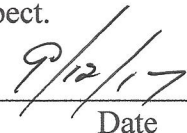
- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I Samuel William Misher, certify to the best of my knowledge and ability that the information I am providing Bishop George W. Brooks Male Academy Charter School is true and correct in every respect.


Signature


Date

Lieutenant Colonel (Retired) Ronald K. Murphy
5015 Windermere Drive - Greensboro NC 27407 - (336) 686-2362

Profile

Teacher of Junior ROTC for 13 years. C-130 Flight instructor for six years. Four years experience as Professor of Aerospace Studies at the university level. Taught courses on Air Force History, Foreign Policy and Management. Firsthand experience with worldwide range of cultures. Lived in Philippines for 10 years. Exceptional interpersonal and teamwork skills.

Work History

African American Male Initiative Coordinator for Community In Schools at Jackson Middle School, 2013-2017
Coordinated school visits for mentors of male Jackson students; Worked daily with young men in order to help them succeed; Coordinated and collaborated with parents and teachers of male students.

JROTC Instructor, Ben L. Smith High School, 2004 – 2012
Taught, science, history and space exploration to 9th-12th grade students. Retention/Recruiting initiatives led to 42 percent increase in enrollment over a three-year period.

JROTC Instructor, North Forsyth High School 2001 - 2004
Taught, science, history and space exploration to 9th-12th grade students.

Team Leader, Loan Officer, Conseco Finance 1998 - 2001
Trained, coached, motivated team members to meet monthly production goals. Team was first in production after second month as team leader.

JROTC Instructor, James B. Dudley High School 1996 – 1997
Taught history, science and space exploration to 9th-12th grade students.

Commander, Air Force ROTC, N.C. A&T State University 1992 - 1996
Freshmen enrollment doubled in 1994 while overall enrollment increased 46 percent. Managed new curriculum for freshmen through senior classes. Taught course on foreign policy.

Chief Employment Planning Branch, Travis Air Force Base, California 1986 - 1992
Developed training program for new personnel when office reorganized. Chief of Current Operations Division during Desert Storm. Successfully coordinated over 12,000 airlift missions while in Saudi Arabia.

Chief Navigator, Clark Air Base, Philippines 1983 -1986
Led 32 man navigator section when experience level was lowest in unit's history. Unit received outstanding during evaluation. Trained aircrews from Thailand and Singapore.

Community Involvement

Sunday School Teacher of 9-12 graders for 15 years, Church Trustee, Mentor for African American Male Initiative, Former leader of local chapter of Omega Psi Phi Fraternity, Coached youth soccer and basketball.

Education

M.S. Public Management - University of the Philippines
B.S. Political Science - North Carolina Agricultural and
Technical State University

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Bishop George W. Brooks Academy**

2. Full name: **Ronald Keith Murphy**

Home Address: **5015 Windermere Drive, Greensboro, NC 27407**

Business Name and Address: **Retired**

Telephone No.: **(336) 686-2362**

E-mail address: **Rmurphy605@gmail.com**

3. Brief educational and employment history.

BS North Carolina A&T State University MS Management University of Philippines
Retired Air Force Lieutenant Colonel Retired Aerospace Science Teacher in Forsyth and Guilford County
African-American Male Initiative Coordinator with Greater Greensboro Community in Schools

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Recruited by Dr. Sam Misher
I have worked hands on over 20 years with African-American Males, very similar to the targeted population.

6. What is your understanding of the appropriate role of a public charter school board member?

The role is to oversee all operations and ensure the school is compliant with all governing regulations. Ensuring the right people are selected to lead and teach at the school is also important.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to

be an effective board member. I served as a founding board member of the Career Academy of Greensboro. Students were at risk male students who were not successful in public schools.

8. Describe the specific knowledge and experience that you would bring to the board.

I taught eight years in a school with students similar to the targeted area. I have been involved with the African-American Male Initiative, mentoring program, since 2011. I understand the challenges of not only teaching young men, but I have first-hand experience in dealing with other factors that impact their success.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to help students become productive 21st Century citizens and leaders.

2. What is your understanding of the school's proposed educational program?

It is to create high impact strategies for male students. It will also be a researched based curriculum that is culturally relevant.

3. What do you believe to be the characteristics of a successful school?

Strong leadership; established goals; safe; organized; high academic expectations.

4. How will you know that the school is succeeding (or not) in its mission?

One measurement will be student's mastery of knowledge, their positive character and their readiness for high school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will oversee the school's entire program and ensure that the school adheres to terms of its charter.

2. How will you know if the school is successful at the end of the first year of operation?

Student academic success, attendance and behavior will be key factors in measuring success. Teacher performance and retention will also be indicators.

3. How will you know at the end of five years of the schools is successful?

The success of students at the school, how graduates are performing in high school as well as students entering college or the work force will help in determining the success of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board must select a successful leader, hire a quality faculty and ensure the school is safe and organized.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would report my suspicions immediately to the proper authorities.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Ronald K. Murphy, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bishop George W. Brooks Male Academy Charter School is true and correct in every respect.



Signature

8-23-17

Date

Janine Bracco Cox
3505 Chance Road Greensboro, NC 27410
janinecoxpathe@icloud.com 336-317-6510

Objective – to partner locally and nationally with other professionals to share my:

- experience in delivering effective pedagogy and practice through staff development.
- ability to coach and collaborate with administrators, teachers and peers.
- capacity as an individual, and as part of team, to increase student achievement.
- literacy expertise with other passionate educators.

Founder and Owner of PACE Inc., and Co-Owner One Stop Word Shop LLC

www.pacetgether.com and www.onestopwordshop.com

- Provide exemplar literacy staff development for adult learners.
- Commit to increasing student achievement by enhancing teacher expertise.
- Co-founded One Stop Word Shop, focused on improving comprehension through vocabulary instruction and acquisition. Which involves a research-based, patent-pending word exchange system for students.
- Provide cognitive coaching to support the One Stop Word Shop Lesson book.

