

# **CHARTER SCHOOL APPLICATION**

**Fall of 2013**

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

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

OCS February 2012

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

***TIMELINE***

**APPLICATION DUE DATE/TIME**

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

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

**I. APPLICATION COVER PAGES**

**NAME OF PROPOSED CHARTER SCHOOL:** Robert J. Brown Leadership Academy

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** R.J. W. Ministries

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

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

**NAME OF CONTACT PERSON:** Robert J. Williams

**TITLE/RELATIONSHIP TO NONPROFIT:** Founder

**MAILING ADDRESS:** P.O. Box 1395 High Point, N.C. 27261

**PRIMARY TELEPHONE:** 336-883-7330      **ALTERNATE TELEPHONE:** 336-317-0311

**E-MAIL ADDRESS:** Williamsmem@northstate.net

**Location Proposed Charter School (LEA):**

**Conversion:**

No: X

Yes:  If so, Public  or Private:

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

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

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Description of Targeted Population:

Children who are at-risk academically, socially and economically.

Proposed Grades Served: K-5 Proposed Total Enrollment: 160

Proposed Grades Served: Proposed Total Enrollment:

**Projected School Opening Year Month**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3	160		X
Second Year	K-4	200		X
Third Year	K-5	240		X
Fourth Year	K-6	280		X
Fifth Year	K-7	320		X

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

for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Robert Williams  
*Signature*

Robert Williams  
*Printed Name*

founder  
*Title*

4/10/2012  
*Date*

**II. TABLE OF CONTENTS FOR THE APPLICATION**

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

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

#### **MISSION:**

The mission for The Robert J. Brown leadership Academy is to provide character, leadership, and academic development to children and families who are at risk academically, socially, and economically by educating them from ground up and the core out.

#### **EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:**

Public schools in the local area are struggling to close the achievement gap for its students. The dropout rate continues to rise especially for African American students, males and females: thus further growing the supply side of the “schools-to-prison pipeline”. At the present the total population of Guilford County is approximately 5000,000. Of this population, 59% is Caucasian, 32% are African American and 7% are Hispanic. Of the 5000,000 population for Guilford County only 87% of the population has their high school diploma. There are 70,500 students in Guilford County School system. African American students make up approximately 40% of the population and account for 72% of short-term suspensions, 78% of long-term suspensions, over 56% of dropout students and less than 64% of the graduation rate.

We seek to actively engage all learners with “learning by doing” educational opportunities and experiences that will be unique to our comprehensive instructional program of study. With our association with North Carolina Agricultural & Technical State University, our teachers and students will be given unique and diverse opportunities designed to strengthen and enhance the educational program for each individual learner associated with our scholastic community.

#### **GOALS FOR THE PROPOSED CHARTER SCHOOL:**

At the beginning and towards the end of every 9 weeks, teachers of the same grade level will meet to see what worked best and what did not for their students. They will strategize for the next 9 weeks to make sure they are still on target to make sure every child succeeds. They will also meet with grade level teachers for grades below them and in front of them. This will ensure that those students getting ready for the next grade are ready to make that transition and are on target for what they should know. Not only for the NC Standards, but for the overall success of each child’s educational future. This maintains a higher level of accountability amongst the staff all year long and puts the interest and the development of the child first.

#### **PURPOSES OF PROPOSED CHARTER SCHOOL:**

##### **1. IMPROVE STUDENT LEARNING**

The teaching methodologies to be used have been proven through research as the most effective teaching practices in terms of positively impacting student learning for all



students regardless of level of performance, learning styles, or type of exceptionally. Those to be incorporated into daily lesson plans will be designed to be consistent with the principles of child and adolescent growth development. They include, but are not limited to the following:

- Create meaningful experiences for students who are identified as at risk of academic failure.
- Design instruction so that students engage in routine practice in internalizing and applying the concepts they are learning.
- Encourage students to think about thinking.
- Create learning environments that are interconnected.
- Create a community-centered environment.
- Use measurable data for planning.
- Use multiple representations and multiple intelligences to enhance student learning.

## **2. PROVIDE PARENTS AND STUDENTS WITH EXPANDED CHOICES IN THE TYPES OF EDUCATIONAL OPPORTUNITIES THAT ARE AVAILABLE WITHIN THE PUBLIC SCHOOLS**

Parents of each child enrolled in Robert J. Brown Leadership Academy will be asked to sign an agreement with the school indicating that they are willing to serve in one or more committee capacities as a volunteer. In addition to involvement in a minimum of one of school related activity, parents will be encouraged to take advantage of one or more of the following activities:

- How to assist your child with homework;
- Enrollment in short courses designed to assist them in better understanding activities in which students are participating at school;
- Other programs of interest designed to specifically address needs identified by parents.

## **3. ACCOUNTABILITY FOR MEETING STUDENT ACHIEVEMENT RESULTS AND PROVIDING THE SCHOOL WITH A METHOD TO CHANGE FROM RULE-BASED ACCOUNTABILITY SYSTEMS**

Each student enrolled in the Robert J. Brown Leadership Academy will be evaluated using the State required end of grade and end of course test, Vocational Competency Tracking System and do the testing measures which may, from time to time be required

by the State. All teachers will utilize pretests and benchmarks tests to adjust student instruction.

Annually, parents, students, and employee Climate or Satisfaction Instruments will be administered and reported to all constituents so as to facilitate providing an optimal quality environment. All tests results will be compared with other public schools and charters schools within the county and state.

**4. CREATE NEW PROFESSIONAL OPPORTUNITIES FOR TEACHERS, INCLUDING THE OPPORTUNITIES TO BE RESPONSIBLE FOR THE LEARNING PROGRAM AT ROBERT J. BROWN LEADERSHIP ACADEMY**

Through participation in a personal professional growth program, each staff member will maximize his or her skills on a continuous basis and serve as a valued team member for their colleagues. Each teacher will be provided an I-Pad and a choice of employment incentives to reinforce the importance of total responsibility for the learning program of the school.

**5. ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS**

Through collaboration with North Carolina Agricultural & Technical State University (School of Education), innovative teaching methods will be implemented with a focus on character and leadership development. Opportunities will be provided with each curriculum area and through a unique student of the week structure to reinforce and foster the principle traits that made this nation and state such a great place to live and work.

**6. INCREASE KEARNING OPPORTUNITIES FOR ALL STUDENTS, WITH SPECIAL EMPHASIS ON EXPANDED LEARNING EXPERIENCES FOR STUDNETS WHO ARE IDENTIFIED AS RISK OF ACADEMIC FAILURE OR ACADEMICALLY GIFTED**

The following instructional practices will be used on a regular basis and provide for expanded learning opportunities for at risk and academically gifted students:

- One –on-one teaching/parent academic planning;
- All teachers teaching through the theories of multiple intelligences;
- Peer mentorship;
- All teachers utilize the ideas of multiple representations to express ideas;
- Project learning;
- Quality work products;
- Partnerships with parents and the community

## **EDUCATIONAL FOCUS:**

Public schools in Guilford County are struggling to close the achievement gap for its students. The dropout rate continues to rise especially for African American students, male and female; thus further growing the supply side of the “school-to-prison pipeline” theory.

The Robert J. Brown Leadership Academy recognizes that every child has the ability to learn, but also that all children learn differently. Because of smaller classroom size our staff will be equipped to adapt to that particular child’s way of learning. We believe that a Contextual learning environment, that involves including as many different forms of experiences as possible, will help the student identify a familiar frame of reference, so that the desired learning outcome can be achieved. Once they get the desire to learn more, these children will be able to open doors that would not otherwise be available in their communities or home environment.

Our mission is to provide character, leadership, and academic development to children and families who are at risk academically, socially and economically by educating the whole family from the ground up and the core out. We intend to promote a safe, creative, and dynamic partnership with the community. This partnership will provide students and families with life-long skills and exploratory experiences resulting in the opportunity to reach their fullest potential as independent thinkers.

The educational plan for the Robert J. Brown Leadership Academy includes the instructional methodologies that will be used in all classrooms and every grade level. The plan also includes plans for Special Education, Admissions Policy, Student Conduct and Discipline, and Projected Staff.

### **Instructional Methodology**

This school will follow the NC Standard Course of Study for all grade levels and will transition into Common Core as the state requires. We will utilize several instructional methods along with innovative teaching practices and strategies in order to grow and nurture our children. This will include classes that are specifically for males and classes specifically for females. We recognize that every child has the ability to learn, but also that all children learn differently. Because of our smaller classroom size, our staff will be well equipped to adapt to that particular child’s way of learning. We shall be using the Franklin Covey Leadership Curriculum, partnered with the Comer Method Curriculum. Franklin Covey focuses on the leadership aspect, while Comer focuses on bringing the entire school, parent, and neighborhood communities together for the sake of our children. Both of these, in collaboration, help fulfill the vision of this Academy. For K-

3, we shall be using the ZooPhonics, Language Arts curriculum. ZooPhonics is a nationally acclaimed curriculum that is highly effective at every age level. Our school will be ***“STUDENT LEAD; TEACHER FACILITATED”***.

## **Examples of Methods**

### **1. Contextual Learning**

Contextual learning is creating a learning environment that involves including as many different forms of experience as possible to help the student to identify a familiar frame of reference so that the desired learning outcomes can be achieved. Contextual learning emphasizes hands-on problem solving; organizes around real world experiences; allows for various learning modalities; encourages learning outside of classroom; respects student experiences in the learning process; encourages collaborative learning; encourages problem-solving; differentiated learning based on ability, learning style and student interest.

### **2. Flexible Grouping**

Flexible Grouping allows a teacher to group students formally and informally according to ability levels, interest and learning styles. These groups can be student or teacher led whole groups or small groups.

### **3. Socratic Method—Discovery Learning**

Using questions and answers, it is more recently known as an Inquiry-based learning method. The teacher helps to keep the discussion focused, remains intellectually and morally responsible, encourages the discussion with thoughtful questions, helps the students to summarize what has been said, helps them to reach conclusions, and to identify unresolved issues. The ability to discern, to build a sequential and thoughtful basis for opinion and wisdom, is learned through this method.

### **4. Notebooks/Journals**

The students will also utilize notebooks to reflect their work, progress, penmanship, and to aid in organization.

### **5. Tutoring**

Tutoring will be offered for any student who needs assistance in a particular subject or for any student that would like to stay ahead of the curve. Every staff member will be required to offer hours of tutoring either before or after school and it will be free of charge for our students. This is our way of continually investing in the needs and the future of our students. Any student making a C or less in any subject will be required to attend weekly tutoring sessions. There will also be peer tutoring offered starting in the 4<sup>th</sup> grade. Peer tutoring will be held during the afterschool hours one day per week and will be supervised by a teacher. This will encourage the students to be leaders amongst their peers to create an atmosphere and a line of thinking within the students that we must help each other to grow and achieve.

**Parental Involvement:** The evidence is in: when schools and families work together to support learning, everyone benefits.

- Students do better in school and in life.

- Parents become empowered.
- Teacher morale improves.
- Schools get better.
- Communities grow stronger. (Cited from : <http://www.ncpie.org/>)

As a vital part of a child's educational success, parent involvement is a major tenet of the Robert J. Brown Academy. Parents as educational partners will redefine the role of parent involvement.

#### IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Robert J. Brown Leadership Academy

Mailing Address: 1400 Brentwood Street

City/State/Zip: High Point, NC 27260

Street Address: 1400 Brentwood Street

Phone: 336/883-7330

Fax: 336/883-6243

Name of registered agent and address: Williams Memorial C.M.E.  
3400 Triangle Lake Road, High Point, NC 27260

FEDERAL TAX ID:

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

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

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

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

#### **PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)**

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

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

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

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

**BYLAWS  
OF  
ROBERT J. BROWN LEADERSHIP ACADEMY, INC.  
as adopted March 6, 2012**

**ARTICLE I. GENERAL**

**Section 1. Name**

This Corporation shall be known as the ROBERT J. BROWN LEADERSHIP ACADEMY, INC.

**Section 2. Purpose.**

The purpose of the Corporation is to provide educational experience for middle school students with language-based and /or math-based learning differences that enables them to acquire language and math skills, while instilling a joy of learning and utilizing each student's unique learning style to realize his/her full personal potential.

**Section 3. Activities**

The Corporation shall be restricted to activities of the nature consistent with the purposes of the Corporation. No part of the net earnings of the Corporation shall inure to the benefit of any private person or organization. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in or publish or distribute statements in any political campaign on behalf of any candidate for public office.

**ARTICLE II. OFFICES**

**Section 1. Offices**

The principal office of the Corporation is at 3400 Triangle Lake Road, High Point, NC 27260. Said office may be changed from time to time by the Board of Directors, and the Corporation may have such additional offices as the Board of Directors may designate or as the activities of the Corporation may require from time to time.

**Section 2. Registered Office**

The registered office of the Corporation required by the North Carolina Law to be maintained in the State of North Carolina shall be identical with the principal office in the State of North Carolina.

**Section 3. Registered Agent**

The registered agent of the corporation required by the North Carolina Law shall be an individual resident of the State of North Carolina. The registered agent of the Corporation may be changed from time to time by the Board of Directors.



## **ARTICLE III. BOARD OF DIRECTORS**

### **Section 1. Members**

The Board of Directors shall consist of not less than nine (9) or more than fifteen (15) Board members. Beyond these limits, the number of Directors of the Corporation may be increased or decreased from time to time by amendment of the By-Laws.

- a. Board of Directors will always consist of the Pastor of Williams Memorial CME Church and seven (7) active members of Williams Memorial CME Church in good standing.
- b. At least one of the members should be a representative of Robert J. Brown Leadership Academy, Inc.
- c. No decrease in the number of Directors shall have the effect of shortening the term of office of any incumbent Director.

### **Section 2. Terms of Office**

- a. Directors shall serve a three (3) year term. In accordance with the structure as previously established, the Board of Directors shall be divided into thirds as nearly equal in number as possible. New Board Members shall be elected at each annual meeting of the Board of Directors to fill vacant seats.
- b. The Charter Members of the Robert J. Brown Leadership Academy, Inc. will serve for an initial period of three (3) years. On the fourth (4<sup>th</sup>) year a rotation of Board Members will be implemented as set forth in Section 2 (c).
- c. Three (3) to five (5) charter members of which are officers of the Board will serve for a term of three (3) years at which time they will rotate off the Board. Three (3) to five (5) charter members will serve for a term of two (2) years at which time they will rotate off the Board. Three (3) to five (5) charter members serve for a term of one (1) year at which time they will rotate off the Board.
- d. Directors shall be eligible for re-election. Re-elected members can serve for an additional 3 year term. At the completion of a second term of office said officer must vacate the office for a period of one (1) year before being eligible for election to another term of office.

### **Section 3. Election**

Directors shall be elected by a majority of the Directors of the Corporation at the annual meeting or a special meeting called for that purpose. The election process shall adhere to the following schedule:

- a. the selection of nominated Directors and officers will be completed by the last meeting held during the third quarter of the fiscal year.
- b. the election of new directors and officers will take place by annual meeting
- c. the elected Directors and officers will begin their duties on July 1st following their election.

### **Section 4. Resignation**

Any director of the Corporation may resign at any time, either by oral tender of resignation at any meeting of the Board of Directors or by giving written notice to the secretary of the

Corporation. With respect to any resignation, the resignation shall take effect at the time specified and, unless otherwise specified, acceptance shall not be necessary to make it effective.

### **Section 5. Removal**

A Director may be removed, with or without cause, by a vote of two-thirds of the remaining Board of Directors.

### **Section 6. Vacancies**

Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors shall be filled by the Board of Directors. A Director appointed to fill a vacancy occurring in the Board of Directors shall serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring in the Board of Directors by reason of an increase in the number of Directors shall be divided into three groups of Directors so that the three groups of Directors remain as nearly equal in number as possible.

### **Section 7. General Powers**

The business and affairs of the Corporation shall be managed and controlled by its Board of Directors. Subject to the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, and these Bylaws of this Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient, or advisable to carry out the purposes of this Corporation.

