

Community Meetings, Educational Need (Survey Results) & Media Exposure

Community Meetings

June 2, 2017 – Community Survey is disseminated by social media, flyers, and media outreach

June 2, 2017 – Mebane STEAM Academy Facebook Page is established (presently with 68 members)

June 22, 2017 – Conference call with Mayor Glendal Stephenson of Mebane. Discussed the current and future need for educational choice here in Mebane. Was invited to come to the next City Council meeting and present the idea for the charter school.

July 7, 2017 – Meeting with Chris Rollins the Assistant City Manager to discuss the school, how the city can help, locations and timeline.

July 10, 2017 – Presented at the July City Council meeting. Discussed the need for more educational options, the charter process and distributed flyers for the survey and about the school. (60 people were present)

July 12, 2017 – Meeting with Chris Rollins and David Cheek (City Manager) about what the city could do to help, additional location suggestions, timeline and what help was needed.

July 13, 2017 – Paper article about the charter application is written by Kristy Baily and published in *The Alamance News*

July 19, 2017 – Paper article about the charter application is written by Jessica Williams in *Burlington-Times News*

September 2, 2017 – Survey is closed with 297 people participating

September 15, 2017 – First Annual Family STEAM Night is held in Mebane. Over 70 children come with their parents to enjoy STEAM activities and learn more about the school.

Survey Results

To assess community, need for a charter school in the Mebane area, we launched a survey in June 2017 and asked the community a total of ten questions. The survey was taken by a total of 297 people in the Mebane area. We asked those surveyed what educational options they would like in the Mebane area. Of those surveyed 80% (237 people) would like to have a public charter in the area. This suggests the need and desire for the community to have a charter school in the Mebane area. We have seen a strong support through emails, phone calls, and Facebook posts from parents with a desire to bring a challenging academic curriculum to their students/children.

Q2: What education options would you like to see available for your pre-K through 8th-grade children in the Mebane area?

Answered: 294 Skipped: 3

| ANSWER CHOICES | RESPONSES | |
|--|-----------|-----|
| Public school choice | 37.76% | 111 |
| Public charter school(s) | 80.61% | 237 |
| Affordable private (non-religious) school(s) | 45.58% | 134 |
| Affordable private (religious) school(s) | 36.05% | 106 |
| Other (please specify) | 4.08% | 12 |
| Total Respondents: 294 | | |

To assess what parents feel is the important component (after reading, writing and math) for their children’s education we asked them to pick their top 10 out of 15 answers. Respondent answers varied widely, but the top five answers were: 1) the arts; 2) problem solving/applied learning; 3) developing social skills; 4) computer/technology skills; and 5) academic challenges. The STEAM educational philosophy encompasses these skills coupled with the Core Knowledge curriculum and problem-based and project-based education, the Mebane STEAM Academy will provide parents with a school that encompasses all the parent’s top educational desires.

Q3: After basic literacy (reading, writing, and mathematics), what do you think are the most important components of pre-K through 8th grade education (please pick up to 10)?

Answered: 280 Skipped: 17

| ANSWER CHOICES | PERCENTAGE | RESPONSES |
|---|------------|-----------|
| Arts (e.g. drawing, music, drama) | 75.71% | 212 |
| Problem solving/applied learning | 67.50% | 189 |
| Develop social skills | 64.29% | 180 |
| Computer/technology skills | 55.36% | 155 |
| Academic challenges | 53.21% | 149 |
| Life sciences (biology/health) | 53.21% | 149 |
| Outdoor activities | 53.21% | 149 |
| Physical education | 53.21% | 149 |
| Foreign languages | 51.07% | 143 |
| Science | 49.64% | 139 |
| Leadership development | 48.57% | 136 |
| Teamwork | 43.57% | 122 |
| Community service | 43.21% | 121 |
| Independent learning/exploration | 43.21% | 121 |
| Social sciences (history/geography/political science) | 41.43% | 116 |
| Sports | 33.57% | 94 |
| Environmental awareness | 32.14% | 90 |
| Physical sciences (geology, chemistry) | 32.14% | 90 |
| Projects | 16.07% | 45 |
| Other (please specify) | 5.36% | 15 |
| Total Respondents: 280 | | |

Powered by  SurveyMonkey

The survey asked the parents how well that they felt that the local schools were doing to prepare their children with the skills that they identified as important. The parents expressed that their schools were neither great nor horrible at teaching these skills. More that the schools were average in preparing their children for the future. At the Mebane STEAM Academy we will provide an academically challenging environment that strives to provide all of the skills/challenges that parents in this area want for their children.

Q5: How well do you feel that you local school options are preparing your child(ren) with the skills/activities you selected above?

Answered: 270 Skipped: 27

| ANSWER CHOICES | AVERAGE NUMBER | TOTAL NUMBER | RESPONSES |
|------------------------|----------------|--------------|-----------|
| | 50 | 13,450 | 270 |
| Total Respondents: 270 | | | |

This question was on a 0-100 scale with 100 being great.

We also wanted to assess if the community was familiar with the STEAM educational approach. Of those surveyed, 193 had heard of the curriculum.

Q6: Have you heard of project-based STEAM (Science, Technology, Engineering, Arts and Math) curriculum?

Answered: 277 Skipped: 20

| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 69.68% | 193 |
| No | 25.27% | 70 |
| Not sure | 5.05% | 14 |
| TOTAL | | 277 |

Powered by  SurveyMonkey

Finally, when asked if they would be interested in enrolling their kids in a charter school in Mebane, 218 (80%) said yes. The respondents were also asked if they would like to provide an email address for future school-related contact and 153 responded, with 340 children on a waiting list for the school. This shows great interest in the school.

Q8: Would you be interested in enrolling your child in a charter school in Mebane if one were available?

Answered: 273 Skipped: 24

| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 79.85% | 218 |
| No | 11.36% | 31 |
| No sure | 8.79% | 24 |
| TOTAL | | 273 |

Powered by  SurveyMonkey

Media Exposure

After speaking with the City Council in July the two newspapers in the area contacted Dr. Katharine Ricks to interview her for a newspaper article. Each article brought interest to the school and the schools Facebook page.



Mebane-Mebane's first charter school could open by 2019-KB-07-13-17

With TEB photo

Quote box:

"I personally have nothing against Alamance County schools – my kids are in them, but I do think giving opportunities is the American way. Competition breeds success. We are not trying to compete; we are trying to give opportunities to kids." – Katharine Ricks

A Mebane woman and her husband are laying the groundwork to open the first free public charter school in the city of Mebane by August 2019.

Katharine Ricks, who lives on the Alamance County side of the Collington Farms subdivision that fronts I-85/40 and straddles the Orange County line, said she, her husband, and several associates are developing a plans for a Science, Technology, Engineering, Arts, and Math-themed (or STEAM) charter school that would initially enroll up to 240 students in kindergarten through fifth grade, as well as preschool-age children. Ricks said the Mebane STEAM Academy would have two classrooms, with a maximum of 20 seats each, per grade for kindergarten through fifth grade.

Ricks, her husband, and their associates are working with officials from the City of Mebane to find a facility that would be centrally-located in Mebane but outside the downtown business district, Ricks said

Wednesday morning in an interview with *The Alamance News*. “We will be working with different developers in the area and looking for community support,” she said Wednesday.

Ricks and her husband, Robert Ricks, moved to Mebane from Houston, Texas two years ago, she said. They have five children, ranging from 7 to 17, and all but one attends Alamance-Burlington schools. “The oldest just graduated from Eastern [High School], and the youngest is a rising second-grader at Garrett [Elementary School],” she said this week.

A former public educator, Ricks holds a Ph.D. in child development and has previously taught public health and psychology in the American Public University System and at the University of Texas, she said. Her husband has a background in education statistics and evaluation and adult learning and is currently employed at the University of North Carolina at Chapel Hill, she said.

Ricks began developing plans for the Mebane STEAM Academy earlier this year, and September 22 is the deadline to apply to the state Office of Charter Schools to open for the 2019-20 school year, she said. “We’ve talked with the state office, and they are very excited about it,” Ricks said, and she and her associates are putting together what they hope will be a strong application.

“One of the things we have to do for our application is to show the need and a desire,” Ricks explained. Three weeks ago, she and her associates began conducting a survey to gauge interest in having a STEAM charter school in Mebane. “We are asking parents, ‘Would you like to send your child to a charter school; have you ever heard of a STEAM charter’; and to rank their top 10 educational needs,” Ricks said. The survey, which is posted on the city of Mebane’s website and the Collington Farms homeowners’ association website, has garnered 115 responses thus far, and surveys will continue to be accepted until the September 22 deadline for applying to the state Office of Charter Schools, she said.

Ricks said she became interested in opening a STEAM charter school after seeing a dearth of educational options in Mebane.

“Part of it is my own children – making sure their educational needs are met – and some of it is just providing this area with different opportunities,” Ricks explained. “In Hillsborough, there are a lot of opportunities, but not everybody can drive to Hillsborough.”

Half of her neighbors in the Collington Farms subdivision live on the Orange County side of the line, Ricks noted, while the other half is in Alamance County. “Almost everyone I know [on the Orange County side] sends their kids to charters. They spend an hour and a half of their day in the car. There was a desire to stay here in Mebane. For us, we want to provide our kids with a different educational experience than what they are getting. My two that go to the elementary school – one loves, loves, loves all things science; the other loves arts. Neither of those things is integrated into the overall curriculum. We feel like STEAM is a better educational experience than having them separated.”

STEAM instruction requires students to apply knowledge to real-world problems

STEAM provides students with hands-on activities that enable them to develop critical thinking skills, Ricks said. “Kids learn how to take everyday problems and solve those problems themselves or in groups, so they can take what they know and use it as they go on to higher education, the military, the workforce, or whatever they choose to do,” she explained. “All of the teachers I’ve talked to have

children of their own, and they want the same educational opportunities. [Kids today] have to be able to use math and engineering pretty much after they walk out of high school.

“Being able to apply what they learn gives them a sense of accomplishment,” Ricks continued. “Say there’s a problem with traffic in Mebane; they can sit down and work with the city manager to come up with solutions, as opposed to ‘Mary has five apples, and Johnny has three – what’s the difference?’ They have to use math and engineering to come up with how traffic flow would work. That’s a real-world problem that a fifth- or sixth-grader could work in a group to fix, to have something they would be proud of.”

Ricks emphasized that her desire to open a STEAM charter school in Mebane shouldn’t be misconstrued. “This is not to say the [local ABSS] education system is bad,” she told the newspaper Wednesday. “Teachers are working really hard to integrate as much as they can, to help kids see what they need for the future. That’s the advantage of a charter. I personally have nothing against Alamance County schools – my kids are in them, but I do think giving opportunities is the American way. Competition breeds success. We are not trying to compete; we are trying to give opportunities to kids.”

Ricks said her goal would be to add additional grades at the Mebane STEAM Academy as students matriculate to the next grade. “As students move up, we will add on a grade,” she said. “We are going to keep our max at 20 [students] per classroom in the elementary. We haven’t done as much research with the middle school, but they won’t ever be above 20, either.”

The Mebane STEAM Academy would offer free and/or reduced-price lunches but not transportation, Ricks said. “We will take care of any child that needs a free or reduced lunch by providing them with a sack lunch or a hot lunch,” which she said would be delivered through an online program that serves area charter schools.



Mebane STEAM Academy charter school in works

By Jessica Williams / Times-News

Posted Jul 19, 2017 at 6:45 PM

Updated Jul 19, 2017 at 6:49 PM

Another school could be coming to Mebane.

Katharine Ricks and her husband Robert have been working on an application for a brick-and mortar charter school since March, aiming to submit it before the Sept. 22 deadline.

The pair has five children, all of whom attend public school. One is a recent graduate of Eastern Alamance High School, another is in 10th grade, one is in eighth grade at Hawfields Middle, and two are in second and third grades at Garrett Elementary.

“Some people think we’re unhappy with the school district or are saying the school district is doing a bad job, and I’ve tried very hard to make sure they don’t believe that,” Katharine Ricks said.

The year-round charter school, which would span from pre-K through fifth grade and add sixth, seventh and eighth grades as the children advanced, is slated to have a STEAM-focused curriculum (Science, Technology, Engineering, Art and Mathematics), and is meant for students who are more interested in those subjects — not parents who are angry with the public school system.

Ricks holds a Ph.D. in child development and taught special education in Texas before moving to Mebane with her husband two years ago. With the way the city is growing, she says now seemed like the perfect opportunity to offer another school.

But public opinion is mixed.

Some people believe students in charter schools end up underperforming because charters aren't held to the same standard as traditional public schools — a misconception, Ricks says — and others believe a charter school will take funding and resources from public schools in the area.

"We've had some [issues] with people being concerned about the school taking money from Alamance County public schools, which I understand their concern. I just know that there is so much growth in this area, and our school will be such a small percentage of Alamance County that there really won't be any difference," Ricks said.

BECAUSE OF THE booming growth in Mebane, an additional school actually could help the Alamance-Burlington School System.

A study of growth in Alamance County conducted in March shows that Garrett Elementary is estimated to receive 115 more students from current properties under development in Mebane.

Enrollment data from the 2016–17 school year show the school close to capacity, which means it could go over capacity within the next few years.

At minimum, Ricks hopes the charter school will accept 240 students its first year with two classes per grade. She has a waiting list 120 students long, and the idea has been in the works for only five months.

"There are a lot of parents driving to charter schools in Hillsborough, which is a fairly good drive back and forth, shuttling children back and forth. They're excited to stay here in Mebane, and we're excited to build the community around a good school," she said.

RICKS HAS RECEIVED tremendous support from city staff, who have advised her on possible land purchases where the school would be surrounded by residential communities rather than businesses.

Once land is secured — seven to 10 acres — temporary, connected modular classrooms will be set up until a building is constructed.

The plan is to open the school in 2019 and focus on elementary and middle school before tackling high school.

"There are a lot of great things that ABSS has for their high school students, and that's not something that I want to even pretend that I can offer right now," Ricks said.

Once students finish eighth grade, she'll encourage them to apply for programs like the ABSS Early/Middle College housed at Alamance Community College, which offers smaller class sizes than the traditional high schools.

