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January 8, 2018

Ms. Linda Petro, Charter Board Chair

Re: Potential K-8 Charter School for Bermuda Run

Dear Ms. Petro,

It is my understanding that the Bermuda Run area in Davie County is being considered for a Kindergarten through eighth grade charter school. As Mayor of The Town of Bermuda Run I am pleased to say that a school within the town's corporate boundary and/or extra territorial jurisdiction would fit exceptionally well with our new vision for our future. An educational resource such as this is an excellent fit in achieving the town's desire toward promoting economic development and an excellent quality of life for its residents. The closest elementary school and middle school are five miles away. Therefore, having a K-8 charter school in our town would be a desirable enhancement for our town and its residents.

To that end, I should also note that current Town of Bermuda Run zoning ordinances already accommodate a school as an approved use in numerous zoning districts. Finally, having a school as part of the greater Bermuda Run community would add greatly to the town's vision: *The Town of Bermuda Run will be a welcoming small town with a diverse economic base and excellent quality of life.*

My best wishes to you in the application process!

Kind regards,

Kenneth A. Rethmeier, Dr-PH
Mayor

Executive Summary

Building on the priority to support science, technology, engineering, and mathematics (STEM) education set by the Obama Administration that is reflected in several of the Administration's initiatives,² the U.S. Department of Education (the Department) is releasing a report outlining a vision to carry on that legacy in the coming decade. This vision was informed by the key observations, considerations, and recommendations put forth by a varying range of STEM education thought leaders and experts from the field during a series of 1.5-day workshops convened by the Department in collaboration with American Institutes for Research (AIR). This report is a resource that provides examples, not endorsements, of resources that may be helpful in reaching the STEM 2026 vision as outlined by the field experts.

The complexities of today's world require all people to be equipped with a new set of core knowledge and skills to solve difficult problems, gather and evaluate evidence, and make sense of information they receive from varied print and, increasingly, digital media. The learning and doing of STEM helps develop these skills and prepare students for a workforce where success results not just from what one knows, but what one is able to do with that knowledge.³ Thus, a strong STEM education is becoming increasingly recognized as a key driver of opportunity, and data show the need for STEM knowledge and skills will grow and continue into the future. Those graduates who have practical and relevant STEM precepts embedded into their educational experiences will be in high demand in all job sectors. It is estimated that in the next five years, major American companies will need to add nearly 1.6 million STEM-skilled employees (Business Roundtable & Change the Equation, 2014). Labor market data also show that the set of core cognitive knowledge, skills, and abilities that are associated with a STEM education are now

in demand not only in traditional STEM occupations, but in nearly all job sectors and types of positions (Carnevale, Smith, & Melton, 2011; Rothwell, 2013).

The nation has persistent inequities in access, participation, and success in STEM subjects that exist along racial, socioeconomic, gender, and geographic lines, as well as among students with disabilities. STEM education disparities threaten the nation's ability to close education and poverty gaps, meet the demands of a technology-driven economy, ensure national security, and maintain preeminence in scientific research and technological innovation.

In recognition of the widening skills and opportunity gaps in STEM, the Obama Administration has initiated several efforts to motivate action. In 2010, President Obama announced the launch of Change the Equation, a CEO-led effort to improve STEM education, as part of the Administration's larger Educate to Innovate campaign. In addition, under this Administration, the Committee on STEM Education (CoSTEM), comprised of several federal agencies—including all mission-science agencies and the Department—is facilitating a cohesive national strategy to increase the impact of federal investments in STEM teaching and learning. In 2013, CoSTEM put out a Five-Year Federal Science Technology, Engineering, and Mathematics Education Strategic Plan. In January 2016, Obama announced a bold Computer Science for All initiative; and the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA) in December 2015, identifies all four STEM disciplines, including engineering and computer science, as fundamental components of a well-rounded education for all children. ESSA also includes provisions to promote local innovation and investments in what works to improve STEM teaching and learning.⁴ These are just a few examples of the focused attention being placed on STEM at the national level to generate change and improvement at the state and local levels.