County Staff Development Trainer and Curriculum Coach, Guilford County NC 2006-2011

- Analyze staff needs and crafted school specific trainings to improve student literacy levels.
- Train k-12 Guilford County teachers in initial and follow up Literacy training including guided reading, teacher directed reading, DIBELS, Literacy First, literacy stations, TESA. Differentiated Instruction.
- Assist with k-8 literacy data collection and decision making.
- Provide cognitive coaching to principals, teachers and curriculum facilitators.
- Independently and collaboratively create trainings effectively supporting district initiatives.

State Staff Development Trainer for school districts throughout CT 1999-2006

- Cognitive coaching and staff development for k-6 teachers in the following: Reader's Workshop, Guided Reading, Writer's Workshop, Connecticut Mastery Test strategies, Interactive Writing, D.R.A. and running records.
- Collaborated with central office administrators to develop and execute effective adult staff development.
- Provided resources and training to school and district administrators to increase their capacity for instructional leadership.

Classroom Teacher-9 years

Education

Masters in Curriculum and Instruction, Specialty in Literacy, Lesley University 2005
Masters in Administration, Central Connecticut State University 1999
B.A. Elementary Education, Greensboro College 1990

Special Training

Reading Recovery Trained, Bristol CT 1996
Kagen Dynamic Trainer
References: upon request

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Bishop George W. Brooks Male Academy**

2. Full name: **Janine Elizabeth Bracco Cox**

Home Address: **3505 Chance Rd**

Business Name and Address: **PACE PO Box**

Telephone No.: **336-317-6510**

E-mail address: **janinecoxpace@icloud.com**

3. Brief educational and employment history.

Public school classroom teacher for 13 years, Curriculum Specialist at Guilford County Central Office, Founder and owner of Partners for Assessment and Curriculum Excellence Inc provides professional development for literacy best practices

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: **X** Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Dr. Misher and I have a shared passion for teaching and learning. We discussed educational goals for NC students in the Guilford County area. The proposed charter school was brought to my attention. Having strong feelings about student growth and offering the community a educationally- strong choice, I shared my interest in being part of a wonderful opportunity for students

and their parents. I believe in the mission of the proposed Bishop George W. Brooks Leadership Academy

6. What is your understanding of the appropriate role of a public charter school board member?
A board member should support the development of the mission of the charter school as well as the knowledge and talents of those individuals entrusted with putting that vision into practice. A board member must ensure that designated policies and procedures are implemented appropriately and effectively.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
For the last 20 years, I have been working in public schools in a variety of roles. First as a classroom teacher and then later as a Curriculum Specialist. During this time, examining data, effectiveness and teaching best practices has provided me with insight and skills to examine teaching and learning practices and results. I work intently with state standards and know the expectations and goals for students and staff.
8. Describe the specific knowledge and experience that you would bring to the board.
Working collaboratively, with other educators, on behalf of student's and their learning growth is a part of what I do as an educational consultant and coach. I am always interested on how well things are working for parents, students and teachers. I am always excited to partner with other educators to examine formative and summative data, ask reflective questions and examine strategies and approach.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Bishop George W. Brooks Male Academy mission is focused on producing productive, confident leaders proficient in academics. The school will support the development of effective academic skills with a high quality, research based curriculum and use of culturally relevant strategies to improve student learning. BBA will improve student achievement by focusing on proven instructional practices that provide rigor and allot for differentiation.
2. What is your understanding of the school's proposed educational program?
The primary instructional model will incorporate structured learning through the Gradual Release of Responsibility Model. This scaffolding instructional approach will provide opportunities for male learners to receive teacher guidance with appropriate support. Teachers will design lessons that promote literacy across all subject areas. Digital learning software will be utilized to give students access to multiple, instructional delivery methods. Culturally relevant methods will create an atmosphere that focuses on achievement, recognizes cultures of all students and learning styles. Through a culturally relevant pedagogy students will explore opportunities for leadership in the community, character development, and academics.
3. What do you believe to be the characteristics of a successful school?
A successful school is centered on the best interest of their students for social, emotional and academic growth. Practices are analyzed for appropriateness and effectiveness. Adjustments are made to maximize student success.

4. How will you know that the school is succeeding (or not) in its mission?

Data will be collected and analyzed. Data will include surveys to parents and teachers, formative and summative curriculum assessment as well as state assessments (DIBELS, TRC and End of Grade Assessment).

Governance

1. Describe the role that the board will play in the school's operation.

Provide oversight, review and approval of the public funding received aligned with the school's mission and purpose. Recommend and support policy implementations deemed critical to the mission and purpose of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Analysis of enrollment, formative assessment data and summative test state assessment data. Surveys of students, staff and parents.

3. How will you know at the end of five years of the schools is successful?

Enrollment, surveys and state data will provide necessary data.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitoring and analysis of school performance. Consistent and clear communication with all stakeholders. Information regarding stakeholders comments, concerns and analysis of resources.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring the issue to the board. If those involved were not removed I would remove myself from the board and contact the state with the necessary information for investigation.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Janine Bracco Cox, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for George W Brooks Male Charter School is true and correct in every respect.

Academ 4

Janine Bracco Cox

Signature

Aug 31, 2017

Date

JAMES RUFUS FARRIOR, JR.

