

Appendix A1
B.L.U.E. - G. R.E.E.N. Academy
Evidence of Educational Need

Educational Need

B.L.U.E.-G.R.E.E.N. Academy offers a unique educational program designed to elevate student success in academic achievement, community leadership and social entrepreneurship. Our core classes are one of a kind in developing young minds through a single-sex classroom environment, designed to eliminate distractions and cater to the multi-intelligence approach to education. Outside of the private sector there is only one other school, Kimberley Park Elementary School, with single-sex classrooms that are offered to the general public within the triad area. Because this is a fairly new initiative of the school, there is little data to support its impact. However, research on the national level points to the claim that boys and girls learn differently and that they learn best in a single-sex learning environment. In the chart below it shows other single-sex charter schools and the impact of single-sex classes:

Same-Sex Schools Target Minority Students	
Only 13 public schools in the United States currently operate all or some of their classes on a single-sex basis, according to education experts. Virtually all serve minority communities.	
Charter School of San Diego San Diego, Calif. Founded: 2000 Enrollment: 40 girls and 40 boys	The 1,300-student school for grades 7-12 offers single-sex classes in grades 7 and 8. Boys and girls are more comfortable asking questions and interacting in single-sex classrooms, says Director Mary Bixby.
Jefferson Leadership Academies Long Beach, Calif. Founded: 1999 Enrollment: 1,120 boys and girls, grades 6-8	Parents in this low-income community felt that coeducational classes provided too many distractions for students, prompting the conversion to single-sex classes.
Lewis Fox Middle School Hartford, Conn. Founded: 1995 Enrollment: 80 boys and girls in 7th and 8th grades	Students in the single-sex program (total school enrollment is 900) perform 15-20 percent better on standardized tests than citywide averages.
Maria Mitchell Elementary School Denver, Colo. Founded: 1998 Enrollment: 60 4th- and 5th-grade students; 540 total enrollment	Principal Reginald Robinson says the program works because 4th- and 5th-graders are "too inquisitive" about the opposite sex to concentrate on classwork.
Moten Elementary School Washington, D.C. Founded: Fall of 2001 Enrollment: 362 boys and girls, grades 4-6	When this inner-city school switched to single-sex classes and revamped its curriculum, students' standardized test scores rose by an average of 40 percentage points.
Paducah Middle School Paducah, Ky. Founded: 2001 Enrollment: 30 boys and 18 girls in 6th grade	Although performance has not been measured for the pilot program, all 6th- and 7th-graders will attend single-sex classes in the future.
Philadelphia High School for Girls Philadelphia, Pa. Founded: 1848 Enrollment: 1,400 girls, grades 9-12	The magnet school is open to exceptional applicants citywide and sends 95 percent of its graduates to college. Half of the students are from homes with family incomes below the poverty line.
Robert Coleman Elementary School Baltimore, Md. Founded: 1993 Enrollment: Pre-K - 5th grade	After Principal Hattie Johnson separated classes by gender at the predominantly minority school, test scores rose to among the highest in Baltimore and discipline problems all but vanished.
San Francisco 49ers Academy Palo Alto, Calif. Founded: 1997 Enrollment: 90 boys and 90 girls	Boys and girls' schools operate separately at this middle school. Although classes are single-sex, recess and extracurricular activities are coeducational.
The Young Women's Leadership School New York, N.Y. Founded: 1996 Enrollment: 365 students, grades 7-12	The Harlem school sends almost 100 percent of its students to four-year colleges; 59 percent are Latina, 40 percent African-American.
Thurgood Marshall Elementary School Seattle, Wash. Founded: 2000 Enrollment: 356 boys and girls, grades K-5	After Principal Ben Wright instituted single-sex classes, test scores rose and discipline problems declined. The students are 97 percent minority, and 80 percent receive subsidized lunches.
Western High School Baltimore, Md. Founded: 1844 Enrollment: 1,050 girls	More than 80 percent African-American, Western boasts the third-highest SAT scores in Baltimore and a college acceptance rate of 99 percent in 2001.
Young Women's Leadership School Chicago, Ill. Founded: 2000 Enrollment: 300 girls, grades 7-12	With a curriculum focused on leadership, science and technology, the school serves a student body that is over 80 percent minority, and 65 percent of the students come from poor families.

Charter schools and school districts across the nation are considering how they can provide a variety of educational opportunities tailored to learner and community needs. The single-sex format creates opportunities that don't exist in the coed classroom. Teachers can employ strategies in the all-girls classroom, and in the all-boys classroom, which don't work as well (or don't work at all) in the coed classroom.

If teachers have appropriate training and professional development, then best practices can be implemented with details specific to each gender. Schools such as Woodward Avenue Elementary in Deland, Florida; Foley Intermediate in Foley, Alabama; Jefferson Middle School in Springfield, Illinois; the Cunningham School for Excellence in Waterloo, Iowa; and many other schools have seen a dramatic improvement in grades and test scores after adopting single-sex classrooms. But those schools did much more than simply put girls in one room and boys in another. In each of the schools just mentioned, teachers received training from the National Association for Single Sex Public Education (NASSPE) in practical gender-specific classroom strategies and best practices for the gender-separate classroom. Understanding how the brain of boys and girls differ brings light to the direct need for a single-sex classroom option.

According to Dr. Leonard Sax (2009), “best practices for teaching math differ significantly for girls and boys. Navigational tasks are handled by completely different areas of the brain in girls and boys. In girls, navigational tasks are assigned to the cerebral cortex, the same general section of the brain which is responsible for language. In boys, the same tasks are handled by the hippocampus, an ancient nucleus buried deep in the brain, with few direct connections to the cortex.” With this understanding, teachers would know that boys’ interest can be stimulated by focusing on the properties of numbers, while girls may learn best when relating math to the real world. Attending all-boys schools or all-girls schools, rather than attending coeducational schools, is significantly associated with higher average scores on Korean and English test scores as well.

Compared with coeducational schools, single-sex schools have a higher percentage of graduates who moved on to four-year colleges. In a study with the University of Pennsylvania (2008) it concluded that, girls attending girls' schools were significantly more likely to attend a 4-year college compared with girls attending coed schools (Cohen's $d = 0.5$, $p < 0.01$). Likewise, boys who graduated from boys' schools were significantly more likely to attend a 4-year college compared with boys who graduated from coed schools (Cohen's $d = 0.8$, $p < 0.01$). All these effects remain significant after controlling for eligibility for free school lunches, prior academic achievement, and other demographic and student parameters. Boys at boys' schools also earned significantly higher test scores compared with boys at coed schools; likewise, girls at girls' schools also earned significantly higher test scores compared with girls at coed schools.

Many students and their families are underserved and are also underrepresented in the STEM workforce population. There is only one middle and one high school in the Winston-Salem/Forsyth County Schools district that offers STEM education as their school focus; while their enrollment of minority students has decreased over the past five years. There is a need for STEM as it directly relates to the national concern for the job market and the current lack in effective STEM education. The U.S. Bureau of Labor Statistics projects that employment in occupations relating to STEM will grow to more than 9 million between 2012 - 2022. It will be important for students to be exposed to jobs and opportunities in the areas of science, technology, engineering and math. We will plan to incorporate the

“A” for arts in our STEAM curriculum, in order to meet the need for a well-rounded education that includes visual arts, music, dance and other art forms that further stimulate the brain.

Sources:

<http://www.mcrcad.org/differences.html>

The independent school experience: aspects of the normative environment of single-sex and coed secondary schools, *Journal of Educational Psychology*, 74(3):374-381, 1982.

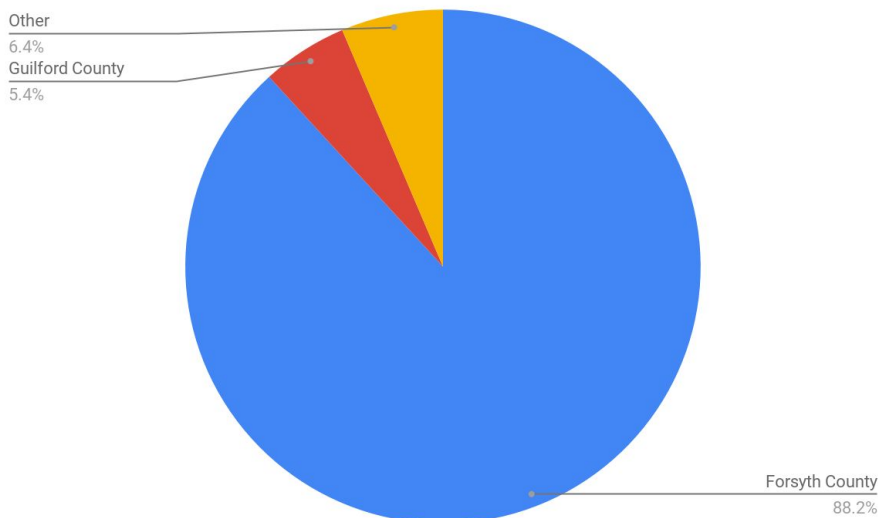
BLUE-GREEN Academy Survey/ Petition

To gather more information from residents in our area about their interest in a potential new charter school, we commissioned an Interest survey and petition. We distributed the survey/petition at many different sites, including, but not limited, our CICI’s Pizza Fundraising nights, Triad Minority Business Expo, Community days and partnerships with our local churches, public housing divisions and community centers. We targeted parents of students who would be in grades 5-8 within the next 5 years. Of the 293 responses to the survey, over 80 percent of respondents stated if the new charter school opened, they would be very likely, or likely to send their child to the school. Over 230 parents signed the petition to declare, “Yes, I intend to enroll my child in BLUE-GREEN Academy.” (electronic signatures attached) This initial survey confirmed our intimate understanding that, like members of our board, families in our community are demanding additional public school choice for their children. Survey results presented an immediate need for small class sizes, STEAM, academic enrichment and literacy. As a result, our education plan responds to the needs and desires of the community.

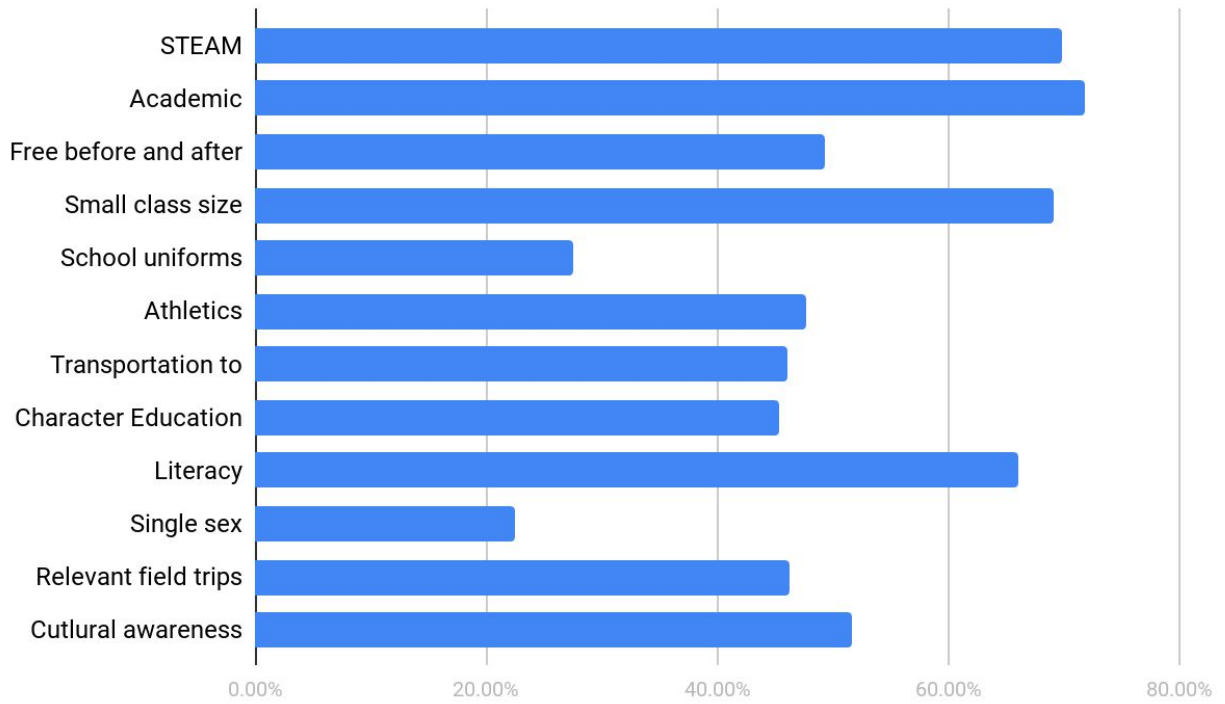
BLUE-GREEN Academy Survey/ Petition Results

298 responses

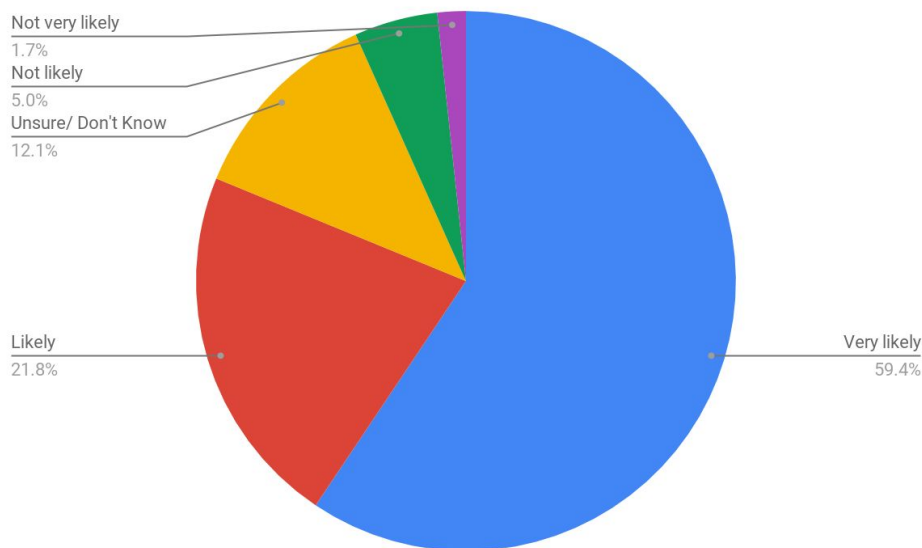
1.) In which county do you reside?