### **Section 8. Meetings**

The Board of Directors shall conduct regular meetings for the transaction of the business of the corporation.

- a. Regular meetings shall be held at a time and place no less than four (4) times per fiscal year to include once per quarter. Meeting dates and times for the new fiscal year shall be determined during the annual meeting and distributed to the member of the Board during the first month of said fiscal year.
- b. Special meetings of the Board of Directors may be called by or at the request of the Board of Directors, the president or the secretary, and shall be held at such place and time as the person or persons calling the meeting shall specify.

### **Section 9. Annual Meeting**

The annual meeting of the Board of Directors shall be held during the last month of the fiscal year for the purpose of electing new Board members, officers and for the transaction of such other business as may come before the meeting. The annual meeting shall be in the place and at the time specified in the notice of the meeting.

### **Section 10. Notice**

Written notice of scheduled meetings shall be distributed to each director one week prior to the meeting date. Written and oral notice of special meetings shall be given at least three (3) days prior thereto. Unless otherwise specified in the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, or these Bylaws, neither the business to be

transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice or the waiver of notice of the meeting.

### **Section 11. Quorum**

One-half of the number of directors in office plus 3 shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

### **Section 12. Manner of Acting.**

The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, or as otherwise provided in these Bylaws.

- a. Each member of the Board of Directors shall be entitled to one vote.
- b. The Principal of the Robert J. Brown Leadership Academy is required to attend, or provide an alternate person in his/her absence, each meeting of the Board of Directors unless otherwise notified. The Principal or alternate does not have voting power.

### **Section 13. Presumption of Assent**

Directors of the Corporation who are present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken, unless their dissent shall be entered in the minutes of the meeting, or unless they shall file their written dissent to such action with the person acting as secretary of the meeting before the adjournment thereof, or shall forward dissent by registered mail to the secretary of the Corporation immediately after adjournment of the meeting. Such right to dissent shall not apply to directors who voted in favor of the same action.

### **Section 14. Compensation and Expenses**

Directors shall serve without salary or non-monetary compensation. Expenses incurred in connection with performance of their official duties may be reimbursed upon approval of the Board of Directors.

## **ARTICLE IV. OFFICERS**

### **Section 1. Officers**

The officers of the Corporation shall be a president, a secretary and a treasurer, each of whom shall be elected by the Board of Directors from its membership. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors unless otherwise provided for in these Bylaws. Any two or more offices may be held by the same person except the offices of president and secretary.

### **Section 2. Election and Term of Office**

The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office for one year following the annual meeting or until the officer's successor shall have been duly elected and shall have accepted office or until death or until the officer shall resign or shall have been removed in the manner hereinafter provided.

### **Section 3. Removal**

Any officer elected by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but removal shall be without prejudice to the contract rights, if any, of the persons removed.

#### **Section 4. Vacancies**

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

#### **Section 5. President**

The president shall preside at all meetings of the Board of Directors and at all meetings of the Executive committee. Subject to the control of the Board of Directors and the Executive Committee, the president shall be charged with the general supervision of the business and affairs of the Corporation. The president shall sign any contract or other instrument which the Board of Directors or the Executive Committee has authorized to be executed. The Board of Directors or the Executive Committee shall have authority to authorize and direct the Secretary or any other officer of the Foundation to co-sign such documents with the President or to sign such documents in lieu of the President. The Board of Directors or the Executive Committee or these By-laws may restrict or prohibit the President or any other officer from executing documents on behalf of the Corporation. The president shall perform other duties as from time to time may be prescribed by the Board of Directors.

#### **Section 6. Secretary**

The secretary shall keep the minutes of the meetings of the members and the Board of Directors and the Executive Committee in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these Bylaws, the Articles of Incorporation or as required by law, be custodian of the Corporation's records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution on behalf of the Corporation under its seal is duly authorized, and perform all duties incident to the office of secretary and other duties as from time to time may be prescribed by the president, the Board of Directors or the Executive Committee.

#### **Section 7. Treasurer**

If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of his or her duties in such form and with such surety or sureties as the Board of Directors shall determine. The treasurer, or his or her representative, shall have charge and custody of all Corporation funds and shall keep in books belonging to the Corporation full and accurate accounts of all receipts and disbursements, and shall deposit all money and other valuable effects in the name of the Corporation in such depositories as may be designated for that purpose by the Board of Directors. The treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for the disbursements, and shall render to the president and directors at the meetings of the council or whenever required by them an account of all transactions as treasurer and of the financial condition of the Corporation. The treasurer shall be an ex officio member of any committee of the Corporation empowered to disburse or commit funds of the Corporation.

### **Section 8. Additional Officers**

Officers and assistant officers, in addition to those described above, who are elected or appointed by the Board of Directors, shall perform duties as shall be assigned to them by the Board of Directors.

### **Section 9. Compensation and Expenses**

Officers shall serve without salary. Expenses incurred in connection with performance of their official duties may be reimbursed to officers upon approval of the Board of Directors or the executive committee.

## **ARTICLE IV. COMMITTEES**

### **Section 1. Appointment**

The Board of Directors may appoint such committees as are deemed appropriate. Each committee shall have and may exercise such power as is set forth in the Bylaws or as may be conferred or authorized by the resolution appointing it; provided that no such committee shall have the authority to amend, alter, or repeal these Bylaws or the Articles of Incorporation; select, appoint, or remove any member of any such committee or any Director officer of the Corporation; adopt a plan or merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage of all or substantial all the property and assets of the foundation; authorize the voluntary dissolution of the Foundation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the foundation' or mend, alter, or repeal any resolution of the Board of Directors. The designation and appointment of any committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or them by law. The Board of Directors shall have the power at any time to fill vacancies in, to change the size or membership of, and to discharge the Executive and any other committee.

### **Section 2. The Executive Committee**

a. The Executive Committee shall be appointed by a majority of the Directors in office, and each member of the committee shall be a Director of the Corporation. The Executive Committee shall consist of at least five (5) Directors including the current President, who shall act as chairperson of the committee.

b. Between meetings of the Board of Directors, the Executive committee shall have and exercise the authority of the Board of Directors in the management of the Corporation, except as to matters concerning which the Board of Directors if required to act by law or by the Articles of Incorporation or by these Bylaws. The Executive Committee shall consult with and advise the President on all matters concerning the affairs of the Corporation and shall have and exercise specific powers and perform specific duties as prescribed by the Bylaws or as the Board of Directors shall from time to time prescribe or direct. Action may be taken by the Executive Committee without a meeting by unanimous written consent.

### **Section 3. Standing Committees**

In addition to the Executive Committee, the Corporation shall have a Finance and Investment Committee. This committee shall consist of at least one Director and may such non-Directors as

may be appointed thereto by the Board of Directors. The Board of Directors may, in its discretion, from time to time appoint additional Standing or Non-Standing Committees to serve the Corporation.

#### **Section 4. Quorum**

A majority of the members of the committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the quorum present at any meeting. Each member of a committee, including the person presiding at the meetings, shall be entitled to one vote.

#### **Section 5. Removal of members**

The authority which appointed the committee may remove at any time, with or without cause, a member of members of that committee.

#### **Section 6. Meetings**

Members of committees shall meet at the call of the Chairperson at such place as the Chairperson shall designate after reasonable notice has been given to each committee member. Each committee shall keep minutes of its proceedings and make a written report to the Board of Directors of its action within a reasonable time.

### **ARTICLE VI. EMPLOYEES**

#### **Section 1. Executive Director**

The Board of Directors may appoint an executive director of the Corporation. In serving the Corporation, the executive director shall maintain for the approval of the Board of Directors plans of operation and short- term and long-range objectives for the corporation, shall counsel and advise the directors on all developments relating to the Corporation's objectives, and shall attend generally to the business and affairs of the Corporation.

### **ARTICLE VII. INDEMNIFICATION OF DIRECTORS, OFFICERS AND COMMITTEE MEMBERS**

#### **Section 1. General**

The Corporation will indemnify all persons who are or were directors, officers or members of any committee of the Corporation against any and all liability and reasonable expenses that may be incurred by such persons in connection with any claim, action, suit or proceeding or threatened claim, action, suit or proceeding whether civil, criminal, administrative or investigative by reason of the fact they are or were directors, officers or members of any committee of the Corporation if they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interest of the Corporation and with respect to any criminal proceedings if they had no reasonable cause to believe their conduct was unlawful. Liability and expenses include reasonable attorneys' fees, judgments, fines, costs and amounts actually paid in settlement. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of no contenders or its equivalent, shall not of itself, create a presumption that such persons did not act in good faith and in a manner which they reasonably

believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that their conduct was unlawful. The foregoing right of indemnification shall be in addition to and not exclusive of any and all other rights to which any current or former directors, officers, or committee members may be entitled under any statute, by law, agreement, or otherwise.

### **Section 2. Actions by or in the Right of the Corporation**

In the case of proceedings brought by or in the name of the Corporation, no indemnification shall be made in respect of any claim, issue or matter as to which such persons shall have been adjudged by a court of law to be liable for negligence or misconduct in the performance of their duty to the Corporation unless and only to the extent that the court in which the action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such persons are fairly and reasonably entitled to indemnity for the expenses which the court shall deem proper.

### **Section 3. Method of Indemnification**

Indemnification under this Article shall be reduced by the amount of any other indemnification or reimbursement of such current or former officer, director, or committee member of the liability and expense to which indemnification is claimed. The determination that indemnification is proper shall be made by the majority vote of a quorum consisting of the members of the Board of Directors who were not parties to the proceeding. If a quorum of disinterested directors is not obtainable or, even if obtainable, a quorum of disinterested directors so directs, an independent legal opinion may be obtained. If the independent legal opinion recommends indemnification then indemnification may be authorized by the majority vote of a quorum of the Board of Directors, including Directors who were parties to the proceeding. The Board of Directors shall have power to purchase and maintain insurance on behalf of any persons who are or were an officer, director, or committee member, against any liability asserted against them and incurred by them in any such capacity or arising out of their status as such, whether or not the corporation would have the power to indemnify them against the liability under the provisions of Sections 1 and 2 of this Article.

Notwithstanding Article VIII, Section 4 below, expenses incurred for any claim, action, suit or other proceeding described in this Article may be advanced by the Corporation before the final disposition thereof upon the receipt of any undertaking by or on behalf of the recipient to repay the amount, but repayment shall be forgiven if it shall ultimately be determined that the recipient is entitled to indemnification under this Article.

## **ARTICLE VIII. CONTRACTS AND BANKING**

### **Section 1. Contracts**

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

### **Section 2. Deposits**

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

### **Section 3. Checks**

All checks, drafts or other orders for the payment of money and notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the corporation and in the manner as shall from time to time be determined by resolution of the Board of Directors.

### **Section 4. Loans**

No loan may be made by or to this Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution by the Board of Directors. Such authority may be general or confirmed to specific instances; provided, however, no loans shall be made by the Corporation to its directors, officers or members.

## **ARTICLE IX. GIFTS**

### **Section 1. Acceptance of Gifts**

- (a) The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest or devise for the general purpose or for any special purpose of the Corporation.
- (b) The power to accept gifts rests with the Board of Directors, except when the gift is for a specific purpose and is less than the amount required to finance the capital facility and equipment cost necessary to carry out the purpose.
- (c) Unless the terms expressly provide otherwise, all gifts, grants, bequests and devises shall be deemed irrevocable.

### **Section 2. Funds and Accounts**

All property received and accepted by the Corporation shall become part of the Corporation's property and, subject to any limitations, conditions or requirements imposed upon the gift, may be commingled with other assets of the Corporation. However, the property shall or may be placed in a separate and distinct fund or account, or several such funds or accounts, whenever the conditions, limitations or instructions of the gift, grant, bequest or devise require a separate fund or account, and whenever the Board of Directors in its judgment, determines that the property should be placed in a separate and distinct fund or account.

### **Section 3. Administration of Funds and Accounts**

#### **(a) Finance and Investment Committee**

There shall be a committee of three or more persons, one of whom must be a director, appointed by the Board of Directors, known as the Finance and Investment Committee, which will have responsibility for the investment, reinvestment and general management of the assets of the funds.



## **(b) Investment of Funds**

Subject to the particular terms of any gift, grant, devise or bequest, the North Carolina Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws and the control and direction of the Board of Directors, the Finance and Investment Committee shall have power:

**(i) General.** To invest and reinvest the principal and income of the funds and accounts in such securities and such property, real or personal, wherever situated, as is deemed advisable and, in making such investments, shall not be restricted to securities or other property of the character authorized or required by applicable law from time to time for trust investments.

**(ii) Purchase of Property.** To purchase or subscribe for any securities or other property and to retain the same in the funds and accounts.

**(iii) Sale, Exchange, Conveyance and Transfer of Property.** To sell, exchange, convey, transfer or otherwise dispose of any securities or other property held in the funds and accounts by private contractor at public auction. No person dealing with the committee shall be bound to see the application of the purchase money or to inquire into the validity, expediency or propriety of any such sale or other disposition.

**(iv) Exercise of Owner's Rights.** To vote any stocks, bonds or other securities; to give general or special proxies or powers of attorney with or without power of substitution; to exercise any conversion privileges, subscription rights or other options and to make any payment incidental thereto; to oppose or to consent to or otherwise participate in corporate reorganizations or other changes affecting corporate securities, and to delegate discretionary powers, and to pay any assessments or charges in connection therewith; and generally to exercise any of the powers of an owner with respect to stocks, bonds, securities or other property held as part of the funds and accounts.

**(v) Registration of Investments.** To cause any securities or other property held as part of the funds and accounts to be registered in the name of the Corporation, or, to the extent permitted by law, in the name of the nominee with or without the addition of the words indicating that the securities are held in a fiduciary capacity, and to hold any securities unregistered or in bearer form. However, the books and records of the committee shall at all time show that all such investments are part of the funds and accounts.

**(vi) Lending.** To lend money on adequate security and reasonable interest.

**(vii) Retention of Cash.** To keep such portion of the funds and accounts in cash or cash balances as the committee may from time to time deem to be in the best interest of the funds and accounts, without liability for interest thereon.

**(viii) Retention of Property Acquired.** To accept and retain for such time as the committee may deem advisable any securities or other property received or acquired by the Corporation hereunder, whether or not such securities or other property would normally be purchased as investments hereunder.

## **(c) Disbursement of Income and Principal**

**(i) General.** Subject to the particular terms of any gift, grant, devise or bequest, the North Carolina Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, especially the limitations set forth in Article IX, Section 2, and subject to the control and direction of the Board of Directors, the disbursement of the income (or

principal if appropriate) from any fund or account shall be made at such times, in such amounts, for such purposes and for the benefit of the ROBERT J. BROWN LEADERSHIP ACADEMY as the committee administering such fund or account, in consultation with the administration of the ROBERT J. BROWN LEADERSHIP ACADEMY may determine.

(ii) **Restriction on distribution of principal.** There shall be the afore-stated restriction on distribution of principal, except when required by the terms of a particular gift, grant, devise or bequest and when specifically approved by the Board of Directors.

(d) **Accounting.** The Finance and Investment Committee shall submit a written account to the Board of Directors annually and at such other times as required by the board or the Executive Committee, setting forth such date and covering such period as shall from time to time be specified by the Board of Directors or the Executive Committee.

(e) **General Powers of Committee.** Subject to the particular terms of any gift, grant, devise or bequest, the North Carolina Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, the Finance and Investment Committee shall have the following additional powers:

(i) **Execution of instruments.** To authorize the execution, acknowledgement and delivery of any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted.

(ii) **Employment of agents.** To employ suitable agents and to pay their reasonable expenses and compensation.

(iii) **Power to do any necessary act.** To do all such acts, initiate all such proceedings and exercise all such rights and privileges, although not specifically mentioned herein, as the committees may deem necessary to properly build, invest, preserve and administer the funds and accounts, and to carry out the purposes of the Corporation.