Her plans, of course, are just plans at the moment.

Ricks likely will hear the verdict on her application in January. The committee may accept it as-is or ask her to revise certain sections, such as the transportation or education plans, and resubmit it for additional review.

Either way, a long road lies ahead, but one that she says is well worthwhile.

"The general public at large is very excited, and we're excited for the opportunity to have a variety of education," she said.

Reporter Jessica Williams can be reached at

@thetimesnews.com or at 336-506-3046. Follow her on

Twitter at @jessicawtn.

High School Course Offerings

| Subject Area | Core Courses | Electives |
|--------------------|---|---|
| English | English 1, English 2, English 3, English 4 or AP English Literature and Composition | Creative Writing, Journalism |
| Math | Math I, Math II, Math III, Advanced Functions and Modeling or Pre-Calculus | AP Calculus AB, AP Calculus BC, AP Statistics |
| Science | Physical Science, Biology or AP Biology, Earth/Environmental Science | Anatomy and Physiology, Chemistry 1, Chemistry 2, Physics |
| History | Civics and Economics, World History, American History I, American History II | Psychology, AP Psychology, AP European History, AP Government and Politics, African American Studies |
| World Languages | Spanish (2 course credits) | French, Latin (other courses will be considered based on enrollment interest) |
| Career/Tech | Personal Finance; Microsoft Word, PowerPoint, and Publisher | <p>STEM: Drafting 1, Drafting 2, Drafting 3, Technology Engineering and Design, Technological Design, Engineering Design, Principles of Engineering 1, Principles of Technology 1, Principles of Technology 2, Scientific and Technical Visualization 1, Scientific and Technical Visualization 2</p> <p>Health Sciences: Biomedical Technology, Health Team Relations, Health Science 1, Health Science 2, Nursing Fundamentals, Pharmacy Technician</p> <p>A/V Technology: Game Art Design, Advanced Game Art Design</p> |
| Arts | | <p>Fine Arts: Theatre Arts/Drama, Art, Band, Orchestra, AP Music Theory, Music Appreciation, Beginning Music</p> <p>Specialization: Music Business and Recording</p> |
| Physical Education | Health/Physical Education | Weight Lifting, Intramurals, Nutrition |

Appendix B: Proposed Curriculum Outline (Source: Core Knowledge Sequence and NC Standard Course of Study)

| | Math Kindergarten-2nd Grade | | Math 3rd-5th Grade |
|---|---|---|---|
| K | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | 3 | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation <ul style="list-style-type: none"> A. Addition B. Subtraction C. Multiplication D. Division E. Solving Problems and Equations V. Measurement <ul style="list-style-type: none"> A. Linear Measure B. Weight C. Capacity (Volume) D. Temperature E. Time Geometry |
| 1 | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation <ul style="list-style-type: none"> A. Addition (using concrete objects, and paper and pencil) B. Subtraction (using concrete objects, and paper and pencil) C. Solving Problems and Equations V. Measurement VI. Geometry | 4 | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals <ul style="list-style-type: none"> A. Fractions B. Decimals III. Money IV. Computation <ul style="list-style-type: none"> A. Multiplication B. Division C. Solving Problems and Equations V. Measurement Geometry |
| 2 | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation <ul style="list-style-type: none"> A. Addition B. Subtraction C. Introduction to Multiplication D. Solving Problems and Equations V. Measurement <ul style="list-style-type: none"> A. Linear Measure B. Weight C. Capacity (Volume) D. Temperature E. Time VI. Geometry | 5 | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent <ul style="list-style-type: none"> A. Ratio B. Percent III. Fractions and Decimals <ul style="list-style-type: none"> A. Fractions B. Decimals IV. Computation <ul style="list-style-type: none"> A. Addition B. Multiplication C. Division D. Solving Problems and Equations V. Measurement VI. Geometry VII. Probability and Statistics Pre-Algebra |

Appendix B: Proposed Curriculum Outline (Source: Core Knowledge Sequence and NC Standard Course of Study)

| Math 6th-8th Grade | |
|---|--|
| 6 | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion <ul style="list-style-type: none"> A. Ratio and Proportion B. Percent III. Computation <ul style="list-style-type: none"> A. Addition B. Multiplication C. Division D. Solving Problems and Equations IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra |
| 7 | <ul style="list-style-type: none"> I. Pre-Algebra <ul style="list-style-type: none"> A. Properties of the Real Numbers B. Linear Applications and Proportionality C. Polynomial Arithmetic D. Equivalent Equations and Inequalities E. Integer Exponents II. Geometry <ul style="list-style-type: none"> A. Three-Dimensional Objects B. Angle Pairs C. Triangles D. Measurement III. Probability and Statistics |
| 8 | <ul style="list-style-type: none"> I. Algebra <ul style="list-style-type: none"> A. Properties of the Real Numbers B. Relations, Functions, and Graphs (Two Variables) C. Linear Equations and Functions (Two Variables) D. Arithmetic of Rational Expression E. Quadratic Equations and Functions II. Geometry <ul style="list-style-type: none"> A. Analytic Geometry B. Introduction to Trigonometry C. Triangles and Proofs |

Appendix B: Proposed Curriculum Outline (Source: Core Knowledge Sequence and NC Standard Course of Study)

| Math 9th-12th Grade (Courses offered at College Prep, Honors, and AP levels when applicable) | |
|---|---|
| 9 | Algebra/Geometry/Math I |
| 10 | Geometry/Math II/Algebra 2/Math III |
| 11 | Algebra 2/Math III/Pre-Calculus |
| 12 | Pre-Calculus/Advanced Functions and Modeling/Calculus |

Appendix C

The Mebane STEAM Academy : Academic Year Around Calendar 2019-2020

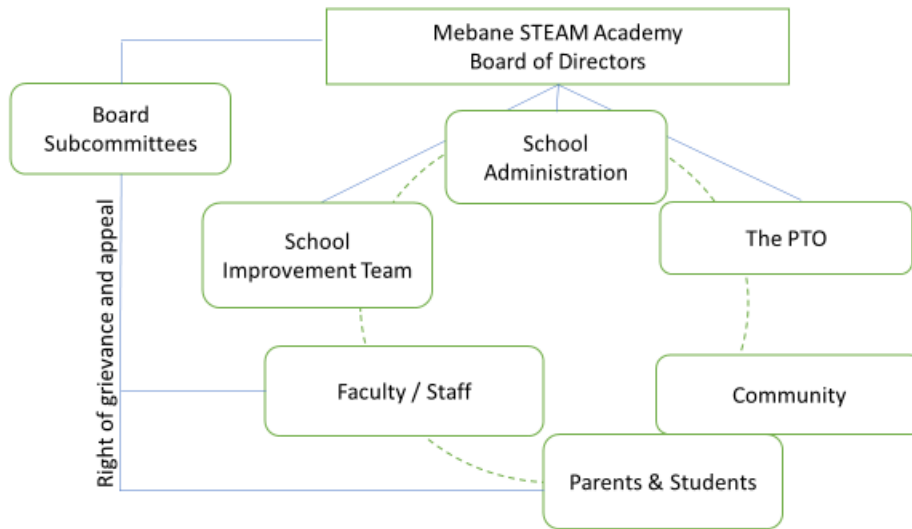
This is a draft. The days off will be aligned with the Alamance County School Districts Calendar for 2019 which is not available at the time.

| Date | Explanation |
|------------------------|---|
| August 5-16 | Professional Development & Teacher Workdays |
| August 19 | First Day of School for Students |
| September 2 | Labor Day – No School |
| September 23-October 4 | Non Student Days |
| October 28 | Teacher Workday / Professional Development |
| November 15 | Teacher Workday / Professional Development |
| November 27-29 | Holiday – No School |
| December 23-January 3 | Holiday – No School |
| January 20 | Martin Luther King, Jr Holiday |
| February 21 | Teacher Workday / Professional Development |
| March 16-April 3 | Non Student Days |
| May 1 | Teacher Workday / Professional Development |
| June 19 | Teacher Workday / Professional Development |
| July 3 | Last Day of School |
| July 6-8 | Teacher Workdays |

*Inclement weather make-up days will be taken from Teacher Workdays

The year around calendar will be aligned with the ABSS year around calendar.

Appendix F: Organizational Chart



The Board of Directors is the governing body of the school, supporting its mission.

The School Administration is responsible for the day-to-day leadership and management of the school, communicating the mission and vision of the school to the stakeholders, and making monthly reports and suggestions to the Board.

There is a collaborative relationship among the stakeholders and the School Administration. The Forum is a Parent-Teacher Organization that provides a forum for communication among parents, teachers, and administrators and makes suggestions to the Board.

The School Improvement Team consists of the School Director and members of the Administration, faculty, and parents of students enrolled in the school. Its purpose is to examine the school's current state and climate, reach consensus on priorities for action, and identify implementation goals and strategies. The SIT advises the Administration and the Board.

The Board Subcommittees exist to address specific areas of oversight, such as Fundraising, Board Development, Facilities, and Grievance. Board Subcommittees must be headed by members of the Board, and may contain members of the Administration and other stakeholders.

Stakeholders have the right to present grievances or appeals of administrative decisions to the Board through the Grievance Committee, following proper protocol, under circumstances outlined in the school handbooks.

Katharine A. Ball Ricks

405 Collington Dr.
Mebane, NC 27302
281-702-1692

EDUCATION

University of Missouri

Ph.D. Human Development and Family Studies 2010

Masters of Public Health 2010

University of Connecticut

M.A. Human Development and Family Studies 2004

Brigham Young University

B.S. Human Development and Family Science 1999

TEACHING EXPERIENCE

| | | |
|---------------------------------------|------------|------------------------------|
| American Public University System | Instructor | March 2012-June 2017 |
| Moberly Area Community College | Instructor | August 2008 - May 2010 |
| University of Missouri | Instructor | January 2006 - December 2007 |
| Montgomery Community College | Instructor | August 2005 – January 2006 |
| University of Connecticut, Storrs, CT | Instructor | September 2002-May 2004 |

PROFESSIONAL EXPERIENCE

| | | |
|---|-----------------|-------------------------------|
| University of Texas, School of Public Health | Project Manager | October 2010 – June 2014 |
| University of Missouri | Grant Manager | January 2006 – June 2010 |
| Missouri Division of Health and Senior Services | Intern | February 2009 – November 2009 |
| Center for Excellence in Developmental Disabilities | Grant Manager | June 2003 – May 2004 |
| The Children's Law Center, Hartford, CT | Child Advocate | June 2003 – May 2004 |

JURIED PUBLICATIONS

Lairson, D., Huo, J., **Ball Ricks, KA**, Savas, L., Fernandez, ME. (2013). The Cost of Implementing a 2-1-1 Call Center-Based Cancer Control Navigator Program. *Evaluation Program Planning*, Aug;39:51-6.

Ball, K., Gabel, C., Keller, K., Rankin, J-B. A qualitative look at nutrition assistant's success, challenges, and work among low-income families. *Journal of Extension* (Submitted).

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mebane STEAM Academy

2. Full name: Dr. Katharine Ricks

Home Address: 405 Collington Dr, Mebane, NC 27302

Business Name and Address: Same as above

Telephone No.: 281-702-1692

E-mail address: katharinericks@gmail.com

3. Brief educational and employment history.

University of Missouri, Ph. D.

University of Missouri, MPH

University of Connecticut, MS

Brigham Young University, BS

I have worked as an college instructor for over 15 years, run grant projects for 7 years, and I have experience in education, research, writing and business.

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

No: X

Yes:

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

I am the founder and chair of the board. I want to serve on the board to ensure that my vision for the school is seen into fruition.

6. What is your understanding of the appropriate role of a public charter school board member?
I see my role as working hand in hand with the director to make sure that the school meets its stated goals and that the students get the best education that they can.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I have never been a chair of a charter school board before I have years of experience working with and for the community. In three of my previous jobs (8 years) I was a manager of complex grants that involved three or more locations and dozens of clinics and hospitals. I worked with community organizations, universities, hospitals and hundreds of people to design and implement programs for individuals. While working on these projects I learned much about running meetings, organizing, building and maintaining important relationships and leadership.
8. Describe the specific knowledge and experience that you would bring to the board.
Before returning to graduate school I worked as a Special Education teacher in the public schools and have taught teachers at the community college and university levels. I bring my vision and understanding of STEAM and how to build relationships in a community. I also bring the ability to communicate at all levels from elementary school to college and within community and medical settings.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The STEAM educational philosophy coupled with project-based education will be used to academically challenge students and prepare them for education beyond high school and for the workforce.
2. What is your understanding of the school's proposed educational program?
Within the STEAM philosophy the school will use the Core Knowledge curriculum to guide the students in learning. The curriculum is vigorous and challenging and incorporates the STEAM (Science, Technology, Engineering, Arts and Math) into core subjects. At each level (elementary, middle school and high school) students will be taught social skills, personal development, study and management skills and the ability to communicate with others. Students will be held to a high standard and I anticipate will rise to the occasion.
3. What do you believe to be the characteristics of a successful school?
I feel that there are many ways to show success within a school. First, would be vision. That everyone within the school has a common understanding of goals, principles and expectations that are set out to follow. Second, is leadership. Having a group of individuals dedicated to helping the vision come to fruition. For the Mebane STEAM Academy that will involve everyone from the custodian to the director and board members. Third, is high academic standards and very clearly stating expectations. Fourth, is a strong family school and community partnership. Parents, teachers, administration and students all participating in open and honest communication and goals. Fifth, is providing professional development for a; adults that will be working with the students in a school setting. Finally, collecting and analyzing data about the students, programs, and staff that is used to determine best practices, changes and staff evaluations.
4. How will you know that the school is succeeding (or not) in its mission?

By meeting the outlined goals that were established in the mission of the school and by evidence based on data from tests, evaluations, etc. The school will be successful as it prepares students for life outside the classroom and beyond.