400 West Fisher Avenue
Greensboro, North Carolina 27401
(336) 373-0882

EDUCATION

THE WHARTON SCHOOL, Graduate Division,
University of Pennsylvania
Master of Business Administration, Real Estate Finance

UNIVERSITY OF NORTH CAROLINA SCHOOL OF LAW,
Chapel Hill, NC
Juris Doctorate

NORTH CAROLINA A&T STATE UNIVERSITY
B.A, History, *summa cum laude*

LEGAL EXPERIENCE

J. RUFUS FARRIOR, P.A. dba FARRIOR & ASSOCIATES
(since 1991), Greensboro, NC

Specialty law firm handling institutional, commercial and residential real estate closings and litigation, civil litigation, contracts, defense of financial institutions in civil matters, tort claims, and corporate and small business consultations.

**AFFILIATIONS
& ORGANIZATIONS**

NORTH CAROLINA BAR ASSOCIATION,
AMERICAN BAR ASSOCIATION,
GUILFORD COUNTY BAR ASSOCIATION,
NORTH CAROLINA BLACK LAWYERS ASSOCIATION,
ACADEMY OF TRIAL LAWYERS, former member
GUILFORD COUNTY PLANNING BOARD, former member
TRIAD REAL ESTATE INVESTORS ASSOCIATION, original
founding member, former board member

PERSONAL

Reading, traveling, golf, and fishing.

Appendix F:

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Bishop George W. Brooks Academy, Inc.

2. Full name: James Rufus Farris, Jr.

Home Address: 3807 Katie Drive, Greensboro, NC 27410

Business Name and Address: 400 West Fisher Street, Greensboro, NC 27401

Telephone No.: 336-373-0882

E-mail address: farrisrj@hotmail.com

3. Brief educational and employment history.

*NC A & T State Univ., BA, History; *UNC-Chapel Hill School of Law, JD; *The Wharton School of Business, Univ of Pennsylvania, MBA, Finance

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? The founder was aware of my interest in working on community education issues and experience in small business consulting and, as such, asked me to join the Board. This Board is targeting one of my pet peeves, i.e., young males' inability to read at grade level.

6. What is your understanding of the appropriate role of a public charter school board member?
To ethically develop, monitor, and assess policies which further the school's mission.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have prior experience in advising small businesses in various legal and socio-economic issues. I have experience in identifying, framing, and resolving conflict of interest issues.

8. Describe the specific knowledge and experience that you would bring to the board.
Other than those listed in my response to Number 7, above, I believe that my business and legal experience will greatly assist the Board in making business and policy decisions.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Assisting male students in developing reading skill at grade level to enable them to pass year end assessments.
2. What is your understanding of the school's proposed educational program?
It is an inquiry based system where classes are lead by the students and teachers modify and structure the lessons to meet the individual needs of the students.
3. What do you believe to be the characteristics of a successful school?
Small classes. Students meet or exceed expectations. Positive results on parent summaries. Positive fund balance at end of year.
4. How will you know that the school is succeeding (or not) in its mission?
Students pass all end of year tests. Positive parent summaries and positive fund balance at end of year.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will establish and effectuate policies by which the school will operate. The Board will supervise the performance of its employees and establish tools to use to measure the success of both the students, administrators, and other employees.
2. How will you know if the school is successful at the end of the first year of operation?
Results of year end testings; No audit exceptions; and 100% student retention for year 2.
3. How will you know at the end of five years of the schools is successful?
Grade level reading goals have consistently been achieved; Continued positive fund balance; continued positive parent summary responses; and Grade "B" or better on State school report card
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Strong oversight of Board determined policies and budget; hand on approach to management of resources; insuring transparency between administration and Board; provide adequate funding for projects and classes; and assist with capital campaigns.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Call a meeting of the Board without the suspected Board members. Discuss the allegations to determine if the matter should proceed further. Have meeting with the suspected members to read the allegations

and to assess their responses. Full meeting of all members to vote on whether the charges have merit and to determine the punishment and to determine if any past, present, or future business has been or will be affected.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, James Rufus Farris, Jr., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bishop George W. Brooks Academy, Inc. Charter School is true and correct in every respect.

Signature

9/12/16

Date

Angela Graves
8177 Troxler Mill Rd.
Gibsonville, NC 27249
(336) 538-0909
gravesa@gcsnc.com

Education

University of North Carolina-Greensboro

Master of School Administration, *May 2008*

North Carolina Agricultural and Technical State University Greensboro, NC

Bachelor of Science-English, Secondary Education, *May 1978*

Licenses

Principal (Grades K – 12)

Middle Grades Languages Arts (6-9)

English (Grades 9-12)

Work History

Principal

Brightwood Elementary School July 2011 - Present

Assistant Principal

Northern Guilford High School *July 07 - 2011*

Curriculum Specialist for Secondary Reading

Department of Curriculum and Instruction Guilford County School *July 06 - 07*

Curriculum Facilitator

Ben L. Smith High School, Greensboro, NC *08/004 – 06*

Saturday Academy Coordinator *08/99 - 06/04*

Allen Middle School

Reading Teacher

Allen Middle School *11/93 – 06/99*

Reading Instructor *8/92 – 12/93*

Rockingham Community College

Taught Reading 100 and 101 to incoming students with reading deficiencies

Summer School English Teacher

Eastern High School *Summers 1987-1993*

Teacher Assistant *09/86 -11/93*

Madison Elementary School

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Bishop George W. Brooks Male Academy**

2. Full name: Angela Louise Graves

Home Address: 8177 Troxler Mill Rd. Greensboro

Business Name and Address: NA

NC Telephone No: 336 908 7982

E-mail address: angelagraves512@yahoo.com

3. Brief educational and employment history.

30 years as an educator

Principal, assistant principal, academic coach, curriculum facilitator, reading teacher

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? Yes, currently serve on the board for Next Generation Academy

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Sam Misher who is responsible for creating the concept for the school. I wish to serve on the board in order to assist a school that will focus on male achievement.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a charter school board members to take responsibility for communicating the mission and vision of the school to the community and developing appropriate policies that align with the mission and vision of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been an educator for thirty years at various academic levels. With the implementation of policies and procedures at the different level from elementary to community colleges gives me an insight that other board member may not have. I am currently a board member of Next Generation Academy

8. Describe the specific knowledge and experience that you would bring to the board.

I have knowledge and experience in curriculum at elementary, middle, and high school. I have been a principal at an elementary school and supervised the implementation of various program initiatives and policies at the different levels. I was also a reading teacher for numerous years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to institute a school for young men that promotes lasting gains in academics and character. We believe that our young men need an environment that has programs in place to meet their academic and developmental needs.