2.) If a new charter school opens in your area what kinds of programs or services are most important to you? Check all that apply.



3.) How likely are you to send your child to a charter school that focuses on leadership, STEAM, and academic excellence.





This petition has collected
234 signatures
using the online tools at iPetitions.com

Printed on 2017-09-19

BLUE-GREEN Academy: Yes, I intend to enroll my child.

About this petition

BLUE-GREEN Academy (BGA) is a free public charter school, grades 5 - 8, coming to Winston- Salem, NC in August 2019. Our curriculum and education plan is designed to develop distinguished young women and men on a platform of literacy, leadership, and entrepreneurship. If you have a child/relative, whom you would consider enrolling in BGA, sign this petition to show your support. Your signature will help to show the need for BGA, where Boys Learn Unlimited Education and Girls Receive Every Educational Need.

For more information about BLUE-GREEN Academy email: bluegreenacademy@gmail.com

#	Name	Date	Comments
1	Emanuel Johnson	2017-05-12 13:18:55	
2	Brittany counts	2017-05-15 04:14:23	
3	Lee Holbrook	2017-05-17 18:15:42	I would love for my kids to be apart of the school!
4	Walter Johnson	2017-05-22 13:39:24	
5	Allie Wilson	2017-05-22 16:56:03	
6	Trinette Mitchell	2017-05-22 21:16:47	
7	Justin Davis	2017-05-23 17:15:55	
8	Jernetta	2017-05-23 18:32:36	
9	Paige Mclane	2017-05-27 15:33:28	
10	Daye Brake	2017-05-27 16:28:55	
11	Tim Moses	2017-05-29 02:48:51	
12	Chris Jones	2017-06-09 02:19:40	
13	Mary green	2017-06-09 03:43:59	
14	Viola D Glenn	2017-06-09 04:32:20	
15	Christian Crawford	2017-06-09 19:41:35	
16	Valencia Dobson	2017-06-10 22:27:19	
17	Othniel Dobson	2017-06-10 22:59:09	This school would be a great asset to our community.

18	Dwayne Gilliam	2017-06-10 23:13:12	
19	Monica Fields	2017-06-11 00:24:21	Yes this will be so perfect!
20	Chelsea Lewis	2017-06-13 14:28:15	
21	Cynthia Burden	2017-06-13 14:33:58	
22	Dulce Reyes	2017-06-13 14:35:47	
23	Lakisha Mubley	2017-06-13 14:40:11	
24	Margaret Wages	2017-06-13 14:46:12	
25	Ashley Rodriguez	2017-06-13 14:48:43	
26	Simone Chatman	2017-06-13 15:03:45	
27	Franklin Poe	2017-06-13 15:07:29	
28	Llord Byrom	2017-06-16 11:09:26	
29	Henry Strause	2017-06-17 01:45:18	
30	Kedrick Easter	2017-06-17 01:46:39	
31	Joseph M Brown	2017-06-17 01:51:10	
32	Larry Ogelsby	2017-06-17 01:52:13	
33	Darryl Glenn	2017-06-17 01:55:06	
34	Essence Barnes	2017-06-17 01:57:08	

35	Robert Severt	2017-06-17 02:01:44	
36	Tiffany Castiglione	2017-06-17 02:05:22	
37	Randy Salas	2017-06-17 02:07:34	
38	William Martinez	2017-06-17 02:09:31	
39	Zackery P Mullins	2017-06-17 02:14:22	
40	Traveya Chance	2017-06-17 19:42:42	
41	Marvin Toney	2017-06-17 19:49:37	
42	Stephan C Wells	2017-06-17 19:53:45	
43	F Royster	2017-06-17 20:01:57	
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46	Destiny Kindell	2017-06-17 20:10:55	
47	Kasey Saxon	2017-06-17 20:13:14	
48	Jenn Smith	2017-06-17 20:43:19	
49	Rashaod Hague	2017-06-17 21:35:53	
50	Angel Rosario	2017-06-17 21:38:57	
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53	Nakia P	2017-06-17 21:53:01	
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56	James Ragland	2017-06-17 22:02:00	
57	Sabrina Hoosier	2017-06-17 22:09:59	
58	Shondea Mouzon	2017-06-17 22:17:46	
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75	Sara Haynes	2017-07-26 05:27:12	
76	Kim Carter	2017-08-06 15:18:57	Congratulations I am excited and welcome you all to the Community
77	Kristal N Cooper	2017-08-06 16:18:13	
78	Vonte Reece	2017-08-12 05:29:25	strong mission statement.
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80	Preston Spivey	2017-08-12 16:38:06	
81	Russell green	2017-08-12 17:02:44	
82	Chiquita Wadelington	2017-08-13 17:57:52	
83	Jeff Brogdon	2017-08-24 16:32:01	
84	Vernen Wadelington	2017-08-24 16:34:04	
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86	KT	2017-08-27 19:30:18	
87	James	2017-08-27 19:31:51	
88	Frannie Mcclary	2017-08-27 19:44:27	
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91	Kimberley Coble	2017-08-27 19:48:26	
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233	Santiago	2017-09-19 22:23:37	
234	Tasha Torence	2017-09-19 22:41:03	

Leadership/ Business Acumen Seminar

Goals

- To develop in every K-12 student an awareness of his or her own leadership potential
- To assist young people in developing essential leadership and professional skills that enable them to act responsibly in all aspects of their lives
- To develop citizens who possess the leadership abilities to meet present and future challenges in a global society
- To provide students with opportunities to learn and practice essential leadership skills within a learning community

Developing Knowledge of Self and Others

Leadership requires knowledge of self and knowledge of others. Knowledge of self assists students in clarifying their identity, self-image, and roles in a variety of expanding communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages students to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

Defining Leadership

Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and

opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

Developing Leadership Skills and Practices

Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles. In addition, speakers from our community partners will assist by creating workshops for the day, helping with projects, assigning task and participating in community initiated projects.

Practicing Leadership through Service

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define community and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. In addition, collaboration with our community partners; allows leadership through service to encourage students to become altruistic leaders by providing opportunities for volunteerism.

Day-to-Day Structure

The day to day structure of leadership classes varies on a continuum from a focus on planning activities and projects to a focus on straight curriculum. Most classes fall somewhere in between, with a combination of lesson plans and activity/project planning.

Teachers structure their day to day schedules in the following ways:

- **Activities Focused** -- In this structure, the leadership class is an activity-based period in which student leaders -- often elected student body and class officers -- carry out the work of their office by planning activities and programs for the school. Lessons happen on an ad-hoc basis or are sporadically offered. Also, during this time we will have community partners design workshops that are project focused for our students and allow them to implement task with real-life deadlines creating business and social entrepreneurial leadership with every child.
- **One Day a Week for Lessons** -- In this option, the teacher designates one day a week as a classroom lesson day. Everyone knows that Tuesday, for example, will be focused on learning some aspect of the leadership curriculum. The other days of the week are devoted to working on various projects that are underway at any time of the year.
- **Committees, Lessons & Projects** -- In this structure, certain days are designated for committee meetings and lessons, and the rest of the time is for project planning.
- **Quick Lessons Every Day** -- Another way in which teachers fit curriculum into a mostly activities-based class is to offer quick lessons at the beginning of each class and then let students use the remainder of the class period for project planning.
- **Straight Curriculum** -- In this structure, leadership class is much like any other class offered by the school, with students taking part in teacher-led lessons each day.

Sample One-Week Lesson Plan: What are the Qualities of a Good Leader?

Students will identify characteristics of leadership by researching the lives of great American leaders.

OBJECTIVE

Students will:

- Identify leadership traits through one leader's life.
- Research and analyze one American leader's leadership traits using background knowledge as well as Internet sources.
- Compile and organize information from a variety of sources.
- Express their opinions about one leader's leadership traits in discussion.

MATERIALS

[Leadership Qualities graphic organizer](#)

Graph paper

DIRECTIONS

Warm-up

Today we will be studying great American leaders. As a class, create a list of American leaders from the last century. Encourage students to consider leaders from a wide range of fields, including government, business, entertainment, philanthropy, and sports.

Whole Group

As a class, brainstorm aspects of leadership. Ask, “Based on what we already know about each leader in the list, what are some traits that leaders possess?” On graph paper, compile a list of leadership traits that students can use for reference during the rest of the lesson. Instruct students to record the list of traits in the Brainstorm section of their graphic organizer. Some traits might include honesty, vision, competence, ability to inspire, intelligence, persistence, charisma, passion, emotional intelligence, curiosity, and creativity.

Small Group

Have each student choose a leader that he or she wants to learn more about. Then, divide students into groups according to the leader they chose. If more than five students want to study one leader, divide them into two groups that focus on the same leader.

Instruct students to use Internet resources to learn more about their leader's life. As they work, students will identify four leadership traits and examples to include on the Leadership Qualities graphic organizer.

As they research, students should consider:

- What elements of leadership are inherent to your leader? How do you know?
- What elements of leadership did your leader learn during his/her life? What events show this learning?
- What examples from your leader's life demonstrate each trait?
- How did each leadership trait affect the leader's ability to have an impact?
- What leadership traits do you share with your leader?

Allow students at least 30 minutes to research and complete the graphic organizer. In addition to the graphic organizer, students should prepare a list of sources used.

Closing Discussion

Ask one member of each group to share what they learned. As a class, discuss:

- What traits are shared by all of the leaders?
- What experiences did all the leaders share?
- Do leaders have to demonstrate all the leadership traits to be effective? Why or why not?

As a closing activity, ask students to write a response to one of the following assessment questions:

- Which character trait do you think was most helpful for your leader and why?
- Which of the leadership traits do you possess? How might you use these leadership traits in your future career?

Extension

Extend the study of leadership with these activities:

- Have students write a one-page analysis and reflection essay about someone that they consider a leader in their life. The essay should consider the questions: What qualities does your leader have? What experiences have shaped his or her life? What about him or her makes you want to follow or emulate him or her?

Week #17 Sample E55 Daily Quick Lesson –Etiquette

Rule #29: “There are several manners dealing with food that you must follow: I call these my ABC’s of Etiquette.

Day 1

Monday:

1. Recite rule and post it on your board.
2. Tell Students: As a general rule, kids are messy eaters. Visit a lunchroom, and you will most likely see students eating and licking their fingers, talking with their mouth full, smacking or sometimes throwing food. This week we will learn the ABC’s of Etiquette to educate you on mannerism that deal with food and people.
3. Today you will receive a handout for rule twenty-nine with all of the rules of etiquette that you will practice all week in the cafeteria and at home. We will start with the first 6 letters A-F:
A. When you first sit down for a meal, immediately place you napkin in your lap. If you silverware is wrapped in a napkin, unwrap it as soon as you sit down and place the napkin in your lap. **B.** When you are finished eating, place you napkin on the table to the left of your plate. Place it loosely beside the plate. Don’t crumple it, because you don’t want to seem untidy. Don’t fold it too neatly, because you don’t want the restaurant to think you assume they are going to use it again. Never leave your napkin on your chair. This implies that the napkin is too dirty to be left on the table. Also, in some cultures, leaving the napkin on the chair is known as a way to say that you don’t intend to return to the restaurant again. **C.** Never place you elbows on the table. **D.** Use one hand to eat, unless you are cutting or buttering food. Never have your fork in one hand and a glass in the other. **E.** Do not lick your fingers. There is a napkin provided for the purpose of cleaning your fingers. There is no need to lick yourself clean. **F.** Do not smack you lips or chew noisily.
4. Have students fill in the blank as you go over the rules using Activity #1

Day 2

Tuesday

1. Recite the rule and the next 5 letters G-K
G. Do not chew with your mouth open.
H. Do not talk with your mouth full. Sometimes people will place a hand over their mouth and talk anyway. Don’t do that. Wait until you have swallowed your food to speak. **I.** If something is caught in your teeth, don’t go in after it; wait until you are in the rest room to remove it. **J.** D not slurp. **K.** Do not play with your food.
2. Tell Students: Have students fill in the blank for next set of 5 that they will implement this week. Make sure that we are monitoring them in the cafeteria to make sure that they are utilizing what they are learning.
3. Here is a video of what not to do: <https://youtu.be/unXKYK0uRJ8>
4. Have students why men’s table manners were inappropriate and what they could have done better.

Day 3

Wednesday:

1. Recite the rule and letters L-P
L. If you drop your fork, napkins, or anything else on the floor, DO NOT pick it up. It is very rude and unsanitary to place something on the table that has been on the floor. If you pick up something that has dropped and hand it to a waiter, then you will need to excuse yourself and wash your hands before continuing with your meal. The best way to handle a situation when something has dropped on the floor is to ask a waiter for a replacement; leave the old one on the floor. **M.** You are to use your utensils for eating almost everything. Here are ten types of food you may use your hands to eat. **N.** Never reach over someone's plate to get something. You should say, "Will you please pass the salt?" **O.** Never start eating off of your tray until you are at your seat. **P.** When we are eating at a restaurant, you are not to begin eating until everyone at the table has received food.
2. Have students fill in the blank for next set of 5 that they will implement this week.
3. TEACH: Explain what appropriate behavior looks like in the Cafeteria. Also explain the importance of this behavior.
4. **What does it mean to Be Responsible in the Cafeteria?**
 - Clean up after yourself • Eat your own food.
5. **What does it mean to Be Respectful in the Cafeteria?**
 - Use soft voices. • Use "Please," "Thank you," and "Excuse me."
6. **What does it mean to Be Safe in the Cafeteria?**
 - Walk only. • Sit down to eat. • Wait to be excused
7. Have students think /pair/ share: "Tell your neighbor the behavior expectations for the cafeteria. Teachers walk around to assess the students understanding

Day 4

Thursday:

1. Recite the rule and letters Q-U
Q. You should never complain if the line is too long, the food isn't good, or if there is a wait. You don't want to be negative to the point where you spoil the enjoyment of the event for others. **R.** If you are unsure which silverware to use, simply start with the fork, knife or spoon that is the farthest from your plate. On the left, you will have your salad fork on the outside and your dinner fork on the inside. On the far right, you will have your soup spoon. Beside it you will have the spoon you will use to stir your coffee or tea, then your salad knife, and then your dinner knife. The utensils above your plate are to be used for dessert. **S.** When you are finished eating, do not push your plate away from you. Leave it where it is in the setting. If you want to show you have finished eating, you should lay your fork and knife together diagonally across the plate. You should place the fork with the tines down, and you should have the sharp side of the knife facing down. Of the two utensils, the fork should be closest to you. **T.** Never place a piece of silverware that you have used back on the table. Leave it on a plate or saucer. **U.** If you didn't use a utensil, do not place it on a plate or saucer when you are finished. Just leave it where it is.
2. Have students fill in the blank for next set of 5 that they will implement this week.