This report is a complementary effort, resulting from a Department-led effort to gain insight into the latest research and thinking about how to improve STEM teaching and learning, including

how to ensure the engagement and success of the full diversity of the nation's learners. In 2015, the

Department, in collaboration with AIR, invited nearly 30 experts and thought leaders in STEM teaching and learning to participate in a series of discussion-based workshops to exchange ideas and develop recommendations for the future of STEM education. The project contributors were asked to draw from their own experiences, and their knowledge of the evidence behind examples of innovative and promising new approaches taking hold in communities across the nation.

This report summarizes the results of these workshop discussions and outlines what emerged from the experts' recommendations; namely, an aspirational vision (hereafter referred to as "STEM 2026") for STEM education to promote lifelong learning among all youth and in all communities. In recognition of the challenges to transforming STEM education on a large scale, the STEM 2026 vision presented in this report is meant only as starting point upon which key stakeholder groups, including policymakers, researchers, educators, and industry leaders, as well as the broader public, can build. The goal of this vision is not to establish a prescribed set of activities but to motivate actions, including the development of communities of practice (CoP), that help build a stronger evidence base for what STEM teaching and learning experiences work best in particular contexts and to serve diverse learners.

U.S. Department of Education (the Department)
John B. King, Jr., Ed.D. Secretary
Office of Innovation and Improvement
Russell Shilling, Ph.D. Executive Director of STEM
September 2016
provided.

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This report is available on the Department's

2017-18 School Performance Grades

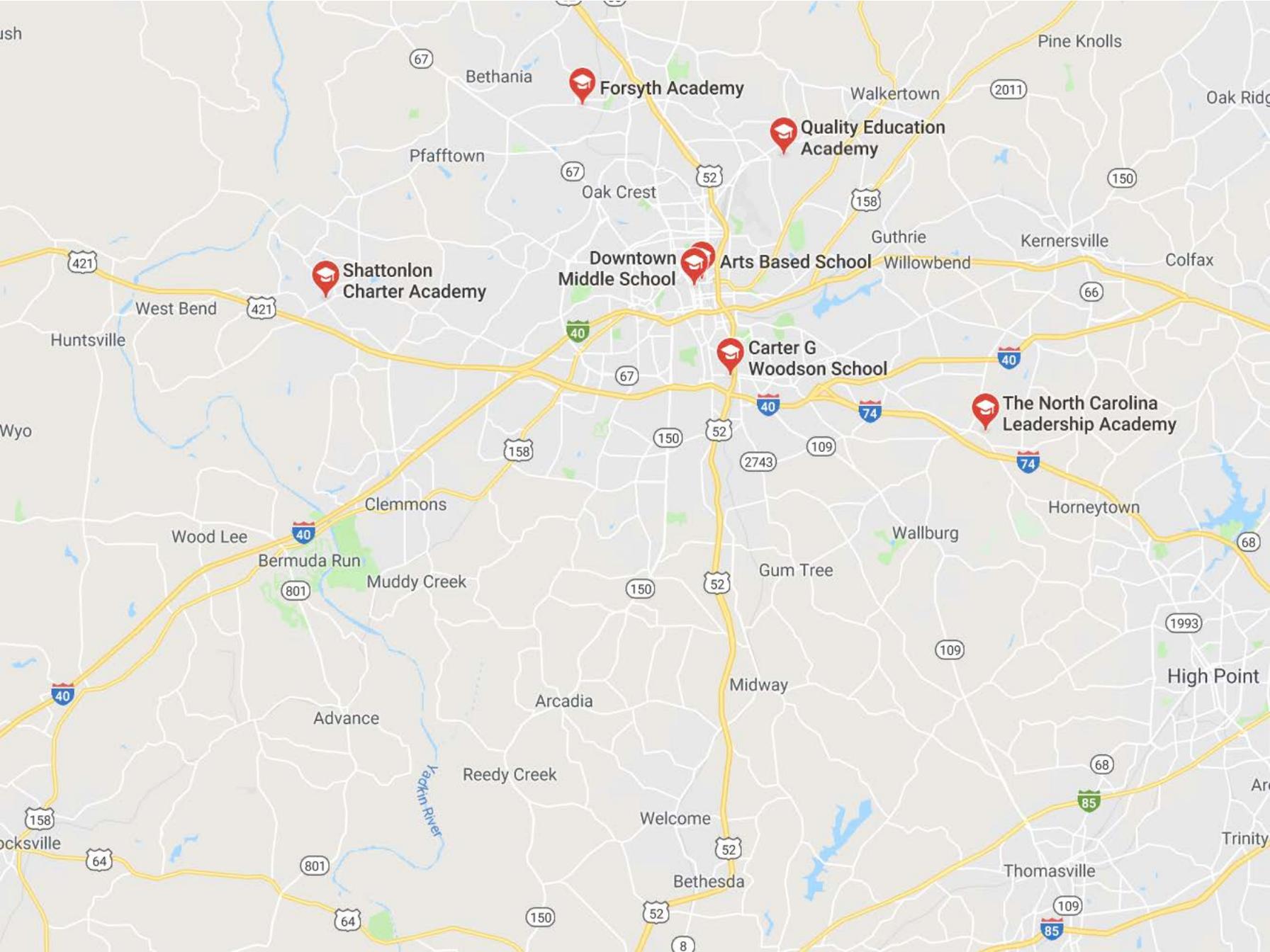
[Back to Introduction](#)