Governance

1. Describe the role that the board will play in the school's operation.
The board is ultimately responsible for the school to be fiscally and operationally sound and to evaluate the student success, processes and practices and make recommendation for change based on that knowledge.
2. How will you know if the school is successful at the end of the first year of operation?
By adequately meeting the stated goals within the application. Some success will be measured by how happy that the parents of our students are with individual progress and progress as a school.
3. How will you know at the end of five years of the schools is successful?
If we have increased enrollment and interest in the school will be an indicator of success. Meeting and/or exceeding the goals set out in the application.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to make the mission and purpose of the school the clear focus of all meetings and communications about the school. By maintaining this focus the goals of the school will be clearly communicated, objectives and timelines will be visible for staff, administration, students and the board. Another important aspect will be intern accountability for responsibilities and for the movement of said objectives, timelines and goals.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
As public servants, we are bound to the code of ethics and code of conduct for the State of North Carolina (the State Government Ethic Act and the NC Code of Conduct). If I felt that the a board member had acted in a way that was a violation of one of these then there would need to be a meeting to discuss the "act" and then according to our bi-law act to either show 1) that the violation had been remedied and have that person attend a refresher course or 2) dismiss the person from the board.

*Please include the following with your Information Form

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

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

Certification

I, Dr. Katharine Ricks, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mebane STEAM Acad. Charter School is true and correct in every respect.

Katharine Ricks

Signature

9/21/17

Date

Rebecca Nolan Harris

400 Collington Drive, Mebane NC 27302

Mobile: (919) 699-6111 Email: phdharris@gmail.com

Education

| | | |
|---|----------------------|-----------------------|
| East Carolina University Doctor of Philosophy, Physiology | Greenville, NC 27834 | August 2001-July 2006 |
| Messiah College Bachelor of Science, Biology | Grantham, PA 17027 | January 1999-May 2001 |
| Edinboro University of Pennsylvania | Edinboro, PA 16444 | August 1997-May 1998 |

Honors and Awards

| | |
|---|-----------|
| Albert M. Kligman Travel Fellowship , Society of Investigative Dermatology | 2007 |
| Sigma Xi (The Scientific Research Society) | 2005-2006 |
| Omicron Delta Kappa (The National Leadership Honor Society) | 2005-2006 |
| Cum Laude (Graduation Honors, Messiah College) | 2001 |
| Sigma Zeta (National Science and Mathematical Honor Society) | 1999-2001 |

Research and Analytical Experience

| | | |
|--|--------------------------------|---------------------------|
| Duke University, Molecular & Cellular Physiology/Dermatology Postdoctoral Fellow | Mentor: Jennifer Y. Zhang, PhD | August 2006- October 2007 |
| Worked to determine the role of the MAPK c-Jun N-terminal kinases in epidermal growth and neoplasia. | | |

Traditional Instructional Experience

| | | |
|---|-------------------------------|--------------------------|
| Pitt Community College | Instructor/ A&P I Course Lead | August 2010-May 2017 |
| Wilson Community College Instructor | Instructor, Science | October 2007-August 2010 |
| Edgecombe Community College | Adjunct Instructor, Science | August 2003-May 2005 |

Online Course Development and Instruction

| | | |
|---|--|------------------------|
| Durham Technical Community College | | August 2017-Present |
| Messiah College | | October 2013-Present |
| American Public University/ American Military University | | September 2012-Present |

Academic Writing & Project Development

Journal Articles

Hengning Ke*, **Rebecca Harris***, et al. The c-Jun N-terminal Kinase 2 Plays a Dominant Role in Human Epidermal Neoplasia. Cancer Research 2010 Apr 15;70(8):3080-8, Epub 2010 Mar 30. *Co-authors.

Nolan, R.L. and Teller, J.K. Diethylamine extraction of proteins and peptides isolated with a mono-phasic solution of phenol and guanidine isothiocyanate. J Biochem Biophys Methods. 2006 Aug 31;68(2):127-31. Epub 2006 Apr 22.

| | | |
|-----------------------------|---|--------------|
| ADI-MPS, LLC Courses | Subject Matter Expert-Clinical Physiology | 2016-Present |
|-----------------------------|---|--------------|

Professional Memberships

| | |
|---|--------------|
| American Association for the Advancement of Science | 2000-Present |
| American Physiological Society | 2001-Present |
| American Association for Cancer Research | 2005-Present |

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mebane STEAM Academy
2. Full name: Rebecca Nolan Harris

Home Address: 400 Collington Drive, Mebane, NC 27302

Business Name and Address:

Telephone No.: 919-699-6111

E-mail address: phdharris@gmail.com

3. Brief educational and employment history.

BS Biology (Messiah College, 2001)

PhD Physiology (East Carolina University, 2006)

Postdoctoral Fellow, Molecular & Cellular Physiology (Dermatology, Duke University, 2007)

Adjunct faculty member: Durham Technical Community College (2017-Present)

Adjunct faculty member: Messiah College (2014-Present)

Adjunct faculty member: American Public University (2011-Present)

Full-time faculty member: Pitt Community College 2010-2017

Full-time faculty member: Wilson Community College 2007-2010

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

No:

Yes:

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

I have worked closely with the founders of the school due to similar interests in STEAM educational opportunities. My involvement in the developmental process and my science background led the core

members to request my presence on the Board of Directors. I want to participate in the accessibility of STEAM education for students in the Mebane area. My background in science and education will provide a strong foundation for development of STEAM courses and integration across the curriculum.

6. What is your understanding of the appropriate role of a public charter school board member?
To support the mission of the school, to provide expertise in the sciences, and contribute to the successfulness of the academic programs. To ensure the school's programs comply with the terms of its charter, certify that high-quality faculty and staff carry out the operational plan, and develop measurable goals for evaluation of the plan.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served as the scientific expert for the Institutional Review Board at Pitt Community College (2010-2017). I was a founding leader of the East Carolina University Graduate Research Day (2004-2006) to incorporate research from all graduate (now including undergraduate) programs on campus including the sciences & the arts. My goal is to promote STEAM educational initiatives and develop curricula that provide integration of the disciplines.
8. Describe the specific knowledge and experience that you would bring to the board.
My expertise is in the biological sciences and development of technologically driven education modules. I have served as both a traditional and distance learning educator at the undergraduate & graduate level for the past 10 years. I am currently completing requirements for the NC Teaching License for the middle grades and 9-12 science to further enhance my understanding of the pedagogical methods and strategies the faculty will utilize to deliver curricula. I am also a freelance science writer with experience in grant writing, publication of journal articles, and development of textbooks & supplemental educational materials.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is designed to enhance skills that are necessary for all aspects of life. Students will learn communication skills, develop a strong work ethic, and develop critical thinking skills that will provide the foundation for life-long problem-solving.
2. What is your understanding of the school's proposed educational program?
The proposed educational program is designed using STEAM as the foundation in an effort to prepare students for college, trades, and general life. The goals are focused on creating life-long learners that are prepared to critically evaluate tasks and cooperatively communicate solutions.
3. What do you believe to be the characteristics of a successful school?
High expectations and quality leadership are essential for the development and continued progress of a school. Established goals with continual evaluation facilitate ongoing forward progress. Positive parent, teacher, administrator, and student interactions to create a welcoming environment conducive to learning.
4. How will you know that the school is succeeding (or not) in its mission?

Meeting (or exceeding) measurable goals established with the mission in mind will provide evidence of the success of the school. The school will be academically focused and each member of the school will actively model the mission.

Governance

1. Describe the role that the board will play in the school's operation.
It is the role of the board to ensure that the operational plan is carried out, that the school is both fiscally and publicly responsible, and that the school is academically successful. The board will evaluate each aspect of the operational plan and use measurable goals to ensure sufficient progress and success.
2. How will you know if the school is successful at the end of the first year of operation?
Success will be demarcated by adequately meeting or exceeding defined goals. These goals would encompass academics, enrollment, faculty retention, and financial stability.
3. How will you know at the end of five years of the schools is successful?
Increasing enrollment or application for enrollment is an indicator of public interest and success. Meeting and/or exceeding academic standards consistently or with a positive correlation would also indicate success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Maintain focus on the mission. Clearly display the mission and ensure all active members are aware of the goals. The school board will need to clearly articulate each goal, keep the goals visible to all school members (including students), and maintain the timeline for each goal.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
As a public servant on the school board we are covered by the State Government Ethics Act and therefore must follow the NC Code of Conduct. I would consult the code of conduct and to determine if there was a violation. If a violation has occurred the individual may be (a) required to provide evidence that the violation has been remedied and attend a mandatory refresher course for the code of conduct; or (b) dismissed from the board.

*Please include the following with your Information Form

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

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

Certification

I, Rebecca Nolan Harris, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mebane STEAM Academy Charter School is true and correct in every respect.

Rebecca Nolan Harris
Signature

9/20/2017
Date

JANEL HARRIS-HAMIEL

2016 Heron Pointe Dr. Whitsett, NC 27377 | (336) 437-4090 | jnhamiel@gmail.com

EDUCATION

North Carolina A&T State University- Greensboro, NC

Masters in School Administration

2013

Honors: Graduated with 4.0 GPA

University of North Carolina at Greensboro- Greensboro, NC

Post-Baccalaureate Alternative Initial Licensure- Special Education

2007

Certificate/Licensure Program

East Carolina University- Greenville, NC

B.A. in Psychology

2003

Minor: Sociology

Honors: Inducted in the Psi Chi International Honor Society in Psychology

MOST RECENT TEACHING EXPERIENCE

Excelsior Classical Academy- Durham, NC

2016- Present

Exceptional Children's Teacher, EC Coordinator

Duties/Responsibilities: Teach students who are identified with disabilities their appropriate curriculum standards for various grade levels in the resource or general classroom setting; facilitate IEP meetings, including initial and re-evaluations; serve as a member of the school's Leadership Team, School Improvement Team, and Academic Committee where we look at presented data and current needs of the school in order to make informed decisions in a collaborative manner; serve as teacher mentor for 3rd grade teachers. As Coordinator, I have the responsibility of completing appropriate grant applications for federal and state monies as well as collaborating with the director to make school-wide decisions such as appropriate placement of students in programs and hiring of highly-qualified staff. I also serve as a team member for the school's transition to the Multi-Tiered System of Support.

MOST RECENT RELATED EXPERIENCE

Tutor-Topia Learning Solutions LLC- Mebane, NC

2014- Present

Tutor, Business Owner

Started a tutoring business in the Mebane area to help students address skill deficits in an affordable way. Responsible for the hiring of 4 additional staff members to help manage the growth of the business.

References:

1. **Cynthia Gadol**

Director

Excelsior Classical Academy

Durham, NC

(919) 213-8585

cgadol@excelsiorca.org

Relationship: **Director at Excelsior Classical Academy from 2016- Present.**

2. **Dr. Joanne Chesley**

Former MSA Coordinator

North Carolina A&T State University

Greensboro, NC 27411

(336) 988-0084

chesleyjr@gmail.com

Relationship: **Internship advisor and former coordinator for the MSA program at North Carolina A&T State University from 2012-2013.**

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mebane STEAM Academy
2. Full name: Janel N. Harris-Hamiel

Home Address: 2016 Heron Pointe Dr. Whitsett, NC 27377

Business Name and Address: Tutor-Topia Learning Solutions LLC 628 N First St Mebane NC 27302

Telephone No.: (336) 446-8276

E-mail address: jnhamiel@gmail.com

3. Brief educational and employment history.
Earned a bachelor's degree in psychology from East Carolina University and a post-baccalaureate certificate in special education from UNC-G. Taught for over 13 years in charter schools and traditional public schools and earned a Masters in School Administration.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
No: Yes:
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I met with the chair of the board after reading information about her proposed school. Her ideals and vision were aligned with mine and I offered my expertise and assistance in helping to get the school started.
6. What is your understanding of the appropriate role of a public charter school board member?
It is my duty to keep the integrity of the school a priority when considering any decisions to be made. We must make sure that our decisions address the needs of the students and keep the lines of communication open between the stakeholders within the school and the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have the capability to be an effective board member because I have learned that sound judgement is best practice. I do not make decisions hastily but rather consider all available options and variables in the process. I am focused and driven to move by facts and accurate interpretation of presented information. I am also one who will ask questions for clarity and can mediate situations when opposing sides are unable to find common ground. I also have data analysis skills and a strong background in education.
8. Describe the specific knowledge and experience that you would bring to the board. I would bring years of education experience, knowledge about special education and administration along with information about the community since I used to teach and coach basketball at one of the local middle schools. I will also bring knowledge about daily operations for a charter school since that is my current employer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs is that we will be responsible for making sure students are prepared for life after high school through the implementation of a rigorous curriculum and through the application of problem-solving skills. We believe that by challenging students in their various intelligences, providing appropriate guidance and goal-setting, along with clear communication between school and home, we will successfully prepare students to meet the challenges in the world around them.
2. What is your understanding of the school's proposed educational program?
Mebane STEAM Academy will provide students with cultural literacy through the Core Knowledge Curriculum and challenge students with problem solving and artistic development with STEAM. Students will also gain exposure to Spanish from Kindergarten. High school students will be prepared to take AP, Honors, and College Preparatory levels in their core classes and be offered various CTE and Arts electives that closely align with STEAM.
3. What do you believe to be the characteristics of a successful school?
A successful school is one that understands success is continuous, it does not stop once you achieve a certain level. A successful school will deliver instruction with high expectations and explained clearly and monitored closely. The infrastructure will be organized and ran with meticulous attention to detail. Students will know where to go and clearly understand the expectations of the school. Teachers will receive relevant professional development and support from the administrative team. Parents will receive clear and accurate information on a regular basis and progress in class will be shared on a routine schedule. Collaboration and shared responsibility will be understood by all stakeholders and a willingness to participate and remain committed to the vision and mission will be apparent throughout the school.
4. How will you know that the school is succeeding (or not) in its mission?
The students will be the best evidence of school success. If they can come into the building excited to learn, eager to participate, willing to share what they learn with their parents, and reaching achievement and growth on accountability measures, we have done our jobs.

Governance

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

The board will ensure effective organizational planning, effective management of resources, and monitoring of the school's programs and services to determine which educational programs and services are the most consistent with the school's mission.

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

At the end of the first year of operation, the school should have a waiting list for enrollment, 95% of the teachers will have taught the entire curriculum with fidelity, 95-100% of the students will have been promoted to the next grade, and the management of the budget and resources will allow for adequate resources for the start of the next school year. There will be less than 5 complaints or grievances filed with the board.