2. What is your understanding of the school's proposed educational program?

The proposed educational plan emphasizes the use of culturally relevant pedagogy strategies. Teachers will have the opportunity to participate in staff development that is geared toward effective teaching strategies to meet the needs of young men. Assessments will be used for learning by having students track their progress.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school is everyone having a common understanding of the vision and mission of the school. The school works as a learning community where all stakeholders understands the principles and expectations. There must be strong leadership that is dedicated to helping the learning community to reach its vision. There must be family, school and community partnership.

4. How will you know that the school is succeeding (or not) in its mission?

Through the on-going assessments and data as well as students and teacher surveys. Data from assessments should demonstrate Student growth and proficiency.

Governance

1. Describe the role that the board will play in the school's operation.

The board will serve as a third party that continually review and analysis data, policies, and procedures to evaluate the effectiveness of the total school program.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year, students' performance on pre-determined assessment will be at mastery level or exceeding growth. Staff, parents and community members will provide feedback on school's performance.

3. How will you know at the end of five years of the schools is successful?

At the end of five years, students will be prepared for the next academic level. Teachers, parents and community will be able to articulate the values and belief of the school and how the school has impacted students' performance in every area of their lives.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to adopt sound governance practices to ensure that its members can focus on the work it is charged with completing. The board will work collaboratively with school leaders to ensure staff have the resources and professional development necessary to conduct their job effectively.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any board member is acting unethically or not in the best interest of the school, I would follow protocols for reporting the issue to the appropriate person. Documentation and evidence would be provided to substantiate the claim.

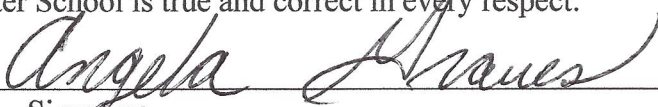
*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Angela Graves, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bishop George W. Brooks Male Academy Charter School is true and correct in every respect.


Signature


Date

BRIAN LEVON GRAVES MOORE

812 FOREST CREST DRIVE
GREENSBORO, NC 27406
HOME PHONE (336)-271-6822
CELLULAR PHONE (336) 402-0739
E-MAIL BRIANLGMORE@GMAIL.EDU

PROFESSIONAL EXPERIENCE

Assurance Manager, PricewaterhouseCoopers, LLP (PwC)
Technologies Products & Services Group
Specializing in the HealthCare Sector

LICENSURE

North Carolina Certified Public Accountant (CPA)

EDUCATION

North Carolina A&T State University B.S., Accounting, May 2007
Michigan State University M.S., Accounting, May 2008, Concentration in Financial Reporting and Assurance Services from the Eli Broad Graduate School of Management

ACADEMIC ACHIEVEMENTS

- NC A&T Alumni Scholar - 2003-2007
- Beta Alpha Psi Honorary Accounting Fraternity – 2nd Vice President 2006-2007
- Beta Gamma Sigma International Honor Society 2006
- Phi Kappa Phi Honor Society 2006
- Golden Key International Honour Society 2006
- Alpha Lambda Delta Honor Society – Treasurer 2004-2005

ACTIVITIES

- NC A&T's Accounting Colloquium Presenter 2012 - present
- Dean Leader for 1st and 2nd graders with the Cub Scouts 2008 – present
- St. James Baptist Church where he is a Deacon in Training 2013 - present
- St. James Baptist Church Sunday School Teacher in the Nursery Class 2005 – present
- St. James Baptist Church Director of Vacation Bible School 2006 – present
- St. James Baptist Church Sunday Steward 2010 – present
- St. James Baptist Church – Saxophonist 2002-present
- Communities In Schools – Dudley High Tutor/Mentor 2006
- Peeler Elementary School Volunteer 2003-2005
- Bright Beginnings sponsored by the YMCA
- Relay for Life sponsored by the American Cancer Society
- Harris Mintz School of Dance Art Master of Ceremony

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Bishop George W. Brooks Male Academy
2. Full name: Brian LeVon Graves Moore, CPA

Home Address: 812 Forest Crest Drive
Business Name and Address:
Telephone No: 336-402-0739
E-mail address: brianlgmoore@gmail.com

3. Brief educational and employment history.

Michigan State University M.S., Accounting, May 2008, Concentration in Financial Reporting and Assurance Services, Eli Broad Graduate School of Management
North Carolina Agricultural & Technical State University B.S., Accounting, May 2007
James B. Dudley High School 2003

Licensed Certified Public Accountant in NC, 2010

I have worked 8 years at PricewaterhouseCoopers, LLP in the Greensboro Office. Providing assurance services to large public clients in primarily in the health industries.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was approached by the chair of the Next Generation Academy Board, who informed me that the Brooks Academy board was in need of a member with financial expertise to provide the Board with accounting and finance proficiency. I wish to serve on the Books Academy Board to make a positive difference in the lives of young men by providing a hands on cooperative learning environment, improve literacy rates and helping to mold the leaders of tomorrow.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide governance, oversight, and accountability to the operating functions of the school

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In my current role with PricewaterhouseCoopers, I serve accounts which report quarterly to boards of both public and not-for-profit companies. My firm encourages its leaders to serve on non-for-profit boards and provides employees with training on effective board service. In addition, I have served on the Board of Next Generation Academy as the Board Treasurer since 2014.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a Certified Public Accountant in the state of North Carolina. Given my professional background I plan to provide the Board with an understanding of the financial reporting and audit process for the school. In addition, as a Greensboro native and an active member in my community working with youth through Next Generation Academy, Boy Scouts of America and various church programs, I have an understanding of today's youth and the challenges bot them and the community the school will serve face.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a positive atmosphere where students are encouraged to collaboratively develop problem solving skills through discussion in a hands on learning environment.