<p>To find specific information on one or more schools use the filter arrows to select the desired district or schools information. District Name includes the 115 district names, charter schools, regional schools, and lab schools. School Name is the name of the school.</p>	<p>2017-18 SPG Grade Scale A = 85-100 B = 70-84 C = 55-69 D = 40-54 F = 0-39 I = Insufficient Data ALT = Alternative School</p>	<p>The School Achievement Score (80%) and School Growth Score (20%) are combined to create the School Performance Score</p> <p style="text-align: right;">SA(8) + SG(2)</p>
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District Name	School Code	School Name	State Board Region	School Performance Grade	School Performance Score	School Achievement Score
Davie County Schools	300308	Cooleemee Elementary	Piedmont-Triad	C	67	60.5
Davie County Schools	300310	Cornatzer Elementary	Piedmont-Triad	C	69	66.2
Davie County Schools	300312	Davie County High	Piedmont-Triad	C	68	70.4
Davie County Schools	300314	Davie County Early College High	Piedmont-Triad	A	92	92.9
Davie County Schools	300320	Mocksville Elementary	Piedmont-Triad	C	67	62.4
Davie County Schools	300325	North Davie Middle	Piedmont-Triad	B	74	70.3
Davie County Schools	300326	Pinebrook Elementary	Piedmont-Triad	C	61	57.8
Davie County Schools	300328	Shady Grove Elementary	Piedmont-Triad	B	71	71.5
Davie County Schools	300330	South Davie Middle	Piedmont-Triad	C	58	57.6
Davie County Schools	300336	William R Davie Elementary	Piedmont-Triad	C	68	63.6
Davie County Schools	300337	William Ellis Middle	Piedmont-Triad	B	72	67.8
Forsyth County Schools	340308	Ashley Academy	Piedmont-Triad	F	28	15.3
Forsyth County Schools	340314	Bolton Elementary	Piedmont-Triad	D	46	38.0
Forsyth County Schools	340320	Brunson Elementary	Piedmont-Triad	C	62	61.3
Forsyth County Schools	340326	Caleb's Creek Elementary	Piedmont-Triad	B	70	67.3
Forsyth County Schools	340334	Cash Elementary	Piedmont-Triad	C	67	62.4
Forsyth County Schools	340348	Clemmons Elementary	Piedmont-Triad	A	85	83.6
Forsyth County Schools	340350	Clemmons Middle School	Piedmont-Triad	C	66	58.3
Forsyth County Schools	340372	Flat Rock Middle	Piedmont-Triad	D	48	37.6
Forsyth County Schools	340432	Lewisville Elementary	Piedmont-Triad	A	88	88.0