## ARTICLE X. ACCOUNTING YEAR AND COMPILATION

### Section 1. Accounting Year

The accounting year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

### Section 2. Compilation

At the end of the accounting year the books of the Corporation shall be closed and either compiled, reviewed or audited by a certified public accountant selected each year by the Board of Directors. The work performed by the certified public accountant shall consist of either (1) a compilation of the books; (2) a review of the books; or (3) an audit of the books. The financial report of the auditor shall be promptly mailed to each Director, and a copy thereof shall be furnished any member upon request.

## ARTICLE XI. SEAL

The corporation seal shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "CORPORATE SEAL."

## ARTICLE XII. AMENDMENT

The Bylaws of the Corporation may be altered, amended or repealed and new Bylaws adopted by the vote of a majority of the directors in office at any meeting of the Board of Directors.

## ARTICLE XIII. CONFLICTS OF INTEREST

### Section 1. Purpose

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement, but not replace Section 508, North Carolina IRS Code governing conflicts of interest applicable to directors of nonprofit corporations.

### Section 2. Definitions

**a. Interested Person.** Any director, principal officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**b. Financial Interest.** A person has a financial interest if the person has directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

### Section 3. Procedures


**a. Duty to Disclose.** In connection with any actual or possible conflicts of interest, an interested person must immediately disclose the existence and nature of his or her financial interest to the Directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

### **b. Violations of the Conflicts of Interest Policy**

- i. If the Board of Directors or committee has reasonable cause to believe that a director, officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of that person and making such further investigation as may be warranted in the circumstances, the Board or committee determines that that person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The undersigned, being Secretary/Treasurer of the ROBERT J. BROWN LEADERSHIP ACADEMY, a corporation incorporated, organized and existing under the laws of the State of North Carolina, does hereby certify that the foregoing Bylaws were duly adopted as the Bylaws of the said corporation on the 6 day of March, 2012.

  
\_\_\_\_\_, Secretary/Treasurer  
ROBERT J. BROWN LEADERSHIP ACADEMY

**ARTICLES OF INCORPORATION  
OF  
ROBERT J. BROWN LEADERSHIP ACADEMY**

In compliance with the requirements of the laws of the State of North Carolina relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly §55A-2-02 of the General Statutes of the state of North Carolina, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I  
NAME**

The name of this corporation is Robert J. Brown Leadership Academy.

**ARTICLE II  
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of North Carolina. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III ADDRESS**

The principal office of the Corporation is located at 3400 Triangle Lake Road, High Point, NC 27260-7157.

**ARTICLE IV  
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V  
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of the ROBERT J. BROWN LEADERSHIP ACADEMY is to provide a quality, effective, non-traditional middle school education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with learning problems.

To achieve these purposes, the Directors and Officers shall be allowed to:

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Robert J. Brown Leadership Academy.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of North Carolina by law may now or hereafter have or exercise.

**ARTICLE VI  
MEMBERSHIP**

There shall be no Membership in the corporation.

**ARTICLE VII  
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of at least Eleven (11) Directors at meetings duly held pursuant to the By-Laws and at which a quorum is present in person or by proxy. A quorum shall consist of at least six Directors present in person or by proxy. The Board, by majority vote, may remove any officer of the Corporation.

At the first regular meeting the members shall elect Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

**ARTICLE VIII  
DISSOLUTION**

The Corporation may be dissolved only upon compliance with one of the following conditions:

- (a) One or more public agencies assuming all duties and responsibilities of the Corporation; or,
- (b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.
- (c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors.

Upon the dissolution of this 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 corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**DISPOSAL OF ASSETS AND PAYMENT TO CREDITORS:** Creditors will be paid from the assets of the Robert J. Brown Leadership Academy, Inc., in the event that funds and other assets are insufficient to pay creditors, agreements will be reached with creditors or the North Carolina bankruptcy laws will govern the financial outcome. In the event and to the extent that remaining funds and assets exceed existing debt, assets shall be divided among RJW Ministries.

**TRANSFERRING OF STUDENT RECORDS:** Student records shall be transferred to the home district, the private school or the home school of the student according to parental request.

**ARTICLE IX  
INCORPORATORS**

The name and address of the incorporators and initial board of Directors are as follows:

Vicki Alston	Pridell McCormick
Michelle Bodie-Anderson	Lee Pierre
Angela Davis	Georgia Sheppard
Bruce Davis	Bernita Sims
Constance Epps	Nichica Smith
Christopher Gillespie	Shawana Torrence
Annie Tyson Jett	Rev. Robert Williams
Lillie Jones	

**ARTICLE X  
REGISTERED AGENT**

Pastor Robert J. Williams, whose address is 3400 Triangle Lake Road, High Point, NC 27260 is hereby appointed the initial registered agent of this Corporation.

**ARTICLE XI  
LIMITATION**

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors or Officers, but 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 Article V (Purposes) hereof.

**ARTICLE XII  
OFFICERS**

The Officers of the Corporation shall consist of a President, Vice President Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

**ARTICLE XIII  
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of North Carolina, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to North Carolina law. Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the Corporation membership at any regular Director's meeting called specifically for that purpose.

**ARTICLE XIV  
INDEMNIFICATION**

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of North Carolina.

**ARTICLE XV  
BY-LAWS**

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

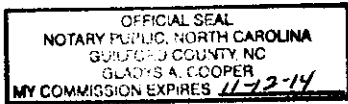
The Power to adopt, alter, amend and repeal the By-Laws shall be vested in the Board of Directors.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 6 day of March, 2012.

Ree Wilhans  
\_\_\_\_\_, Incorporator  
STATE OF NORTH CAROLINA  
County of GUILFORD

On this 6<sup>th</sup> day of March, 2012, before me, the undersigned, a Notary Public in and for said State, personally appeared \_\_\_\_\_ (name of notary), known to me to be the Incorporator of Robert J. Brown Leadership Academy, the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



Gladys A. Cooper  
NOTARY PUBLIC  
Residing at: High Point, NC  
My Commission Expires: 11/2/14

**ACCEPTANCE BY REGISTERED AGENT**

The undersigned hereby accepts the appointment as Registered Agent of Robert J. Brown Leadership Academy which is contained in the foregoing Articles of Incorporation.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2012.

\_\_\_\_\_, Registered Agent  
3400 Triangle Lake Road  
High Point, North Carolina 27260-7157



## **Admissions Process**

Robert J. Brown Leadership Academy is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. Robert J. Brown Leadership Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. The School may give enrollment priority to siblings of currently enrolled students who were admitted to the Charter School in a previous year and to the children of faculty and staff of the Charter School.

During each period of enrollment, Robert J. Brown Leadership Academy will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the school will routinely inquire with parents in early spring through summer, letters of intent to ascertain if students will return to Robert J. Brown Leadership Academy the following year. Applications for new students are available in the School office and on the School website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The application period will begin January 1, 2013 and end on July 30, 2013. During the application period, the School shall enroll an eligible student who submits an application within this period, unless the number of applications exceeds the number of available spaces of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next application period begins.

Lottery procedures will comply with the NC Open Meetings Laws provided in G.S. 143-218.10(a) by publicizing the date and location of the meeting as well as allowing anyone to attend.

## **Lottery**

There are two situations in which Robert J. Brown Leadership Academy will conduct a lottery:

- A lottery will be held for each grade level in which student applications submitted in a timely manner exceed the number of seats available.
- The school will also conduct a lottery for grade levels in which it has accepted student applications but there are no seats available. These students will be added to the end of the school's waiting list in the order in which they were drawn.

The Board will ensure that an individual who is not connected with the school draw the lottery in order to avoid the appearance of a conflict of interest.

The lottery will start with kindergarten, followed by the first grade and work its way up through the various grades. The number of anticipated openings will be stated before names are drawn. If no openings exist or when all seats are full, then all names will be drawn for the waiting list. The first official will draw a name and read it. They will then pass it to the next official who will verify the name drawn and then hand it to the next official for their verification. The name will then be given to the recording secretary for recording. Once the drawing starts, it will not stop until all names for that grade are drawn.

### **Parent/Guardian Withdraws/Transferring the Child**

- To withdraw or transfer a student, the parent /guardian will notify the school by either going to the school, verbally or in writing.
- Withdrawal/transfer form must be completed for the withdrawing or transferring student.

The following information will be recorded on the withdrawal/ transfer log:

- The name of the withdrawing/transferred student
- The student's I.D. number
- The student's grade level at the time of withdrawal/transferring.
- The official date the student withdrew/transferred.
- The type of withdrawal; and
- The school, city, state, and the records where sent, if they were requested.

If the parent/guardian has not notified the school that he/she is withdrawing/transferring his/her child and the school receives notification from another school that the student has enrolled there, then the school will withdraw the student.

### **Recruitment**

The Robert J. Brown Leadership Academy will execute a strategic recruitment plan that will reach families in Guilford County. This plan will ensure that the student body is reflective of the community school district's population. The below list is not exhaustive. We will:

- Contact with direct mailing services to distribute marketing materials in English and Spanish.
- Host informational sessions with local elected officials such as City Council members, Senate members to present information about the school and distribute applications.
- Create a website and Face book account. Applications and marketing materials will be available for downloading and printing.
- Distribute applications at community events and education workshops.

- Set-up information tables at community based organizations, museums and other cultural institutions to make applications and marketing materials available to visitors.
- Distribute applications in public housing developments and local apartment complexes.
- Inform the community at large about the opening of the school.

## V. EDUCATION PLAN

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

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

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

- Educational theory, foundation of the model and proposed innovative offerings.
- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.
- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.
- Entrance and exit requirements as well as graduation requirements (if the school is to be high school).  
The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.
- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.
- An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.
- Details in how the proposed charter plans to involve parents and community members within the school.
- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.
- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school
- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will

be used to drive instruction and improve the curriculum over time for the benefit of students

The educational plan for the Robert J. Brown Leadership Academy includes the instructional methodologies that will be used in all classrooms and every grade level. We have included the daily schedules, and pre entrance assessments. The plan also includes plans for Special Education, Admissions Policy, Student Conduct and Discipline, and Projected Staff.

### **Instructional Methodology**

This school will follow the NC Standard Course of Study for all grade levels and will transition into Common Core as the state requires. We will utilize several instructional methods along with innovative teaching practices and strategies in order to grow and nurture our children. This will include classes that are specifically for males and classes specifically for females. We recognize that every child has the ability to learn, but also that all children learn differently. Because of our smaller classroom size, our staff will be well equipped to adapt to that particular child's way of learning. We shall be using the Franklin Covey Leadership Curriculum, partnered with the Comer Method Curriculum. Franklin Covey focuses on the leadership aspect, while Comer focuses on bringing the entire school, parent, and neighborhood communities together for the sake of our children. Both of these, in collaboration, help fulfill the vision of this Academy. For K-3, we shall be using the Zoo Phonics, Language Arts curriculum. Zoo Phonics is a nationally acclaimed curriculum that is highly effective at every age level. Our school will be "***STUDENT LEAD; TEACHER FACILITATED***".

### **Examples of Methods**

#### **1. Contextual Learning**

Contextual learning is creating a learning environment that involves including as many different forms of experience as possible to help the student to identify a familiar frame of reference so that the desired learning outcomes can be achieved. Contextual learning emphasizes hands-on problem solving; organizes around real world experiences; allows for various learning modalities; encourages learning outside of classroom; respects student experiences in the learning process; encourages collaborative learning; encourages problem-solving; differentiated learning based on ability, learning style and student interest.

#### **2. Flexible Grouping**

Flexible Grouping allows a teacher to group students formally and informally according to ability levels, interest and learning styles. These groups can be student or teacher led whole groups or small groups.

#### **3. Socratic Method—Discovery Learning**

Using questions and answers, it is more recently known as an Inquiry-based learning method. The teacher helps to keep the discussion focused, remains intellectually and morally

responsible, encourages the discussion with thoughtful questions, helps the students to summarize what has been said, helps them to reach conclusions, and to identify unresolved issues. The ability to discern, to build a sequential and thoughtful basis for opinion and wisdom, is learned through this method.

#### **4. Notebooks/Journals**

The students will also utilize notebooks to reflect their work, progress, penmanship, and to aid in organization.

#### **5. Tutoring**

Tutoring will be offered for any student who needs assistance in a particular subject or for any student that would like to stay ahead of the curve. Every staff member will be required to offer hours of tutoring either before or after school and it will be free of charge for our students. This is our way of continually investing in the needs and the future of our students. Any student making a C or less in any subject will be required to attend weekly tutoring sessions. There will also be peer tutoring offered starting in the 4<sup>th</sup> grade. Peer tutoring will be held during the hours of specials one day per week and will be supervised by a teacher. This will encourage the students to be leaders amongst their peers to create an atmosphere and a line of thinking within the students that we must help each other to grow and achieve.

### **Teaching Practices and Strategies**

#### **Grade Level Readiness**

At the beginning and towards the end of every 9 weeks, teachers of the same grade level will meet to see what worked best and what did not for their students. They will strategize for the next 9 weeks to make sure that they are still on target to make sure that every child succeeds. They will also meet with the grade level teachers for grades below them and in front of them. This will ensure that those students getting ready to the next grade are ready to make that transition and are on target for what they should know - Not only for the NC Standards, but for the overall success of each child's educational future. This maintains a higher level of accountability amongst the staff all year long and puts the interest and the development of the child first. Students will also begin changing classes in the 4<sup>th</sup> grade in order to help prepare them for middle school. These are indicated as being Rotations on the 4<sup>th</sup> and 5<sup>th</sup> grade schedules.

#### **Technology Based Learning**

Our staff will be well versed in various forms of technology to assist in their instructional methods. This will include using technology to teach students how to effectively research and problem solve, communicate with other students across the world, utilizing social media properly, etc.

## **Foreign Language**

Foreign Language will be a part of every child's experience. During the elementary years it will be included in the category of 'Specials' and will follow the NC Standard Course of Study.

## **Criteria for Academic Success**

All grade levels shall follow the Guilford County School Grading Scale:  
93-100 A                      85-92 B                      77-84 C                      70-76 D                      69-0 F

Students making a C or below shall automatically be placed in tutoring. For K-3, tutoring will take place either before or after school. For grades 4 and up, they will be required to be in Peer Tutoring one day out of the week. Peer tutoring is held during the same time as specials. There will also be the additional option of before or after school tutoring if Peer Tutoring is not enough. All staff will be required to hold tutoring sessions after school and for those that can, before school.

We will also partner with Guilford County Schools in holding sessions for Parents on how to help their kids at home as well as our parents will be educated on how to use the Guilford County Schools Parent Assistant. This tool allows the parents to check to make sure their child is not missing any homework as well as notes from the teacher. Once parents are trained, they will be required to log in once a week in order to keep that connection between them and their child's parents.

Finally, parents will be required to come in for conferences at every grading period. This also ensures consistent communication between the parent and the teacher which is vital for every student's success.

## **After School**

Our day will begin at 7:25 and end at 3:15. So at approximately, 3:20 after school enrichment will begin. It is our goal to offer after school enrichment opportunities for our students. These opportunities will be offered at an additional cost. Parents will be responsible for picking up their children and paying for these fees. They will include traditional after school assistance with homework, social interaction with other students, snack, etc. We will also invite the community in to come and rent space in order to offer things such as Martial Arts

## **Parental Involvement**

The evidence is in: when schools and families work together to support learning, everyone benefits.

- Students do better in school and in life.
- Parents become empowered.

- Teacher morale improves.
- Schools get better.
- Communities grow stronger.

“Cited from: <http://www.ncpie.org/>”

As a vital part of a child’s educational success, parent involvement is a major tenet of the Robert J. Brown Leadership Academy. Parents as educational partners will redefine the role of parent involvement.

The following is a framework based upon the National Parent Teacher Association’s (PTA) Standards for Family-School Partnerships for how families, schools, and communities should work together to support student success. These standards will guide our efforts in establishing Parents as Educational Partners of the Robert J. Brown Academy.