2. What is your understanding of the school's proposed educational program?

Emphasis on male learning strategies that promote engagement and cooperative learning.

3. What do you believe to be the characteristics of a successful school?

Academic growth and achievement

A positive learning environment

Financially responsible, employing capital to maximize learning

4. How will you know that the school is succeeding (or not) in its mission?

Student performance on test scores

Teacher evaluations

Feedback from students, parents, and the community

Governance

1. Describe the role that the board will play in the school's operation.
Set policies and procedures as well as approve budgets and large expenditures to provide the principal, teachers and staff with the oversight for the day to day operations
2. How will you know if the school is successful at the end of the first year of operation?
Conduct a review of the schools performance against its stated goals and objectives
Review of test scores
Teacher evaluations
Feedback from students, parents, and the community
3. How will you know at the end of five years of the schools is successful?
Review of student progress and advancement
Review of the schools performance against its five year plan
Teacher Retention
Growth rates in student enrollment
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Regular meetings
Support of teachers and staff
Student involvement and interest
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Notify the chairman or other member of the board so that an investigation can be conducted. If the unfavorable results are found, request the resignation or removal of that member.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Brian L.G. Moore, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bishop George W. Brooks Male Academy Charter School is true and correct in every respect.

Brian L.G. Moore

Signature

9/2/17

Date

RESUMÉ OF
J. S. (JIM) PFAFF
321 E. Renovah Cir.
Wilmington, NC 28403
Home Phone: (336)772-3000
email: pfaffjs@aol.com

August 15, 2017

PERSONAL

James Samuel Pfaff, born November 3, 1944, in Winston-Salem., Forsyth County, NC; Married to Carol Crutchfield of Winston-Salem, NC, for 49 years with 3 adult children and 3 Grandchildren

EDUCATION

1959-62: Phillips Academy, Andover
1962-66: University of North Carolina, Bachelor of Arts (History)
1967-70: Wake Forest University School of Law, Juris Doctor

PROFESSIONAL EMPLOYMENT

1970-73: Director, Greensboro Legal Aid Foundation
1973-76: Assistant and Chief Assistant District Attorney
1976-80: District Court Judge, 18th District
1980-05: Galloway, Pfaff, & Kimel, Attorneys at Law
2005-2016: Magistrate Judge, Small Claims Court, Guilford County

COMMUNITY & CHURCH SERVICE

Phi Alpha Delta Law Fraternity (Scholarship Chairman); Piedmont Craftsmen (Legal Advisor, Volunteer Chairman); Greensboro Jaycees (Law and Order Project Chairman); Governor Hunt's Commission on Youth (Legal Advisory); Consumer Credit Counseling Service (Member of Organizing Board of Directors); Greensboro C.A.R.E.S. (Volunteer, Board of Directors); Greensboro Legal Aid Foundation (President, Board of Trustees); N.C. Dept. of Corrections, Pre-release and After-care Program (Volunteer, Legal Advisor, Lecturer); First Offender's Program/Volunteers to the Court (Volunteer; Vice Chairman of Board); Greensboro Montessori School Founding Board (Secretary, Legal Counsel) Guilford County Democratic Party Executive Committee; Guilford County Republican Party Executive Committee; Republican Forum (Charter Member); Chairman, Guilford County Republican Party; Guilford County Victory '88 (Chairman, Bush for President Campaign); Women's Resource Center (Volunteer); State Republican Executive Committee; Vinroot for Governor Campaign;; Guilford County Board of Elections (5 terms, Chairman); Republican National Committee (Eisenhower Commission); Board of Elders, First Moravian Church of Greensboro; Sunday School Superintendent; Sunday School Teacher (3rd - 4th Grades); Building Expansion Chairman; Laurel Ridge Moravian Camp & Conference Grounds, Laurel Springs, NC, (Chairman of Board); Bethel Bible Teacher Certification Course (2 year study); Moravian Southern Province Board of Christian Education; Moravian Synod (Delegate, Parliamentarian); Pony League Baseball (Coach for 12 years); Next Generation Academy Board

PROFESSIONAL SERVICE

Past and present memberships: North Carolina Bar; Greensboro, North Carolina and American Bar Associations; North Carolina Academy of Trial Lawyers; American Judicature Society; Elections Board Association of North Carolina

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Bishop George W. Brooks Male Academy**

2. Full name: **JAMES SAMUEL PFAFF**

Home Address: **321 E. RENOVAH CIR., WILMINGTON, NC 28403**

Business Name and Address: **NONE (RETIRED)**

Telephone No.: **336-772-3000**

E-mail address: **PFAFFJS@AOL.COM**

3. Brief educational and employment history. **ANDOVER, UNC-CH, WAKE FPREST LAW, LEGAL AID, ASST, DIST ATTY, DISTRICT COURT JUDGE, PRIVATE PRACTICE, SMALL CLAIMS JUDGE**

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: **X**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? **SERVED ON NGA BOARD AND WANT TO CONTINUE THE PROCESS TO COMPLETION**