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

Report card data will indicate the school is performing at a B or better, the school will be at full student capacity, vacant positions will be filled with highly-qualified staff persons, the facilities will be owned and up to regulation code, adequate resources will be available for students in grades K-12, and formal grievances filed with the board will be less than 3.

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

The board will need to constantly evaluate itself, goals, and priorities to ensure that the policies and procedures in place are aligned with school success. The monthly board meetings will need to be well managed and minutes will need to be shared for community input. The hiring of staff persons will need to be managed well to make sure that those who are brought in on staff can work towards the fulfillment of the school's vision and mission. Potential conflicts will need to be addressed with immediate attention and the integrity of the school must be considered when making decisions. Effective management of funds will be monitored to make sure that the school is operating within budget and maintains its non-profit status.

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

A situation where I thought or had reason to believe that members of the board were not acting in the best interest of the school will be immediately brought to the attention of the board chair. I will present clear evidence to support my claims with recommendations for solutions. If there was any vagueness or possibility of misinterpretation, I will speak with those individuals first and make sure I have clarity about the situation.

*Please include the following with your Information Form

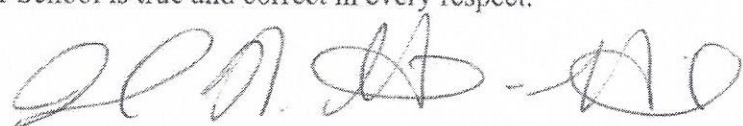
- a one page resume
- a national criminal background check

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

Certification

I, Janel N. Harris-Hamiel, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mebane STEAM Academy Charter School is true and correct in every respect.

Signature



Date

9-21-17

Cassandra Otero

906 McPherson Rd
Burlington, NC 27215
Mobile: 336-480-1409
Email: 4teamo@gmail.com

Work Experience

Instructor, Developmental English, Alamance Community College, Haw River, North Carolina, 2009 – Present

- ❖ Assist students in achieving mastery in the following areas: applied critical thinking strategies to analyze texts at the career and college ready level and to inform and strengthen writing, including comprehending figurative language--simile, metaphor, personification; interpreting imagery, symbols, and analogies; aid students in determining the author's purpose and point of view; identifying fact and opinion statements; using inference skills; demonstrating an understanding of verbal and situational irony; understanding bias, logical fallacies, and propaganda techniques.
- ❖ Demonstrate the use of pre-reading, reading, and post-reading strategies to comprehend texts at the career and college ready level, including activating prior knowledge; identifying important text attributes; using context clues. Distinguish between connotative and denotative meanings and between informal language and Standard Written English; employing metacognitive strategies; identifying stated and implied main ideas and details in career and college ready texts and student writing; recognizing organizational patterns in career and college ready texts; summarizing; and responding to texts using text-to-world connections; create practice exams/workshops preparing students for mastery exams.

Language Arts Instructor, Northeast High School, McLeansville, North Carolina, 2007-2008

- ◆ Taught 9th grade Literature and Composition course
- ◆ Selected to be on the STARS Committee – a group comprised of outstanding teachers responsible for creating workshops and tutorials for fellow instructors
- ◆ Created practice exams/workshops implementing North Carolina Standard Course of Study

Language Arts Instructor, John A. Ferguson Sr. High School, Miami, Florida, 2004-2007

- ◆ Taught World Literature survey course
- ◆ Focused on stylistic/formulaic writing: persuasive, expository, compare/contrast, and narrative
- ◆ Class of 2008 SGA Sponsor/Anime Club Co-Sponsor
- ◆ Created practice exams/workshops implementing Sunshine State Standards
- ◆ Recognized as a Spotlight Teacher of the Month for Miami-Dade County Public Schools

Language Arts Instructor, Doral Academy Charter High School, Miami, Florida, 2002-2004

- ◆ Taught American Literature/World Literature survey course
- ◆ Focused on stylistic/formulaic writing: persuasive, expository, compare/contrast, and narrative
- ◆ Language Arts Fundraising Co-Chair 2002-2003
- ◆ Class of 2004 Co-Sponsor/FCAT 2004 Assistant Test Coordinator
- ◆ Proctored a wide assortment of standardized exams

FIU Student Government Secretary, Florida International University – University Park Campus, Miami, Florida 2000-2002

- ◆ Speech writer for SGA president
- ◆ Travel Arrangements for SGA officers
- ◆ Responsible for addressing all queries/concerns issued by the FIU student populace regarding Campus Life/SGA
- ◆ Initiated/maintained/edited SGA documentation: rosters, events, faxes, bylaws, constitution, emails
- ◆ Banquet coordinator
- ◆ Provided administrative/secretarial support to the organization's advisor and president

Education/Affiliations

Adams State University, August 2016-presently enrolled

- ◆ M. A., Clinical Mental Health
- ◆ Member of American Counseling Association
- ◆ Member of Sigma Chi Iota

Florida International University, Graduated July 2002

- ◆ B. A., English Literature
- ◆ Minor, Psychology

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mebane STEAM Academy

2. Full name: Cassandra Otero

Home Address: 906 McPherson Rd

Business Name and Address: n/a

Telephone No.: 336-480-1409

E-mail address: 4teamo@gmail.com

3. Brief educational and employment history. I have a BA in English Literature, and I am presently pursuing an MA in Clinical Mental Health Counseling. My teaching experience includes approximately 15 years of experience (previously at the secondary school level; presently as an adjunct instructor for the ACC English department.) I have some experience teaching EFL classes for the Humanities department at ACC, and I was ESL certified as a secondary school teacher in FL. Lastly, as a former freelance writer (contractor), I have some experience creating practice testing materials for standardized exams (specifically grades 6-8).

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

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited because of my shared interest in this school's vision to create opportunities for students wishing to magnify their potential in the areas of science, technology, arts, and math. My role in serving would afford me a chance to continue acting/working toward that objective.

6. What is your understanding of the appropriate role of a public charter school board member? Some basic roles and responsibilities of a public charter school board member include contributing to the following areas: the development of the charter school's mission, the selection/evaluation of the charter school administrator; the effective management of the inherent organizational planning involved and its applied resources; and the evaluation of the charter school's programs/services.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Although I have not had prior experience serving on a charter school board, I have had experience serving as a parent representative for my daughter's school (ABMC) at the Voice meetings with the interim superintendent. Prior to that, I supported my 13-year-old daughter's vision in 2011 to create a local volunteer agency called The League of Extraordinary Thespians. She chose to host two events to fund two charitable causes which raised a total of \$4,000 toward pediatric cancer and \$2,000 for the Red Cross to benefit victims in need of tornado relief.
8. Describe the specific knowledge and experience that you would bring to the board. As a parent, an educator, and a future clinician, I approach this opportunity with a willingness to see this charter school flourish, for I understand firsthand the value of an academy of this nature because of its potential to promote college readiness for our local students interested in pursuing STEAM-centric careers in the future.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The academy has many outlined goals, but above all, their greatest aim is to empower young minds by providing an educational outlet in which STEAM resources/instruction can be made readily accessible to students.
2. What is your understanding of the school's proposed educational program? The academy desires to adequately prepare its young students for a globally competitive world by fostering a curriculum that emphasizes the employment of problem-solving skills, communication, a strong work ethic, creativity and higher-level critical thinking skills.
3. What do you believe to be the characteristics of a successful school? Some characteristics of a successful school are those which exhibit exemplary organization, stellar leadership, high goals, and are continually open to evaluation/subsequent growth.
4. How will you know that the school is succeeding (or not) in its mission? One way to discern if the school is succeeding is to check in with the students and their performance levels--do they seem engaged/inspired by the curriculum?

Governance

1. Describe the role that the board will play in the school's operation: My role on the board would be to serve as a parent representative working toward the proposed vision of the academy in varying ways.

2. How will you know if the school is successful at the end of the first year of operation? A manner in which to gauge the school's success at the conclusion of its first year is via communication and performance: do the academy's teachers feel they have adequate resources and support in which to aptly guide their students? Are the stakeholders (students) exemplifying learning gains?
3. How will you know at the end of five years of the schools is successful? Expansion and growth would be key indicators of success. Another indicator would be an increase in community engagement as well.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? For a school to be successful, the charter school board should implement and maintain high expectations for its leaders, organizational style, and its openness to evaluation.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would follow the appropriate parliamentary protocols/procedures.

*Please include the following with your Information Form

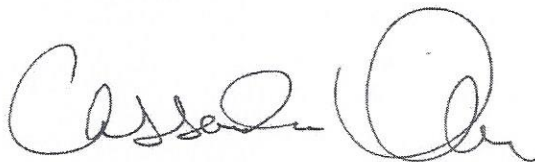
- a one page resume
- a national criminal background check

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

Certification

I, Cassandra Otero, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mebane STEAM Academy Charter School is true and correct in every respect.

Signature



Date

9/19/17

Tina Marie Haire/Condie

PO Box 16851
Chapel Hill, N. C. 27516
919.241.3544

Education

1975 Graduate Halifax County Sr. High School South Boston, VA

1975-1977 Virginia Commonwealth University Richmond, VA
Art Foundations and architectural Interior Design

1977-1979 Rhode Island College Providence, RI.
School of Business

1997 St. Augustine Technical Autocad St. Augustine, FL

Employment History

| | | |
|---------------|---|-----------------------------|
| 2001- Present | Dezign Details | Chapel Hill, North Carolina |
| 2001 | BJAC Architects | Raleigh, North Carolina |
| 1998-2000 | Senior Sales BTI | Jacksonville, Florida |
| 1987-1998 | Senior Interior Designer Dezign Details | Jacksonville, Florida |
| 1982-1987 | Business Environments | Miami, Florida |
| 1979-1982 | KBJ Architects | Jacksonville, Florida |

Professional Experience & Accomplishments

As Architectural Interior designer consistently capturing revenue in current market share

- Planned, designed and furnished interior environments of commercial and industrial buildings.
- Actively participated in AIA, IBD, and ASID.
- Conferred with client to determine architectural preferences.
- Contributed to all aspects of the architectural firm.
- Coordinated work between general contractor and subcontractors.
- Provided architectural takeoffs on such projects as the historic renovation of the City Hall Jacksonville, FL; Tournament Players Club, Ponte Vedre, FL; Orlando Jetport, Orlando Florida.
- Procurement and installation of all interior furnishings (to include artwork) of the Barnett Banks of Florida all branches, Volusia Correctional institute.
- Contractual design services on a commercial level, including hospitality design, healthcare, and Business interiors.
- Rendered design ideas in the form of professionally executed design boards, drawings and illustrations.
- Identified problems diagnosed causes and determined corrective actions.
- Integrated findings with knowledge of interior design.
- Extensive knowledge of sweets catalogs.

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mebane STEAM Academy

2. Full name: TinaMarie Haire Condie

Home Address: 1304 Saint Marys Road, Hillsborough, NC 27278

Business Name and Address:

Telephone No.: 919-903-3425

E-mail address: wedesign@gmail.com

3. Brief educational and employment history.

| | |
|-----------|--|
| 1975 | Graduate Halifax County Sr. High School South Boston, VA |
| 1975-1977 | Virginia Commonwealth University Richmond, VA |
| | Art Foundations and architectural Interior Design |
| 1977-1979 | Rhode Island College Providence, RI. |
| | School of Business |
| 1997 | St. Augustine Technical Autocad St. Augustine, FL |

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

No: X Yes:

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

I have worked with the chair on many different occasions and strongly support the idea of a STEAM school in the Mebane area. The chair approached me because of my sales and fundraising abilities. I would love to help the school come to be in the community.

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

To act as a secretary and take minutes on meetings. Record these minutes into the computer and vote upon things that are discussed within meetings and any committees that I am assigned to.

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

I come to the board with years of people management skills, sales and fundraising. I teach children art and engineering will contribute to the arts program at the school.

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

I have very diverse interests, I am fair-minded and have great skill at working and communicating with others.

School Mission and Program

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

My understanding is that the mission of the school is to provide superior education in the Mebane community using the STEAM educational ideas.

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

That the students will use Core Knowledge curriculum with STEAM principles to be educated.

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

Approachable staff and administration, hands on and skill centered education.

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

We will know by the students that are produced.

Governance

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

The board will work hand in hand with the administration to help the school fulfill its mission and goals.

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

How far we have come with the goals, if we are recruiting on the basis we feel we should, if teachers stay and if students perform.

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

If we have filled the school with children that are achieving academically as stated in the goals, if we have teachers that have stayed and are implementing the STEAM correctly.

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

Writing out clear objectives for each goal and keeping our focus on those goals instead of secondary concerns.

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

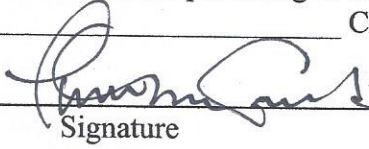
Review the problem and immediate removal from the board.

*Please include the following with your Information Form

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

Certification

I, TINAMARIE HAIRE GORDIE, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.



Signature

9/22/2017

Date

MARVILYN E. B. BOHANNAN

225 Dressage Court • Mebane, NC 27302 • (919) 928-2813 or (919) 304-0495 • marvilynebbhannan@gmail.com

EDUCATION

North Carolina Central University School of Law
Juris Doctorate and Esquire Candidate

Durham, NC
May 2013

The University of Texas at Austin
Bachelor of Arts in English; Minor in Psychology and Music
• Secondary Teaching Certification (6-12)

Austin, TX
December 1991

EXPERIENCE

The Law Offices of T. Greg Doucette, PLLC
Summer, Fall Law Intern

Durham, NC
August 2014 – September 2014

Durham County District Attorney's Office
Summer, Spring, Post-NC Bar Law Intern

Durham, NC
August 2013 – September 2013

Orange County District Attorney's Office
Fall Law Intern

December 2012 – May 2013
May 2012 – August 2012

Alamance County District Attorney's Office
Fall and Spring Law Intern

Hillsborough, NC
September 2012 – December 2012

Chatham County District Attorney's Office
Summer Law Intern

Pittsboro, NC
May 2011 – August 2011

Fairfax County Public Schools
High School English Teacher

Fairfax, VA
August 1996 – June 1998

Del Valle Independent School District
High School English Teacher

Del Valle, TX
August 1994 – June 1996

Raymondville Independent School District
High School English Teacher

Raymondville, TX
August 1992 – June 1994

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Mebane STEAM Academy**

2. Full name: **Marvilyn E. B. Bohannon**

Home Address: **225 Dressage Court**

Business Name and Address:

Telephone No.: **(919) 928-2813**

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

3. Brief educational and employment history.
6 years teaching High School English (refer to resume)

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

No: Yes

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

I was recruited to join the Board of Directors through my church. I wish to serve on the board, because there is a need for such.