3. Watch the video "7 Table Manners Do's & Don'ts | Good Manners" <https://youtu.be/AeHwh5rPK4g>
4. Have students discuss what to do and not to do when eating at the table

Day 5

Friday:

1. Recite the rule and letters V-Z
V. Always look a waiter in the eyes when you are ordering, asking a question, or saying thank you. **W.** Make a point to remember the waiter's name when he introduces himself to you. Use his name as often as possible throughout the course of the meal. **X.** If you have to go to the rest room, you should stand up and say, "Excuse me," as you leave the table. **Y.** When you are offered desserts or asked a question such as "What sides would you like?" or "What dressing would you like for your salad?" it is best to ask, "What are my options?" That way, you aren't going through a process of naming things the restaurant might not have. **Z.** Never talk to waiters or waitresses as if they are servants. Treat them with respect and kindness, and remember; they are the ones who are fixing food and bringing it to you. You do not want to be on the bad side of a waiter."
2. Have students fill in the blank for next set of 5 that they will implement this week. Also, tell them that using rules **V, W, & Z**, this also applies to cafeteria workers, parents, or any person providing you with service.
3. Also here is a video to remind students why table manners are so important. <https://youtu.be/04xQk9Em1aE>

BGA: Leadership/ Business Acumen Project Sample

School: B.L.U.E.-G.R.E.E.N. Academy

Rural Suburban Urban

District: Winston-Salem

Practice: The Amazing Shake: Work-Based Learning and Career Awareness

Connection to Strategic Plan:
Empowers students to be change agents through leadership and entrepreneurship.

Goals:	Assist students in developing essential leadership and professional skills that enable them to act responsibly in all aspects of their lives.				
How best practice addresses:	Employability skills open doors of opportunity for students in postsecondary education and careers. Building career awareness and communications skills as early as middle school puts students on a trajectory for success in postsecondary and careers as they understand the importance of their current and future education.				
Priority Areas:	Early Foundations	Empower Districts	Support Educators	Bridge to Postsecondary	All Means All
How best practice applies:	Interactions with professionals reinforce the importance of reading for all students. Reading about careers that interest students deepens engagement and expands vocabulary.			Expanding career awareness and the importance of postsecondary helps students set goals and imagine a future for themselves that includes postsecondary education and careers.	Early focus on employability skills help all students become more prepared high school, postsecondary education and life regardless of economic, demographic, or cultural factors.

Practices:

- Culture
- Accountability
- Funding
- Instructional
- Programmatic
- Other:
- Training/PD
- Policy Change

Results:

- Increased student achievement results
 - ACT
 - I Ready/EOC/EVAAS
- Decreased remediation and/or subgroup gaps

B.L.U.E. - G.R.E.E.N. Academy

Project Specific Indicators:

Student Participation Rate Industry partner participation

Student rubric scores

Increased student readiness results (non-academic)

Increased partnerships / alignment

Increased participation / program growth

Adapted from the Tennessee Department of Education

The Challenge:

As a Title I school, we recognize that not all of our students have resources at home to help them build employability skills such as interpersonal communications and professional behaviors that will advance their success in further education and eventual careers. All students need to learn and practice these skills to transition successfully into middle school and build confidence that will serve them well later in life.

The Vision:

Building a strong foundation of business and interpersonal skills for all 5th and 6th grade students will lift barriers, level the playing field, and enable all students to reach their full potential. The Amazing Shake is the culminating activity that takes place after a series of lessons at school as well as presentations by local business members. This event also built on financial, career, and life skills gained in an earlier event in the year, Reality Fair. The overall vision of the event is to build students' knowledge of and confidence in employability skills including handshake, eye contact, confidence, and conversation skills.

Action Steps Taken / Summary of To-Do's:

1. Clarify a school vision for what you want to accomplish and get buy-in from leadership and teachers (our principal and teachers are amazing and jumped in full force).
2. Start by reaching out to the business community to share the vision at the beginning of the year and asking them to engage and participate (see Stakeholder Management)
3. Counselors/ Dean create 10-15 minute mini-lessons that can be embedded into classes and identify academic connections. Counselors/ Dean work with teachers to schedule and deliver mini-lessons, engaging business professionals where appropriate.
4. Recruit business professionals to participate in The Amazing Shake as judges and ask your local chamber/rotary club/other organization to help recruit professionals to participate.
5. Schedule 5th and 6th grade classes to rotate through the gym in shifts.

Lessons Learned: *Include advice on start-up and sustainability*

This is a team activity. It takes collaboration from the administration, classroom teachers, counselors, and the business community to build and support a culture that values good workplace skills:

- Whenever a business professional can reinforce or deliver the message, the more it resonates with students.
- Counselors/ Dean have great resources and can work with teachers to provide 10-15 minute mini-lessons during class to help students connect academic content to careers. Some natural connections exist with math and social studies.
- Include business community in lessons and presentations to connect the community with the school and to present "real world" learning.
- Build student buy-in based on their interest. Establish a

<p>6. Prepare students to participate in the event by sharing how the process will work and let them know that a “3” is a GREAT score. Have each student start with a judge, introduce themselves and carry on a short conversation. Its best if every student has a question they’re ready to ask to help keep the conversation going.</p> <p>7. Provide a time-keeper to remind judges when to grade the rubric and when it’s time for students to rotate. All students complete at least 10 interviews and one class rotates through at a time.</p>	<p>friendly competition and treat them like "young adults". Encourage a dress-up attire and prepare the students to impress the judges.</p> <ul style="list-style-type: none">• Provide each judge with a scoring rubric and help them understand that a 3 (on a scale of 1 to 5) is a good score. Let them know it’s important to give accurate feedback to help students improve and that it’s ok to coach them along where necessary to help them improve.
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Communications:

<ul style="list-style-type: none">• By sharing your clear vision for the event up front with business professionals, they will help you think outside the box and will bring great ideas and resources to the project.• Provide clear instructions to business professionals in advance (at least one week) about how to find the school, where to sign in, and remind them of the time commitment.• As business professionals arrive, assign them to a table and instruct them on the use of the grading rubric (see Resources).• After the event, ask all judges to complete a survey to help you with continuous improvement. Send a thank-you note/email and pictures from the event to the business professionals who participated so they can help promote the activity within their company and in the community.

Stakeholder Management:

<p>Reach out to the business community to share the vision at the beginning of the year.</p> <ul style="list-style-type: none">• Work with a chamber of commerce or other entity to help you connect with interested businesses.• Ask businesses how they can help reinforce employability skills and which matter most to them.• Share specific challenges your students face (our students didn’t have ties, so a church donated 60 and high school students came to teach our students how to tie them).• Invite business professionals throughout the year to participate in classroom-based activities as guest speakers (topics range from how to interview successfully, dressing for success fashion show, making introductions, and carrying a conversation).



Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<ul style="list-style-type: none"> • Number of total 5th and 6th grade students who need to build employability skills: • ___ students knew how to tie ties • ___ students knew about a proper handshake. • ___ students knew how to make a proper introduction 	<ul style="list-style-type: none"> • ___ students participated in mini-lessons with counselors/ dean to prepare for The Amazing Shake. • ___ classroom speakers came to prepare students with knowledge about proper dress, introductions, and handshakes. • ___ business professionals participated as presenters, sponsors or judges in The Amazing Shake in year 1. 	<ul style="list-style-type: none"> • All our students will participate in The Amazing Shake to build and improve employability skills. • All our students will demonstrate basic knowledge in their employability skills and role-play these skills with real professionals. • Students will average a score of “3” or higher on all rubric categories and receive feedback on their skills and progress. (Only about five students did not have a majority of scores of 3 or higher. Students with lower scores also struggle with interpersonal interactions. It helps us to plan ways to support them to become stronger communicators.).

Resources:

The Amazing Shake [Scoring Rubric](#)

www.RonClarkAcademy.com: The source of our inspiration. Four teachers attend for professional development each year to get ideas and improve instruction.

The First Seven Seconds: Resource on making a good first impression from the Ron Clark Academy

www.cacareerzone.org: Career research site used to help students research careers

BrainPop financial literacy videos (www.brainpop.com - requires a membership)

B.L.U.E. - G.R.E.E.N. Academy Academic Calendar 2019 - 2020

July

- 7/29 - 8/9: Pre-service training for teachers

July 2019

S	M	Tu	W	Th	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

- 1/17: End of 2nd Quarter
- 1/06: Teacher Workday (No School)
- 1/20: No School (Martin Luther King Jr. Holiday)
- 1/21: Teacher Workday (No School)

January 2020

S	M	Tu	W	Th	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	

August

- 7/29 - 8/9: Pre-service training for teachers
- 8/19: First day of school

August 2019

S	M	Tu	W	Th	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

- 2/14: Teacher Workday (No School)

February 2020

S	M	Tu	W	Th	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

September

- 9/2: No School (Labor Day)

September 2019

S	M	Tu	W	Th	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					

March

- 3/20: End of 3rd Quarter
- 3/23: Teacher Workday (No School)

March 2020

S	M	Tu	W	Th	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				

B.L.U.E. - G.R.E.E.N. Academy Academic Calendar 2019 - 2020

October

- 10/25: End of 1st Quarter
- 10/28: No School (Fall R&R)
- 10/29: Teacher Workday (No School)

October 2019

S	M	Tu	W	Th	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

- 4/10 - 4/17: No School (Spring Break)

April 2020

S	M	Tu	W	Th	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		

November

- 11/11: No School (Veterans Day)
- 11/25 - 11/29: No School (Thanksgiving Break)

November 2019

S	M	Tu	W	Th	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

- 5/25: No School (Memorial Day)
- 5/29: End of 4th Quarter; Last Day of School

May 2020

S	M	Tu	W	Th	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						

December

- 12/23 - 1/03: No School (Winter Break)

December 2019


S	M	Tu	W	Th	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


- 6/01 - 06/05: Snow Make-Up Days

June 2020

S	M	Tu	W	Th	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				

 Instructional Days: (6.5 hours of instruction each day)

 Early Release days (students dismiss 2 hours early); Teachers participate in professional development.

 Holidays and Breaks (No School): 9/2, 10/28, 11/11, 11/25 - 11/29, 12/23 - 1/03, 1/20, 4/10 - 4/17, 5/25

B.L.U.E. - G.R.E.E.N. Academy Academic Calendar

2019 - 2020



Teacher Workdays (No school for students): 10/29, 1/06, 1/21, 2/14, 3/23; Pre-service training for teachers: 7/29 - 8/09



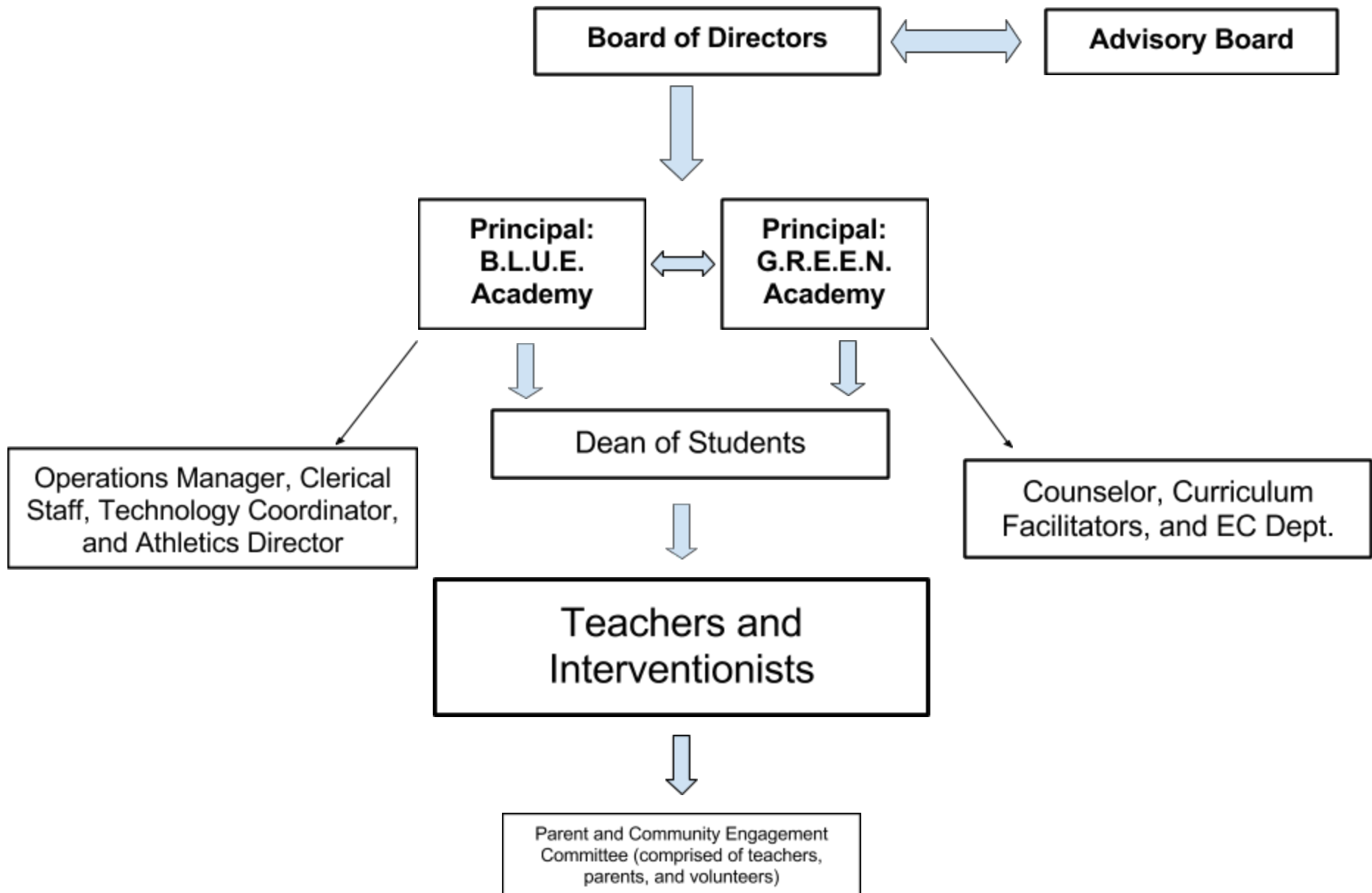
End of Semester



Bad Weather Make-Up Days (used in the following order if necessary): 11/25, 11/26, 1/21, 2/14, 6/01 - 6/05