6. What is your understanding of the appropriate role of a public charter school board member?
POLICY MAKING AND OVERSIGHT.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I HAVE SERVED ON SEVERAL NON-PROFIT BOARDS THROUGHOUT MY CAREER, AND HAVE CHAIRED MANY OF THEM
8. Describe the specific knowledge and experience that you would bring to the board. THE SUCCESSFUL APPROVAL OF NEW GENERATION ACADEMY, THREE YEAR AT ANDOVER, FOUNDING BOARD OF GREENSBORO MONTESORRI SCHOOL.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
TO PROVIDE A QUALITY EDUCATION IN THE CONTEXT OF PREPARING YOUNG BOYS FOR A CAREER OF SERVICE.
2. What is your understanding of the school's proposed educational program? EMPHASIS ON READING AND CHARACTER BUILDING
3. What do you believe to be the characteristics of a successful school? ONE WHERE PARENTS, STUDENTS AND TEACHER WANT TO BE SUCCESSFUL
4. How will you know that the school is succeeding (or not) in its mission? PARENTS, STUDENTS AND TEACHERS ARE SATISFIED WITH THEIR PROGRESS.

Governance

1. Describe the role that the board will play in the school's operation. POLICY-MAKING AND OVERSIGHT
2. How will you know if the school is successful at the end of the first year of operation? SUCCESS IN TESTING, AND A COMMUNITY IN FULL SUPPORT OF THE SCHOOL
3. How will you know at the end of five years of the schools is successful? THE SAME
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? THOUGHTFUL POLICIES AND CAREFUL OVERSIGHT

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? MOVE FOR CENSURE OR REMOVAL

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, JAMES SAMUEL PFAFF, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for BISHOP George W. Brooks Male Charter School is true and correct in every respect.

J.S. PFAFF

08/24/207

Signature

Date

**BYLAWS OF
BISHOP GEORGE W. BROOKS ACADEMY, INC.
A North Carolina Non-Profit Corporation**

The name of the Corporation is BISHOP GEORGE W., BROOKS ACADEMY, INC. (the "Corporation"). The seal of the Corporation will bear the name: BISHOP GEORGE W. BROOKS ACADEMY, INC. and words indicating that the Corporation was incorporated in North Carolina. Failure to affix the seal to corporate instruments shall not affect the validity of any such instrument.

ARTICLE II: Purposes of the Corporation

This corporation is organized exclusively as a North Carolina Charter School, and as such is organized for educational and charitable purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt under Sections 501 @ (3) and 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Code).

ARTICLE III: Members

The Corporation shall have no members, certificate holders or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV: Offices and Registered Agent

The Corporation continuously shall maintain in North Carolina a registered office at such place as may be designated by the Board of Directors. The principal office of the Corporation and such other offices as it may establish shall be located within North Carolina. The Corporation shall continuously maintain within North Carolina a registered agent, who shall be designated by the Board of Directors. Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the North Carolina Non-Profit Act.

The initial registered agent is Eric Hines, and the initial registered office is 1414 Cliffwood Drive, Greensboro, North Carolina 27406.

ARTICLE V: Board of Directors for the Corporation

The property, business, and affairs of the Corporation shall be managed, controlled, and directed by a Board of Directors or such executive committees as the Board may establish. The Board of Directors shall have, and may exercise, any and all powers provide in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation as established in these Bylaws.

Composition. The Board shall consist of a minimum of five (5) and a maximum of eleven (11) voting directors elected or appointed as provided herein, including one non.-voting

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member. One of the Board members must be a parent whose child is enrolled in Bishop George W. Brooks Academy, Inc. The non-voting member shall be selected and approved by the corporation's namesake: George W. Brooks, or his designee or substitute.

Qualification of Directors. Directors shall be at least twenty-one (21) years of age, shall be current residents of North Carolina and shall hold at least a high school diploma or its equivalent, Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee.

The Initial Board. The Initial Board shall consist of the signatories hereto, who shall serve one three (3) year term, or until resignation or inability to continue service, and shall consist of one non-voting board member.

Tenure. Initial Directors shall serve a term of three (3) years from the date of their appointment or selection. A full three-year term shall be considered to have been served up on the passage of three (3) annual meetings. New Directors shall take office immediately following the close of the annual meeting at which they are elected. New Directors shall serve for a full five (5) year term. No new Director shall serve for more than two (2) consecutive five (5) year terms. Fulfilling an incomplete term is not considered part of the term limit. Directors shall serve staggered terms to balance continuity with new perspective. The staggering of the terms shall be established by the Initial Board at a duly called meeting.

Vacancies. A vacancy occurring in the Board of Directors shall be filled by a majority vote of the remaining Directors. The director so elected shall serve the unexpired term of the director replaced thereby.

Removal. Directors may be removed from office with or without cause by a vote of a majority of the directors. In the event any director is so removed, a new director or directors may be elected at the same meeting.

Compensation. No compensation shall be allowed to members of the Board except pursuant to a contract. Expenses incurred by a member in conducting corporate business shall be paid if approved by the Board.

Resignation. A Director may resign at any time by giving notice thereof in writing to the Chair.

Duties of Directors. It shall be the duty of the directors to: (a) register their addresses and phone numbers with the Secretary of the corporation, and notices of meetings mailed or telephoned to them at such addresses shall be valid notices; (b) meet at such times and places as required by these Bylaws; (c) appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation; (d) perform any and all duties imposed on them collectively or individually by law, or by these Bylaws.

Majority Action as Board Action. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Conflict of Interest. A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board such member shall make full and candid disclosure to the Board of the nature of the conflict. If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two-thirds majority of those voting directors shall be required to approve the motion.