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

Determine the charter school's mission and purpose; Select the charter school administrator; Support the charter school administrator and review his or her performance; Ensure effective organizational planning; Ensure adequate resources; Manage resources effectively; Determine and monitor the charter school's programs and services; Enhance the charter school's public image; Assess its own performance; and To vote and make suggestions and decisions, as needed.

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

I taught for six years, have five children, and earned a juris doctorate in 2013.

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

Problem solving, initiative, insight, objectivity, and community awareness to the needs of the school, staff, and its students.

School Mission and Program

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

The Mebane STEAM Academy will develop students' problem-solving skills, communication, work ethic, creativity and higher-level critical thinking skills needed to address problems in the real world.

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

It has an emphasis on post-secondary readiness, a STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum, preparing students for college and beyond by:

- Learning through an experimental and collaborative process;
- Inspiring creative, critical and analytical thinking;
- Providing a rigorous foundation of knowledge;
- Creating educational opportunities for students that will broaden their understanding

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

The partnership which exists between school, parents, and community.

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

Feedback from community, parents, teaching staff, students and an annual review of programs, policies, and the curriculum as well as the students' success academically and practically.

Governance

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

Determine the charter school's mission and purpose; Select the charter school administrator; Support the charter school administrator and review his or her performance; Ensure effective organizational planning; Ensure adequate resources; Manage resources effectively; Determine and monitor the charter school's programs and services; Enhance the charter school's public image; Assess its own performance; and To vote and make suggestions and decisions, as needed.

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

Assess its own performance. It is the board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a board. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.

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

Review the percentages of student success and curriculum effectiveness.

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

Review policies, performance, partnerships, faculty and staff, and overall total organization periodically for accuracy and validity.

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

I would use The Chain of Responsibility as outlined in the Bylaws.

*Please include the following with your Information Form

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

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

Certification

I, Marvilyn E. B. Bohannon, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mebane STEAM Academy Charter School is true and correct in every respect.


Signature

9/22/17
Date

Mebane STEAM Academy BOARD MANUAL

DRAFT

The School's Mission Statement

The Mebane STEAM Academy will develop students' problem-solving skills, communication, work ethic, creativity and higher-level critical thinking skills needed to address problems in the real world.

The School's Vision

Our vision is to engage, inspire, and empower a community of learners in thinking, collaborating, and innovating by providing a strong educational foundation and challenging learning environment. By integrating **Science, Technology, Engineering, Arts and Math**, student will amplify their potential and be equipped to meet the challenges in the world around them.

With an emphasis on post-secondary readiness, a STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum will prepare students for college and beyond by:

- Learning through an experimental and collaborative process;
- Inspiring creative, critical and analytical thinking;
- Providing a rigorous foundation of knowledge;
- Creating educational opportunities for students that will broaden their understanding

We value the partnership which exists between school, parents, and community, and we recognize the part it plays in realizing this vision.

Leadership

FOUNDING BOARD OF DIRECTORS

Dr. Katharine Ricks, Chair
281-702-1692
katharinericks@gmail.com

Dr. Rebecca Harris, Vice Chair
phdharris@gmail.com

Janel Harris-Hamiel, Director
jnhamiel@gmail.com

Marvilyn Bohannon, Secretary
marvilynebohannon@gmail.com

Cassie Otero, Treasurer
4teamo@gmail.com

Board Meetings

The Board of Directors of Mebane STEAM Academy generally meets the first Thursday each month at 7:00 PM, excluding January, June, and July. In January, the Board meets the second Thursday.

DRAFT

Responsibilities of A Board Member

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

From the *Creating an Effective Governing Board Guidebook* from Charter School Tools:

Specific Roles and Responsibilities of The Charter School Board

The National Center for Nonprofit Boards has developed a list of the basic roles and responsibilities of board directors. This list can serve as a guide for charter school governing boards as well:

1. Determine the charter school's mission and purpose. A statement of mission and purpose should articulate the charter school's goals, means, and primary constituents served. It is the board of directors' responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual board director should fully understand and support it.
2. Select the charter school administrator. Boards must reach consensus on the charter school administrators' job description and undertake a careful search process to find the most qualified individual for the position.
3. Support the charter school administrator and review his or her performance. The board should ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school. The charter school administrator, in partnership with the entire board, should decide upon a periodic evaluation of the administrator's performance.
4. Ensure effective organizational planning. As stewards of the charter school, the board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.

5. Ensure adequate resources. One of the board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The board should work in partnership with the charter school administrator and development staff, if any, to raise funds from the community.

6. Manage resources effectively. The charter school board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and, in the case of a separately incorporated nonprofit, to safeguard its tax-exempt status, must approve the annual budget and ensuring that proper financial controls are in place.

7. Determine and monitor the charter school's programs and services. The board's role in this area is to determine which educational programs and services are the most consistent with the charter schools mission, and to monitor their effectiveness.

8. Enhance the charter school's public image. A charter school's primary link to the community, including constituents, the public, and the media, is the board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.

9. Assess its own performance. It is the board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a board. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.

Board Committees

Board committees may contain members who are not on the Board of Directors, but must be headed by a Board Member.

Academic Committee
Budget & Finance Committee
Board Development
Facility Committee
Fundraising
Grievance Committee
Personnel Committee
Public Relations & Marketing Committee

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Bylaws of Mebane STEAM Academy

ARTICLE I Organization

ARTICLE 1.1 Name. The name of the corporation is Mebane STEAM Academy It is hereinafter referred to as "the Corporation." The charter school shall operate under the Corporation as Mebane STEAM Academy.

ARTICLE 1.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 405 Collington Dr., Mebane, NC 27302. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

ARTICLE 1.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

ARTICLE 1.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE 1.5 Registered Agent. The name and address of the Corporation's registered agent is Dr. Katharine Ricks, School Director. Address: 405 Collington Dr., Mebane, NC 27302.

ARTICLE II Purpose

ARTICLE 2.1 Purpose. The Corporation is organized for the purpose of engaging in all lawful activities in which nonprofit corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

(a) To seek a charter, and if approved, to operate as a North Carolina charter school, under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq. of the North Carolina General Statutes (the "North Carolina Charter School Act").

(b) To fulfill our mission, which is to provide excellence and equity in education by developing in every student a foundation of knowledge, a practice of reason, a quality of eloquence, and a habit of virtue, to prepare each student for a lifetime of learning and citizenship.

(c) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

ARTICLE 2.2 Non-discrimination. The Corporation shall not discriminate on the basis of race, ethnicity, religion, national origin, gender, or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of North Carolina.

ARTICLE III Members

ARTICLE 3.1 Members. There shall be no members in the Corporation unless provisions for them are made later through an amendment to the Articles of Incorporation.

ARTICLE IV Board of Directors

ARTICLE 4.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

ARTICLE 4.2 Number and Composition. The Standing Board of Directors shall consist of seven to fifteen directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board.

ARTICLE 4.2.1 One to two Board seats shall be reserved for the Presidents of the grammar school (K-6) and upper school (7-12) Forums as ex officio member(s) of the Board of Directors.

ARTICLE 4.2.2 One to two Board seats shall be reserved for the representative(s) from the grammar school (K-6) Faculty and the upper school (7-12) Faculty as non-voting members of the Board of Directors.

ARTICLE 4.3 Terms.

ARTICLE 4.3.1 Directors shall serve for terms of two to three years, or until their successors assume office. Directors are eligible for reelection or reappointment for two additional consecutive terms.

ARTICLE 4.3.2 Directors elected to fill a vacant term may be reelected for a full term and two additional consecutive terms. Directors who have served the limit of consecutive terms may be reelected a year after their terms have ended.

ARTICLE 4.3.3 Director terms shall be staggered so that no more than a third the number of directors will end their terms in any given year.

ARTICLE 4.3.4 The term of office shall be considered to begin July 1 and to end June 30 of the third year in office, unless the term is extended until such time as a successor has been elected.

ARTICLE 4.3.5 Any vacancy of an elected position on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.

ARTICLE 4.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

ARTICLE 4.4.1 Appointments. Appoint, remove, and replace all the Corporation's officers and any of the Corporation's employees;

ARTICLE 4.4.2 Investment. Invest and expend Corporation funds in order to carry out the Corporation's business;

ARTICLE 4.4.3 Agents. Employ or discharge agents, employees and independent contractors.

ARTICLE 4.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the corporation's intent and purpose;

ARTICLE 4.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

ARTICLE 4.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

ARTICLE 4.4.7 Borrowing. Borrow money for Corporation purposes;

ARTICLE 4.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

ARTICLE 4.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

ARTICLE 4.5 Policies and Procedures. The Board of Directors shall be authorized to adjust, amend, and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

ARTICLE 4.6 Action by the Board of Directors. A majority vote is necessary and sufficient for the Board of Directors to act, except in those instances specifically described herein and in the

Articles of Incorporation, where a supermajority or unanimous consent is required in order for the Board of Directors to act.

ARTICLE 4.7 Committees. The Board of Directors may, at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to, Budget and Finance, Personnel, Fundraising, Facility, Board Development, Public Relations and Marketing, and Grievance. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE 4.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation from the Corporation for his or her services as a Director. The Board of Directors may at any time and from time to time by resolution provide that Directors shall be reimbursed for their actual expenses.

ARTICLE 4.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the President or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 4.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

ARTICLE 4.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to Mebane STEAM Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one twelve-month period may be subject to removal.

ARTICLE 4.12 Removal From the Board of Directors. An elected Board of Directors member may be removed with or without cause only by a simple majority vote of the Board at any meeting. Ex officio members may be removed by a simple majority vote of the bodies they represent.

ARTICLE V Board of Directors Meetings

ARTICLE 5.1 Regular Meetings. The Board of Directors shall meet at least nine times per year, at such times and locations as it may deem suitable and appropriate. An annual meeting shall be each year. Reasonable notice of all Directors' meetings shall be provided to each Director by email, telephone, or other means of communication as deemed appropriate by the President of the Board of Directors. Pursuant to 115C-4 of North Carolina General Statutes, all meetings of the Board of Directors shall comply with the open meetings law.

ARTICLE 5.2 Special Meetings. The Board of Directors also may hold special meetings called by the President or when at least 20% of the Board of Directors members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice. Any Special Meeting of the Board of Directors of the Corporation shall be announced and held in compliance with the open meetings law.

ARTICLE 5.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A

quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

ARTICLE 5.4 Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present.

ARTICLE 5.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.

ARTICLE 5.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules of Order or a reasonable, comparable format. ARTICLE 5.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from discussing or voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI Officers

ARTICLE 6.1 Officers. The Corporation's officers shall consist of a President, a Vice President, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the

same person, other than the offices of President and Secretary or President and Treasurer. An officer may, but need not be, a member of the Board of Directors of the Corporation.

ARTICLE 6.2 Nominating Procedures. The Board Development Committee shall be responsible to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the committee. If the slate is declined, nominations for officers may be entertained by the Board President.

ARTICLE 6.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 6.4 Duties of the President. The President shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The President shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief of any corporation, including the appointment of committees, committee Presidents, and committee membership. The President shall perform such other duties as the Board of Directors may prescribe.

ARTICLE 6.5 Duties of the Vice President. In the absence of the President, or in the event of the President's inability or refusal to serve, the Vice President, as selected by the Board of Directors, shall perform all the duties of the President and, when so acting, shall have all the

powers and authority of the President. Such President shall have such other powers and perform such other duties as the Board of Directors or President may prescribe including acting as the parliamentarian of the Corporation. ARTICLE 6.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

ARTICLE 6.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody, and management of the monies, assets, property, and/or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine, a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

ARTICLE 6.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

ARTICLE 6.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

ARTICLE 6.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII School Directors

ARTICLE 7.1 Selection.

The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or board member of the Corporation.

ARTICLE 7.2 Duties. The School Director(s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VIII Indemnification

ARTICLE 8.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeal (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its

equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he 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 his conduct was unlawful.

ARTICLE IX Contracts, Checks, Loans, and Gifts

ARTICLE 9.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

ARTICLE 9.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

ARTICLE 9.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE X Amendments

ARTICLE 10.1 Amendments.

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

ARTICLE XI Dissolution

ARTICLE 11.1 Dissolution.

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such a manner or to such organizations organized and operated solely for charitable, religious, educational, or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code. Any such assets not so disposed shall be disposed of by the Superior Court of Durham County, North Carolina, exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

Mebane STEAM Academy Conflict of Interest Statement

Annual Statement of the Board of Directors of the Mebane STEAM Academy. Each of the undersigned members of the Board of Directors of the Mebane STEAM Academy, states for himself or herself that he or she: 1. has received a copy of the conflicts of interest policy, 2. has read and understands the policy, 3. has agreed to comply with the policy, and 4. understands that the Mebane STEAM Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

| | | | |
|-------|-------|------|------|
| _____ | _____ | Date | Name |
| _____ | _____ | Date | Name |
| _____ | _____ | Date | Name |

For Officers, Directors, Committee Members, Staff Members, and certain Consultants No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with the Mebane STEAM Academy. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter pending before the organization and shall refrain from participation in any decision on such matter. Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of the Mebane STEAM Academy shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board. Any member of the Board, any Committee, Staff and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation. At this time, I am a Board member, a committee member, or an employee of the following organizations:

Now this is to certify that I except as described below, am not now nor at any time during the past year have been: 1) A participant, directly or indirectly, in any manner, agreement, investment, or other activity with any vendor, supplier, or other party; doing business with the Mebane STEAM Academy which has resulted or could result in personal benefit to me. 2) A recipient, directly, or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with the Mebane STEAM Academy. Any exceptions to 1 or 2 above are stated below with a full description of the transactions and of the

interest, whether direct or indirect, which I have (or have not had during the past year) in the persons or organizations having transactions with the Mebane STEAM Academy.