- Instructional days start at 8:00 am and end at 3:00 pm.
- Every Wednesday, students dismiss at 3:30, after mandatory club meetings/community involvement.
- On early release days (some Fridays), students dismiss at 1:00 pm.
- Professional development on early release days begins at 2:00 pm

Appendix E
B.L.U.E. - G. R.E.E.N. Academy
Organizational Chart



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: B.L.U.E. - G.R.E.E.N. Academy

2. Full name: Daye Alyse Brake

Home Address: 5135 Ambercrest Dr. Apt. 5A, Winston-Salem, NC 27106

Business Name and Address: Sugar Creek Charter School, 4101 N. Tryon St., Charlotte, NC 28269

Telephone No.: 407-952-2006

E-mail address: dbrake1@uncc.edu

3. Brief educational and employment history.

B.A. in English from Spelman College (Dec. 2007); Sales and Marketing Coordinator for Disney Institute (Jan. 2008 - Sept. 2011); M.S. in Publishing from Pace University (Dec. 2011); Southeast Director of Sales for CCP Solutions, Copiers and Scanners (Nov. 2011 - Jan, 2013); Founder of Daye Brake Publishing (July 2013); Teacher in Lake Alfred, FL (Aug. 2012 - June 2014); Teacher in Winston-Salem/Forsyth County Schools (Aug. 2014 - June 2016); North Carolina Principal Fellow - UNC Charlotte (August 2016 - Anticipated Graduation: May 2018); Principal Intern at Sugar Creek Charter School (July 2017 - May 2018)

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? I am a cofounder of B.L.U.E. - G.R.E.E.N. Academy, having worked with Deena Deshazor to develop the founding Board of Directors. Our drive to develop the board began with a common vision to develop a student-centered learning environment that ultimately impacts the community through

literacy, student leadership and social entrepreneurship. I am motivated by the school's mission to empower and implement positive change; not only with students, but with all community stakeholders.

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

A public charter school board member has great responsibility to carry out the mission of the school and to govern the organization through monthly evaluations. Each board member will bring community connections, experiences and specific expertise that can benefit the overall operation of the school. Board members should work within specific accountability measures, holding true to the code of ethics and the policies of the organization. Their role is to ensure successful performance in academics, finance, and operations.

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.

Although I have not had previous experience serving on a charter school board, I have served in the capacity of President and Chair in numerous organizations and committees, over the past 10 years of my career. I understand the level of organization and attention to detail that a leader of a board must have. An effective board member must be committed and capable of delivering the school's mission. I have the determination and drive needed to push myself and encourage others to follow a common vision towards success.

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

Currently, as a North Carolina Principal Fellow, I am serving in the capacity of Principal Intern at Sugar Creek Charter School. The experiences that I've gained thus far have been designed to prepare me for service on the Board of Directors and as a leader/principal of the school. More specifically, my years as a teacher of middle school English/ Language Arts allow me to share my content and pedagogy knowledge for the instructional program. Having grown up in Winston-Salem, I can assist in making community connections with those who can help the board to identify opportunities for community engagement within the school.

School Mission and Program

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

The mission of B.L.U.E -G.R.E.E.N. Academy (BGA) is to empower all stakeholders to become agents for change in the school, community and world, through literacy, leadership, inquiry, innovation, engagement and entrepreneurship. At BGA, we believe that we are the difference; we are the change that we want to see. By developing the whole child, academically, socially, emotionally, physically, and mentally, learning becomes student-centered and students begin to see their greatest potential. We believe that upward mobility in the economy and social justice begins with the students of BGA, who will ultimately be the catalyst for the eradication of generational poverty.

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

The school's educational program rests on a platform of literacy (digital, financial and adolescent), leadership and entrepreneurship. With a direct focus on STEAM and the single-sex classroom environment, teachers will use cooperative learning strategies (Kagan), inquiry-based learning, project-based learning and blended-learning to enhance the learning experience. The educational program is student-centered, as all students receive a plan that tracks their progress and growth, academically and socially/ emotionally.

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

A successful school has the ability to grow all stakeholders in various areas of their lives including academics, professional and personal development, and overall character. These schools have a safe environment of trust, accountability and integrity, where everyone is working towards a common mission. High test scores that show proficiency are a reflection of the rigorous curriculum and the instructional framework in place. Successful schools have strong leaders that use various styles of leadership to guide and support their team and teachers.

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

If the school has accomplished, or is on the right path towards fulfilling the academic, operational and financial goals set in place, then we will know if the school is succeeding in its mission. More specifically, student test scores should increase in reading, math and science. As we work to develop and empower agents of change in the school, community, and world, we expect to see an increase in parent and community engagement, when compared to schools with a similar demographic. In the same way, if the school completes each academic year with a clean audit, the school will have succeeded financially.

Governance

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

The board is responsible as the ruling entity of the organization. The principal of the school reports directly to the Board of Directors. The board makes decisions for school policies, identifies and follows the ethical standards and procedures for identifying and addressing issues, and evaluate the success of the school and the school leader. The boards helps to ensure educational and operational success.

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

After the first year of operation, we will know if the school is successful if we've met or come close to meeting the academic, operational and financial goals that are set in place. Success can also found in the character and overall development of the students and stakeholders. Mindsets should be shifted towards a goal-oriented focus and commitment to forge positivity and change. In addition, to be successful, enrollment will increase and community partnerships will flourish.

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

At the end of five years, the school will be considered successful if goals have been achieved and new goals are set to continue the growth of the school. Success lies in our ability to graduate students that leave the school prepared for college, a career and entrepreneurship. Academic proficiency and growth scores will increase each year. A financial surplus will allow for additional resources and staffing. Teacher retention rates will be high and student retention will be low. The five year mark will prove successful if the Winston-Salem economy begins to shift upward as result of student-led business, community partnerships and volunteers.

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

The charter school board must meet monthly in order to keep a close eye on the overall operation of the school. During these meetings, the budget must be examined closely, professional development opportunities should be discussed and/or initiated, and overall school concerns will need to addressed. Formal and informal walk-throughs and evaluations allow the board to observe and provide feedback on the daily operations of the school. Annual audits, as required by the state, will assist in the yearly

evaluation of the school's success. The board will need to be well-versed in the bylaws and policies of the board and the school in order to implement them with fidelity.

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 one or more members of the school's board were acting unethically or not in the best interest of the school, I would follow the board policies and bylaws in place for such situations. It is understood that the board will discuss and vote to resolve issues and make decisions regarding board membership.

*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, Daye A. Brake, 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 BLUE-GREEN Academy Charter School is true and correct in every respect.

Daye A. Brake
Signature

9/20/17
Date

Daye A. Brake

5135 Ambercrest Drive, #5A, Winston-Salem, NC 27106 – 407-952-2006 – db11958n@pace.edu

Objective

Utilize my experience in education, publishing and business development to effectively educate and communicate with a diverse audience, while building relationships and serving the community.

Core Qualifications

- Communicates effectively
- Strong critical and analytical thinking skills
- Creative problem solver
- Detail oriented and organized
- Adept to effective collaboration
- Proficient in Word, Excel, PowerPoint, Publisher

Education

UNC Charlotte	MA, School Administration	08/16 – 05/18	3.86 GPA	Charlotte, NC
Pace University	MS, Publishing	01/09 – 12/11	3.86 GPA	New York, NY
Spelman College	BA, English	09/04 – 12/07	3.56 GPA	Atlanta, GA

Relevant Experience

Principal Practitioner, K-12, Sugar Creek Charter School Charlotte, NC

As a principal intern through UNC Charlotte, I am currently charged with the responsibilities of an assistant principal, working closely with the administrative leaders in the school, in the areas of culture and climate, instruction, and operations.

Mineral Springs Middle School 08/14 – 06/16 Winston-Salem, NC

7th grade Language Arts Teacher

- Serves as Team Leader, Teacher Leader in Literacy and Differentiation, and Professional Learning Team Leader.
- Recognized by the district for exemplary classroom management strategies and procedures.
- Facilitates group/individual reading and writing lessons that are differentiated for the students' learning abilities, learning styles, needs and interests.
- Builds rapport with students and families from a wide range of cultural backgrounds.

Discovery Academy of Lake Alfred 09/12 – 06/14 Lake Alfred, FL

6th grade Language Arts Teacher

- Developed and implemented student-centered lesson plans, assessments, unit maps, and pacing guides.
- Fostered an environment conducive to learning by promoting positive interactions and student engagement.

CCP Solutions, LLC. 11/11 – 11/12 Orlando, FL

Book Scan Operations Southeast Regional Director

- Managed the day-to-day activity of the regional business by planning and delegating work.
- Presented web demonstrations and managed technology evaluation processes.
- Implemented quality customer support standards, while resolving problems, identifying trends, determining system improvements and implementing positive changes.

The Walt Disney Company, Disney Institute 01/08 – 09/11 Celebration, FL

Sales and Marketing Coordinator

- Consistently received positive evaluations from clients.
- Facilitated weekly conference calls with sponsors and executive level representatives to assist in the implementation of their marketing and PR campaigns.
- Managed accounts from contract to program delivery by initiating and developing the relationship.

Awards, Honors, and Achievements

North Carolina Principal Fellow, 2016 – 2018
Nominated for Teacher of the Year, 2015 – 2016
LA Times Scholarship recipient, 2009 – 2011

Founder and Publisher of Daye Brake Publishing, LLC.

Created in 2013, Daye Brake Publishing assists new and upcoming authors and illustrators in the publishing process, with a mission to address the literacy issues of today's youth. (DayeBrakePublishing.com)

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: BLUE-GREEN Academy
2. Full name: Deena Sherie Artis-DeShazor

Home Address: 201 Red Bud Lane, Thomasville, NC 27360

Business Name and Address:

Telephone No.: 301-266-3586

E-mail address: dsdeshazor@gmail.com

3. Brief educational and employment history.

I have been an educator for over 18 years in various types of school systems. I have taught at all levels from Elementary-Middle School that gives me a plethora of skills and assets that will benefit me in leadership. Some of my work experience includes: Mineral Springs Middle, Winston Salem, NC, Carl Sandburg Middle, Alexandria, VA, Greenbelt Elementary, Greenbelt, MD and Drew Freeman Middle, Suitland, MD.

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

4. 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 am one of the founders of BLUE-GREEN Academy, Daye Brake and I recruited our board members who were like minded and aligned with the vision of the school. I will serve on the board until the opening of the school to become the school leader in order to front load and drive the foundation for our school. Our vision is to create a student-centered environment that impacts our community and state through literacy, student leaders and social entrepreneurship.

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

The governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator. Blue-Green Academy (BGA) is governed by a Board of Directors whose ultimate responsibility is to uphold the mission of the school by providing for the well-being of the institution in the present as well as the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and facility. The Board must also identify, select, work with, support and evaluate the Head of School, who is the professional educational leader of the school as well as its

6. 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.

Although, I have never served on a charter school board, I have had many leadership opportunities where I was the lead chair or served in the role of leadership. As an educational leader, I am consistent, a risk-taker and deliberate. I have a confident demeanor, and the ability to transform dreams into reality. My past has shown that I can implement change through persuasion and motivation, while collaborating and delegating as needed. Seeing others at their best, working towards a common goal, is my vision. I am cognizant of the best approach to take in a situation and I realize that I am my best when I can design, create and change the personality of my space. This is a testament to my flexibility and openness to change. I have found that, my goals are focused on designing and implementing a safe environment of high quality education, for all students, ultimately working to close the achievement gap, increase parent and community engagement and enhance the quality of teachers. Furthermore, the development of collective efficacy amongst teachers, staff, and administration, allows the school to believe that individually and collectively a difference can be made.

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

Currently, I am interning for Principal leadership with the High Point Leadership Academy at High Point University. In this program I am currently interning with highly qualified school leaders that are enhancing my leadership skills and ability. As leader in my profession, I have found that there are a few things that are unique to me in my leadership role. First, I exude passion for BGA and the mission and vision of the school, therefore I am completely invested in creating this wonderful school. Secondly, I have extensive leadership experience, for example, Teacher leader, departmental lead, teacher mentor, advisor, student mentor, AVID coordinator and am a great connector of people. I have networking ability to assist with bring others to invest time or money with the organization and with all of that I am at the top 5 in my leadership program. This knowledge and experience has not only prepared me to gain membership on the Board of Directors but also as the school leader.

School Mission and Program

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

Our school mission: B.L.U.E. - G.R.E.E.N. Academy is to empower all stakeholders to become agents for upward mobility and positive change in the school, community and world, through literacy, inquiry, innovation, leadership and engagement. We want to create community leaders while breaking the mold with through steam innovation learning and community service and entrepreneurship. We want to develop the whole child through academics, emotional and social experience that will push them to their highest potential, making them viable and productive citizens and leaders in their school and career. At BGA we

want to create world changers and let every student understand that we are the difference that can create upward change in the community, state and the world.