ARTICLE VI: Officers of the Corporation

The officers of the Corporation shall be the Chairman of the Board, a Vice President, a Secretary, a Treasurer and any other officers that the Board of Directors may designate. Individuals to serve in these capacities shall be designated by the Board of Directors and given powers and duties consistent with these Bylaws. The same person may hold any two (2) or more offices, except the offices of President and Secretary; however, no officer holding two positions shall execute any document or action, unless acknowledged, or verified by two (2) or more officers. The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen.

The Chairman of the Board shall, subject to the control of the Board of Directors, perform all duties incident to his or her office and such other duties as may be required by law or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided by law, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, contracts, bonds, checks, or other instruments which may from time to time be authorized by the Board of Directors.

The Vice Chairman shall preside in the absence of the Chair and perform those duties as the Board may designate.

The Secretary shall preside at all meetings of the Board when the Chair and Vice-Chair are absent and who, with the assistance of the Corporation staff, shall be responsible for keeping an accurate record of the proceedings and actions of the Board. The Secretary shall have the custody of the corporate seal and shall maintain a current record of all the persons who are Directors of the Corporation, showing their respective places of residence, and such book shall be open for inspection as prescribed by law. Subject to the control of the Board of

Directors, the Secretary shall in general perform all the duties incident to the office of Secretary, and shall perform such other duties as the Board or the President may assign.

The Treasurer shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as the Board of Directors may impose. The Treasurer may be required to give bond for the faithful performance of his duties in such sum and with such sureties as the Board may require, When necessary or proper, the Treasurer, on behalf of the Corporation, may endorse for collection checks, notes, and other obligations, and shall deposit the proceeds to the credit of the Corporation at such bank or banks as the Board may designate by resolution as depository. The Treasurer shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the Board, the Treasurer shall sign all checks of the Corporation and all bills of exchange issued by the Corporation, except in cases where the signing and execution thereof shall be expressly assigned by the Board or by these Bylaws to some other officer or agent of the Corporation. The Treasurer shall make such payments as may be necessary and proper to on behalf of the Corporation. The Treasurer shall maintain full and accurate books of account reflecting the transactions, assets and obligations of the Corporation and shall exhibit such books at all reasonable times to any Director on application at the offices of the Corporation. In general, the Treasurer shall perform all the duties incident to the office of Treasurer, subject to the control of the Board.

Removal. Any Officer of the Corporation may be removed from office with or without cause upon two" thirds vote of the membership of the Board then in office at any regular or special meeting called for that purpose. Any officer of the Corporation proposed to be removed shall be entitled to at least five (5) days notice in writing by mail and in person of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board at such meeting. Any Board member removed from office pursuant to this section shall also be deemed removed from the Board of Directors pursuant to Article V, without further action by the Board.

ARTICLE VII: Committees

,Executive Committee. The Board of Directors may, by a majority vote of its members, designate an Executive Committee consisting of two (2) or more directors and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, except that the Executive Committee:

- Ca) Shall not dissolve the corporation or plan its merger or consolidation;
- (b) Shall not change the Bylaws or Articles of Incorporation;
- Cc) Shall not conduct any transaction involving all or substantially all corporate assets or property;
- Cd) Shall not create committees;
- Ce) Shall not fill board vacancies;
- Cf) Shall not alter board resolutions;

Cg) Shall not act as otherwise restricted by law.

By majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board.

The Executive Committee shall keep minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Nominating and Board Development Committee. A nominating and Board Development Committee shall be established which shall consist of three (3) individuals designated by the Chair. The purpose of said committee shall be to review applications and research candidates to serve as directors and officers of the Corporation and to recommend nominees for such office to the Board of Directors. Additionally, said committee shall have the responsibility to train and orient new members of the Board of Directors on a director's duties and responsibilities, as well as the goals and purposes of the Corporation. Members of the nominating committee shall serve until their terms as directors have expired.

,Other Board Committees. The Chair of the Board may establish any other committees deemed necessary to carry out the work of the Corporation. The Chair shall appoint at least one Board Member to these committees, and the Chair shall designate a Board member as chair for each committee. Committees serve in an advisory capacity to the Board, and as such may include as committee members persons or firms other than Board Members.

ARTICLE VIII: Meetings

Regular Meetings. The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the Board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.

1. Place of Meetings. The meetings of the Board of Directors shall be held at the principal office of the Corporation or at such other place as the Chair of the Board of Directors may designate.
2. Special Meetings. The time, date and place of a special meeting of the Board may be set at the call of the Chair, upon written call by the majority of Board members, or upon resolution of the Board, Notice shall be given by the usual means of communication prior to a special/emergency meeting.

3. Attendance. Attendance by a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.
4. Notice of Inability To Attend. Members of the Board shall be required to notify the chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.
5. Quorum. A majority of the directors in office shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting.
6. Parliamentary Rules and Open Meeting Law. All meetings shall be conducted in an open, orderly and fair manner. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9 - 143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.
7. Manner of Acting. Except as otherwise provided by law, the Articles of Incorporation, or by these Bylaws, all matters before the Board of Directors shall be decided by a majority vote of the Directors present and eligible to vote at a meeting at which a quorum exists.
8. Conference Calls. Any one or more or all of the directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation in a meeting by means of a conference telephone or similar communications device shall be deemed present in person at such meeting.
9. Meeting Agenda. Regular meetings of the Board shall follow as carefully as practicable the written agenda prepared by the Chair. Any person having business to be brought before the Board shall notify the Chair at least four (4) days prior to the meeting of their request to be heard by the Board,

ARTICLE IX: Contracts, Banking and other Financial Matters

Contracts. The Board of Directors may authorize any officer or officers, agent or agents, 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.

1. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors, Such authority may be general or confined to specific instances.