**Standard One: Welcoming All Families into the School Community.** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

- Offer to do a presentation about your culture to your child’s class
- Offer to teach school staff to greet your family and others from the same culture in your language
- Suggest that the school hang welcome signs around the school in different languages
- Volunteer to be a mentor to another family that may have language or cultural differences
- Make sure you introduce yourself to new families
- Offer to volunteer in the school office by setting up a help and support desk to help new families

**Standard Two: Communicating Effectively.** Families and school staff engage in regular, two-way, meaningful communication about student learning.

- Make sure the PTA and the school staff is using different forms of communication to inform parents of upcoming events or changes in school policies. This may include: email, print, text messages, blogs, Face book and Twitter.
- Establish regular communication with your child’s teacher through email, phone calls, notes or visits. Don’t wait until your child is struggling or be satisfied if everything is going well.
- Ask your child’s teacher how they best liked to be reached (phone, email, in person) and communicate with them regularly that way.
- Participate in family involvement surveys conducted by PTA or the school. Every opinion matters.

**Standard Three: Supporting Student Success.** Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Make sure you connect with your child's teacher at the beginning of the year to find out what your child should know and be able to do by the end of the school year
- Make sure you tell the teacher how your child learns best, what they do in their free time and what is going on at home
- Work with the teacher to understand academic learning goals
- Make sure you understand the school's standardized tests and how you can help prepare your child for these tests
- Collaborate with your child's teacher on academic units and offer your expertise for units of study
- Create a safe and structured place for your child to read and study every night.
- Make sure your child gets enough rest. This includes the older students.

**Standard Four: Speaking Up for Every Child.** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Make sure you know the school's mission, goals and organizational structure
- Encourage your school to offer workshops for parents in the school about school funded programs, policies and resources
- Make sure you know about your rights as a parent under NCLB and other state and federal education policies
- Help other families exercise their rights under state and federal education laws
- Become a part of the school improvement committee that helps plan strategies to identify and resolve problems at school and improve academic performance
- Learn advocacy strategies and techniques and share them with other parents

**Standard Five: Sharing Power.** Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- Ask your principal or PTA to host a dialogue with families and school staff about issues and policies
- Attend school meetings about policies and budget
- Work with your PTA to involve a more diverse group of parents in its leadership
- Meet with local officials such as school board members and local police to learn about education priorities and community resources
- Join the school leadership team and recruit others to join as well



## Daily Schedules and Grade Level Pre-Assessments

### KINDERGARTEN SCHEDULE

#### **Time**

<b>7:25am - 7:45 am</b>	<b>Students enter school/Breakfast served</b>
<b>7:45am - 7:50am</b>	<b>Tardy Bell/Morning Announcements</b>
<b>7:45am - 8:00am</b>	<b>Morning Work/Hw is turned in/students go and prepare for circle time</b>
<b>8:00am - 9:00am</b>	<b>Circle Time/Class meeting ( this is where the class will chart the weather, expectations for the day are set, go over days of the week, months of the year, etc.)</b>
<b>9:00am - 10:00am</b>	<b>Social Studies/Science Workshops: This will be small group rotation with parent volunteer assistance. Activities will vary based on the theme.</b>
<b>10:00am - 11:00am</b>	<b>Reading/Writing Workshop: This will be a small group rotation with parent, volunteers assisting. With a word wall students use the wall to formulate a story, also it gives them an opportunity to work on their handwriting. Students work on the process of decoding letters as well as understanding their structure, sounds, and putting them together to make words.</b>
<b>11:00am - 11:30am</b>	<b>PE/Recess: this is teacher led and parent volunteer assisted</b>
<b>11:30am - 12:00pm</b>	<b>Lunch</b>
<b>12:00pm- 1:00pm</b>	<b>Nap time while listening to soft music</b>
<b>1:00pm – 2:00pm</b>	<b>Specials (art, music, dance, library or Spanish) These rotate daily</b>
<b>2:00pm – 2:45pm</b>	<b>Healthful Living/Snack Time: Students will eat and sometimes assist in preparing the snacks, while learning their Healthful Living component</b>
<b>2:45pm-3:15pm</b>	<b>Circle Time/Dismissal: Final group time to talk about the day, get things together, show and tell, and dismissal</b>

### ASSESSMENT FOR KINDERGARTEN

By using the following we are able to assess each student coming into our Charter School to see what level they are. Many of these skills make up the core of what will be taught during their kindergarten year, we can give this assessment in the beginning of the school year as well as at the end of the school year, to see the strides that each child has made. By using this assessment tool we would be able to give parents the results; and, hopefully they would also use this information to help teach their child at home.

**Direction-Following:** Can the child follow two or three simple but unrelated directions (Hang up your coat, put the book away, and meet me on the rug)?

**Pencil Grip:** Does the child hold his pencil correctly?

**Concept of Time:** Does the child understand concepts like today, tomorrow, and yesterday?

**Colors:** Can a child name and /or recognize all the basic colors?

**Alphabet:** Can a child recite the alphabet?

**Counting:** How high can a child count?

**Number Recognition:** Can the child recognize and order numbers?

**Letter and Number Writing:** Can the child write each letter and number using proper pencil strokes?

**Shapes:** Can the child name basic geometric and 3-dimensional shapes?

**Letter and Sound Recognition:** Can the child name each letter, capital and lowercase, and make the sound that corresponds to it ?

**Spelling Strategies:** What kind of spelling skills does the child have in place?

**Reading Skills:** Can the child read simple words or sentences?

**Concepts About Print:** Does the child know whether a book is right side up or not? Does the child know to start at the left of the page, and then move to the right? Can the child correspond a written word with a spoken word?

### First Grade Daily Schedule

<b>7:25am – 7:45am</b>	<b>Students enter school/Breakfast is served</b>
<b>7:45am – 7:50am</b>	<b>Tardy Bell/Morning Announcements</b>
<b>7:45am – 8:00am</b>	<b>Morning work (Writing or Math Journal Activity)</b>
<b>8:00am - 8:25am</b>	<b>Whole group reading</b>
<b>8:25am - 8:35am</b>	<b>Bathroom Break</b>

<b>8:35am - 9:35am</b>	<b>Guided Reading/Literacy and Math Centers/ Word Sort (Mon) Make-a-Word (T,W,TH) Spelling Bee (F)</b>
<b>9:35am - 10:35am</b>	<b>Math Groups</b>
<b>10:35am - 11:30am</b>	<b>Specials (Art, Music, Spanish or Dance)</b>
<b>11:30am – 12:00pm</b>	<b>Lunch</b>
<b>12:00pm – 12:30pm</b>	<b>PE/Recess</b>
<b>12:30pm - 1:30pm</b>	<b>Writer's Workshop</b>
<b>1:30pm – 2:00pm</b>	<b>Science or Social Studies (A/B Day)</b>
<b>2:00pm - 3:00 pm</b>	<b>Healthful Living/Snack</b>
<b>3:00pm – 3:15pm</b>	<b>Self-Selected Reading/Dismissal</b>

### First Grade Assessment

**Each child is individually tested on the following: Time Allotted-10-15 minutes per child**

1. Reading the alphabet, upper and lower case (not in ABC order)
2. Letter sounds
3. Reading numbers from 1 to 100? (Use a sheet that has 25 numbers on it, not in counting order ... all the #s from 1 to 20 are there, plus other larger numbers).
  - ✓ How high can they count, by rote?
  - ✓ How high can they count objects? (Use two bowls and 100 teddy bear counters, and have them count as they move them from one bowl to the other).
4. Names of all the colors (Use a sheet with colored in circles, and ask them to tell the color names as tester points to them).
5. Identifying shapes
6. Ability to recite their first and last name, address, phone number, and birthday
7. Reading sight words (Have a sheet with 20, for example- like the, it, he, was, like, can).

8. Student is given a Level 1/Level A book, and asked to read to assessor. Book is handed to student upside down, so that assessor can determine what they know about concepts of print.

If they CAN read it, student is given a progressively harder books (assessor uses their judgment and skips levels if needed), to find out what level they are reading at.

*NOTE: Many of the skills above are kindergarten skills, but so many of our children don't master them by the end of Kindergarten.*

**Purpose of Assessment:** Teacher utilizes data to appropriately place students for reading and math small group instruction.

### **Writing Assessment**

1. Two writing samples are taken
  - ✓ Students are directed to write their name on the paper (Student is given an unlined strip about 7 1/2 x 2, which is date stamped and filed in student's portfolio, for progress tracking)
  - ✓ First journal entry- Students are directed to draw a picture and write about it. This writing sample provides prior knowledge of print, letter sounds, etc.

### **Second Grade Daily Schedule**

<b>7:25-7:45</b>	<b>Students may enter school/Breakfast Served</b>
<b>7:45-7:50</b>	<b>Tardy Bell Rings/Morning Announcements</b>
<b>7:45-8:00</b>	<b>Morning Work/Turning in Homework</b>
<b>8:00-9:15</b>	<b>English Language Arts</b>
<b>9:15-10:30</b>	<b>Science</b>
<b>10:30-11:30</b>	<b>Specials</b>
<b>11:30-12:00</b>	<b>Lunch</b>
<b>12:00-12:35</b>	<b>Recess</b>
<b>12:35-1:50:</b>	<b>Math</b>
<b>1:50-2:05</b>	<b>Healthful Living</b>

**2:05-3:15                      Social Studies**

**3:15                                      Dismissal**

**\*\*Specials: Art**

**Music  
Dance  
Theater  
Spanish**

**Second Grade Pre Entrance Assessment**

**Name: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**1. Write your numbers by 10's to 100.**

**2. Unscramble these words:**

**tac  
keac  
odg  
ooft**

**3. Write your alphabet in lower and upper case letters.**

**4. Draw a picture showing  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{1}{2}$ .**

**5. Write the number 6 above the line. Write the word cat to the left of the line. Trace your finger below the line. Write the number 8 to the right of the line.**

\_\_\_\_\_

**6. Add the following numbers:**

$12+6=$

$9+8=$

$22+5=$

**7. Subtract the following numbers:**

$5-3=$

$10-7=$

$15-4=$

**8. Write the days of the week.**

### **THIRD GRADE DAILY SCHEDULE**

<b>7:25 – 7:45</b>	<b>Students enter school/ Breakfast</b>
<b>7:45 – 7:50</b>	<b>Tardy Bell/Morning Announcements</b>
<b>7:45 – 8:00</b>	<b>Turning in Homework/Morning Work (assignments are related to a study skill needed using all subjects at some point)</b>
<b>8:00– 10:00</b>	<b>Literacy Block</b>
<b>10:00 - 11: 00</b>	<b>Specials</b>
<b>11:00 – 11:30</b>	<b>Science/Social Studies</b>
<b>11:30 – 12:00</b>	<b>Lunch</b>
<b>12:00 – 1:00</b>	<b>Math Block</b>
<b>1:00 – 1:30</b>	<b>PE/Recess</b>
<b>1:30 – 2:00</b>	<b>Healthful Living</b>
<b>2:00 – 3:00</b>	<b>Reading Rotations (no pullouts, interruptions)</b>
<b>3:00 – 3:15</b>	<b>End of Day/Wrap-up/Dismissal</b>

### Third Grade Entry Assessment

#### Reading

**Instructions:** Student is to be asked to read passages aloud. Please record words that were mispronounced and words that the student did not know.

#### Reading Card E: The Lucky Wrong Number (3.0)

Sue and Bill were eating dinner when the telephone rang. Bill said, "I'll get it." A man asked if the washer could be delivered in the morning.

Bill said, "We did not order a washer."

The man said, "Is this the home of P.J. Johnson?"

"No," Bill said, "but wait; P.J. Johnson is our uncle's name and we haven't seen him in a long time. What address do you have for him?"

The caller said, "201 Second Street."

Bill and Sue went to the address of P.J. Johnson. He was their uncle. They were happy to see each other. Later Sue said, "Buying that washer was lucky."

Uncle P.J. laughed, "I didn't buy a washer; I bought a TV. We just had a lucky wrong number."

**Who read the passage?** Student read aloud/Examiner read

**Please retell the story:** (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- \_\_\_ Bill and Sue eating dinner (What were they doing at the start of the story?)
- \_\_\_ phone rang (What happened while they were eating?)
- \_\_\_ asked about delivering washer (What did the caller want?)
- \_\_\_ we did not buy washer (Why was this a confusing situation?)
- \_\_\_ is this P.J. Johnson's house (Where was the washer supposed to go?)
- \_\_\_ no, but that is uncle's name (Who was P.J. Johnson?)
- \_\_\_ haven't seen him for a long time (Have they seen him recently?)
- \_\_\_ asked for address and went there (What did Bill and Sue ask the caller for?)
- \_\_\_ he was uncle; glad to see one another (When they went to the address, what happened?)
- \_\_\_ buying washer good luck (What did they tell their uncle?)
- \_\_\_ didn't buy washer, bought T.V. (What had P.J. Johnson bought?)

**Memories** \_\_\_ # Unprompted \_\_\_ # Prompted

**Organized retelling?**  Yes  No

If student read: 13 or fewer errors, 6 or more memories (At Grade Level)

If examiner read: 6 or more memories (At Grade Level)

### Reading Card F: The Recovery (4.0)

In three small rooms lived a mother and her daughter, who was quite ill. The mother

worked everyday. She worked hard but could afford little more than rent, food, and clothes. Because of this, the little sick girl would stay quietly in bed at home while her mother was away. The mother worried about her daughter. If only she had someone to talk to or something to keep her mind busy.

One morning as the mother was leaving for work, she saw a little hurt bird huddled on the windowsill. Her daughter insisted that it be brought in so she could care for it. That evening when the mother returned, the daughter was more talkative than she had been for a while. Every evening after that, she noticed that both the girl and the bird were improved. They seemed to draw strength from each other. Then one day the mother returned home to find the table set. Tears came to the mother's eyes when the little girl said they must celebrate, for the bird was better.

**Who read the passage?** Student read aloud/Examiner read

**Please retell the story:** (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- \_\_\_ three small rooms (Where did the mother and daughter live?)
- \_\_\_ lived a mother and sick girl (What was the matter with the little girl?)
- \_\_\_ mother worked hard every day (What did the mother do every day?)
- \_\_\_ food, rent, and clothes (What could the mother afford?)
- \_\_\_ needed someone to talk to (What did the mother think would help the girl?)
- \_\_\_ a little hurt bird (What was found on the window sill?)
- \_\_\_ brought it in for the girl to care for (What was done with the bird?)
- \_\_\_ came home and found table set (What did the mother find when she came home?)
- \_\_\_ celebrated bird's recovery (What did they celebrate?)

**Memories** \_\_\_ # Unprompted \_\_\_ # Prompted

**Organized retelling?**  Yes  No

If student read: 8 or fewer errors, 6 or more memories (Above Grade Level)

If examiner read: 6 or more memories (Above Grade Level)

### **Math**

Solve the following problems:

Write the number: four thousands three hundred eight \_\_\_\_\_

For a school fundraiser, Jabir needs to sell 45 boxes of cookies. So far, he has sold 11 boxes of lemon cookies to his aunt, 7 boxes of chocolate cookies to his mother, and 1 box of oatmeal cookies to a neighbor. How many more boxes of cookies does Jabir need to sell?



$$12 \times 12 = \begin{array}{r} 98 \\ \underline{X67} \end{array}$$

Write the steps used in dividing.

### English/Language Arts

Unscramble the following sentence and write below.

celebrate better Tears when bird mother's better must came when eyes girl they was the to little the said,.

Write the sentence correctly.

no bill said but wait p j johnson is our uncles name and we haven't seen him in a long time what address do you have for him

### Social Studies

Please complete the following:

I live in the country of \_\_\_\_\_, the state of \_\_\_\_\_, the county of \_\_\_\_\_ and the city of \_\_\_\_\_.

The first President was \_\_\_\_\_ and the current President is

\_\_\_\_\_.

## **Science**

Write two paragraphs about the planet you would like to visit and learn more about. Be sure to include the names of all the planets in one of your paragraphs and tell why you want to visit and learn more about the planet.