2. What is your understanding of the school's proposed educational program?
Our single sex classroom environment with a direct focus on STEAM design will focus on literacy, leadership and social entrepreneurship. The educational direction will include but not limited to inquiry and project based learning; blended learning and cooperative learning using programs such as Kagan. It is student-focused and built for the success of all students at any level.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school is built on trust, high expectations, accountability, growth mindset, parental involvement and establishes a safe environment for all learners and staff. Strong leadership will invoke every stakeholder to work toward the common mission and vision of the school that will impact proficiency and growth in all areas.
4. How will you know that the school is succeeding (or not) in its mission?
The following are the core of the school succeeding; without these things the school will not make an impact or flourish. These along with student growth and proficiency, teacher retention, inclusiveness, and diversity will ensure our school's success.
 - Vision: having a common understanding of goals, principles and expectations for everyone in the learning-community
 - Leadership: having a group of individuals dedicated to helping the learning-community reach its vision
 - High Academic Standards: describing what students need to know and be able to do
 - Standards of the Heart: helping all within the learning community become caring, contributing, productive, and responsible citizens
 - Family School and Community Partnerships: "making room at the table" for a child's first and most influential teachers
 - Professional Development: providing consistent, meaningful opportunities for adults in the school setting to engage in continuous learning
 - Evidence of Success: collecting and analyzing data about students, programs, and staff

Governance

1. Describe the role that the board will play in the school's operation.
The governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and facility.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of first year you will know of the school's success by whether it is fulfilling the goals and mission of the school, while tracking throughout the school year academic, operational, and financial smart goals that are in line with the school's governance and education structure.

3. How will you know at the end of five years of the schools is successful?
At the end of fifth year you will know of the school's success by whether it is fulfilling the goals and mission of the school, while tracking throughout the school year academic, operational, and financial smart goals that are in line with the school's governance and education structure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter board must monitor the school's progress in their monthly and annual meeting, while providing training for instruction, financial and operational opportunities to align with any improvements. The budget must be monitored closely along address overall school issues that may arise. The board will also evaluate the school leaders and provide opportunities for professional development and feedback on ways to improve the school, staff and students.

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?
Confirm the validity of the actions and follow board bylaws for the protocol for removal from the board. In all actions concerning the board, board members are to discuss and vote to resolve issues regarding board membership.

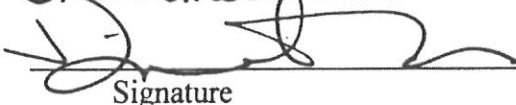
*Please include the following with your Information Form

- 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, Deena DeShazar, 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 of Blue-Green Academy Charter School is true and correct in every respect.


Signature

9/20/17
Date

Teacher

Deena S. DeShazor

6310 Long Leaf Court apt. 1G High Point, NC 27265, 336.307.4411 Cell Phone: 301.266.3586

Executive Summary:

A qualified education professional with more than 14 years of experience in primary and secondary learning environments, and a wealth of knowledge in development and implementation of educational technology tools and applications in English. A firm, positive leader with a unique mix of experience and knowledge to help students be attentive and successful life long-learners that is personable, with great sense of humor and ability to bring out the best in others.

Education:	High Point University Masters in Administration Leadership	High Point, NC May 2017-May 2018
	Concordia University Masters in Curriculum and Instruction Concentration: Reading Specialist and Leadership	Portland, Oregon November 2012 to May 2014
	Virginia State University Bachelor of Arts-English Bachelor of Arts in English/Liberal Arts	Petersburg, VA Jan 1998 to July 2000
	Lincoln University Bachelor of Arts-English	Lincoln University, PA Aug 1995 to May 1997

Professional Experience:

- | | |
|--|---|
| Mineral Springs Middle School
English Language Arts 8th Grade Teacher | Winston Salem, NC
August, 2012 to present |
| <ul style="list-style-type: none">• Instructed students, using lecture and demonstration, audiovisual aids and other materials to supplement presentations• SIT team Chairman• Grade-level Chairman• Teacher leader for Classroom Culture, Climate, and Communication• Administered tests to evaluate pupil progress, recorded results and issued reports to inform parents of progress.• Met with parents to discuss student progress and problems• Participated in faculty and professional meetings, educational conferences and teacher training workshops | |
| Kiser Middle School
English Language Arts 7th Grade Teacher | Greensboro, NC
Aug 2011 to July 2012 |
| <ul style="list-style-type: none">• Instructed students, using lecture and demonstration, audiovisual aids and other materials to supplement presentations• Administered tests to evaluate pupil progress, recorded results and issued reports to | |

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: B.L.U.E. – G.R.E.E.N. Academy

2. Full name: Antonio Dion McCoy

Home Address: 2845 Bon Air Ave., Winston-Salem, NC 27105

Business Name and Address: McHoward Business Coaching, 203 S. Stratford Rd. Ste T, Winston-Salem, NC 27103

Telephone No.: 336-575-9920

E-mail address: coachantonio@me.com

3. Brief educational and employment history.

MBA: University of Phoenix

United States Postal Service (1995 – 2012)

Currently pursuing Doctorate of Business degree at Walden

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 recruited to be on this board. I believe in the school's mission and the potential it has to help the Winston-Salem community; particularly our young men.

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

Board members are stewards of the mission and vision. They oversee the strategic plan and hold leadership accountable.

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 on the Salvation Army and Boys and Girls Club Board of Directors for 2 years, then became Board Chair in year 3. I served on the board for Twin City High School, which was a charter school that was being developed in Winston-Salem.

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

I have knowledge of how to form and run a board, organize committees, implement strategic planning, and board development.

School Mission and Program

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

Education is best administered and received in a single gender atmosphere.

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

The school will be using the Common Core curriculum.

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

A school that wants to build relationships with their students and parents is considered successful.

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

The performance of the students, the growth of students and parent responses will prove if the school is succeeding in its mission.

Governance

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

The board will oversee the strategic planning process of the school and oversee the strategies outlined in the strategic plan each year.

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

The school is successful if we have met our strategic goals, the teachers are happy with their environment and the students are thriving.

3. How will you know at the end of five years of the school's operation?

The school is successful if we have reached the academic, operational, and attendance goals set forth in the strategic plan.

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

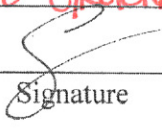
The board will need an action plan for each strategic initiative. Each board member will be responsible for the success of the strategic initiative assigned.

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?

Situations including the board members that may not be in the best interest of the school should be taken to the board chair. The board chair can determine, based on the bylaws, the appropriate action, based on the findings.

Certification

I, Antonio McJ, 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 BLUE-GREEN Academy Charter School is true and correct in every respect.


Signature

9/16/17
Date

ANTONIO MCCOY

2845 Bon Air Ave. | Winston-Salem, NC 27105
antonio@mchowardbusinesscoaching.com | 336-575-9920

BOARD OF DIRECTORS

Business savvy professional with solid track record of success helping leaders develop new skills through strategic planning and innovative growth tactics.

Market savvy growth strategist with strong qualifications in campaign design and market launch; expertise integrating broad media mix through various marketing channels to build awareness and augment revenue streams—success creating loyal customers that contribute to bottom-line profitability. Critical thinker with excellent problem solving skills.

Business Expertise:

- Strategic Planning
- Board Development
- Systems Thinking and Development
- Public Speaking / Presentations
- Leadership Development
- Strategic Marketing Campaign Development
- Organizational Management & Training
- Media Consulting / Ad Placement

PROFESSIONAL EXPERIENCE

MCHOWARD BUSINESS COACHING/CONSULTING, Winston-Salem, NC

Initiated and continue to lead successful start-up business providing training and consulting to organizations and business owners seeking guidance to build and support bottom-line growth.

President/CEO, 8/2012 – Present

Meet with lead executives to identify business development, and create marketing / sales goals. Develop strategic marketing campaigns by redesigning business card, print media, landing pages and social media for companies to capitalize on new, emerging, and proven opportunities to expand on growth potential. Create a sales process to usher prospective clients to the “Buyer’s Journey.” Support clients in implementing systems to identify, record, track, and report performance metrics. Assist company owners to craft company vision, mission, and culture statements to increase future expansion and capacity.

- ◆ Skillfully inspired business owners to optimize vision and capture prospects for increasing sales.
- ◆ Coaching 400+ postmasters to increase business development skills, enhance customer service, and reposition the United States Postal Service to the strategic side of marketing.
- ◆ Developed initiative to position Every Door Direct Mail as a national direct mail solution for national franchises; guided operations and strategy development.
- ◆ Additionally served as Certified Business Coach with ActionCOACH (4/2012 to 8/2012) prior to launching start-up endeavor.

UNITED STATES POSTAL SERVICE, Greensboro, NC

With marketing focus, lead teammates in business development efforts, spearheading strategies to aid prospecting and increase sales for major companies, including YUM! Brands, Wendy’s, Einstein’s Bagels, and others to guide successful and profitable market entry.

BUSINESS SOLUTIONS SPECIALIST, 9/1991 – 3/2012

Challenged to market and strengthen customer relations while developing new business pipelines for The United States Postal Service; guide market research and case studies to develop integrated

continued...

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

a.1. Name of charter school on whose Board of Directors you intend to serve: BLUE-GREEN Academy

a.2. Full name: Myra Aargaard-Espersen

Home Address: 1224 Magnolia Street, Winston-Salem, NC 27103

Business Name and Address: (retired school teacher)

Telephone No.: (336)748-1223 –home / (336) 830-1602

E-mail address: tarheelbread@bellsouth.net

a.3. Brief educational and employment history.

Bachelor of Arts in Education, UNC-Chapel Hill, 1981

Master of Arts in Education, Appalachian State University, 1988

Thirty years as a classroom teacher

a.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

a.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 informed by the founding Board members about the plans for the school. I support the goals of the school. I hope to be helpful in seeing it as a vibrant part of Winston-Salem. The participation of students in the community will build relationships, expose them to many resources available here, and will support their academic growth.

a.6. What is your understanding of the appropriate role of a public charter school board member? Board members have a responsibility to students and parents to facilitate the mission of the school and its vision. The board must assure that curriculum goals are achieved, that staff members and administrators have the skills and the resources needed to serve the students, and that the facility provides for the needs of all those in

attendance. The board members have an equally important responsibility to live up to the public trust in the supervision of staff, facilities, and finances.

a.7. I have many years of experience in education, mostly in public schools, but also in a parochial school and a museum setting. I have been on leadership teams and have chaired committees.

a.8. 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 previously served on the board of a 501(c)3 organization. I was involved in fund-raising and event planning, communicating with parents, and interacting with other agencies. I currently serve on the board of a new board which has just obtained its 501(c)3 status. I am involved with the creation of by-laws and a business plan, as well as establishing contacts with other organizations dealing with hunger and poverty issues.

a.9. Describe the specific knowledge and experience that you would bring to the board. I have experience with schools, particularly with middle grades. I have experience working with children from disadvantaged backgrounds. I am certified for several subjects and have taught 6-8 graders. I am also involved in the community and am aware of organizations, schools, and government officials who could assist the school and with whom the students could interact.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The BLUE-GREEN Academy will encourage students to be agents for positive change in the community and to use community resources to enhance their educational and social growth.
2. What is your understanding of the school's proposed educational program? The school will implement single gender classrooms for academic classes, but elective classes and extra-curricular activities will involve both genders. Learning will be student-centered and project-based. Classes will involve the STEAM objectives, and will focus on adolescent literacy. Adolescent literacy will include use of technology, research, and reading in the content areas. Community resources will add real-life connections to the academic goals of the school.
3. What do you believe to be the characteristics of a successful school? A successful school nurtures students, involves parents, and utilizes resources. A successful school encourages curiosity and creativity.
4. How will you know that the school is succeeding (or not) in its mission? Test scores are important, but the school should also allow students to convey their learning through presentations, service learning projects, and community involvement activities.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee the implementation of the school's goals, adherence to the school's by-laws, and compliance with state guidelines. The board will review test results, financial audit results, and other data. The school administrator reports to the board, and the board is responsible for the overall operation of the school.

2. How will you know if the school is successful at the end of the first year of operation? The goals set forth in the school's application will be evaluated after year one. Growth and proficiency will be evaluated.
3. How will you know at the end of five years of the schools is successful? Again, the goals set forth in the school's application will be evaluated. Additionally, factors such as continuing enrollment, parent surveys, and responses from community partners would be evaluated.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Follow the plan. If goals are not met, then new strategies need to be developed. Professional development for staff could be implemented to address the problems.
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 possible, I would address the person or persons involved. Without delay, the problem must be addressed. The public trust and the trust placed in the board by students and parents must be respected.

*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, Myra Aargaard-Espersen, 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 Blue-Green Academy Charter School is true and correct in every respect.

Myra Aargaard-Espersen

September 18, 2017

Myra Aargaard-Espersen
1224 Magnolia Street
Winston-Salem, NC 27103
home: (336) 748-1223 mobile: (336) 830-1602
tarheelbread@bellsouth.net

EXPERIENCE

Winston-Salem / Forsyth County Schools –Mineral Springs Middle School

United Way Certified Math Tutor 9/2016 - present
Worked with students in small groups and individually, assisted with whole-class instruction and test preparation

Continued work with Builders Club and backpack program

Classroom Teacher 8/1987 - 6/2015

Instructed students in grades 6-8 in math, reading/language arts, and social studies

Encouraged achievement among students from economically disadvantaged households through after-school tutoring, summer school, remedial classes in math and reading

Served on School Improvement/Leadership Teams, chaired the Faculty Social and Benevolence Committee,

Assisted the athletic department with ticket sales, coaching, and student athlete academic assistance

Encouraged community involvement as sponsor of Student Government Association and Builders Club. Developed service projects for students to benefit the school and community.

Initiated the "backpack program" through the local food bank, acquiring funding through a local service club and neighborhood church, developed system for volunteers and managing participants

COMMUNITY INVOLVEMENT

Peace Cafe (2017-ongoing)
Board member in effort to alleviate food insecurity in the community

Crisis Control Ministry (2012 – present)
Volunteer with Poverty Simulation program, Dixie Classic Fair food drive and Hope du Jour, tutor for client in GED program

CROP Hunger Walk (2010 – present)
Planning Committee secretary. Recruiter for participant groups.