2. Checks and Drafts. All checks, drafts, or other orders for the payment of money, 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.
3. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer, officers, agent, or agents of the Corporation to whom the Board may delegate such power.
4. Acceptance of Gifts. The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.
5. Audits. Incompliance with North Carolina Charter School Law, the accounts of the Corporation shall be audited annually by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.
6. Bond. At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE XI: Corporate Records

1. Maintenance of Corporate Records. The Corporation shall keep at its principal office:
 - Ca) A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;
 - Cb) A record of its directors indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dated of election to office;
 - Cc) A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;
 - Cd) Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;
 - Ce) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.

2. Directors' Inspection Rights. Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law. Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.
3. Periodic Report. The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XII: Fiscal Year

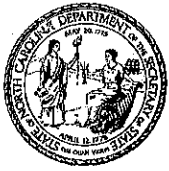
Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July, and end on the last day of June next ensuing.

ARTICLE XIII: Restatement of Purposes

Said corporation is organized exclusively for charitable and educational purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986. Said corporation shall operate as a charitable corporation as defined in N.C.G.S. Section 55A-1-40(4). No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on Ca) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or Cb) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986. Upon dissolution of the corporation, assets of the Corporation then remaining in the hands of the Board, after satisfaction of the Corporation's liabilities, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and in accordance with North Carolina General Statutes for Charter Schools.

ARTICLE XIV: General Provisions

1. Limit of Use of Property and Funds to Purposes of the Corporation. No funds or property of the Corporation shall be devoted to or expended for any purpose or objective not stated in Article II, but all the Corporation's funds and properties shall at all times be used exclusively for said corporate purposes. In no event shall any of the



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

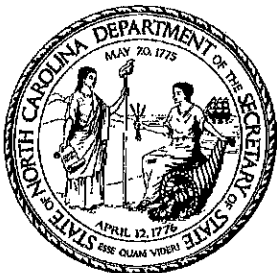
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

BISHOP GEORGE W. BROOKS ACADEMY, INC.

the original of which was filed in this office on the 9th day of September, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of September, 2016.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Bishop George W. Brooks Academy, Inc.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Eric Hines

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1414 Cliffwood Drive
City: Greensboro State: NC Zip Code: 27406 County: Guilford

The mailing address if different from the street address of the initial registered agent's office is:

Number and Street or PO Box: PO Box 36498
City: Greensboro State: NC Zip Code: 27416 County: Guilford

5. The name and address of each incorporator is as follows:

J. Rufus Farris, attorney
PO Box 20343, Greensboro, NC 27420

6. (Check either a or b below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 336-215-1310

Number and Street: 1414 Cliffwood Drive

City: Greensboro State: NC Zip Code: 27406 County: Guilford

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

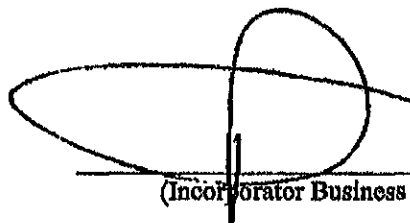
City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Please provide a business e-mail address: _____

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 11 day of August, 2016.



(Incorporator Business Entity Name)

Signature of Incorporator

J. Rufus Farris, attorney

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.

**ATTACHMENT TO ARTICLES OF INCORPORATION OF
BISHOP GEORGE W. BROOKS ACADEMY, INC.**

STATEMENT OF PURPOSE

Bishop George W. Brooks Academy, Inc. is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

NOT FOR PROFIT CERTIFICATION

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Statement of Purpose hereof. The property of this corporation is irrevocably dedicated to its tax exempt and 501(c)(3) exempt purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof, or to the benefit of any private individual.

PROHIBITION AGAINST POLITICAL AND LEGISLATIVE ACTIVITY

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding, any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution of the corporation including the payment or discharge of all liabilities and obligations of the corporation, the remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, or to a charitable or religious corporation.

INSURANCE PEOPLE

Below are the **estimated annual premiums** Bishop George W. Brooks Male Academy

Property Premium Estimate **\$450**

Contents	\$100,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,553**

Rating Basis:	Students	300
	Faculty	35

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$4,277**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$6,565
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,100,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$15,827
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

08/14/2017

Brooks Male Academy Application
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Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Kimberly Herrick, Attorney at Law
- Date of Review: 8/8/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- Law & Maska
- Jamari Brasco Cox
- Bruce Moore
- Ronald K. Murphy
- [Signature]
- Angela Graves
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: W Hayes Strand, PLLC
- Date of Review: 8/8/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- Law & Maska
- Jamari Brasco Cox
- Bruce Moore
- Ronald K. Murphy
- [Signature]
- Angela Graves
- _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO: N/A

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

○ Name of the Contact: LBA Hayes Strand, PLLC Marianne

○ Name of the Selected Financial Service Provider: Marianne Hayes Lewis

○ Date of Review: 8/8/17

○ Signature of Board Members Present (Add Signature Lines as Needed):

- Sam W. Maly
- Janene Gracco Cox
- Bruce Moore
- Ronald B. Mung
- _____
- _____
- Joseph Gruner

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact: _____

○ Name of the Selected PowerSchool Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Certification

I, Sam W. Maly, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Bishop George W Brooks Charter School is true and correct in every respect.

Sam W. Maly
Signature

8/8/17
Date

North Carolina

Guilford County

I, Deborah W. Hendren, a Notary Public for said County and State, do hereby certify that the following personally appeared before me this day and acknowledged the due execution of the foregoing instrument.

Samuel Mishra

Rufus Farrion

Ronald Murphy

Jessie Cox

James Pfaff

Brian Moore

Angela Graves

Witness my hand and official seal, this the 8th day of August, 2017.

(Official Seal)

Notary Public Deborah W. Hendren

My commission expires Jan. 15th, 2022.

Guilford County, NC
Deborah W. Hendren
Notary Public