## Daily Schedule For 4<sup>th</sup> /5<sup>th</sup> Grade

<b>7:25-7:45</b>	<b>Students may enter school/Breakfast Served</b>
<b>7:45-7:50</b>	<b>Tardy Bell Rings/Morning Announcements</b>
<b>7:45-8:00</b>	<b>Morning Work/Turning in Homework</b>
<b>8:00-9:15</b>	<b>Homeroom/1<sup>st</sup> Rotation</b>
<b>9:15-10:30</b>	<b>2<sup>nd</sup> Rotation</b>
<b>10:30-11:30</b>	<b>Specials</b>
<b>11:30-12:00</b>	<b>Recess</b>
<b>12:00-12:35</b>	<b>Lunch</b>
<b>12:35-1:50</b>	<b>3<sup>rd</sup> Rotation</b>
<b>1:50-2:05</b>	<b>4<sup>th</sup> Rotation</b>
<b>2:05-3:15</b>	<b>5<sup>th</sup> Rotation</b>
<b>3:15</b>	<b>Dismissal</b>

### **\*\*Specials: Daily Rotation (4<sup>th</sup> Grade Only)**

**Art**  
**Music**  
**Dance**  
**Spanish**  
**Peer Tutoring (tutoring others or being tutored)**  
**Typing**

### **\*\*Specials: Daily Rotation (5<sup>th</sup> Grade Only)**

**Art**  
**Music**  
**Dance**  
**Theater**  
**Peer Tutoring----(tutoring others or being tutored)**  
**Spanish—every nine weeks**  
**Business (includes Microsoft Office, typing)---every nine weeks**  
**Leadership Development (includes public speaking, debate, communication)—every nine weeks**

## FOURTH GRADE PRE ENTRANCE ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the name of the person that brought you here today?
2. Describe the clothes you have on right now.
3. What was the weather like when you came into the building?
4. Name some things plants need to grow?
5. What is the name of the town you live in?
6. What is the name of the county you live in?
7. What is the name of the state you live in?
8. Who is Barak Obama?
9. What are some things you need to be a good leader?
10. What is fact and what is opinion?
11. Multiply these numbers:
  - a.  $15 \times 4 =$
  - b.  $121 \times 7 =$
  - c.  $12 \times 12 =$
  - d.  $107 \times 17 =$
12. Is  $73 + 14$  even or odd?
13. Which sign makes the sentence true? Circle the correct math sign.  
 $(13 - 9) - 3$  ?  $19 - 18$   
> , < , =
14. Solve:  
 hundreds = 400 ones
15. What is  $9,000 + 900 + 50 + 2$  in standard form?
16. If you had the chance to be the Principal of your very own school, what would you do?

**FIFTH GRADE PRE ENTRANCE ASSESSMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write this sentence in cursive.
2. Look outside and describe the type of clouds that you see.
3. What is the name of the city, county, state, and country that you live in?
4. Deanna put 4 pencils in the first box, 8 pencils in the second box, 16 pencils in the third box, and 32 pencils in the fourth box. If this pattern continues, how many pencils will Deanna put in the fifth box?

89

64

110

88

5. Which answer choice shows these amounts of money in order from least to greatest?

\$7.65 \$0.51 \$2.63 \$6.06 \$6.23

$\$2.63 < \$0.51 < \$6.23 < \$7.65 < \$6.06$

$\$2.63 < \$7.65 < \$0.51 < \$6.06 < \$6.23$

$\$0.51 < \$7.65 < \$6.23 < \$6.06 < \$2.63$

$\$0.51 < \$2.63 < \$6.06 < \$6.23 < \$7.65$

6. What are the qualities of a good leader?

7. Which is more, 1 yard or 4 feet or are they the same?

8. Take a ruler and measure the following items in cm and m.

a. Pencil

b. Paper clip

c. Piece of paper

9. A train left Wyatt's town and traveled for 4 hours and 45 minutes to Millersburg. Then it traveled 35 minutes and arrived in Three Rivers at 7:10 P.M. What time did the train leave Wyatt's town? Circle the correct answer.

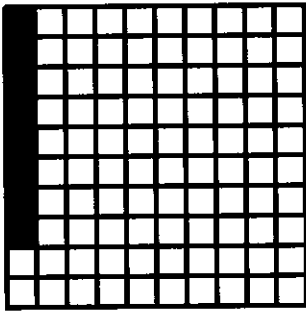
a. 1:50

b. 6:10

c. 7:25

d. 6:35

10. What decimal number is illustrated?



a. 0.06

b. 0.28

c. 0.07

d. 0.08

11. Which sign makes the sentence true?

$$0.610 \text{ ? } \frac{610}{1,000}$$

<, >, =

12. Read the article that is attached to this paper out loud. Then circle any misspelled words and underline any words that should be capitalized.

13. Write about the person that you admire the most. Tell why you admire them and why they are so important to you.

## **SPECIAL EDUCATION COMPONENT**

The Robert J. Brown Leadership Academy will follow federal and state procedures and guidelines to identify students with disabilities, gifted/talented students and English Language learners and provide instructions to meet their individual needs while ensuring academic growth and success. At least 5% of our student enrollment will be exceptional students.

The IDEA guarantees all students with disabilities a “free appropriate public education” (FAPE) in the least restrictive environment (LRE) as determined by IEP team and written IEP. North Carolina special education policies and procedures are in sync with the Federal laws in regards to Categories, Accommodations in Standardized testing, Discipline and Highly Qualified Teachers. Some changes made by North Carolina to be in sync with the Federal laws included:

- a. Change in student’s age to complete school
- b. There is a 90 day timeline from receipt of referral to placement

### **The Process shall include the following**

Program steps

Screening

Peripheral Actions

Support Team Review

Formal Referral for a Comprehensive Evaluation

IEP Team

Inclusion vs. Mainstreaming

Implementing the Plan

Program and Assessment

- Annual review one year after initial IEP
- Goals visited every 45 days
- Re-evaluation every 3 years

The service delivery will be inclusion. All students will be assigned to regular classes with the same curriculum. Special educators will co-teach with regular educators to monitor each child’s unique needs. A major thrust will be the involvement of all stakeholders in the child’s education and efforts in transition and preparation of students with disabilities for employment and postsecondary education

### **Projected Staff**

Robert J. Brown Leadership Academy shall intentionally seek out highly qualified faculty and staff. This shall be done through advertisements, job fairs, and partnerships with local colleges and universities. Our faculty and staff shall be a diverse group of individuals who have one common goal in mind and that is the success of all of our students. They will be held to the highest standards and be examples of leadership and citizenship to our students.

**Screening:** All faculty and staff shall have extensive national background checks completed involving their criminal background, work history, educational history, and work performance if there was any.

**Interview Process:** All faculty shall be interviewed by the Principal and the Board of Directors. The interview process shall include a face to face question and answer period, along with the opportunity to demonstrate their teaching ability in a mock classroom setting. This setting shall include students indicative of our student population. Recommendations from previous employment shall also be considered. A team shall be put together to handle the interviewing process for the school. This team shall consist of the Principal, Vice Principal (if one is in place), community leaders, and Board Members. Final approval rests with the Board of Directors.

**School Leadership:** (the following descriptions are not all inclusive and can be altered if needed)

**Board of Directors:** shall oversee the overall functioning of the school including approving budgets, staff, and faculty

**Principal:** In house leadership of the school that shall enforce all policies approved by the Board and shall manage day to day operations of the school. This person shall meet all licensing and certification standards for the state of North Carolina and any established by the Board of Directors. They are hired and fired by the Board of Directors.

**Vice Principal:** When deemed necessary, Robert J. Brown Leadership Academy will employ a Vice Principal to assist with disciplinary and student conduct concerns. There may be more than one in order to better assist the needs of our students and to ensure a safe and highly effective learning environment. The Vice Principal shall assist the Principal in the day to day operation of the school and shall be hired by the Board of Directors. This person shall meet all licensing and certification standards established by the state of North Carolina and the Board of Directors.

**Teachers/Faculty:** These shall be licensed individuals as required by the state of North Carolina and the Board of Directors for the subject matter that they shall be responsible for teaching. Teachers may be required to teach more than one subject and some will serve as mentors to teachers who have less than 5 years of experience. These persons shall be recommended by the Principal and Vice Principal (if one is in place) and approved by the Board of Directors.

**Staff:** These shall consist of janitors, clerical persons, security personnel (if needed), Guidance Counselors, school nutrition staff, librarians, and any non teaching persons employed by Robert J. Brown Leadership Academy.

**Evaluation of Faculty and Staff:** we shall utilize MyLearningPlan.com to handle evaluations, goal setting, and professional development of faculty and staff. This software is an all inclusive online tool designed specifically for educators.



**Faculty:** The education of our students is our highest priority; therefore, faculty shall be evaluated on a consistent basis. They will be evaluated on the following (this is not an all inclusive listing):

1. Interaction with the school community
2. Ability to effectively administer instructional methodologies
3. Attendance
4. Willingness to go above and beyond for all of our students, not just the ones in their respective classes

In order to do this, teachers shall be observed in their classroom. These observations shall be announced and unannounced. Announced observations shall be completed by School Administration. Unannounced shall be completed by the Board, parents, or community leaders. This will ensure that our teachers are showing a natural desire to see our children succeed. All observations shall be compiled into a formal evaluation that happens every 6 months.

**Staff:** Our staff shall be evaluated based on the department that they serve in. Daily observations will be made and formal evaluations will be given at least once a year.

**1. School Nutrition Staff:** these persons shall be evaluated on how they interact with the students and other members of our community. How they follow all OSHA guidelines and food handling guidelines as established by the federal, state, and Board of Director requirements.

**2. Clerical Staff:** these persons shall be evaluated on their interaction with the entire community. How effective and efficient they are in completing assigned tasks in the required time and to the level that is required. These persons are the first people that the school community will encounter, so their demeanor and disposition play a part in their evaluation.

**3. Guidance Counselors:** these persons shall be expected to stay abreast of current events and updates relevant to their field. They will be expected to know each student by name and connect with the entire community. Any opportunities for our students to excel in community events such as the High Point Chamber of Commerce Teen Leadership Camp, shall be the responsibility of the Guidance Counselor. These opportunities shall be sought out and brought to the attention of Administration and made available to all students that fit the criteria.

**4. Janitorial Staff:** the health of our students is detrimental to their success. Therefore the janitorial staff shall be required to maintain a high level of cleanliness throughout our building at all times, regardless of the time of day. As staff and new positions are added, job descriptions and evaluations shall be created to ensure that these persons are serving our school community at the highest levels.

### **Employment Policies**

Clear expectations shall be created and discussed with all persons employed by Robert J. Brown Leadership Academy. These policies shall be created by the April 2012 deadline and discussed in new hire orientation and periodically throughout the year. Any changes or updates to any of

our policies, shall be discussed in detail with all persons employed by Robert J. Brown Leadership Academy. Accountability and Responsibility is not just for our students, but for the entire Academy community.

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

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

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

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

The Robert J. Brown Leadership Academy will be in compliance with all federal and state regulations for identifying and serving Students with Special Needs. These students will span the special education spectrum from at-risk students, students with disabilities, gifted/talented students to English language students. It is our aim to meet the needs of all of these students to ensure they succeed academically, socially and emotionally. In an endeavor to serve all students who enter the doors of the Robert J. Brown Leadership Academy, at least 5% of the student enrollment will be exceptional students.

Students attending Robert J. Brown Leadership Academy for the first time will be placed in the regular class until current cumulative record is obtained. If previous special education history is noted a meeting will be called with parents to review current paperwork and Individual Education Plan (IEP).

The Robert J. Brown Leadership Academy is cognizant that all of the students attending will not have an Individual Education Plan. For these students an Intervention Team of regular teachers, special education teacher and Counselor will recommend strategies to be implemented for a period to assess possible problems. After a time designated the Intervention Team will reconvene to receive a report of the success or failure of recommended interventions. If the interventions are a success no further referral is necessary and the teacher continues successful interventions and gives periodic updates of student progress.

If interventions are not successful then the student is recommended to the Student Assistant Team (SAT) where more interventions are implemented and classroom observations and screenings. The next step in the process is a formal referral for a comprehensive evaluation and placement with consent from parents.

The service delivery at The Robert J. Brown Leadership Academy will be inclusion where all students will be assigned to regular classes. In the regular classes students will engage the same curriculum as peers but utilizing differentiated teaching and learning styles to reach each student. Special Education teacher will co-teach and serve as a resource for the regular teachers. Research has proven that special education students do well when in the regular class and not singled out. Peer tutoring, peer monitoring, collaborative pairs, and small groups can be used to ensure success. The Robert J. Brown Leadership Academy will also utilize available resources such as local LEA to provide services for a student who would not experience success in the inclusion model.

**Gifted/Talented Learners** – Data will be used from EOG results, entrance assessment results, community involvement activities and teacher recommendation. These learners will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources.

**ELL Students** – At the time of registration parents will complete the Home Language Survey (HLS). This test is to determine English language proficiency. If the parents checks “yes” to any of the three questions on the HLS further screening is encouraged.

The initial test is the Idea Proficiency Test (IPT). This test is given to students in grades K-12 and helps determine the need for ESOL services. It is also used to exit students from the program in K-3. The IPT assess the students’ ability to comprehend and respond to the spoken language. In addition, students in grades 4-12 also take the Comprehensive Test of Basic Skills (CTBS) to determine the need for services and to exit the program. The CTBS focuses on reading and writing skills.

The goal of the State is to provide appropriate education opportunity to all children with disabilities who reside in North Carolina. The purpose is to:

- (a) To ensure that all children with disabilities, ages 3 through 21, have available to them a free appropriate public education that emphasizes special and related services designed to meet their unique needs and prepares them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist the local education agencies, including state operated programs and charter schools, to provide for the education of children with disabilities; and

(d) To assess and ensure the effectiveness of efforts to educate children with disabilities (www.ncpublicschools.org).

**At-Risk Students** – These are the students who are at the borderline of failure according to The Robert J. Brown Leadership Academy standards. These students will be referred for the tutorial program with parents playing a major role in the support and follow through by the student. The student current progress will be gleaned from current levels of performance on bench marks, and review of report card and a plan of action will be developed, signed by student, teacher and parent and implemented. There is a review for progress at the end of four weeks of tutorial.

### **Standardized Testing**

Students with disabilities are encouraged to participate in standardized testing. To be appropriate, accommodations must be identified in the student's Individual Education Plan (IEP), Section 504 plan, or LEP documentation and used regularly during instruction and similar classroom assessments.

#### **Testing Accommodations May Be The Following**

Mark in Book  
Extended Time  
Large Print  
Testing in Separate Room  
Read Allowed  
Dictation to Scribe  
Multiple Test Sessions

### **Highly-Qualified Special Education Teachers**

Highly qualified means that the teacher has obtained full State Certification as special education teacher whether alternate routes or passed State special education licensing exam and hold a license to teach in the State as a Special Education teacher.

These requirements are relevant if the teacher does not teach core subjects. Teachers who teach multiple subjects may participate in HOUSE evaluation covering separate subjects. A separate HOUSE for special education students may be developed.

### **Discipline**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. A student may be removed from his/her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 consecutive school days in the same school year. If more days beyond 10 days occur a meeting is held to determine if behavior is caused by the student's handicap. Academic and special education instruction is provided according to the student's IEP.

The Robert J. Brown Leadership Academy strives to become a high performing school the curriculum will typically focus on nine central factors in planning student education and instruction. These factors are:

1. Using data, that is carefully weighed for content that is essential versus content that is nice to know but not critical for success after graduation.
2. Go to great ends to fully understand the interests, learning style, and aptitudes of each student.
3. Engage parents actively in a discussion of the child's needs and how to meet those needs most effectively.
4. Use proven methodologies to teach to the unique interest, learning style, and aptitudes of each student.
5. Monitor the success and failures of students on an ongoing basis and take appropriate corrective actions.
6. Stay current with research and data on learning and integrate it into the classrooms.
7. Focus on the end results for students, which is to prepare them for the work, college, and family and community participation rather than solely on standards and assessments.
8. Use technology to improve the learning opportunities for students.
9. Break learning down into its smallest incremental parts to guide instructions for students.