First Book Literacy Program (1996 – 2004)
Received donations of books and distributed them to disadvantaged children, organized reading parties for children

Caring Adventures Mentoring Program (Boys CAMP) (1994 – 2003)
Chaperone, camping and event planner, Board of Directors member

EDUCATION

University of North Carolina at Chapel Hill, Bachelor of Arts, Intermediate Education, 1981
Appalachian State University, Master of Arts, Middle Grades Mathematics, 1988

CERTIFICATIONS

State of North Carolina (through 6/2021)

- Mathematics (Grades 6-9), Language Arts (6-9), Social Studies (6-9)
- Elementary (Grades K-6) and Intermediate (Grades 4-6)

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: B.L.U.E. G.R.E.E.N. ACADEMY
2. Full name: Tiffany Shante Gibson, APRN-BC, WHNP-BC, MSN, RN

Home Address: 1278 Meadowlands Drive

Business Name and Address: Novant Health Kernersville Family Medicine

Telephone No.: 336.255.3518

E-mail address: tgibsonnp@gmail.com

3. Brief educational and employment history.
UNC Greensboro-BSN 2001
UNC Chapel Hill-MSN 2006
Novant Health Kernersville Family Medicine-2006 to present-Nurse Practitioner
Partnership for Community Care-2012 to present-Quality Improvement Director
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 for process improvement skills and strategies by the staff that desires to see the school come into fruition. I wish to serve on the board to use my skills as a provider and process improvement coordinator to help streamline the policies and procedures of the school. The community is in need of a school that caters to the success of the student that may not have the opportunity to do so.
6. What is your understanding of the appropriate role of a public charter school board member?
An active member and guide to the process of opening the school and governance.

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 as a board member of 2 non-profit organizations as a member and one a co-founder.

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

I understand the non profit standards. The accountability and process and work with certifying bodies to improve that work.

School Mission and Program

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

BLUE-GREEN ACADEMY will strive to empower the children, parents, community, and stakeholders to become agents of positivity and change in the community and school in which they live and attend. This will be done through innovation, leadership, and experience engagement

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

The education program will be based on innovation using the community colleges and 4 year colleges in the area to help guide the stewardship and education of the students. Innovation is key.

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

Leadership, engagement, and passion.

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

Retention, new recruitment, scoring and college prep readiness.

Governance

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

The board will serve as the governing body of the school. To keep the school on track with the state and national goals as well as the goals set forth by the academic curriculum.

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

Survey, testing, student retention and re enrollment

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

Retention, new recruitment, scoring and college prep readiness. How many children enter in high school with satisfactory EOG scoring and on college curriculum plan.

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

The school will have to stick to the mission, vision and values of why it began. It will have to constantly work on process improvement strategies to see what works and what doesn't. Rapid cycle PDSA's and Gemba Walks will be performed to continue improve the strategies that are being used to educate the students and to make sure the staff are in alignment with those goals.

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?

Bring for the problem, discuss, get a clear understanding of all sides of the issue and the behavior may constitute dismissal.

*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, Tiffany Shante Gibson, 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 B.L.U.E.-G.R.E.E.N. Academy Charter School is true and correct in every respect.

9/11/17

Signature

Date

Certification

I, Tiffany Gibson, certify to the best of my knowledge and ability information I am providing to the North Carolina State Board of Education as a prospective board member of Blue Green Academy Charter School is true and correct in every respect.

Tiffany Gibson
Signature

9-11
1

Tiffany Gibson, WHNP-BC, APRN-BC, MSN

Women's Health and Family Nurse Practitioner

1278 Meadowlands Drive ♦ Winston-Salem, North Carolina 27107

♦ Mobile (336)255-3518 ♦ tgibsonnp@gmail.com

PROFESSIONAL FOCUS

To utilize my knowledge and skills as a Family Nurse Practitioner and Women's Health Nurse Practitioner and Quality Improvement in a health care environment that desires to focus on or expand services that provide comprehensive and preventive health care to individuals and families across the lifespan. Focus on realignment of health care processes in offices.

EDUCATION

Masters of Science in Nursing, Candidate-Dual Program May 2006

University of North Carolina at Chapel Hill

- Women's Health Nurse Practitioner
- Family Nurse Practitioner

Sigma Theta Tau, National Nursing Honor Society

Bachelors of Science in Nursing May 2001

University of North Carolina at Greensboro

- Minor: Public Health
- Minor: Human Development and Family Studies

PROFESSIONAL EXPERIENCE

Work Experience

Winston Salem State University, Winston Salem, NC February 2017 to Present

Educator Consultant

Used various teaching strategies to enhance the knowledge base of graduating Nurse Practitioners and DNP students to be able to pass ANCC or AANP certification exam.

Partnership for Community Care, Greensboro, NC July 2012 to Present

Director of Quality Improvement

Manage a team of seven that participate and conduct quality improvement and quality assurance work in a complex care management environment. Assisted with NCQA certification. Skilled in project management. Lean Certified.

Novant Health Kernersville Family Medicine, Kernersville, NC September 2006-Present

Family and Women's Health Nurse Practitioner

Manage the care of men, women and families across the lifespan. Manage common acute illnesses to patients with chronic illness i.e., diabetes, hypertension, CHF, infertility, depression, bipolar disorder, substance abuse and dementia. Focus on prevention and education across the lifespan.

Women's Hospital of Greensboro, Greensboro, NC June 2002-December 2007

Charge Nurse, Birthing Suites

- Intrapartum management of high and low risk obstetrical cases.
- Managed high-risk antepartum patients.
- High risk postpartum care of maternal newborn couplets
- Preceptor for new obstetrical nurse

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: Blue Green Academy
2. Full name: Dr. Peter M. Eley

Home Address: 164 Dunbarton Court Winston-Salem, NC 27107

Business Name and Address:

Telephone No.: (919)395-1906

E-mail address: pmeley@gmail.com

3. Brief educational and employment history.
BS Math '00, MS Applied Math '02, MS Math Ed '08, PhD Math Ed '11 Middle School Teacher Eaton Johnson Middle School '02, High School Math Teacher '02-'03, Data Evaluator '03-'05, Coordinator 05-10, Assist. Professor 10-14, Assoc. Professor 15-present
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 asked if I would serve. I would like to serve because I can help the school make decision and to help develop students that the school serves. I also believe in the mission of the school.
6. What is your understanding of the appropriate role of a public charter school board member?
That collectively, we will help make key decision to develop the Academy. We will be responsible for making the business decisions for the Academy.

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 currently serve on the Elizabeth City State University Foundation Board and I am a former member of the ECSU board of Trustee. I have served on boards before and understand the work of a board. These experiences will serve me well in serving.

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

I am a curriculum expert in Math hold current licensure in Middle & High school. I have business skills and insight on how schools are to run as an education expert.

School Mission and Program

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

My understanding is that through the academy that students will be empowered to learn and growth through education. This will give them upward mobility and able them to be productive citizens to our nation.

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

My understand is that the school will address the whole student, with a student centered approach allow students to grow and learn.

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

Integrity- make doing the right thing a habit!

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

There will be measureable goals created that are supported by objectives.

Governance

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

The board would be in charge of the over governance of the Academy.

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

We will have a yearly evaluation and financial audit. These evaluations will give the board the information that we need to determine our progress toward our goals.

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

We would use a combination of evaluations and student success stories.

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

That we closely monitor school, resources, enrollment, faculty and staff achievement.

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 follow the established prodgues following unethical conduct. It would be reported to the necessary governing bodies it is confirmed.

*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, Peter Eley, 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 Blue Green Academy Charter School is true and correct in every respect.

Peter Eley
Signature

9/2/17
Date

Dr. Peter M. Eley
164 Dunbarton Court
Winston-Salem, NC 27107
(919) 395-1906
Email: pmeley@gmail.com

Education

Ph.D., North Carolina State University, 2011
Major: Mathematics Education
Supporting Areas of Emphasis: Technology and Equity
Dissertation Title: Who has access to Algebra I in the 8th grade?

M.S., North Carolina State University, 2008
Major: Mathematics Education
Supporting Areas of Emphasis: Technology for learning
Thesis Title: Does Technology make a difference in learning Geometry and Probability concepts?

M.S., North Carolina State University, 2002
Major: Applied Mathematics
Supporting Areas of Emphasis: Mathematics

B.S., Elizabeth City State University, 2000
Major: Mathematics
Supporting Areas of Emphasis: Mathematics
Thesis Title: Public-Key Method (Cryptography)

Leadership Education

Higher Education Leadership Foundation Institute (HELFI) Beta Cohort Executive Training (2015) Salisbury, NC

- Training in Higher Education leadership for executive leadership
- Situational training
- Public Relations Training for executive leadership.

LeaderShape Leadership Training, Champaign, IL (1999)

Professional Experiences

Academic - Post-Secondary

Associate Professor, Fayetteville State University (August 1, 2015 – Present)
Assistant Professor, Fayetteville State University (August 1, 2011 – July 31, 2015)
Instructor, Fayetteville State University (August 1, 2010 - May 13, 2011)
Adjunct Professor, UNC-Greensboro (January 1, 2010 - May 10, 2010)
Adjunct Professor Winston-Salem State University (August 1, 2007 – December 2007)

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: Blue-Green Academy

2. Full name: *Walter Manning Johnson, Jr.*

Home Address: 2646 Dallas Drive Winston-Salem, NC 27107

Business Name and Address: 2646 Dallas Drive Winston-Salem, NC 27107

Telephone No.: 3364620454

E-mail address: waltermjohnsonjr@gmail.com

3. Brief educational and employment history.

September 2015- Present **Forsyth Academy for Continuing Education (FACE)**, Winston-Salem, NC
Director/Principal for WSFCS

- Serves returning students from all WS/FCS high schools attempting to earn a high school diploma
- Serves as liaison between FACE and home schools, the Office of Dropout Prevention, and the Office of Alternative Education
- Assists with student recruitment, orientation and registration
- Identifies and coordinates necessary school and/or community services to meet student needs
- Maintains program and student records
- Serves as students' advocate
- Manage an operational budget
- Tripled student enrollment within first 2 years as director

July 2007- September 2015 **East Forsyth High School**, Kernersville, NC
Assistant Principal

- Conducted Certified and Classified Staff Observations
- LEA Representative
- Reestablished guidelines to maintain discipline in classrooms and buses
- School Improvement Team member
- School Assistance Team member
- Assist in development of master schedule
- EVAAS Trained
- Dropout Prevention Coordinator
- Participated on Interview Selection Team and Candidate Selection Process
- Promoted team-oriented atmosphere

Aug. 2001-June 2007 **Southeast Middle School**, Kernersville, North Carolina

Teacher

- NC Teacher Evaluation Instrument Trained
- LEA Representative
- Positive Behavior Interventions and Supports Trained
- Student Services Support Team Member
- Completed Piedmont Triad Education Consortium Aspiring Principals Program
- Director of Gateway Tutorial Program

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 received a letter of recruitment from the founders of the school. My name was chosen based off of my educational background/experience and expertise.

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

The board member should help develop the mission of the charter school and identify those individuals with the appropriate skills, knowledge and talents to turn the vision into a reality. On an ongoing basis, the board member must ensure that the policies and procedures that are being designed and implemented are appropriate and effective.

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 no previous experience serving on a charter school's board or working with a charter school. All of my educational experience is with the public school sector. Because of my wealth of knowledge and experience in the field of education at the elementary, middle, and high levels with being and producing effective teachers, I will be able to share ideas of how we can meet the goals and mission of our school.

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

Has excellent knowledge of pedagogy and subject matter

- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school district
- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded

- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

School Mission and Program

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

The mission of BLUE-GREEN Academy is to empower all stakeholders to become agents for change in the school, community and world, through literacy, inquiry, innovation, leadership, entrepreneurship and engagement.

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

B.L.U.E. - G.R.E.E.N. Academy (BGA) has developed and will constantly work to improve an instructional program that caters to the needs of our students. Our instructional program is based on the expectations that students will grow and develop to be leaders in the community and promote upward mobility in the economy through literacy, inquiry based learning models, innovation, entrepreneurship opportunities, and active engagement. Using the Common Core State Standards (CCSS), an emphasis is placed on STEAM and 21st century learning and thinking skills. Blended learning supports the instructional framework as teachers collaborate to provide differentiated lessons with various opportunities for teacher autonomy.

Our program is built on the belief that students learn best in a safe learning environment where they are supported and actively engaged. While teachers will be encouraged to practice a variety of instructional methods, the major instructional methods to be used by teachers include: collaboration and cooperative learning (Kagan strategies, discussion, aggressive monitoring), inquiry based learning (problem/solution based lessons, debates), project based learning (STEAM lessons and opportunities for innovation), blended learning (technology, digital media), and field experiences (community service and visits, local businesses, simulation, interactive lessons, interviews). At BGA, we anticipate the development of distinguished citizens who will flourish in digital literacy, financial literacy, and adolescent literacy. Literacy is the core of our instructional program and will be implemented in every content area; including, English/Language Arts, Mathematics, STEAM (Science, Technology, Engineering, Arts and Math), Business Acumen and Leadership, Cultural Awareness, Spanish and Academic Enrichment.

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

- Passionate, unwavering belief in the charter school's mission and core values.
- Clarity of collective vision – where the school is and where it wants to be in the future.
- A firm understanding of the charter promises and a clear, consistent way to measure them.
- Clarity of roles and responsibilities
- Role of the full board
- Role of individual board members
- Role of committees
- Role of the School Leader
- Demonstration of a clear understanding of the difference between governance and management.
- Focused on results.
- The right structure
- Board meetings – focused on strategic questions and issues not just reporting.
- A School Leader who assists in the creation of effective governance.

- A strong partnership between the board and the School Leader that is built on mutual trust and respect.

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

If the school is meeting its goals and fulfilling the mission of the school, then there will be evidence that the school is succeeding. If the school is not fulfilling the mission and meeting the goals, then we're not succeeding and should research what was done and what needs to be done to be successful.

Governance

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

The purpose of the school board is to look out for students. Education is not a line item on the school board's agenda—it is the only item. When making decisions about the school's operation and programs, the school board incorporates their community's view of what students should know and be able to do.

The School boards is accessible to the public and accountable for the performance of the school.

The School board is the education watchdog for the community, ensuring that students get the best education for the dollars spent.

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

After the first year, if the school is meeting its goals and fulfilling the mission of the school, then there will be evidence that the school is succeeding. If the school is not fulfilling the mission and meeting the goals, then we're not succeeding and should research what was done and what needs to be done to be successful.