Date: _____ Signature _____

Print name _____

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Parliamentary Procedure for Meetings

Robert's Rules of Order is the standard for facilitating discussions and group decision-making. Copies of the rules are available at most bookstores. Although they may seem long and involved, having an agreed upon set of rules makes meetings run easier. **Robert's Rules** will help your group have better meetings, not make them more difficult. Your group is free to modify them or find another suitable process that encourages fairness and participation, unless your bylaws state otherwise.

Here are the basic elements of **Robert's Rules**, used by most organizations:

1. **Motion:** To introduce a new piece of business or propose a decision or action, a motion must be made by a group member ("I move that ...") A second motion must then also be made (raise your hand and say, "I second it.") After limited discussion, the group then votes on the motion. A majority vote is required for the motion to pass (or quorum as specified in your bylaws.)
2. **Postpone Indefinitely:** This tactic is used to kill a motion. When passed, the motion cannot be reintroduced at that meeting. It may be brought up again at a later date. This is made as a motion ("I move to postpone indefinitely ..."). A second is required. A majority vote is required to postpone the motion under consideration.
3. **Amend:** This is the process used to change a motion under consideration. Perhaps you like the idea proposed but not exactly as offered. Raise your hand and make the following motion: "I move to amend the motion on the floor." This also requires a second. After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted. Then a vote is taken on the amended motion. In some organizations, a "friendly amendment" is made. If the person who made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.
4. **Commit:** This is used to place a motion in committee. It requires a second. A majority vote must rule to carry it. At the next meeting the committee is required to prepare a report on the motion committed. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established.
5. **Question:** To end a debate immediately, the question is called (say "I call the question") and needs a second. A vote is held immediately (no further discussion is allowed). A two-thirds vote is required for passage. If it is passed, the motion on the floor is voted on immediately.
6. **Table:** To table a discussion is to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time ("I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue.") A second is needed and a majority vote required to table the item being discussed.
7. **Adjourn:** A motion is made to end the meeting. A second motion is required. A majority vote is then required for the meeting to be adjourned (ended).

Note: If more than one motion is proposed, the most recent takes precedence over the ones preceding it. For example if #6, a motion to table the discussion, is proposed, it must be voted on before #3, a motion to amend, can be decided.

In a smaller meeting, like a committee or board meeting, often only four motions are used:

- To introduce (motion)
- To change a motion (amend)
- To adopt (accept a report without discussion)
- To adjourn (end of meeting)

Remember, these processes are designed to ensure that everyone has a chance to participate and to share ideas in an orderly manner. Parliamentary procedure should not be used to prevent discussion of important issues.

Board and committee Presidents and other leaders may want to get some training in meeting facilitation and in using parliamentary procedure. Additional information on meeting processes, dealing with difficult people, and using **Robert's Rules** is available from district office staff and community resources such as the League of Women Voters, United Way and other technical assistance providers. *Parliamentary Procedure at a Glance*, by O. Garfield Jones, is an excellent and useful guide for neighborhood association chairs.

Tips in Parliamentary Procedure

The following summary will help you determine when to use the actions described in **Robert's Rules**.

- **A main motion must be moved, seconded, and stated by the President before it can be discussed.**
- **If you want to move, second, or speak to a motion, raise your hand and address the President.**
- **If you approve the motion as is, vote for it.**
- **If you disapprove the motion, vote against it.**
- **If you approve the idea of the motion but want to change it, amend it or submit a substitute for it.**
- **If you want advice or information to help you make your decision, move to refer the motion to an appropriate quorum or committee with instructions to report back.**
- **If you feel they can handle it better than the assembly, move to refer the motion to a quorum or committee with power to act.**
- **If you feel that there the pending question(s) should be delayed so more urgent business can be considered, move to lay the motion on the table.**
- **If you want time to think the motion over, move that consideration be deferred to a certain time.**
- **If you think that further discussion is unnecessary, move the previous question.**
- **If you think that the assembly should give further consideration to a motion referred to a quorum or committee, move the motion be recalled.**
- **If you think that the assembly should give further consideration to a matter already voted upon, move that it be reconsidered.**
- **If you do not agree with a decision rendered by the President, appeal the decision to the assembly.**
- **If you think that a matter introduced is not germane to the matter at hand, a point of order may be raised.**
- **If you think that too much time is being consumed by speakers, you can move a time limit on such speeches.**
 - **If a motion has several parts, and you wish to vote differently on these parts, move to divide the motion.**

PARLIAMENTARY PROCEDURE AT A GLANCE

| TO DO THIS | YOU SAY THIS | MAY YOU INTERRUPT SPEAKER | MUST YOU BE SECONDED | IS MOTION DEBATABLE | WHAT VOTE REQUIRED |
|---|--|---------------------------|----------------------|---------------------|------------------------|
| Adjourn meeting* | I move that we adjourn | No | Yes | No | Majority |
| Recess meeting | I move that we recess until... | No | Yes | No | Majority |
| Complain about noise, room temperature, etc.* | Point of privilege | Yes | No | No | No vote |
| Suspend further consideration of something* | I move we table it | No | Yes | No | Majority |
| End debate | I move the previous question | No | Yes | No | 2/3 vote |
| Postpone consideration of something | I move we postpone this matter until... | No | Yes | Yes | Majority |
| Have something studied further | I move we refer this matter to committee | No | Yes | Yes | Majority |
| Amend a motion | I move this motion be amended by... | No | Yes | Yes | Majority |
| Introduce business (a primary motion) | I move that... | No | Yes | Yes | Majority |
| Object to procedure or personal affront* | Point of order | Yes | No | No | No vote, Chair decides |
| Request information | Point of information | Yes | No | No | No vote |
| Ask for actual count to verify voice vote | I call for a division of the house | No | No | No | No vote |
| Object consideration of undiplomatic vote* | I object to consideration of this question | Yes | No | No | 2/3 vote |
| Take up a matter previously tabled* | I move to take from the table... | No | Yes | No | Majority |
| Reconsider something already disposed of* | I move we reconsider our action relative to... | Yes | Yes | Yes | Majority |
| Consider something already out of its schedule* | I move we suspend the rules and consider | No | Yes | No | 2/3 vote |
| Vote on a ruling by the Chair | I appeal the Chair's decision | Yes | Yes | Yes | Majority |

*Not amendable

PARLIAMENTARY PROCEDURE AT A GLANCE

| | | Debatable | Amendable | Can Be Reconsidered | Requires 2/3 Vote |
|--------------------|--|-----------|-----------|---------------------|-------------------|
| Privileged Motions | Fix Time at Which to Adjourn | No | Yes | No | No |
| | Adjourn | No | No | Yes | No |
| | Question of Privilege | No | Yes | Yes | No |
| | Call for Order of Day | No | No | Yes | No |
| Incidental Motions | Appeal | Yes | No | Yes | No |
| | Objection to Consideration of a Question | No | No | Yes | Yes |
| | Point of Information | No | No | No | No |
| | Point of Order | No | No | No | No |
| | Read Papers | No | No | Yes | No |
| | Suspend the Rules | No | No | No | Yes |
| | Withdraw a Motion | No | No | Yes | No |
| Subsidiary Motions | Lay on the Table | No | No | Yes | No |
| | The Previous Question (close debate) | No | No | Yes | Yes |
| | Limit or Extend Debate | No | Yes | Yes | Yes |
| | Postpone to a Definite Time | Yes | Yes | Yes | No |
| | Refer to Committee | Yes | Yes | Yes | No |
| | Amend the Amendment | Yes | No | No | No |
| | Amendment | Yes | Yes | Yes | No |
| | Postpone Indefinitely | Yes | No | Yes | No |
| Main Motion | Main or Procedural Motion | Yes | Yes | Yes | No |

This table presents the motions in order of precedence. Each motion takes precedence over (i.e. can be considered ahead of) the motions listed below it. No motion can supersede (i.e. be considered before) any of the motions listed above it.

PLEASE NOTE: many organizations use only the Main Motion and Subsidiary Motions, handling other matters on an informal basis.

IN THE MEETING

TO INTRODUCE A MOTION:

Raise your hand when no one else has the floor.

Address the President by the proper title.

Wait until the President recognizes you.

- Now that you have the floor and can proceed with your motion, say "I move that ..." and state your motion clearly.
- Another member may second your motion. A second merely implies that the seconder agrees that the motion should come before the assembly and not that he/she is in favor of the motion.
- If there is no second, the President says, "The motion is not before you at this time." The motion is not lost, as there has been no vote taken.
- If there is a second, the President states the question by saying "It has been moved and seconded that ... (state the motion), ... is there any discussion?"

DEBATE OR DISCUSSING THE MOTION:

- The member who made the motion is entitled to speak first.
- Every member has the right to speak in debate.
- The President should alternate between those "for" the motion and those "against" the motion.
- The discussion should be related to the pending motion.
- Avoid using a person's name in debate.
- All questions should be directed to the President.
- Asking a question or a brief suggestion is not counted in debate.

- A person may speak a second time in debate with the assembly's permission.

VOTING ON A MOTION:

- Before a vote is taken, the President puts the question by saying "Those in favor of the motion that ... (repeat the motion) ... say "Aye." Those opposed say "No." Wait, then say, "The motion is carried," or "The motion is lost."
- Some motions require a $2/3$ vote. A $2/3$ vote is obtained by raising of hands.
- If a member is in doubt about the vote, he may call out "division." A division is a demand for a vote by show of hands.
- A majority vote is more than half of the votes cast by persons legally entitled to vote.
- A $2/3$ vote means at least $2/3$ of the votes cast by persons legally entitled to vote.
 - A tie vote is a lost vote, since it is not a majority.

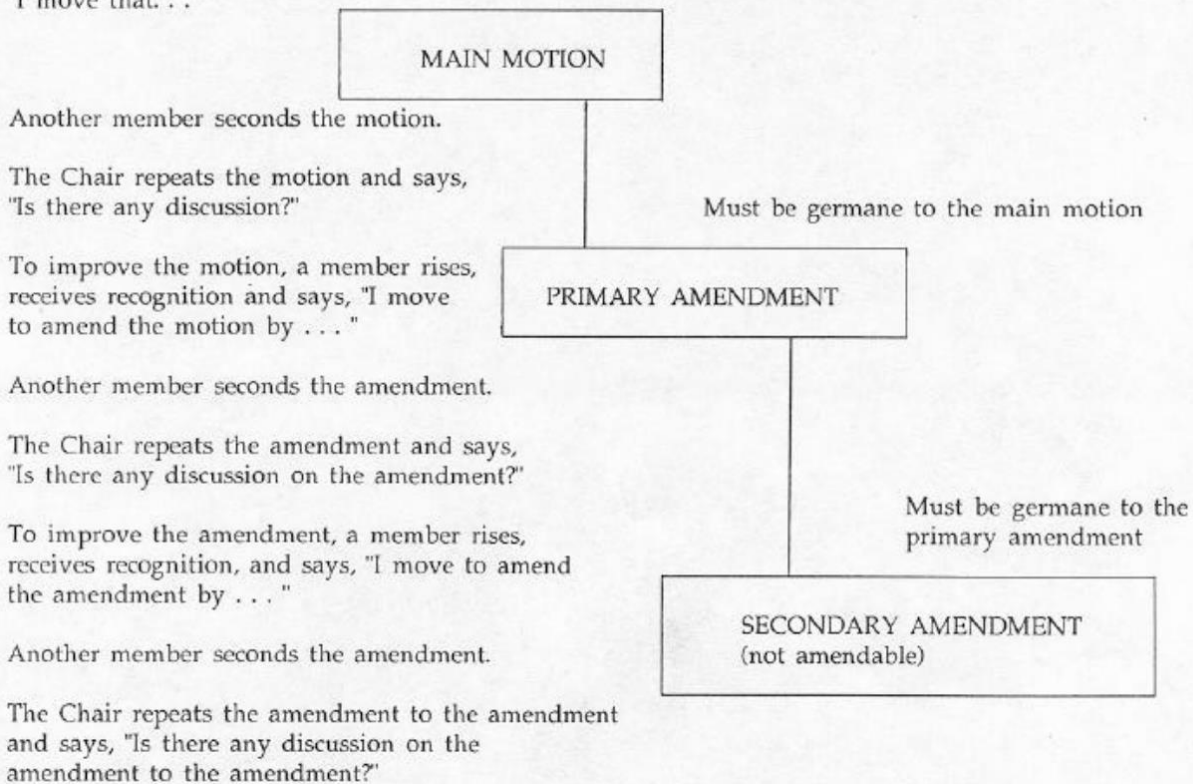
AMENDMENTS ILLUSTRATED

Any main motion or resolution may be amended by:

1. Adding at the end
2. Striking out a word or words
3. Inserting a word or words
4. Striking out and inserting a word or words
5. Substitution

A member rises, addresses the chair, receives recognition, and states the motion:

"I move that . . ."



- When discussion ceases, the Chair says, "Those in favor of the amendment to the amendment say 'Aye.' Those opposed say 'No.'"
- If the vote was in the affirmative, the amendment is included in the primary amendment. The Chair then says, "Is there any discussion on the amended amendment?"
- If there is no discussion, a vote is taken on the amended amendment. If the vote in the affirmative, the amendment is included in the main motion. The chair then says, "Is there any discussion on the amended motion?"
- At this place, the motion can again be amended.
- If there is no further discussion, a vote is taken on the amended motion.
- Even though the amendments carried in the affirmative, the main motion as amended can be defeated.

Mebane STEAM Academy Policies and Procedures

1.01 Overall Control and Supervision

The **Mebane STEAM Academy** Board shall have general control and supervision of all matters pertaining to the school and the Board shall enforce the school's policy manual. All decision-making authority not specifically reserved for the Board or specifically delegated by these policies or by state law or regulation is delegated to the School Director, for administrative decision-making.