These techniques, strategies, methodologies, interventions and innovations are not uniquely suited for just special education and ESL students-they can benefit all students. The results yield improvement for all students. We shall create a culture that supports the belief that all children can learn!

## Academic Calendar for 2013-2014

Aug 26-30 <sup>th</sup>	Teacher's Return/Staff Development
Sept 2	Labor Day Holiday
Sept 3	First Day of School for Students
Sept 6, 13, 20, 27	Early Release for Students/Mandatory Staff Dev.
Sept 27	Interims Go Home
Oct. 4, 11, 18, 25	Early Release for Students/Mandatory Staff Dev.
Nov 8	End of First 9wks
Nov 11	Veterans Day Holiday
Nov 15	Report Cards Go Home
Nov 8, 15, 29	Early Release for Students/Mandatory Staff Dev.
Nov 21-24	Thanksgiving Holiday
Dec 6, 13, 20	Early Release for Students/Mandatory Staff Dev.
Dec 13	Interims Go Home
Dec 23-Jan 3	Winter Break
Jan 10, 17, 24, 31	Early Release for Students/Mandatory Staff Dev.
Jan 20	MLK Holiday
Jan 24	End of Second 9wks
Jan 31	Report Cards Go Home
Feb 7, 14, 21, 28	Early Release for Students/Mandatory Staff Dev
Feb 28	Interims Go Home
Mar 7, 14	Early Release for Students/Mandatory Staff Dev.
Mar 21-30	Good Fri/Spring Break (if Easter falls in April Spring Break will be 4/18-4/27)
Apr 4, 11, 18, 25	Early Release for Students/Mandatory Staff Dev.
Apr 11	End of Third 9 wks
Apr 18	Reports Cards Go Home
May 2, 9, 16, 23, 30	Early Release for Students/Mandatory Staff Dev.
May 26	Memorial Day Holiday
May 30	Interims Go Home
June 7, 14, 21, 28	Early Release for Students/Mandatory Staff Dev.
June 30	Last Day of School/Final Report Cards Go Home

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

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

**Student Conduct and Discipline**

Robert J. Brown Leadership Academy shall follow the disciplinary guidelines of the Guilford County School System as indicated in the Guilford County School's Student Handbook with the below modifications.

<http://schoolcenter.gcsnc.com/education/page/download.php?fileinfo=U3R1ZGVudEhhbmRi b29rMjAxMS0xMi1maW5hbC5wZGY6Ojovd3d3L3NjaG9vbHMvc2MvcmVtb3RIL2ltYWd lcy9kb2NtZ3IvQUxMZmlsZTg3MDE0LnBkZg==>

All matters involving discipline shall be administered using the following tier and shall stay within the Administration and governing board of Robert J. Brown Leadership Academy:

1. Call by teacher to parent
2. Conference with parent and teacher
3. Referral to Principal's office along with meeting with parent, student, and teacher

Suspension and expulsion, shall be recommended by the Principal and approved by the Board of Directors. Both the Principal and parent shall be able to submit documentation to the Board in order to plead their case. Suspension shall be considered both in school and out of school. Expulsion indicates that the student is no longer a part of Robert J. Leadership Academy for that year and must reapply. Reacceptance into our program is at the discretion of the Principal and the Board of Directors.

**Discipline for Exceptional Children:** School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. A student may be removed from his/her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 consecutive school days in the same school year. If more days beyond 10 days occur a meeting is held to determine if behavior is caused by the student's handicap. Academic and special education instruction is provided according to the student's IEP.

**Appeals:** The student, parent, and/or guardian shall be given the opportunity to appeal any disciplinary decision that is passed down. The appeal must be made in writing and submitted within 7 business days to the Board of Directors. The information that is required for the appeal will

be provided in writing to all parties at the time the decision is handed down, regardless of whether or not the individuals involved have indicated that they want to appeal. Upon receipt of the appeal request, the Chairman of the Board shall hold a special meeting to discuss all appeals that have been brought before the board. Further inquiry shall be made and a final hearing shall be held for all parties to submit new evidence. Once the decision is handed down, there shall be no further action taken.

**Bullying:** Bullying of any form, student on student, teacher on student, or employee on employee, shall not be tolerated at Robert J. Brown Leadership Academy. All persons enrolled or employed shall be required to sign a No Bullying Zone contract.

### **TIMELINES**

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

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

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

## **VI. BUSINESS PLAN**

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

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.



Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school
- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.

### **Projected Staff**

Robert J. Brown Leadership Academy shall intentionally seek out highly qualified faculty and staff. This shall be done through advertisements, job fairs, and partnerships with local colleges and universities. Our faculty and staff shall be a diverse group of individuals who have one common goal in mind and that goal is the success of all of our students. They will be held to the highest standards and be examples of leadership and citizenship to our students.

**Screening:** All faculty and staff shall have extensive national background checks completed involving their criminal background, work history, educational history, and work performance if there was any.

**Interview Process:** All prospective faculty shall be interviewed by the Principal and the Board of Directors. The interview process shall include a face to face question and answer period, along with the opportunity to demonstrate their teaching ability in a mock classroom setting. This setting shall include students indicative of our student population. Recommendations from previous employment shall also be considered. A team shall be put together to handle the interviewing process for the school. This team shall consist of the Principal, Vice Principal (if one is in place), community leaders, and Board Members. Final approval rests with the Board of Directors.

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the school and shall be hired by the Board of Directors. This person shall meet all licensing and certification standards established by the state of North Carolina and the Board of Directors.

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In order to do this, teachers shall be observed in their classroom. These observations shall be announced and unannounced. Announced observations shall be completed by School Administration. Unannounced shall be completed by the Board, parents, or community leaders. This will ensure that our teachers are showing a natural desire to see our children succeed. All observations shall be compiled into a formal evaluation that happens every 6 months.

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**2. Clerical Staff:** these persons shall be evaluated on their interaction with the entire community. How effective and efficient they are in completing assigned tasks in the required time and to the level that is required. These persons are the first people that the school community will encounter, so their demeanor and disposition play a part in their evaluation.

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### **Employment Policies**

Clear expectations shall be created and discussed with all persons employed by Robert J. Brown Leadership Academy. These policies shall be created by the April 2012 deadline and discussed in new hire orientation and periodically throughout the year. Any changes or updates to any of our policies, shall be discussed in detail with all persons employed by Robert J. Brown Academy. Accountability and Responsibility is not just for our students, but for the entire Academy community.

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

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

School Administration shall be required to have proper licensure as required by the state of NC and hold no less than a M.Ed. All faculty teaching core subjects shall be required to have the proper licensure as required by the state of NC. Person's teaching specials and non core subjects shall not be required to be licensed teachers. However they must have a proven track record of teaching in their field of expertise and hold at least a Bachelor's degree.

Staff members such as clerical, janitorial, and cafeteria staff will be required to have levels of experience depending on the individual position. All supervisory positions will require 3-5 years of proven experience.

All persons, regardless of position, will go through extensive criminal, education, and work background checks. This is to ensure the safety of our children and our community and prevent fraudulent activity from taking place.

**The Robert J. Brown Leadership Academy shall be an Equal Opportunity Employer**

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

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

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

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

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

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

**PROJECTED ENROLLMENT 2013-2014 – 2017-2018**  
**IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME**

LIST LEA #1                     

LIST LEA #2                     

LIST LEA #3                     

<b>Kindergarten</b>	<b>40</b>										
<b>First</b>	<b>40</b>										
<b>Second</b>	<b>40</b>										
<b>Third</b>	<b>40</b>										
<b>Fourth</b>			<b>40</b>								
<b>Fifth</b>						<b>40</b>					
<b>Sixth</b>									<b>40</b>		
<b>Seventh</b>											
<b>Eighth</b>											
<b>Ninth</b>											
<b>Tenth</b>											
<b>Eleventh</b>											
<b>Twelfth</b>											
<b>LEA TOTALS</b>	<b>160</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>0</b>
<b>Overall Total Enrollment</b>		<b>160</b>			<b>200</b>			<b>240</b>			<b>280</b>

OPERATING BUDGET ROBERT J. BROWN LEADERSHIP ACADEMY

**I. PROGRAM ANTICIPATED INCOME:**

<b>State-Based Funding</b>	708,366	885,458 .00	1,062,5 49.60	1,239,6 41.20	1,416,7 32.80
	0	0	0	0.00	0.00
	0	0	0	0.00	0.00
<b>LOCAL FUNDING</b>	320,000	320,000	480,000	560,000 .00	640,000 .00
	220,000	0	0	0.00	0.00
<b>Total Charter School State Funding (PRC 036)</b>	1,248,3 66.40	1,205,4 58.00	1,542,5 49.60	1,799,6 41.20	2,056,7 32.80
<b>Federal Initial Allotment</b>	256,144	320,180	384,216	448,252 .00	512,288 .00
<b>OTHER FUNDING ( CACFP, GRANTS)</b>	144,000	180,000	216,000	252,000	288,000
<b>Total Charter School Fed Funding</b>	400,144	500,180	600,216	700,252	800,288

**II. ANTICIPATED PERSONNEL EXPENSES**

**SALARIES:**

Administrators (1)	66,835	66,835	66,835	66,835	66,835
Teachers (8 )	256,051	320,064	384,077	448,090	512,102
Teachers Assistant (4)	126,806	126,806	126,806	126,806	126,806
Support Staff (1Clerk,1Nurse,1 librarian,1 IT, 2Cooks,2Custodians,1 Consultant1bus driver)	147,840	147,840	147,840	147,840	147,840
Substitutes					
Wages BT	597,533	661,546	725,558	789,571	853,584

**INCOME TAXES:**

Social Security Rate (7.65%)	45,711	50,608	55,505	60,402	65,299
Retirement Rate (10.51%)	62,801	69,528	76,256	82,984	89,712
Health Benefits (\$240.00 per employee 25)	6,000	6,000	6,000	6,000	6,000
Unemployment Insurance (2.5%)	14,938	16,539	18,139	19,739	21,340

**INSTRUCTION:**

Text Books (\$800.00 per student1ST YR. )	128,000	32,000	32,000	32,000	32,000
Classroom paper and supplies (\$100.00 per student)	16,000	20,000	24,000	28,000	32,000
Computers (Apple 15-inch Mac Book Pro (\$1769.00 per unit))	70,760	0.00	0.00	0.00	0.00
IPADS	40,000	10,000	10,000	10,000	10,000
Software	17,690	5,000	5,000	5,000.0 0	5,000.0 0
Field Trips	4,000	1,000	1,000	1,000	1,000
Smart Class (promethean)	30,000	0.00	0.00	0.00	0.00
Instructional Equipment	12,000	4,000	4,000	4,000.0 0	4,000.0 0
Library and Media Center	10,000	3,333	3,333	3,333.0 0	3,333.0 0
Student assessment (\$25.00 per student)	4,000	1,000	1,000	1,000	1,000
Classroom Furniture (cubbies, tables, chairs, bookshelves, rugs, other)	50,000	10,000	10,000	10,000	10,000
Athletic Equipment/ Playground	35,000	11,667	3,889	1,296	432
Music Equipment	4,000	1,333	444	148	49

**III. ANNUAL OPERATING**

<b>SERVICES AND SUPPLIES:</b>					
Office Equipment and Supplies	12,000	12,000	12,000	12,000	12,000
Office Furniture	8,000	0.00	0.00	0.00	0.00
Book Keeping and Audit	12,000	12,000	12,000	12,000	12,000
Payroll Services	5,400	5,400	5,400	5,400	5,400
Banking Fees	600	600	600	600	600
Legal Services	9,000	9,000	9,000	9,000	9,000
Liability & Property Insurance	14,400	14,400	14,400	14,400	14,400
	0.00	0.00	0.00	0.00	0.00
Special Education Consultant	10,000	10,000	10,000	10,000	10,000
Travel / Conference / Board Retreat	3,500	3,500	3,500	3,500	3,500
Staff Recruitment	2,500	2,501	2,502	2,503	2,504
Internet Services	3,000	3,000	3,000	3,000	3,000
Telephone ( yellow page adv.included)	4,200	4,200	4,200	4,200	4,200
Postage	1,200	1,200	1,200	1,200	1,200
Transportation	10,000	10,000	10,000	10,000	10,000
Health Supplies	1,000	1,000	1,000	1,000	1,000
Pest Control	3,300	3,300	3,300	3,300	3,300
Janitorial Services	6,000	6,000	6,000	6,000	6,000
Waste Disposal	3,300	3,300	3,300	3,300	3,300

<b>FACILITIES</b>					
Mortgage	114,000	114,000	114,000	114,000	114,000
Utilities	60,000	60,000	60,000	60,000	60,000

Maintenance (Repairs +Regular Floor Maint)	18,000	18,000	18,000	18,000	18,000
Fire and Security	2,000	2,000	2,000	2,000	2,000
Insurance	18,000	18,000	18,000	18,000	18,000
<b>Nutrition and Health:</b>					
Food (180daysx5.00x students)	144,000	180,000	216,000	252,000	288,000
Paper products	2,500	500	500	500	500
<b>MISCELLANEOUS EXPENSE:</b>					
Transportation ( Gasoline and maintenance)	5,400	5,400	5,400	5,400	5,400
Insurance on vehicles	2,064	2,064	2,064	2,064	2,064
Debt Services/ Interest Expense	6,000	6,000	6,000	6,000	6,000
Contingency	8,713	170,564	214,277	249,989	285,702
<b>* TOTAL OF ALL EXPENSES</b>	<b>1,648,510</b>	<b>1,592,283</b>	<b>1,745,368</b>	<b>1,896,230</b>	<b>2,049,019</b>
<b><u>TOTAL INCOME ( bring down from line 10 anticipated income)</u></b>	<b>1,648,510</b>	<b>1,705,638</b>	<b>2,142,766</b>	<b>2,499,893</b>	<b>2,857,021</b>



**WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION**

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

ADDITIONAL NOTES:

**SCHOOL AUDITS:**

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

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

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

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

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

Comprehensive General Liability	Hanover Insurance Company
Officers and Directors/Errors and Omissions	Hanover Insurance Company
Property Insurance	Hanover Insurance Company
Motor Vehicle Liability	Hanover Insurance Company

Bonding

Minimum amount:

Maximum amount:

Other

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

*See Resource Manual for Minimums allowed by SBE Policy.*

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

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. We will provide transportation using First Bus transportation services which will stop at designated areas.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility (if known): Brentwood School Building

Address: 1400 Brentwood Street

City/State/Zip: High Point, NC 27260

Description of the Facility:

Total square feet:	38,000 sq. ft
Number of Classrooms:	<u>21</u>
Number of Restrooms:	<u>10</u>
Other Rooms:	_____
Auditorium:	<u>x</u>
Gymnasium:	_____
Music Room:	<u>x</u>
Art Room:	_____
Laboratory:	_____

Ownership:  Fee Simple or x Lease

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

- (a) Term of the Lease: 5 yrs.
- (b) Type of Lease: \_\_\_\_\_
- (c) Rent: \$ 10,000 per month

Name of Landlord: Williams Memorial C.M.E

Address: 3400 Triangle Lake Road

City/State/Zip: High Point, NC 27260

Phone: 336/883-7330 Fax: 336/883-6243

Document inspections for the following:

- (a) Fire: \_\_\_\_\_
- (b) Safety: \_\_\_\_\_

(c) Handicapped accessibility? \_\_\_\_\_

Describe how the maintenance will be provided for the facility. The maintenance position will be filled by advertising, interviewing, and selection process.

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

N/A. Williams Memorial CME Church owns the proposed site.

### **Health and Safety Requirements (G.S. 115C-238.29F(a))**

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

Robert J. Brown Leadership Academy will adhere to all applicable federal, state, and local health and safety laws and regulations. We will provide access to local health and fire department officials for inspection of premises or operations of our school for purposes of ensuring the health, safety and welfare of students and employees.