2017-18 School Performance Grades

District Name	School Code	School Name	State Board Region	School Performance Grade	School Performance Score	School Achievement Score
Forsyth County Schools	340457	Frank Morgan Elementary	Piedmont-Triad	B	72	70.0
Forsyth County Schools	340494	Piney Grove Elementary	Piedmont-Triad	B	78	76.9
Forsyth County Schools	340528	Southwest Elementary	Piedmont-Triad	B	75	77.3
Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Piedmont-Triad	D	41	33.9
Charter Schools	41B000	Greensboro Academy	Piedmont-Triad	A	91	89.0
Charter Schools	41C000	Guilford Preparatory Academy	Piedmont-Triad	C	55	48.5
Charter Schools	41D000	Phoenix Academy- Primary, Elem. IB MYP	Piedmont-Triad	B	76	72.5
Charter Schools	41F000	Triad Math and Science Academy	Piedmont-Triad	B	72	69.4
Charter Schools	41G000	Cornerstone Charter Academy-CFA	Piedmont-Triad	B	74	72.2
Charter Schools	41H000	College Prep and Leadership Academy	Piedmont-Triad	C	66	59.8
Charter Schools	41J000	Summerfield Charter Academy	Piedmont-Triad	B	84	82.4
Charter Schools	41K000	Piedmont Classical High School	Piedmont-Triad	C	62	58.8
Charter Schools	41L000	Gate City Charter	Piedmont-Triad	C	59	49.7
Charter Schools	79A000	Bethany Community School	Piedmont-Triad	C	60	61.2