This collection of policies explains the official position of **Mebane STEAM Academy's** Board and is public information. These policies apply to all individuals, groups, and organizations under the jurisdiction of the **Mebane STEAM Academy** Board. These adopted policies supersede and make null and void any previously adopted policies.

Mebane STEAM Academy Policies are not meant to be all-inclusive and they will be periodically reevaluated and altered where and when necessary. New policies will be added when needed.

Any policy addition or revision will be entered on a separate sheet to replace the old policy and will bear the date of adoption and revision if applicable. When a new or revised policy supersedes another, the old policy shall be deleted from the manual. An updated Table of Contents will accompany any deleted or added policies. An updated policy manual shall be kept in the office of **Mebane STEAM Academy**. Each Board member, as well as those assigned a policy manual by the Director, shall also keep their own policy manual updated as needed.

1.02 Board Member Code of Ethics

As Mebane STEAM Academy board members, we recognize the importance of our actions and decisions as they reflect directly upon each of us and each stakeholder. In our leadership roles we must be guided by ethical principles to uphold the highest standards of education for the students at **Mebane STEAM Academy**

The Mebane STEAM Academy Board Member Code of Ethics states the values to which we are committed and embodies the ethical responsibilities charged to each member. The principles of this Code are expressed in broad statements to guide ethical decision making.

As a member of this board, I will:

1. provide the highest level of service to all Mebane STEAM Academy stakeholders through appropriate resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. represent the interest of all people served by this organization and not advance private interests at the expense of the School or any Mebane STEAM Academy stakeholders.
3. not use my service on this Board for my own personal advantage or for the advantage of family, friends, or associates.
4. recognize the need to protect confidential information in all levels of the organization. All information gained concerning staff or students shall remain confidential in perpetuity.
5. distinguish between my personal convictions and professional duties and not allow my personal beliefs to interfere with fair representation of the goals and objectives of the School. I will respect and support the majority decisions of the Board.

6. approach all board issues with an open mind, prepared to make the best decisions for the School community as a whole.

7. focus my efforts on the mission and vision of Mebane STEAM Academy and not on my personal goals or the goals of any single stakeholder.

8. never exercise individual authority as a Board Member except

- when acting in an official meeting with the full Board.
- as I am delegated by the Board.

9. consider myself a “trustee” of the organization. I will do my best to ensure that it is well-maintained, financially secure, growing, and always operating in the best interests of those we serve.

10. remember that we are a governing board and not a managerial one. I, therefore, will refrain from engaging in conversations with any staff or student’s family member that would be considered managerial in nature.

11. keep myself informed about Mebane STEAM Academy’s mission, bylaws, finances, policies, and procedures.

12. understand that violation of this policy will result in disciplinary action, up to and including removal from the Board.

Board member signature

Date

1.03 Conflict of Interest Policy

1. The interested parties shall make full disclosure, by notice in writing, to the full Board of Directors of all possible conflicts of interest, including but not limited to the following:

- a) A director is related to another director,
- b) A director is related to a staff member,
- c) A director is also a staff member,
- d) A staff member in a supervisory capacity is related to another staff member whom he/she supervises,
- e) A director or staff member receives payment from the school for any subcontract, goods or services other than as part of his/her regular job responsibilities or as reimbursement for reasonable expenses incurred as provided in the bylaws and Board policy,
- f) A director or staff member is a member of the governing body of a contributor to the school or nonprofit running the school, and/or
- g) A director or staff member may have personal, financial, professional, or political gain at the expense of the school or its members.

2. Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall be by majority vote without counting the vote of any interested director, even if the disinterested directors are less than quorum, provided that at least one consenting director is disinterested.

- a) Verification of preexisting conflicts will be made by Board President or Designee.
- b) If preexisting conflict involves Board President, then verification will be made by disinterested director.
- c) An interested director, officer, or staff member shall not participate in any discussion or debate of the Board of Directors or any committee thereof in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest.
- d) No director, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his/her knowledge, any of the following has a financial interest in that transaction (except for transactions authorized by the Board as per Section 2):
- the staff member, officer or director;
 - any member of his/her immediate family;
 - his/her partner;
 - an organization in which any of the above is an officer, director or employee;
 - a person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment
- e) In addition, a contract or transaction can be rendered voidable by the Board of Directors if entered without full disclosure of the personal interests of a director, officer, or staff member. The existence of any of the above listed conditions shall likewise render a contract or transaction voidable unless full disclosure of personal interests is

made in writing to the Board of Directors and such transaction was approved by the Board in full knowledge of such interest.

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2.01 Problem Resolution Policy

Process for complaints and resolving concerns

1. Anyone with a concern that needs to be addressed should attempt to resolve the issue following an appropriate Chain of Responsibility.

The Chain of Responsibility is as follows:

- a) Personal concerns are to be resolved between the respective parties.
- b) Concerns with a classroom teacher, administrator, or teaching assistant should first be brought to that person's attention.
- c) If the concern is not satisfactorily resolved through discussion with the individual, it should be brought in writing to the School Director.
- d) If satisfactory resolution does not occur through the Chain of Responsibility, or if the person with the concern feels harassed, threatened, or afraid of repercussions, then the problem may be brought to the Board of Directors through the Grievance Committee. (see 2.02 Grievance Policy). Grievances must be brought in writing, signed by the grievant (or sent from their email account), with documentation that the Chain of Responsibility has been followed or should be bypassed. Anonymous grievances may not be considered. Grievances should not be brought forth in open session or in public comment.

2. No employee shall be discharged or otherwise discriminated against with respect to such employee's compensation, terms, conditions or privileges of employment because the employee reported any violation of law, school rules or policy, filed any grievance or complaint against any

other employee, caused any grievance procedure to be initiated against any employee, testified or otherwise gave or provided evidence in any grievance procedure or proceeding, assisted or participated in any grievance procedure or proceeding, or complained about any violation of law, school rules or policy.

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2.02 Grievance Policy

The following guidelines will be used to evaluate a grievance submitted to the Board Grievance Committee. Before a grievance will be accepted for review, the problem resolution process must be followed. (see 2.01 Problem Resolution Policy) The purpose of the Grievance Committee is to accept, review and determine the merits of a grievance lodged against a member or members of the faculty, staff and/or Board of Directors by a parent or member of the faculty, staff and/or Board of Directors. The Grievance Committee has the duty to request additional information, recommend the matter to the Board of Directors for action, or to dismiss the grievance.

No employee shall be discharged or otherwise discriminated against with respect to such employee's compensation, terms, conditions or privileges of employment because the employee reported any violation of law, school rules or policy, filed any grievance or complaint against any other employee, or agent **Mebane STEAM Academy**, caused any grievance procedure to be initiated against any employee, testified or otherwise gave or provided evidence in any grievance procedure or proceeding, assisted or participated in any grievance procedure or proceeding, or complained about any violation of law, school rules, or policy.

QUORUM AND TIMELINESS OF CONVENING A MEETING

Assuming a grievance has been forwarded to the Grievance Committee ("Committee") in the appropriate form and manner, the aggrieved party ("Grievant") has a right to an expeditious, objective, and thorough review of the grievance. The Grievance Committee should consider the grievance only when a quorum is present. A quorum is established only if all members of the Grievance Committee are present (excluding those members abstaining for reasons of a conflict of interest). If a quorum cannot be established due to the long-term absence of a Committee member, the Head of the Grievance Committee may appoint a substitute member consistent with the credentials established by the Board of Directors (e.g. teacher, parent, board member, etc). Upon receipt of the grievance, the Head of the Grievance Committee shall convene a quorum within a reasonable time, not to exceed thirty calendar days from the date of receipt.

APPROPRIATE FORM AND MANNER OF SUBMISSION OF GRIEVANCES

The Grievance Committee shall not consider any grievance that has not been submitted in writing with signature and that does not include documentation that the Chain of Responsibility has been followed. (See 2.01 Problem Resolution Policy.) The Head of the Grievance Committee shall determine whether or not a grievance has been submitted in proper manner and form.

MULTIPLE GRIEVANCES

A Grievant may not combine multiple grievances. Grievances must be individually submitted, signed and presented by the Grievant and individually reviewed by the Grievance Committee.

NOTIFYING ALL PARTIES TO THE GRIEVANCE

Any individual(s) against whom a grievance is filed (“Respondent”) will receive, from the Head of the Grievance Committee, a copy of the grievance filed against him/her in addition to any supporting documents, affidavits, or other evidence submitted with the grievance or in support of the grievance. The Head of the Committee shall forward said materials within five business days to the Respondent.

ANSWER TO GRIEVANCE

Respondent shall be granted 10 business days following receipt of the grievance (and any supporting documents, affidavits, or other evidence) to submit a written answer to the Head of the Committee. The answer must be postmarked by midnight of the 10th business day following documented receipt of the original grievance. If an answer is not received in a timely manner, the Committee may, upon a majority vote, accept the answer for consideration. Failing a majority vote to accept the answer, the Committee shall disregard the Respondent’s answer.

DISCLOSURE OF CONFLICTS OF INTEREST

Any member of the Committee with a real or apparent conflict of interest must disclose the conflict and excuse him/herself from any/all deliberations regarding the grievance. In

addition, any member of the committee with a conflict of interest is not permitted to examine or consult with the committee regarding the grievance or in any way be privy to the discussions or deliberations of the committee. Acquaintance with the Respondent or the Grievant shall not constitute a conflict of interest. A teacher-student relationship with the Respondent or Grievant shall not constitute a conflict of interest. A work relationship with the Respondent or Grievant shall not constitute a conflict of interest. An employer-employee relationship with the Respondent or Grievant shall not constitute a conflict of interest unless an employer-employee relationship exists outside of the context of the School.

PERSONAL TESTIMONY/HEARINGS

The Grievance Committee is not required to conduct hearings or to hear verbal testimony. In the event that the Committee chooses, by majority vote, to conduct hearings or hear verbal testimony, both the Grievant and the Respondent shall be notified no later than ten business days prior to the hearing of their right to be present and/or be represented by counsel during any and all hearings. Any/all hearings will be closed to the general public. Any/all hearings will be recorded on tape with said recordings to be submitted to the School Attorney for safekeeping. Recordings shall not be made public at any time. Any individual making testimony at a hearing shall be subject to questioning and cross-examination by any member of the Committee, the Grievant (or his/her legal counsel) and the Respondent (or his/her legal counsel). Grievant and/or Respondent (or their respective attorneys) may not question and/or cross examine any member of the Committee. Grievant and/or Respondent (or their respective attorneys) may not question and/or cross examine one another unless the Respondent and/or Grievant is making verbal testimony before the committee. Any individual making testimony shall swear or aver that his/her testimony is the truth, the whole truth and nothing but the truth.

COMMITTEE ACTION

Upon review of the grievance, the Committee must decide which action to take by a majority vote of the Committee. The following actions are available to the Committee:

- Mediation – If the Committee feels that some mediation is possible, the Committee may suggest a compromise acceptable to both the Grievant and Respondent or a

modification of an original decision. If the compromise is acceptable to both parties, the Committee will take no further action on the grievance.

- **Dismiss the Grievance (No Action)** – If the Grievant has failed to successfully prove the allegations contained in the grievance, the Committee may dismiss the grievance or take no action on the grievance.
- **Request Additional Information** – If the Committee feels that additional information is needed to thoroughly review the grievance, the Committee may request additional information and/or supporting documentation from the Grievant and/or respondent. The Head will establish a reasonable amount of time for the Grievant and/or Respondent to furnish the requested information.
- **Recommend Action to the Board of Directors** – If the Grievant successfully proves the allegations contained in the grievance, the Committee may recommend to the Board of Directors that they take action based on the grievance. Such action may include reinstatement, discharge, discipline, sanctions, reviews or other actions.

If the Committee chooses to dismiss the grievance, the Head will issue a finding report to the Grievant and to the Respondent clearly noting that the committee has chosen to dismiss the grievance and indicating the reason(s) for dismissal. Neither the Head nor the Committee is required to furnish transcripts, recording, notes, documents or an accounting of the deliberations to the Grievant and the Respondent. The findings report will indicate the process for appealing the decision to the Board of Directors in addition to the date and time of the next meeting. If the Committee chooses to recommend action to the Board of Directors, the Head will issue a finding report to the Grievant and to the Respondent clearly noting that the grievance has been referred to the Board of Directors for further action. In addition, the Head will deliver to the Respondent a referral report detailing the nature of the specific action that the Committee is recommending to the Board of Directors.

CONCLUDING THE GRIEVANCE PROCESS

Once the Committee has made a final disposition of the grievance as described above (resolution, dismissal, referral to the Board of Directors), all records created or submitted during the process are to be forwarded to the School Attorney for safekeeping. Grievance records are not maintained as public documents and are not to be disclosed, published or released either in full or in part. Committee members may not make any public comments regarding the specific grievance, deliberations or disposition.

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2.03 Faculty Board Representative Policy

The following guidelines shall provide governance for the selection, term, and primary duties and responsibilities of the faculty representative.

Selection/Removal: The faculty representative must be a current employee of Mebane STEAM Academy. He/she shall be nominated by another current faculty member. Nominations shall be received by the School Director during a specified period of time. Elections shall occur by secret ballot on a set date with prior notice. All current faculty members are eligible to participate in the voting process. The representative must be elected by majority vote and approved by **Mebane STEAM Academy** Board. If any member of the faculty feels that the representative should be removed, he/she should notify the School Director who will determine if there is just cause for action and will call for a full faculty vote if warranted. Removal requires a majority vote.

Term: The term for the faculty representative to the **Mebane STEAM Academy** Board is for two years from July 1 to June 30 and is contingent upon employment. The faculty representative will be elected in May for the following school year. The incumbent faculty representative will be encouraged to attend Board meetings in June, July and August and to mentor with the existing faculty representative. A faculty member who resigns, is terminated, or is no longer contracted for employment at Mebane STEAM Academy is not eligible to remain a representative to the **Mebane STEAM Academy** Board. If there will be a prolonged absence or other circumstance where the faculty representative may not be able to perform his/her duties, the Executive Director will notify the **Mebane STEAM Academy** Board of the intent to elect a new faculty representative.