#### **Safety**

Robert J. Brown Leadership Academy Charter School is committed to the health and safety of all students and employees. The staff will be educated on all requirements. The school will comply with all applicable health and safety laws and regulations, whether federal, state, or local. All staff will be part of an Emergency Plan Team and will be trained in safety policies.

Daily school safety will be enhanced by:

- Uniform dress code for students will identify persons who do not belong on campus
- Visitor sign-in and identification badges will identify school guests
- Students and employees will wear identification name badges
- Additional teacher assistants in each class will ensure faculty familiarity with enrolled students

#### **Fire**

It shall be the duty of the Robert J Brown Leadership Academy. Principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month in each building in his/her charge.

Fire drills shall include all pupils and school employees, and the use of various ways of egress to stimulate evaluation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of the evacuation plan and routes shall be posted in each classroom, hallway and office suite. It shall be the duty of the principal to inspect each of the buildings at least bi-weekly during the regular school session. This inspection shall include cafeteria, gymnasium, storage rooms, auditorium/multipurpose room as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

### **Storms & Tornadoes**

Storm-safe areas will be designated for each class and office suite. These will be located on the ground floor away from windows and along structural walls. In the event that the National Weather Service issues an imminent threat of severe storms or tornadoes, the Principal will alert all classes and personnel to proceed to storm-safe areas as opposed to fire-safe areas. Storm drills will occur at the beginning of each regional storm season. These will be carried out in the similar fashion as fire drills.

### **Evacuation**

Building evacuation plans will be posted in *each classroom*, hallway and office suite. The principal shall be responsible for training the staff in proper evacuation procedures. The teachers and staff will train the students on proper building evacuation plans.

### **Bomb Threat/Explosion**

The principal will train the staff of the proper steps to follow in the case of a bomb threat or explosion. The principal will also be responsible for notifying law enforcement officials. The custodian or a designated staff member shall be responsible for turning off the gas lines to the buildings. Two-way radios will not be used and the bell system will be turned off. The staff shall be notified by code that there is imminent danger. Teachers will keep students calm and evacuate their classes from the buildings.

### **Intruder on Campus**

If a dangerous person is located on or near the campus, the principal shall notify the staff by code. Teachers will be trained on proper lock down procedures and proper signaling techniques. The bell system will be turned off. Each classroom will have visual signals to notify the principal and law enforcement of the situation within their classroom.

### **Weapon on Campus**

The principal shall notify law enforcement officials. The weapon and the individuals that own or possess the weapon shall be turned over to law enforcement officials immediately.

### **Hostage Situation**

The same procedures will be followed as when an intruder is on campus. Teachers will lock down their classrooms and use signaling techniques to advise the principal and/or law enforcement of the situation in their classroom.

### **Missing or Runaway Student**

In the event of a missing or runaway student, the principal will notify law enforcement and the student's parents or guardians.

### **Food Inspections**

Food service and inspections shall be provided by a private vendor who shall, as part of contractual arrangements, ensure that the program will operate in accordance with federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. In addition, the Food Service Committee and Board of Directors shall assure that the program operates in accordance with the guidelines.

The school cafeteria/feeding areas shall be operated in compliance with sanitation and inspection rules, regulations and requirements delineated by Martin County and the North Carolina Board of Health. All sanitation ratings shall be posted in a prominent location for review by the public

### **Hazardous Chemicals**

All hazardous chemicals will be handled, stored, maintained and disposed of in a manner consistent with all federal, state and local laws, rules and regulations.

### **Bloodborne Pathogens**

In accordance with the regulations established by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the North Carolina Occupational Safety

and Health Bloodborne Pathogens Standard, the Robert J Brown Leadership Academy shall have in effect a Bloodborne Pathogens Exposure Control Plan. The plan shall be designed to eliminate or minimize employee exposure to infectious bodily fluids and bodily secretions. The plan will include appropriate employee training and specific precautions that all employees must take when dealing with blood and other bodily fluids.

The Robert J Brown Leadership Academy will comply with all laws, regulations and ordinances established by the jurisdiction in which the school resides regarding bloodborne pathogens. Our Exposure Control Plan for bloodborne pathogens will apply to all staff, students and others who have the potential for occupational or accidental exposure to blood or other potentially infectious materials. The objective of this plan will be to prevent and minimize exposure. It will be the responsibility of each employee to adhere to the policy of the Robert J Brown Leadership Academy

- a. It is generally considered that school employees constitute a category II or III risk level of exposure to bloodborne pathogens.
- b. Category II employees are those who deal with sick or injured students, check for head lice, or handle waste.
- c. Category III employees generally are persons with little or no risk of contact with bloodborne pathogens.

All school employees whose job description involves direct contact with children will receive training specific to infection control with regard to bloodborne pathogens prior to the opening of school. Employees will be responsible for attending health and safety orientation annually. Direct contact staff will be encouraged to obtain Hepatitis B vaccinations. If a staff member chooses not to be vaccinated, a refusal form shall be signed by the staff member and filed in the employee's staff file.

### **Exposure Control**

All blood and body substances are considered potentially infectious and will be handled in the same manner to prevent transmission of infectious agents. Personal protective equipment (PPE) will be kept available in each classroom of the school. This will consist of latex gloves, non allergenic gloves, and resuscitation mask. Gloves will be worn during head lice checks and at any time contact with blood or body substances is likely. Mouth to mouth resuscitation will be performed using a resuscitation mask. Hand washing facilities with hot and cold running water, soap and an approved drying device will be readily available for use. Hands will be washed after contact with any blood or body fluid and immediately after gloves are removed.

1. Any staff or child who is diagnosed as having bloodborne diseases, such as AIDS, HIV, HBV, etc., shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health and Natural Resources, Division of Health Services will be observed.
2. When an employee or child is diagnosed with a bloodborne pathogen, the following procedure will be followed:

- a. Strict confidentiality of the infected individual will be observed. Only the panel outlined below and those individuals delineated by the panel will be advised of the individual's condition. All involved will sign a statement of confidentiality.
- b. A determination from the individual's physician will be obtained as to the individual's ability to return to school/duties. If the individual is determined to be able to return to school/duties, a panel that consists of the staffer in the case of a child, the child's parents, the staff or child's physician, the Principal, and a member of the Safety Committee will be formed. This panel will determine who needs to be aware of the individual's condition, and the infection control measures to be followed, hi the case of an employee, determinations will also be made regarding the modification of the employee's duties to provide for increased safety of all employees and students, if necessary.

### **Diabetes Care Plans**

The Robert J Brown Leadership Academy will ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in the charter school. In particular, Robert J Brown Leadership Academy will require the implementation of the procedures set forth in those guidelines for the development and implementation of individual diabetes care plans. The Bear Grass Charter School, Inc. also will make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The Board of Directors will report to the State Board of Education annually, on or before September 1, whether they have students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S.

### **Immunization of Students**

Kindergarteners must have completed their immunizations and must have a physical examination by the first day of the school year.

### **Immunization Plan**

- Upon enrollment, the immunization record will be requested for review.
- If the record is available, an appropriate school staff member will review it. If the student is in full compliance, the record will be copied and filed with the appropriate agency.
- Students who are exempt will provide a state approved exemption and will be considered in compliance.
- If the student is in partial compliance, the parent/guardian will be given a checklist of necessary



- Immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the County Health Department. If non-compliance persists, follow-up phone calls and/or cards will be made/sent to the student's caretaker. One week before the beginning of classes a final notice will be sent. Non-compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.
- Parents/guardians will be strongly urged to complete the full, recommended immunization.

### **Fire and Safety Regulations**

Robert J. Brown Leadership Academy Charter School will meet the building (fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. Robert J. Brown Leadership Academy Charter School will conduct Fire Drills every month, organized by the Safety Committee, according to the following guidelines:

- The staff and students will be notified that a fire drill will occur within a few days, to reduce emotional disturbance.
- The staff responsible will notify the fire department immediately prior to the drill.
- A designated employee will then set off the alarm, reset the alarm system and monitor the drill.
- When the alarm sounds, staff will follow the procedures in the Fire Plan.
- A fire drill evaluation will be compiled by the Director and submitted to the Safety Committee.
- All fire drill evaluations will be kept in the Safety file.

#### **In the event of fire these guidelines will be followed:**

- Report a fire by activating a fire alarm.
- Take account for all students, staff and visitors that are in your care.
- Evacuate all persons from immediate danger and follow the Evacuation Plan.
- Report your situation to the Director and be prepared to follow his/her instructions.
- Upon activation of any fire alarm, the secretary or administrative staff will notify the fire department; and the remainder of the staff and students will follow the evacuation plan.
- Once the previous steps have been completed, if the fire can be extinguished without danger to anyone, steps may be taken to extinguish the fire.

### **Food Inspections**

Robert J. Brown Leadership Academy Charter School will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will meet with the local health inspector if

necessary to discuss the school's food service plans and ensure steps to compliance. The school will cooperate to correct any food service issues found during the inspections.

### **Hazardous Chemicals**

Robert J. Brown Leadership Academy Charter School will educate and provide training and assistance when handling hazardous chemicals. It is the goal to have limited contact with these items. The school's intent will be that no students would come in contact with these chemicals. The storage of these chemicals would be in a locked cabinet and only used by trained staff members. If chemicals are used to support educational activities it will be under the direct supervision of a trained staff member, students will be given the proper training and protective equipment. The chemicals will be appropriately stored after use. The school will comply with OSHA's Hazard Communication Standards.

### **Bloodborne Pathogens**

Robert J. Brown Leadership Academy Charter School will comply with the Occupational Safety and Health Administration Blood Borne Pathogens Standard, 29 CFR 1910.1030. Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

Classrooms will be provided with protective equipment including latex gloves, non-latex gloves (non-allergenic gloves) and a resuscitation mask. All employees will be given the appropriate training and given opportunities to ask questions.

### **Diabetes Care Plan**

Robert J. Brown Leadership Academy Charter School is aware that an increasing number of children are being diagnosed with diabetes and that schools are required to be part of the diabetes medical management plan. We would create an "individual diabetes care plan" at the written request of a student's parent or guardian. This plan would involve the parent or guardian, the student's health care provider, the student's classroom teacher, the student if appropriate, the school nurse if available, and other appropriate school personnel. The diabetes care plan would include the responsibilities and appropriate staff development for teachers and other school personnel, an emergency care plan, the identification of allowable actions to be taken, the extent to which the student is able to participate in the student's diabetes care and management, and other information necessary for teachers and other school personnel in order to offer appropriate assistance and support to the student. We would ensure that the diabetes care plans meet or exceed the American Diabetes Association's recommendations.

## **Parental Education**

Information regarding Meningococcal Meningitis and Influenza, and their vaccines will be provided at the beginning of each year. Information regarding Cervical Cancer, Cervical Dysplasia, Human Papillomavirus, and their vaccines will be provided at the beginning of the year available to prevent diseases. At the beginning of each school year, we will provide information about the transmission and potential consequences of Meningococcal Meningitis, Influenza, Cervical Cancer, Cervical Dysplasia, and Human Papillomavirus. We will inform families of the vaccines available to prevent these diseases and give them information where they can receive more information and receive vaccines for their children (such as clinics provided by the local health department, etc.)

## **Additional Safety Procedures**

### *Tornado*

Robert J. Brown Leadership Academy Charter School will be equipped with a National Weather Service Radio with an audible alarm, which helps us to monitor during threatening weather conditions. The National Weather Service conducts weekly radio tests. In the event a tornado warning is issued during school hours, children and staff will be moved to interior rooms with structural supporting walls.

### **Power Outage**

Robert J. Brown Leadership Academy will follow the instructions of the local power company (City of High Point) to provide safety for the staff and children. If evacuation is ordered, all attempts will be made to keep the students safe until all students can be transported to the designated reception area in private cars. Each student will receive the "Emergency Planning Information" provided by the City of High Point.

## **VII. LEA IMPACT STATEMENT**

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

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

## **VIII. APPENDICES (OPTIONAL)**

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

**VIII. SIGNATURE PAGE**

The foregoing application is submitted on behalf of Robert J. Brown Leadership Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Robert Williams

Position: Founder

Signature: *Robert Williams*

Date:

Sworn to and subscribed before me this

6 day of March, 2012.

*Gladys A. Cooper*  
Notary Public Official Seal



My commission expires: 11-12, 2014.



# Guilford County Schools

## MEMORANDUM

**TO:** State Board of Education  
**FROM:** Beth Folger, Chief Academic Officer  
**DATE:** April 11, 2012  
**RE:** Receipt of Charter School Application

Please accept this memorandum as a receipt verifying that pursuant to G.S. 115C-238.29B(d), Robert J. Brown Leadership Academy provided a of its charter school application to Guilford County Schools on April 11, 2012.

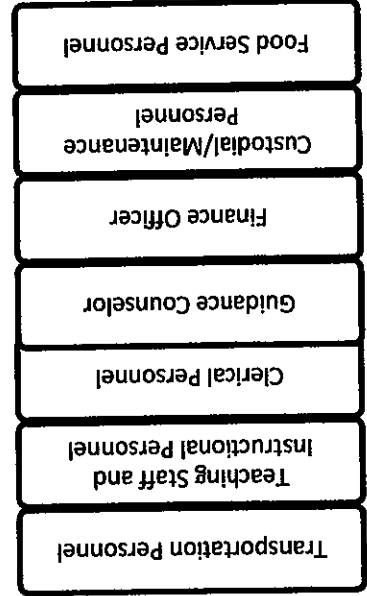
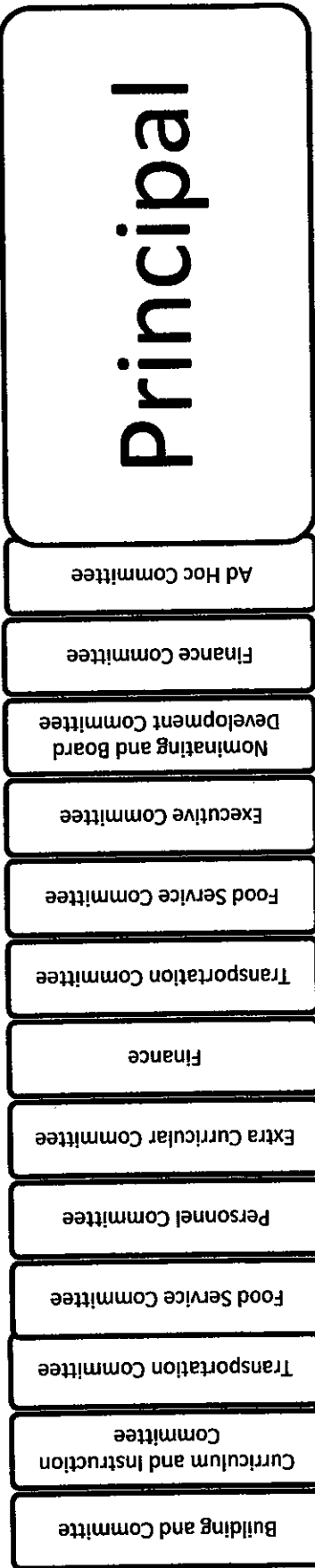
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Dr. Beth Folger, Chief Academic Officer

# Robert J Brown Leadership Academy

## Organizational Chart

# Board of Directors



**Vicki Walker Alston**  
**1713 Scarborough Road**  
**High Point, North Carolina 27265**  
**H: 336-887-2590 C: 336-906-7837**  
[vicki.alston@gmail.com](mailto:vicki.alston@gmail.com)

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### **MANAGEMENT-CUSTOMER SERVICE -OPERATIONS**

Highly focused, result-oriented leader with more than 25 years of outstanding performance in management, customer service and sales. Excellent interpersonal and communication skills are used to develop and maintain customer relationships. Highly respected and valued by peers and employees for positive and practical management style, integrity, hard work, and business expertise.