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

After the first five years, if the school is meeting its goals and fulfilling the mission of the school, then there will be evidence that the school is succeeding. If the school is not fulfilling the mission and meeting the goals, then we're not succeeding and should research what was done and what needs to be done to be successful.

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

The key is for the Board to identify, nurture and support the educators to allow them to assist the student body in working towards being promoted to the next grade. This includes but is not limited to providing appropriate training, financial and educational systems in place.

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 first confirm that my beliefs were correct. I would address this issue with the individual along with the other board members for corrective 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, Walker Manning Johnson, 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 Blue-Green Academy Charter School is true and correct in every respect.

Walker Manning Johnson, Jr.
Signature

9/18/17
Date

Walter M. Johnson, Jr.
2646 Dallas Drive
Winston Salem, NC 27107
(336) 462-0454 (Cell)
wjohnson2@wsfcs.k12.nc.us

Education:

October 2018 **Grand Canyon University**, Phoenix, Arizona
Pursuing a Doctoral Degree in Organizational Leadership Ed.D

May 2010 **East Carolina University**, Greenville, North Carolina
Education Specialist Degree, Ed.S

August 2006 **Appalachian State University**, Boone, North Carolina
Master of School Administration

May 2001 **Winston Salem State University**, Winston Salem, North Carolina
Bachelor of Science in Middle Grades Education, Mathematics and English

Experience:

September 2015- Present **Forsyth Academy for Continuing Education (FACE)**, Winston-Salem, NC
Director/Principal for WSFCS

- Serves returning students from all WS/FCS high schools attempting to earn a high school diploma
- Serves as liaison between FACE and home schools, the Office of Dropout Prevention, and the Office of Alternative Education
- Assists with student recruitment, orientation and registration
- Identifies and coordinates necessary school and/or community services to meet student needs
- Maintains program and student records
- Serves as students' advocate
- Manage an operational budget
- Tripled student enrollment within first 2 years as director

July 2007- September 2015 **East Forsyth High School**, Kernersville, NC
Assistant Principal

- Conducted Certified and Classified Staff Observations
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- Reestablished guidelines to maintain discipline in classrooms and buses
- School Improvement Team member
- School Assistance Team member
- Assist in development of master schedule
- EVAAS Trained
- Dropout Prevention Coordinator
- Participated on Interview Selection Team and Candidate Selection Process
- Promoted team-oriented atmosphere

Aug. 2001-June 2007 **Southeast Middle School**, Kernersville, North Carolina
Teacher

- NC Teacher Evaluation Instrument Trained
- LEA Representative
- Positive Behavior Interventions and Supports Trained
- Student Services Support Team Member
- Completed Piedmont Triad Education Consortium Aspiring Principals Program
- Director of Gateway Tutorial Program

Professional & Community Associations:

- North Carolina Association of School Administrators
 - Forsyth County Association of Educators

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.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: B.L.U.E. – G.R.E.E.N. Academy
2. Full name: Touré Cabral Marshall

Home Address: 5016 Haystack Hill Road, Winston-Salem, NC 27106

Business Name and Address: Grace Presbyterian Church 3901 Carver School Road, Winston-Salem, NC 27105

Telephone No.: (336) 575-3771

E-mail address: toure.marshall@gmail.com

3. Brief educational and employment history.

Bachelor of Science, Marketing; Johnson C. Smith University

Master of Divinity; Master of Theology, Princeton Theological Seminary

11/2011 Present **Pastor, Grace Presbyterian Church**

Winston-Salem, NC

- Context: 160 members, 110 worship attendees, predominantly African-American congregation.
- Task: Provide pastoral leadership, cast and implement vision to nurture and equip existing disciples of Christ to reach a new generation of disciples for Christ through innovative worship, bible study, creative mission and outreach initiatives targeting children, youth, college students and young adults.

9/2008 - 10/2011 **Part-Time Temporary Stated Supply Pastor, Hermon Presbyterian Church**

Rock Hill, SC

- Context: 40 members, 55 worship attendees.
- Task: Preach, Pastoral Care, Teach Bible Study, Moderate Session.

6/2007 10/2010 **Professional Community Organizer, Industrial Areas Foundation (IAF).
Helping Empower Local People (H.E.L.P). Presbytery of Charlotte.
Charlotte (North Mecklenburg County), NC.**

- Context: Urban/Suburban/Rural. General Population over 700,000. Large Southeastern US City. One the fastest growing cities in the country. Largest city in state of North Carolina.
- Tasks: Planned and implemented recruitment strategies to increase organization's membership, donations and volunteers to 15 congregations representing over 40,000 citizens and lay leaders. Influenced and expanded inclusiveness by encouraging diverse residents, faith based organizations, businesses and city

officials to participate with community outreach events and activities. Developed, marketed and facilitated educational activities/seminars, meetings, and events; resulting in improved relationships, programs, and resources. Created and implemented processes to evaluate the outcomes of activities, including measuring, tracking, reporting and taking appropriate follow-up action. Managed events - led fundraising initiatives for event donations; assisted with planning, organizing and implementing marketing strategies for events; and recruited and coordinated event participants and volunteers. Assisted in the professional development of other staff members, local community groups and individual leaders through creating and conducted training curriculums. Volunteer Recruitment & Outreach: Increased volunteer membership by 40%. Researched and investigated community issues, organized detailed research reports, managed research meetings with local officials, businesses and non-profits.

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?

I was sent a recruitment letter and invited to informational from the two co-founders.

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

A board member should help develop the mission of the charter school and identify individuals with the skills, knowledge, and talents to turn the vision into reality. The board member must ensure that the policies and procedures that are being designed and implemented are appropriate and effective.

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.

My previous and current service on the board for the non-profit organization Crisis Control.

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

As a local pastor serving a church with partnerships with local non-profits in our city and programming for youth, children, and young adults in our city I bring a set of relationships and experiences with securing funding for non-profits and working with local residents around discovering community needs.

School Mission and Program

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

The mission of B.L.U.E. - G.R.E.E.N. Academy is to empower all stakeholders to become agents for upward mobility and positive change in the school, community and world, through literacy, inquiry, innovation, leadership and engagement.

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

B.L.U.E. - G.R.E.E.N. Academy will educate and equip children and youth to become leaders, entrepreneurs through an innovative curriculum that exposes them to technology, critical thinking, and entrepreneurial practices.

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

The characteristics of a successful school are strong parental support/involvement, deep relationships between student and teacher, broad community support where students are sufficiently challenged to grow intellectually, socially, and emotionally.

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

I will know that the school is succeeding in its mission when students began to effectively and appropriate use their education to raise critical questions about city and world and began to develop projects and/or lead in projects that seek to advance entrepreneurial opportunity in their neighborhoods.

Governance

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

The board will help establish by-laws and connect the school to the community.

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

Enrollment numbers, academic improvement, increased interest from community to enroll, high employee morale.

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

The number of students transitioning into the next academic level and performing well will be an indicator of success.

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 ensure sustainability and expansion and help to connect the school to stakeholders in the community to ensure success.

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 refer to our bylaws, seek legal counsel (depending on the severity of the action) and directly address the issue and the board member(s) to determine if unethical behavior is happening.

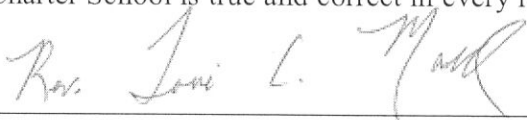
*Please include the following with your Information Form

- 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, Touré C. Marshall, 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 B.L.U.E. – G.R.E.E.N. Academy Charter School is true and correct in every respect.



Signature

September 20, 2017

Date

REV. TOURÉ C. MARSHALL
336.575.-3771
toure.marshall@gmail.com

EDUCATION AND CREDENTIALS

- **Ordination to Minister of Word and Sacrament, Presbyterian Church U.S.A (2008)**
 - **Master of Theology (Religion and Society Concentration), Princeton Theological Seminary (2005)**
 - **Master of Divinity, Princeton Theological Seminary (2004)**
 - **BA Marketing, Johnson C. Smith University, *Cum Laude* (1996)**
-

SERVICE TO THE CHURCH/ WORK EXPERIENCE

- 11/2011 Present ***Pastor, Grace Presbyterian Church***
Winston-Salem, NC
- Context: 160 members, 110 worship attendees.
 - Task: Provide pastoral leadership, cast and implement vision to nurture and equip existing disciples of Christ to reach a new generation of disciples for Christ through innovative worship, bible study, creative mission and outreach initiatives targeting children, youth, college students and young adults.
- 9/2008 - 10/2011 ***Part-Time Temporary Stated Supply Pastor, Hermon Presbyterian Church***
Rock Hill, SC
- Context: 40 members, 55 worship attendees.
 - Task: Preach, Pastoral Care, Teach Bible Study, Moderate Session.
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Charlotte (North Mecklenburg County), NC.**
- Context: Urban/Suburban/Rural. General Population over 700,000. Large Southeastern US City. One the fastest growing cities in the country. Largest city in state of North Carolina.
 - Tasks: Planned and implemented recruitment strategies to increase organization's membership, donations and volunteers to 15 congregations representing over 40,000 citizens and lay leaders. Influenced and expanded inclusiveness by encouraging diverse residents, faith based organizations, businesses and city officials to participate with community outreach events and activities. Developed, marketed and facilitated educational activities/seminars, meetings, and events; resulting in improved relationships, programs, and resources. Created and implemented processes to evaluate the outcomes of activities, including measuring, tracking, reporting and taking appropriate follow-up action. Managed events - led fundraising initiatives for event donations; assisted with planning, organizing and implementing marketing strategies for events; and recruited and coordinated event participants and volunteers. Assisted in the professional development of other staff members, local community groups and individual leaders through creating and conducted training curriculums. Volunteer Recruitment & Outreach: Increased volunteer membership by 40%. Researched and investigated community issues, organized detailed research reports, managed research meetings with local officials, businesses and non-profits.

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: BLUE-GREEN Academy

2. Full name: Satya Nikhil Polisetti

Home Address: 1254 Kingsley Circle NE
Atlanta, GA 30324

Business Name and Address: N/A

Telephone No.: (336) 906-9920

E-mail address: satyapolisetti2015@gmail.com

3. Brief educational and employment history.

- a. The University of North Carolina (BSBA), Class of 2015.
- b. Piper Jaffray, Investment Banking, 2015-2017
- c. World 50, Inc., Senior Associate, 2017-Present

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.

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 introduced to one of the founding board members and heard about their vision. To me, there is nothing more powerful than education. My father was able to escape poverty because of education. I want to be able to give back to the community I grew up in and help change the educational landscape. I view this opportunity to serve on the board as a privilege and an honor. There is nothing more important to me than helping positively change the lives of others. Many before me have done that for me so I want to pay it forward.

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

My role as a public charter school board member is to support and help see the mission of the school come to life. As a board member I must strive to help the school reach their curriculum goals and make sure the administrators have the full support of the board. In addition, I believe I have the obligation to make sure each student is reaching his or her potential.

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 in leadership roles all of my life. In High School, I served as the captain of the baseball team. Throughout my college years I have spent time on executive teams. I work well in teams and enjoy helping others. I have given back to the community many times and want to continue to do so.

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

I have spent the last two years working as an Investment Banking Analyst. I am very strong with finances and being able to communicate effectively. I have the ability to create financial models and understand how to properly allocate and use funds. In addition, I believe my age will be able another benefit as I am recently out of college with a different approach to how I think.

School Mission and Program

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

BLUE-GREEN Academy will positively change the community by giving the students the power to create change and use the resources around them to augment their educational, personal and social growth.

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

BLUE-GREEN Academy will implement single gender classrooms for subject-level academic classes. For extra-curricular activities and elective classes will involve both genders. The teachers will be student-centric and will include projects. Classes will implement STEAM objectives and will involve community presence so the students can understand how their learning can be applied to the real world, a connection often missed by most schools. In addition, we will use technology to our advantage as there are many tools BLUE-GREEN Academy can use.

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

A successful school helps its students, parents and community partners progress and improve their personal and academic well-being. A successful school will also take into consideration each and every student and encourage an open environment.

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

Positive feedback from the students and parents is very important. In addition, the improvement in test scores, community involvement and service learning projects can be great indicators of success.

Governance

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

The board will help the administrators oversee the mission statement, goals and by-laws of the school. The board will make sure BLUE-GREEN Academy is in compliance with the state guidelines and adhering to all of the policies. In addition, the board will help monitor results and help make sure the school is operating to its potential.

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

Strong feedback from parents and students will be very important. Setting goals and reaching them will help the administrators and board gauge success. Did we reach our student headcount? Did we implement the curriculum we set out? What is the overall morale of the school? These questions (and more) will help us measure our success. Monitoring test scores from the beginning of the year to the end will be very important.

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

Similar to my answer above, I think feedback from the parents and students is integral for the success of BLUE-GREEN academy. In addition, looking at metrics like our retention and student headcount will be important.

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

Continue to communicate and have effective meetings. Throughout this application process, the commitment by each board member has been outstanding. As long as we continue to communicate and share our ideas I believe we will have a very successful school. In addition, continuing to understand the needs of the students and community is imperative for our success. Last but not least, making sure we reach out to other successful administrators of charter schools to understand how they were able to operate 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?

I would immediately alert the other board members and the administrators. If the board feels strongly that we must vote off that member or members then I will suggest a vote.

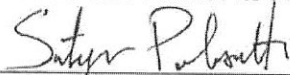
*Please include the following with your Information Form

- 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, Satya Nikhil Poliseti, 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 BLUE-GREEN Academy Charter School is true and correct in every respect.



Signature

9/21/17

Date

Satya Nikhil Polisetti

1631 Pat Garrett Street. | Charlotte, NC 28206
(336) 906-9920 | satyapolisetti2015@gmail.com

RELEVANT WORK EXPERIENCE

Piper Jaffray & Co.

Charlotte, NC

Analyst, Mergers & Acquisitions

June 2015 – Present

- Work directly with clients' senior management teams and financial sponsors from initial due diligence through closing.
- Co-author marketing materials, including confidential information memoranda and management presentations.
- Perform extensive company and industry diligence to determine relevant market trends and define the competitive landscape.
- Compile pitch materials including evaluating strategic positioning, preparing a complete valuation analysis and identifying potential strategic and financial acquirers.
- Business and Industrial Services Group
 - Publish monthly newsletter detailing industry statistics, M&A activity and public company performance.
 - Identify select industry-specific private equity-owned companies and potential M&A targets.