Duties and Responsibilities: The faculty representative is expected to attend all meetings and has a voice in board discussions. He/she may participate in closed-session discussions only when invited by the Board President. His/her primary duty is to represent faculty interests and to be the primary communicator to the staff and faculty regarding information, policies, and procedures as presented in **Mebane STEAM Academy** Board meetings. The representative shall

report board actions to the faculty during the next scheduled faculty meeting or by email to all faculty members.

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1.02 Board Member Code of Ethics

As Mebane STEAM Academy board members, we recognize the importance of our actions and decisions as they reflect directly upon each of us and each stakeholder. In our leadership roles, we must be guided by ethical principles to uphold the highest standards of education for the students at **Mebane STEAM Academy**.

The Mebane STEAM Academy Board Member Code of Ethics states the values to which we are committed and embodies the ethical responsibilities charged to each member. The principles of this Code are expressed in broad statements to guide ethical decision making.

As a member of this board, I will:

1. provide the highest level of service to all Mebane STEAM Academy stakeholders through appropriate resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. represent the interest of all people served by this organization and not advance private interests at the expense of the School or any Mebane STEAM Academy stakeholders.
3. not use my service on this Board for my own personal advantage or for the advantage of family, friends, or associates.
4. recognize the need to protect confidential information in all levels of the organization. All information gained concerning staff or students shall remain confidential in perpetuity.
5. distinguish between my personal convictions and professional duties and not allow my personal beliefs to interfere with fair representation of the goals and objectives of the School. I will respect and support the majority decisions of the Board.
6. approach all board issues with an open mind, prepared to make the best decisions for the School community.

7. focus my efforts on the mission and vision of Mebane STEAM Academy and not on my personal goals or the goals of any single stakeholder.

8. never exercise individual authority as a Board Member except

- when acting in an official meeting with the full Board.
- as I am delegated by the Board.

9. consider myself a “trustee” of the organization. I will do my best to ensure that it is well-maintained, financially secure, growing, and always operating in the best interests of those we serve.

10. remember that we are a governing board and not a managerial one. I, therefore, will refrain from engaging in conversations with any staff or student’s family member that would be considered managerial in nature.

11. keep myself informed about Mebane STEAM Academy’s mission, bylaws, finances, policies, and procedures.

12. understand that violation of this policy will result in disciplinary action, up to and including removal from the Board.

Annual Statement of the Board of Directors of the Mebane STEAM Academy. Each of the undersigned members of the Board of Directors of the Mebane STEAM Academy, states for himself or herself that he or she: 1. has received a copy of the conflicts of interest policy, 2. has read and understands the policy, 3. has agreed to comply with the policy, and 4. understands that the Mebane STEAM Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

9/21/17 [Signature] Date Name

For Officers, Directors, Committee Members, Staff Members, and certain Consultants No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with the Mebane STEAM Academy. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter pending before the organization and shall refrain from participation in any decision on such matter. Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of the Mebane STEAM Academy shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board. Any member of the Board, any Committee, Staff and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation. At this time, I am a Board member, a committee member, or an employee of the following organizations:

NONE

Now this is to certify that I except as described below, am not now nor at any time during the past year have been: 1) A participant, directly or indirectly, in any manner, agreement, investment, or other activity with any vendor, supplier, or other party; doing business with the Mebane STEAM Academy which has resulted or could result in personal benefit to me. 2) A recipient, directly, or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with the Mebane STEAM Academy. Any exceptions to 1 or 2 above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have (or have not had during the past year) in the persons or organizations having transactions with the Mebane STEAM Academy.

Date: 9/21/17 Signature [Signature]

Print name Katharine Ricks

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9/18/2017 Rebecca N Harris Date Name

_____ Date Name

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Date: 9/18/17 Signature Rebecca N Harris
Print name Rebecca N. Harris

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9-21-17 [Signature] Date Name
 _____ Date Name
 _____ Date Name

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Excelsior Classical Academy
Tutors-Topia Learning Solutions LLC
G.W. Taylor Institute

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Date: 9-21-17 Signature [Signature]

Print name Janet Harris-Hamill

APPENDIX G. MEBANE STEAM ACADEMY BOARD MANUAL

Annual Statement of the Board of Directors of the Mebane STEAM Academy. Each of the undersigned members of the Board of Directors of the Mebane STEAM Academy, states for himself or herself that he or she: 1. has received a copy of the conflict of interest policy, 2. has read and understands the policy, 3. has agreed to comply with the policy, and 4. understands that the Mebane STEAM Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

Date: 9/19/17 Name: Cassandra Otero 9/19/17

Date Name

Date Name

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Date: 9/19/17 Signature: Cassandra Otero 9/19/17

PRINT name: Cassandra Otero

APPENDIX G. MEBANE STEAM ACADEMY BOARD MANUAL

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9-22-2017 Tina Marie Condie Date Name e

_____ Date Name

For Officers, Directors, Committee Members, Staff Members, and certain Consultants No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with the Mebane STEAM Academy. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter pending before the organization and shall refrain from participation in any decision on such matter. Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of the Mebane STEAM Academy shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board. Any member of the Board, any Committee, Staff and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation. At this time, I am a Board member, a committee member, or an employee of the following organizations:

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Date: 9.22.2017 Signature Tina Marie Condie e

Print name Tina Marie Condie e

Annual Statement of the Board of Directors of the Mebane STEAM Academy. Each of the undersigned members of the Board of Directors of the Mebane STEAM Academy, states for himself or herself that he or she: 1. has received a copy of the conflicts of interest policy, 2. has read and understands the policy, 3. has agreed to comply with the policy, and 4. understands that the Mebane STEAM Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

| | | | |
|----------------|--------------------|------|------|
| <u>9/19/17</u> | <u>[Signature]</u> | Date | Name |
| <u>9/19/17</u> | <u>[Signature]</u> | Date | Name |
| <u>9/19/17</u> | <u>[Signature]</u> | Date | Name |

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NONE
[Signature] 9/19/17

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Date: 9/19/17 Signature [Signature]

Print name Meredith E. B. Bohannon



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

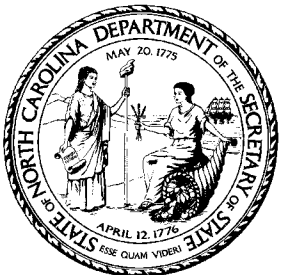
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

MEBANE STEAM ACADEMY INCORPORATED

the original of which was filed in this office on the 7th day of September, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 7th day of September, 2017.

Elaine F. Marshall

Secretary of State

ARTICLES OF INCORPORATION
Business Corporation

In compliance with the requirements of Section 55-2-02 of the General Statutes of North Carolina, and for the purposes of forming a for-profit business corporation in North Carolina, the undersigned desire to form a corporation according to the following Articles of Incorporation.

Corporate Name

1. The name of the corporation is Mebane STEAM Academy Incorporated (the "Corporation").

Purpose

2. The Corporation is formed for the purpose of education in the Mebane area.

Duration

3. The duration of the Corporation is perpetual.

Registered Office and Registered Agent

4. The street address of the initial registered office is 405 Collington Dr., Mebane, North Carolina, 27302. The name of the initial Registered Agent at this Registered Office is Dr. Katharine Ricks. The county of the registered office is Alamance.

The mailing address of the initial registered office is the same as the street address.

Street Address of the Principal Office

5. The Corporation does not have a principal office.

Authorized Capital

6. The aggregate total number of all shares that the Corporation is authorized to issue is 1.

Class A Shares

7. The Corporation is authorized to issue a single class of shares. The total number of shares authorized is 0 Class A par value shares and the par value of each of the authorized Class A shares

is \$0.00 US Dollars. This class of shares is entitled to receive the net assets of the Corporation on dissolution.

The Class A voting, cumulative shares will have the following rights and privileges attached to them and be subject to the following conditions and limitations:

- a. The holders of Class A shares will be entitled to receive, as and when declared by the Board of Directors out of the monies of the Corporation properly applicable to the payment of dividends, cumulative, cash dividends, at the rate to be set by the Board of Directors.
- b. The Class A shares may from time to time be issued as a class without series or, may from time to time be issued in one or more series. If the Class A shares are issued in one or more series the Board of Directors may from time to time, by resolution before issuance, fix the number of shares in each series, determine the designation and fix the rights, privileges, restrictions, limitations and conditions attaching to the shares of each series but always subject to the limitations set out in the Articles of Incorporation.
- c. The holders of Class A shares will together have unlimited voting rights. The holders of Class A shares will be entitled to one vote for each Class A share held, and will be entitled to receive notice of and to attend all meetings of the shareholders of the Corporation.

Restrictions on Transfer

8. No shares of stock in the Corporation will be transferred without the approval of the Board of Directors of the Corporation either by a resolution of the Board of Directors passed at a Board of Directors meeting or by an instrument or instruments in writing signed by all of the Board of Directors.

Preemptive Rights

9. The shareholders of the Corporation have the preemptive right to purchase any new issue of stock in proportion to their current equity percentage. A shareholder may waive any preemptive right.

Amend or Repeal Bylaws

10. Bylaws may be adopted, amended, or repealed either by approval of the outstanding shares or by the approval of the Board of Directors. In adopting, amending or repealing a bylaw the shareholders may expressly provide that the Board of Directors may not adopt, amend or repeal

that bylaw. The power of the Board of Directors is subordinate to the power of the shareholders to adopt, amend, or repeal bylaws.

Cumulative Voting

11. In an election of Directors, each shareholder's number of votes will be calculated by multiplying the number of voting shares they are entitled to cast by the number of Directors being elected. The shareholder may cast their total votes for a single Director or may distribute them among two or more Directors, as the shareholder sees fit.

Indemnification of Officers, Directors, Employees and Agents

12. The Board of Directors, officers, employees and agents of the Corporation will be indemnified and held harmless by the Corporation and its shareholders from and against any and all claims of any nature, whatsoever, arising out of the individual's participation in the affairs of the Corporation. The Board of Directors, officers, employees and agents of the Corporation will not be entitled to indemnification under this section for liability arising out of gross negligence or willful misconduct of the individual or the breach by the individual of any provisions of this Agreement.

Limitation of Liability

13. The Board of Directors and officers of the Corporation will not be personally liable to the Corporation or its shareholders for any mistake or error in judgment or for any act or omission believed in good faith to be within the scope of authority conferred or implied by the Articles of Incorporation or by the Corporation. The Board of Directors and officers will be liable for any expenses or damages incurred by the Corporation or its shareholders resulting from any and all acts or omissions involving fraud or intentional wrongdoing.

Effective Date of Filing

14. This document will become effective on the date of filing.

Incorporator

15. The name and address of the incorporator of Mebane STEAM Academy Incorporated are set out below.

| Name | Address | City | State | Zip Code |
|---------------|----------------|-------------|----------------|-----------------|
| Dr. Katharine | 405 Collington | Mebane | North Carolina | 27302 |

| | | | | |
|-------|-----|--|--|--|
| Ricks | Dr. | | | |
|-------|-----|--|--|--|

Execution

16. I, the undersigned, for the purpose of forming a corporation under the North Carolina Business Corporation Act, do make, file and record this document, and do certify that the facts stated in this document are true, and I have accordingly set my hand to this document this 7th day of August, A.D. 2017.

BY:



Dr. Katharine Ricks (Incorporator)

Filer Contact Information

17. In case of filing difficulties, please contact:

Name of Filer: Dr. Katharine Ricks

Phone number: (281) 702-1692

Address: 405 Collington Dr. , Mebane, North Carolina, 27302

Privacy Redaction



Mebane Steam Academy

Quote Proposal

Date: 9/12/2017

| <u>Coverage</u> | <u>Limits</u> | <u>Premium</u> |
|---|---------------|-----------------|
| General Liability | \$3M | \$2,000 |
| Educators Legal Liability | \$2M | \$2,100 |
| Directors & Officers | \$2M | |
| Employment Practices Liability | \$2M | |
| Sexual Miscondct | \$2M | \$1,000 |
| Crime Policy/Employee Theft | \$250K | \$450 |
| Employee Benefit Liability | \$3M | \$450 |
| Flood Insurance & Earthquake | \$1M | \$600 |
| Property Insurance | \$800,000 | \$2,150 |
| Hired/Non Owned Auto | \$1M | \$350 |
| Data Comprmise | \$100,000 | 100 |
| Adverse Event Coverage (active shooter) | \$300,00 | 150 |
| Workers Compensation | \$1M/1M/1M | 6,500 |
| Total Premium: | | \$15,850 |

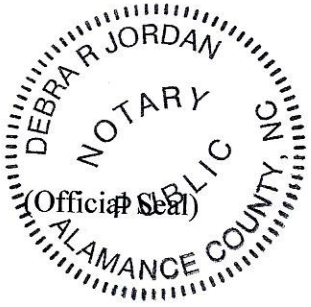
SIGNATURE AND NOTARIZATION PAGE

FOR THE SCHOOL: Mebane STEAM Academy
(School Name)

This 21 day of September 2017.

Katharine Ricks
(Print Name of Board Chair/ President)

Katharine Ricks
(Signature of Board Chair/President)



Sworn to and subscribed before me this 21st
day of September, 2017.
Debra R. Jordan
Debra R. Jordan
Notary Public
My commission expires Dec 15, 2017.

FOR THE STATE BOARD OF EDUCATION:

This _____ day of _____ 2017.

(State Superintendent)

(Signature of State Superintendent)

Sworn to and subscribed before me this _____
day of _____, 2017.

(Official Seal)

Notary Public
My commission expires _____, 20__.

Appendix P:

Charter School Required Signature Certification

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

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

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

- Name of the Selected Board Attorney: Shanahan McDougal Law Firm
- Date of Review: 9/21/17
- Signature of Board Members Present (Add Signature Lines as Needed):

■ Katlee Ricks
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]

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

- Name of the Selected Board Auditor: G. Van Newlin, CPA, PA
- Date of Review: 9/21/17
- Signature of Board Members Present (Add Signature Lines as Needed):

■ Katlee Ricks
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]
■ [Signature]

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

- Name of the Contact for Selected EMO/CMO: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

N/A

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

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

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

N/A

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

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

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

N/A

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

Certification

I, Dr. Katharine Ricks, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Mebane STEAM Academy Charter School is true and correct in every respect.

Katharine Ricks
Signature

9/21/17
Date