- Proficient in learning complex, deadlines-driven initiatives with profitable financial results
- Able to develop goals and strategies to support business
- Proven track record of accurately completing research, analyzing data and developing marketing plans within demanding time frames
- Written funded grants and 501 (c)(3)s

### **CAREER SUMMARY**

PRIBA FURNITURE SALES AND INTERIORS, HIGH POINT, N.C. 1982-present

Manager (1990-Present)

Commissioned Sales Representative (1982-1990)

### **EDUCATION**

MPA, Public Administration, High Point University, High Point, NC-Cum Laude, 2006.

BA, Communications (Public Relations) North Carolina A & T State University, Greensboro, NC 1990.



## **Michelle Bodie-Anderson**

**1010 Charing Cross Lane**

**High Point, NC**

**(336) 882-2479**

### **PROFESSIONAL PROFILE**

Masters in Counseling/Human Resources, graduate with record of success in management, and marketing at local and state level. Creative problem solver with the ability to resolve conflict, improve moral and consistently exceed organizational goals.

### **EXPERIENCE**

North Carolina Agricultural & Technical State University-Greensboro, N.C. 2009-Present

Early/Middle College Liaison

Guilford County Schools-T. W. Andrews- High Point, N.C. 2005-2009

Career Development Coordinator/Special Population Coordinator

Life Span- High Point, N.C. 2003-2005

Coordinator/Qualified Developmental Disable Professional

### **EDUCATION**

North Carolina Agricultural and Technical State University-Greensboro, N.C.

➤ Masters of Science- Counseling/Human Resources 1994

➤ Bachelor of Science- Psychology 1976

N.C. workforce Development Training Center- Raleigh N.C.

➤ Career Development Facilitator 2006

N.C. Department of Health and Human Services

➤ Conflict Management 2003

➤ Interaction, Communication, & Positive Support 2004

➤ Person Centered Planning 2004

➤ Train the Trainer 2004

**ANGELA B. DAVIS**

**1725 Deep River Road  
High Point, N.C. 27260  
Phone: (336) 889-4356**

**EDUCATION**

May 1982 Bachelor of Social Work  
J.C. Smith University, Charlotte, NC

May 2005 Guilford Technical Community College  
Jamestown, N.C.-Additional course work-Early Childhood Education

**PROFESSIONAL EXPERIENCE**

09/1997 to Present Owner /Executive Director, Kid Appeal learning Center, Inc.  
To control the business affairs of Kid Appeal Learning Center, Inc. To establish and maintain good working relationships with the community and parents receiving services at the child care center.

09/1995 to 07/1997 Social Worker II, Guilford County Department of Social Services Child Day Care Unit  
Responsible for determining and re-determining the eligibility of applicants /receipts requesting assistance under the Child Care Program. Duties included skillful interviewing, informing the applicant of the requirements for the program, filing out numerous forms, assessing the applicants situation and contacting other agencies if necessary.

01/1994 to 05/1995 Social Worker II, Wake County Department of Social Services Child Day Care Unit  
Visit area day care centers to assist Director with DSS child care subsidy program if they were receiving or interested in participating in the subsidy program. Training and speaking at the community college about N.C. day care rules and regulations.

**BRUCE E. DAVIS**  
**1010 Greensboro Road**  
**High Point, N.C. 27260**

**Phone: (336)889-4356**

**[brucedavis@triadbiz.rr.com](mailto:brucedavis@triadbiz.rr.com)**

**Mobile: (336)688-2431**

**SUMMARY**

Experienced business professional offering excellent proficiency demonstrating over 30 years progressive accountability in government, business, non-profit, and military organizations.

- Extensive experience in leadership roles with executive management utilizing strong communication skills and proactive problem solving abilities.
- Work well in team environment or independently to accomplish major organizational goals.

**EDUCATION**

High Point University-High Point, N.C.

Masters in Non Profit

May 2013

Significant Course Work: Organizational Theory and Behavior, Strategic Planning, Advocacy and Public Policy, Management and Executive Leadership

High Point University-High Point, N.C.

May 2007

Bachelor of Science in Business Administration

Guilford Technical Community College-Jamestown, N.C.

Associates in Applied Science Business Administration

May 1997

**PROFESSIONAL EXPERIENCE**

President/COE Kid Appeal learning Center, Inc.

April 1997- Present

Guilford County Board of Commissioners  
Present

November 2002-

Chairman of Guilford County Board of Commissioners

December 2004-December 2005

United States Marine Corp (Aviation)

April 1975-August 1995

**Constance A. Epps**  
**2417 Wildcrest Ct.**  
**High Point, N.C. 27265**

**WORK EXPERIENCE**

Guilford County Health Department	1986-Present
Public Health Dentist Guilford County Health Department- Greensboro, NC & High Point, NC	
Clinical Supervisor	1991-present
Dental Director	1990-1991
Public Health Dentist State of North Carolina	1980-1974
Teacher United States Government	1973-1974
Torrejon Air Force Base Madrid, Spain	
Coagulation Technician	1971-1972
Blood Research Institute, Harvard University Boston, Mass.	

**EDUCATION**

Bennett College 1971 B.S. Biology Teaching Certification

- Bennett College Scholarship

Howard University 1997 D.D.S.

- Dr. Raymond L. Hayes Scholarship

Saint Elizabeth's Hospital 1980 General Dentistry Residency

University of North Carolina-Chapel Hill 1990 MPH

Masters of Public Health in Health Policy and Administration, Dental Concentration

Outstanding College Students of America

Delta omega national Public health Honor Society

**CHRISTOPHER E. GILLESPIE**  
**1607 Cos Cob Court**  
**High Point, N.C. 27265**  
**(336) 905-1733**  
Cgillespie40@ymail.com

**Education**

Masters of Arts in Public Administration/Non-profit management, High Point University

Bachelor of Arts in public Relations, North Carolina A & T State University

Internship, Center for Creative Leadership

**Professional Experience**

West End Ministries- High Point, N.C. 2007-Present

Executive Director

Guilford County Schools- High Point/Greensboro, N.C. 2005-2010

English Teacher/Tutor/ACES Director

Moses Cone Hospital- Greensboro, N.C. 2000-2006

Mental Health/Substance Abuse Counselor

Alltel Communication- Greensboro, N.C. 1998-2001

Major Accounts Manager-Direct Sales

## **ANNIE TYSON JETT, PHR**

Accomplished professional experience in driving individual and organizational success with start-up and Fortune 500 experience. Strategic leader with operational managerial, as well as community outreach, public relations, human resources, and organizational development experience. Recognized as an innovative, knowledgeable, action-oriented and ethical leader with a customer-centric style. Strong employee relations and communication skills. Highly effective in vertical and matrixed environments.

### **PROFESSIONAL EXPERIENCE**

B & C Associates, Inc., High Point, NC	November 2007-Present
President and COO	January 2010-Present
Senior Vice President and Chief Human Resources officer	November 2007-December 2010
Piedmont Triad Partnership, Greensboro, NC	
Director, WIRED Advanced Manufacturing Cluster	January 2007-November 2007
Sara Lee Corporation	1988-2006
Director, Human Resources	(Brand Apparel, Winston Salem, NC 20003-2006
Director, Organization Diversity & Development (Intimate Apparel, Winston Salem, NC 1992-1994)	
Manager, Employee Benefits	(Intimate Apparel, Winston Salem, NC 1990-1992)
Manager, Employee Benefits	(PYA/ Monarch, Inc. Greenville, SC 1989-1990)
Manager, Employee Relations	(PYA/Monarch, Inc. Atlanta, GA, 1988-1989)

### **EDUCATION**

NC A & T State University, Greensboro, NC, BS Degree, Professional Mathematics

Post graduate Business studies at University at Greensboro and NC Wesleyan College

Rev. Lillie Madison Jones  
1105 Cedrow Drive  
High Point, North Carolina 27260  
(336) 688 9512 (cell)

### **EDUCATION**

- 2011 Professional Christian Coaching Institute, Certified Professional Life Coach
- 2011 Coach and Consultant for Strengthening the Black Church for the 21<sup>st</sup> Century
- 2010 Graduated from Shalem Institute for Spiritual Formation-Bethesda, MD
- 2003 Hood Theological Seminary, Salisbury, N.C., M. Div.
- 1986 Virginia Polytechnic Institute and State University, Blacksburg, Virginia, Ed.D. in Educational Administration, 1986. Certificate of Advanced Graduate Studies, 1984. Doctoral Dissertation: The Relationship Between Administrative Knowledge of Regulations, Local Constraints, and the Degree of Special Education in Selected Education Agencies (1986).

### **PROFESSIONAL EXPERIENCE**

- 2008-  
District Superintendent—Lake Norman District (WNCC)
- 2006-2008 Director of Ethnic and Justice Ministries Organized Leadership Development for Ethnic Clergy
- 2001-2006 Senior Pastor of Faith & St. Paul United Methodist Churches, Mooresville, NC
- 2000-2001 Yate School Development Consultant, New Haven, Conn
- 1999-2000 Interim Superintendent for Guilford County Schools
- 1993-1999 Deputy Superintendent for Guilford County Schools
- 1993-2000 Center for Creative Leadership Graduate including Leadership

**Nichica F. Melton**

209-640-4814

[nichica@ymail.com](mailto:nichica@ymail.com)

**Education:** Grand Canyon Univ. (June 2006)      University of North Carolina at Chapel Hill (May 1997)  
M. Ed Admin      BA – Communication Studies

**Experience:**

**Martin Janitorial Corporation**

(March 2011-present)

Office Manager

- Handle day to day operations
- Interview potential employees
- Maintain client, vendor, and employee databases
- Work with clients to ensure that services were performed to their standards

**Ford Direct Marketing**

(October 2010-December 2010)

AT&T Solutions Provider

- Met and exceeded door to door sales goals
- Effectively built referral base with existing clients

**Lammersville Elementary School District /Tracy Unified** (March 2008-July 2010)

Substitute Teacher Grades K-12

**Beebe Memorial Cathedral**

(June 2007-October 2007)

Assistant Pastor

- Created and facilitated programs for the youth ministry that were aligned with the overall vision of the Church
- Handled operations of the church in the absence of the Pastor
- Managed and trained staff of volunteers

**Sigma 7**

(October 2006-December 2006)

Office Manager

- Efficiently maintained and handled day to day operations
- Effectively communicated with all internal and external customers
- Consistently handled multiple telephone lines, scheduling, generated reports, and met all deadlines

**To Serve With Love Ministries**

(October 2002-February 2006)

Childcare Center Director/Administrator

- Evaluated teachers on a weekly, monthly, and quarterly basis
- Created and implemented more efficient accounting practices
- Worked hand in hand with the owner to ensure consistent improvement
- Maintained effective communication with current and prospective parents

**The Vanguard Group**

(November 1998-February 2002)

Participant Services Administrator (Call Center)

- Effectively managed the case load for 50+ 401K clients
- Resolved money transfer or exchange issues
- Trained New Employees Within Department
- Effectively worked hand in hand with Department Manager

Participant Services Senior (Call Center)

- Effectively managed 13+ employees
- Assisted in interview/hiring process
- Handled elevated/escalated calls

**Skills:** Multi-task and detail oriented, self starter, organized, dependable, problem solver

**Software Experience:** Microsoft Office Suite, Microsoft Publisher, 70 WPM. Quickbooks Pro



**PRIDELL L. McCORMICK**  
**312 Belgian Drive-Archdale, NC 27263**  
**Home Phone: (336) 869-1332**  
**Mobil Phone: (336) 870-1061**

**Career Objective**

To grow professionally while using my interpersonal and managerial skills to enhance and/ or produce quality programs.

**Work Experience**

2006-Present	Macedonia Family Resource Center Executive Director	High Point, N.C.
1999-2006	The Boys and Girls Club of Greater High Point Club Director	High Point, N.C.
2003-2006	Big Brother/Big Sisters of the Central Piedmont Case Manager	High point, N.C.
1997-1999	Salvation Army Boys and Girls Club, Carson Stout Unit Education Director	High Point,NC
1994-1997	Cannon Memorial YMCA Director of Child Development	Kannapolis, N.C.

**Education**

North Carolina Agricultural & Technical State University, Greensboro, N.C.  
Candidate for Masters of English, African American Literature, December 2006  
Barber-Scotia College, Concord, N.C.  
Bachelor of Arts- English, May 1977

**Linda Lee Pierre**  
**1018 Old Winston Road**  
**High Point, N.C. 27047**  
[lpierrelee@aol.com](mailto:lpierrelee@aol.com)

**EDUCATION**

Roanoke College

Salem, Va. 24153

Major: Psychology

Minor: Education

Concentration: Written Communication (Journalism)

High Point University

High Point, N.C. 27265

AIG K-12 Certification

September 2010-Present

**WORK EXPERIENCE**

GAMSEC

Greensboro, N.C.

NC A & T State University

Teacher-8<sup>th</sup> grade

Language Arts

October 2008-May 2011

Welborn Middle School

High Point, N.C.

Teacher-6<sup>th</sup> grade; 8<sup>th</sup> grade

Language Arts/Social Studies/Reading

August 1999-Present

Roanoke City Schools

Roanoke, Va.

Teacher Assistant/Teacher

Exceptional Children

October 1998-June 1999

**GEORGIA LEGRANDE SHEPARD**

**#5 Rehobeth Court  
Greensboro, N.C. 27406  
(336) 379-9212**

**EDUCATION:**

High Point University, High Point, N.C.	May, 2009
Certification in School Administration	
University of North Carolina at Greensboro, Greensboro, N.C.	May 1991
Masters of Education- Cross Category Special Education	
N.C. Agricultural & Technical State University, Greensboro,N.C.	May 1977
Masters of Science in Education-Early Childhood Education	
Alabama State University	May 1971
Bachelor of Arts & Sciences-Elementary Education	

**WORK HISTORY**

May 10, 2004-June 30, 2010	Exceptional Student Program Coordinator	Butner, N.C.
	Polk Correctional Institution	
May 2006-June, 2010	Readiness Instructor	
	Vance-Granville Community College	
February 1973- April 2004	Exceptional Children Teacher	Greensboro, NC
	Guilford County Schools	

**BERNITA SIMS**  
**1720 Candlewood Court**  
**High Point, NC 27265**  
336-883-9146-hpwone@northstate.net

**Professional Summary**

To utilize my personal and professional experience to help others in my community through social programming, and partnerships with non-profit and service oriented organizations.

**Experience**

High Point City Council December 2002-Present

Councilwoman

Responsibilities

- Policy development and approval for the City with a population of 104,000 residents
- Decision making on land use, zoning, contracts and an annual budget of \$784 million

La-Z-Boy Furniture

September 1977-May 2006

Human Resource Generalist

Responsibilities

- Monthly reporting to OSHA; posting job openings; annual reviews of existing employees; Management of benefits program, i.e. health insurance, leave accrual's and wellness program

Omega Realty

May 1995-August 1997

Vice President-Operations

- Managed day-to-day operations for 13 housing communities, including financial reporting to HUD

**Education**

UNC Wilmington

Fall 2003

University of the District of Columbia

1970-19



## **Robert J. Williams Jr.**

**2511 Kersey Road  
Greensboro, N.C. 27406**

**(336) 273-9029**

[pastorrobtwns@aol.com](mailto:pastorrobtwns@aol.com)

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### **Objective**

Committed to helping individuals fulfill their leadership potential.

### **Work History**

Williams Memorial CME Church	Pastor	High Point, N.C	1977-Present
Erwin Temple CME Church	Pastor	Monroe, N.C.	1972-1977
IBM	Logistic Specialist	Greensboro, N.C.	1973-1980

### **EDUCATION**

1972 Bachelor of Science in Math N.C. Agricultural & Technical State University  
Greensboro, N.C.

1985 Divinity Courses Shaw University Raleigh, N.C.

### **ACCOMPLISHMENTS**

Built a 400,000 Sanctuary, 1992

Built a \$5,000,000.00 Facility, 2004

Hosted the largest CME Church National Youth conference, 1993

Williams's Memorial CME Church membership increased to 190 to 1500 members

### **Community Boards and Committees**

Communities In Schools

School Health Advisory Committee

High Point Chapel Advisory Committee

Director of Evangelism- Durham District

Heart of high point Advisory committee

Trustee board of Christian education- Durham