Select Transaction Experience

- **Project Castle:** Advised on the sale of Wescon Controls, a leading financial sponsor-owned mission-critical controls manufacturer, to Suprajit Engineering Limited (NSE: SUPRAJIT).
 - Worked directly with the President and CFO to manage buyer due diligence and create marketing materials for potential buyers and lenders.
 - Constructed detailed five-year projection model with management's assumptions with multiple growth drivers.
 - Led buyer due diligence, compiled and presented Net Working Capital target and analyzed Company data to aid management.
 - Targeted narrow universe of strategic acquirers and sponsors with experience in the global power equipment space.
- **Project Abacus:** Advised on the sale of WhatCounts, a leading financial sponsor-owned email marketing services provider, to Output Services Group (OSG).
 - Worked directly with the CFO to build a Net Working Capital schedule and detailed projected customer revenue analysis for a strategic buyer.
 - Assisted with negotiating term sheet items and coordinated due diligence requests with the senior management team.
- **Project Camellia:** Advised on the sale of Hoover Treated Wood Products, a leading financial sponsor-owned fire retardant treated wood (FRTW) manufacturer, to Graham Holdings Company (NYSE: GHC).
 - Managed buyer due diligence and created marketing presentations for potential buyers with guidance from the senior management team.
 - Created a LOI summary highlighting the various buyers in the process with valuation and term sheet details.
- **Project Fit:** Current sell-side advisor for a leading financial sponsor-owned medical uniforms provider.
 - Assisted with compiling pitch materials including a complete valuation analysis ranging from 8.0x-10.0x EBITDA.
 - Co-authored confidential information memorandum and management presentation summarizing investment highlights, industry environment, company overview, financial performance and growth strategy.
 - Oversaw broad deal marketing process targeting 150+ strategic and financial buyers.

EDUCATION

University of North Carolina at Chapel Hill

Chapel Hill, NC

Kenan-Flagler Business School – B.S.B.A – Finance

Graduated May 2015

- GPA: 3.5/4.0.
- Member of Delta Sigma Pi (Professional Business Fraternity).

ACTIVITIES AND INTERESTS

Carolina Economics Club

Chapel Hill, NC

Executive Vice President

August 2012 – May 2015

- Directed and organized a panel discussion with professors from Duke and North Carolina to discuss economic trends.
- Secured networking engagement with firms such as Boston Consulting Group and Morgan Stanley.
- Interacted with the executive team to coordinate 11 educational events for students interested in economics.

Interests

- Carolina Panthers Football, Cleveland Cavaliers Basketball, UNC Athletics, Acting, Traveling.

COMPETENCIES

- Proficient with Capital IQ, Thomson One, PitchBook, Microsoft Office Suite.

BYLAWS
OF
BLUE GREEN ACADEMY, INC.
A NOT-FOR-PROFIT CORPORATION
INCORPORATED UNDER THE LAWS OF
THE STATE OF NORTH CAROLINA

BY LAWS
of
BLUE GREEN ACADEMY, INC.

ARTICLE I - OFFICES

The name of this organization shall be BLUE-GREEN ACADEMY, Inc.

The principal office of the corporation shall be in the City of Winston Salem, in the County of Forsyth, in the State of North Carolina.

The corporation may also have offices at such other places within or without this state as the board may from time to time determine or the business of the corporation may so require.

ARTICLE II - PURPOSES

The purposes for which this corporation has been organized are as stated in the Certificate of Incorporation which may be amended as required.

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

No part of the net earnings of the organization 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 purpose clause hereof.

No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the organization 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, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Upon dissolution of the Corporation, 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 state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III - DIRECTORS

1. MANAGEMENT OF THE CORPORATION.

The corporation shall be managed by the board of directors which shall consist of at least three directors. Each director shall be at least twenty-two years of age.

2. ELECTION AND TERM OF DIRECTORS.

At each annual meeting, members of the board shall elect directors to hold office until the next annual meeting. Each director shall hold office until the expiration of the term for which he was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal.

3. INCREASE OR DECREASE IN NUMBER OF DIRECTORS.

The number of directors may be increased or decreased by a vote of a majority of all of the directors. No decrease in number of directors shall shorten the term of any incumbent director.

4. NEWLY CREATED DIRECTORSHIPS AND VACANCIES.

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the board for any reason except the removal of directors without cause may be filled by a vote of the majority of the directors then in office, although less than a quorum exists, unless otherwise provided in the certificate of incorporation. Vacancies occurring by reason of the removal of directors without cause shall be filled by vote of the other directors. A director elected to fill a vacancy caused by resignation, death or removal shall be elected to hold office for the unexpired term of his predecessor.

5. REMOVAL OF DIRECTORS.

Any or all of the directors may be removed for cause by action of the board. Directors may be removed due to nonfulfillment of duties required by board, misconduct, theft and misrepresentation of our organization all by majority vote of the board members.

6. RESIGNATION.

A director may resign at any time by giving written notice to the board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

7. QUORUM OF DIRECTORS.

Unless otherwise provided in the certificate of incorporation, a majority of the entire board shall constitute a quorum for the transaction of business or any specified item of business.

8. ACTION OF THE BOARD.

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

9. PLACE AND TIME OF BOARD MEETINGS.

The board may hold its meetings at the office of the corporation or at such other places, either within or without the state, as it may from time to time determine. These meetings will be held every second Tuesday of the month at 7:00PM.

10. REGULAR ANNUAL MEETING.

A regular annual meeting of the board shall be held in July of every year.

11. NOTICE OF MEETINGS OF THE BOARD, ADJOURNMENT.

Regular meetings of the board may be held without notice at such time and place as it shall from time to time determine. Special meetings of the board shall be held upon notice to the directors and may be called by the chairman upon three days' notice to each director either personally or by mail or by wire; special meetings shall be called by the chair or by the secretary in a like manner on written request of two directors. Notice of a meeting need not be given to any director who submits a waiver of notice whether before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other directors.

12. CHAIRMAN.

At all meetings of the board the chairman, or in his absence, the co-chairman chosen by the board shall preside.

13. EXECUTIVE AND OTHER COMMITTEES.

The board, by resolution adopted by a majority of the entire board, may designate from among its members an executive committee and other committees, each consisting of three or more directors. Each such committee shall serve at the pleasure of the board.

ARTICLE IV - OFFICERS

1. OFFICES, ELECTION, TERM.

Unless otherwise provided for in the certificate of incorporation, the board may elect or appoint a chair, one or more vice-chairs, a secretary and a treasurer, and such other officers as it may determine, who shall have such duties, powers and functions as hereinafter provided. All officers shall be elected or appointed to hold office until the meeting of the board. Each officer shall hold office for the term for which he is elected or appointed and until his successor has been elected or appointed and qualified.

2. REMOVAL OR RESIGNATION.

Any officer elected or appointed by the board may be removed by the board with or without cause. In the event of the death, resignation or removal of an officer, the board in its discretion may elect or appoint a successor to fill the unexpired term. Any two or more offices may be held by the same person, except the offices of chair, treasurer, and secretary.

3. CHAIRMAN.

The chairman shall be the chief executive officer of the corporation; he shall preside at all meetings of the members and of the board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the board are carried into effect.

4. VICE-CHAIRMAN.

During the absence or disability of the chairman, the vice-chairman, or if there are more than one, the executive vice-chairman, shall have all the powers and functions of the chairman. Each vice-chair shall perform such other duties as the board shall prescribe.

5. TREASURER.

The treasurer shall have the care and custody of all the funds and securities of the corporation, and shall deposit said funds in the name of the corporation in such bank or trust company as the directors may elect; he shall, when duly authorized by the board of directors, sign and execute all contracts in the name of the corporation, when countersigned by the chairman; he shall also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the board of directors and shall be countersigned by the chairman; he shall at all reasonable times exhibit his books and accounts to any director or member of the corporation upon application at the office of the corporation during ordinary business hours. At the end of each corporate year, he shall have an audit of the accounts of the corporation made by a committee appointed by the chairman, and shall present such audit in writing at the annual meeting of the board, at which time he shall also present an annual report setting forth in full the financial conditions of the corporation.

6. SECRETARY.

The secretary shall keep the minutes of the board of directors and also the minutes of the members. He shall have the custody of the seal of the corporation and shall affix and attest the same two documents when duly authorized by the board of directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the board of directors may direct; he shall attend to such correspondence as may be assigned to him, and perform all the duties incidental to his office.

7. SURETIES AND BONDS.

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE V - CONSTRUCTION

If there be any conflict between the provisions of the certificate of incorporation and these by-laws, the provisions of the certificate of incorporation shall govern.

ARTICLE VI - AMENDMENTS

The by-laws may be adopted, amended or repealed by the board at the time they are entitled to vote in the election of directors. By-laws may also be adopted, amended or repealed by the board of directors but any by-law adopted, amended or repealed by the board may be amended by the board members entitled to vote thereon as herein before provided.

If any by-law regulating an impending election of directors is adopted, amended or repealed by the board, there shall be set forth in the notice of the next meeting of all board members for the election of directors the by-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE VII - CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, the organization reserves the right to expect from all of its officers and directors to maintain high moral standards and social values that do not conflict with traditional spiritual morals.

ARTICLE VIII- INDEMNITY

The Corporation shall indemnify its directors, officers, and employees as follows:

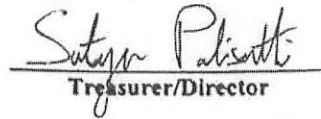
Every director, officer, or employee of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he may be made a party, or in which he may become involved, by reason of his being or having been a director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of the Corporation, whether or not he is a director, officer, employee, or agent at the time such expenses are incurred, except in such cases wherein the director, officer, employee, or agent is adjudicated guilty of willful misfeasance or malfeasance in the performance of his duties. The Corporation shall provide any person who is an officer, director, employee, or agent of the Corporation or was serving at the request of a director, officer, employee, or agent of the Corporation the indemnity against expenses of suit, litigation, or other proceedings which is specifically permissible under applicable law.

The foregoing By-Laws were adopted by the directors of:

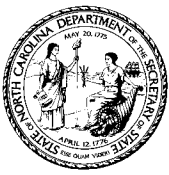
BLUE GREEN ACADEMY, Inc.

On the 22nd day of September, 2017.


Chairman/Director


Treasurer/Director


Secretary/Director



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

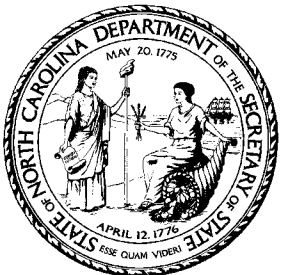
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

B.L.U.E.-G.R.E.E.N. ACADEMY, INC.

the original of which was filed in this office on the 18th day of August, 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 18th day of August, 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: B.L.U.E.-G.R.E.E.N. 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: Daye Brake

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

Number and Street: 5135 Ambercrest Dr. #5A
City: Winston-Salem State: NC Zip Code: 27106 County: Forsyth

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

Number and Street or PO Box: _____

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

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

Daye Brake, 5135 Ambercrest Dr. #5A, Winston-Salem, NC 27106

Deena DeShazor, 6310 Long Leaf Court #1G, High Point, NC 27265

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: 407-952-2006

Number and Street: 5135 Ambercrest Dr. #5A

City: Winston-Salem State: NC Zip Code: 27106 County: Forsyth

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:

Privacy Redaction

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 10 day of August, 2016.

B.L.U.E.-G.R.E.E.N. Academy, Inc.

(Incorporator Business Entity Name)

Daye Brake
Signature of Incorporator

Daye Brake, Co-Founder

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.

B.L.U.E.-G.R.E.E.N. Academy, Inc.
Articles of Incorporation Attachment

ARTICLE 7- DISSOLUTION

Upon dissolution of the Corporation, 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 state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE 8- OTHER PROVISIONS

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

No part of the net earnings of the organization shall inure to the benefit of, or be distributed to its members, trustees, officers, or other private persons, except that the organization 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 purpose clause hereof. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other purposes not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The property of this corporation is irrevocably dedicated to charitable 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 person.

Below are the **estimated annual premiums**: **BLUE GREEN Academy**

Property Premium Estimate **\$450**

Building	\$200,000
Contents	\$102,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,361**

Rating Basis:	Students	200
	Faculty	11

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 **\$3,057**

	\$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		\$4,342
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$710,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,192
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

For All Occasions Catering

5507 Pinebrook Lane
Winston Salem, NC 27105

www.foralloccasion.com

chefpamc@gmail.com

336-782-2880

Catering Proposal

Prepared for:

Blue Green Academy

Prepared by:

Chef Pam Cager

For All Occasions Catering

<u>Meal Per Student</u>	<u>Each Meal</u>	<u>1 Month</u>	<u>½ Year</u>	<u>Full Year</u>
Breakfast	\$1.65	\$6,600	\$39,600	\$61,050
Lunch	\$2.70	\$10,800	\$64,800	\$99,900
<hr/>				
Meals per Student	\$4.35	\$17,400	\$104,400	\$160,950

Annex A Pt 1

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.

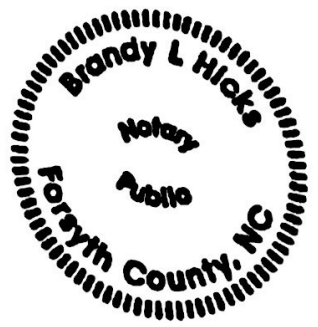
Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all 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: S. Wayne Patterson & Associates
- Date of Review: September 18, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Myra Aagaard-Espersen
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]

- ◆ 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: THOMAS & Gibbs CPAs, PLLC
- Date of Review: September 18, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Myra Aagaard-Espersen
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]



Exp. 6/25/2026

[Signature]

❖ 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: _____
- 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: _____
- Name of the Selected Financial Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ 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, Daye A. Brake, 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 BLUE-GREEN Academy Charter School is true and correct in every respect.

Daye A. Brake
Signature

9/18/17
Date