Forsyth Academy

Quality Education Academy

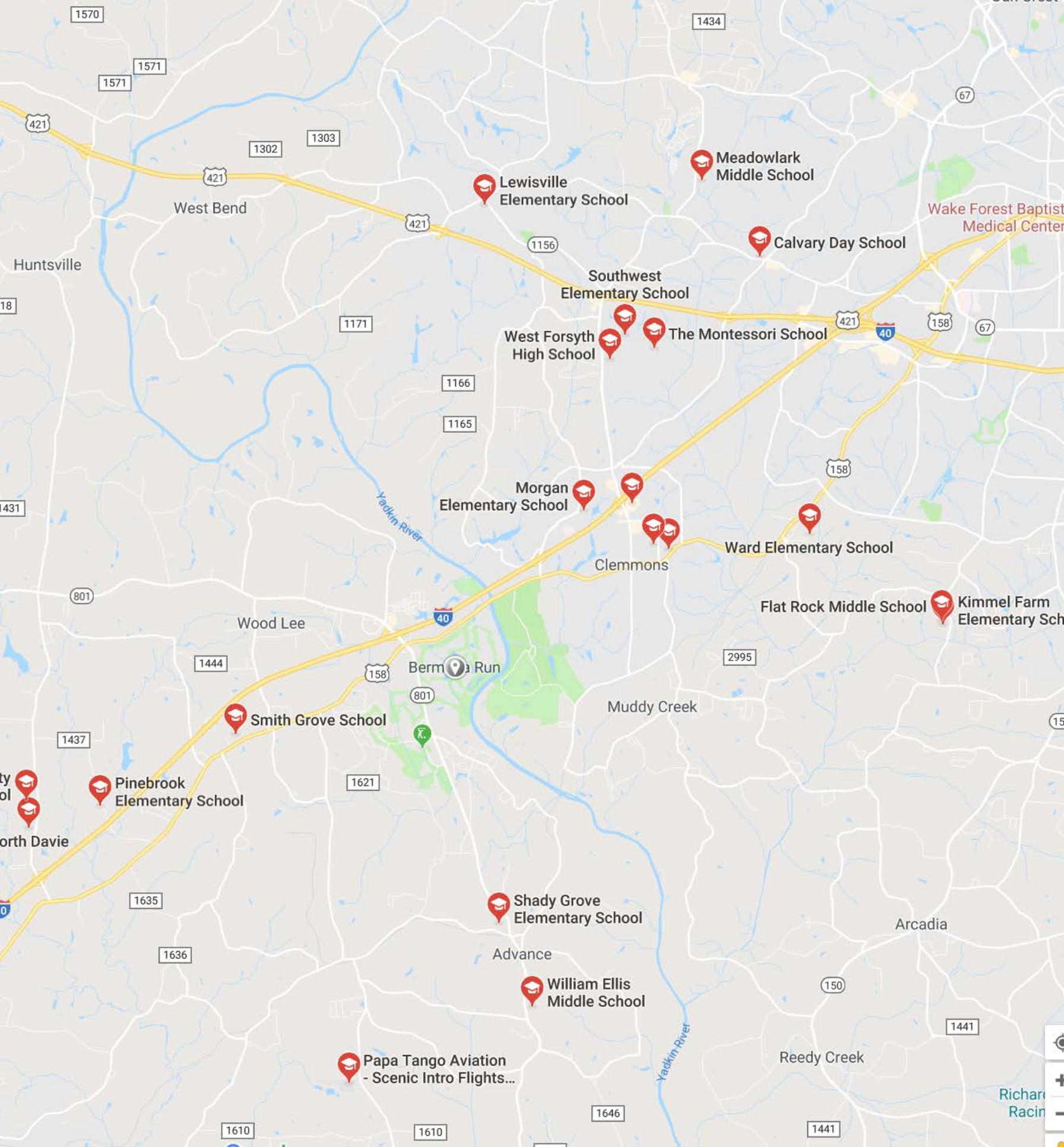
Shattonlon Charter Academy

Downtown Middle School

Arts Based School

Carter G Woodson School

The North Carolina Leadership Academy



Lewisville Elementary School

Meadowlark Middle School

Calvary Day School

Southwest Elementary School

West Forsyth High School

The Montessori School

Morgan Elementary School

Ward Elementary School

Flat Rock Middle School

Kimmel Farm Elementary School

Smith Grove School

Pinebrook Elementary School

Shady Grove Elementary School

William Ellis Middle School

Papa Tango Aviation - Scenic Intro Flights...

Wake Forest Baptist Medical Center

Richard Racin

Bermuda Run STEM

K-8 SCOPE AND SEQUENCE

Kindergarten

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
Aug-Sept	<p>Reading Routines</p> <p><i>Journeys</i>: Unit 1 (Lessons 1-5)</p> <p>Genre: Realistic Fiction</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Names</p> <p>Focus Trait: Conventions</p>	<p>Welcome to School</p> <ul style="list-style-type: none"> -location -rules -responsibilities 	<p>Earth Systems, Structures and Processes (Weather Over Time)</p>	<p>Number Names and Counting in Sequence</p>	<p>Art Around Us</p>	<p>Proper Technique when Singing and Playing Music</p>	<p>Feelings and How to Express Them</p>
Oct-Nov	<p><i>Journeys</i>: Unit 2 (Lessons 6-10)</p> <p>Genre: Folktales</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Labels</p> <p>Focus Trait: Elaboration</p>	<ul style="list-style-type: none"> -Time -History -Where Do You Live? -Timelines 	<p>Matter: Properties and Change</p>	<p>Count to Tell "How Many"/Quantity</p>	<p>Language of Visual Arts: Lines, Shapes, Color, Texture</p>	<p>Rhythms Using Body, Instruments, or Voice</p>	<p>Handwashing, Tooth Brushing, and Taking Care of Ourselves</p>
Nov-Dec	<p><i>Journeys</i>: Unit 3 (Lessons 11-15)</p>	<p>Writing Mode:</p>	<ul style="list-style-type: none"> -Needs and Wants 	<p>Project Lead the Way Module:</p>	<p>Compare Numbers to Determine</p>	<p>Viewpoint</p>	<p>2-Pitch Melodic Patterns and Vocal Timbres</p>	<p>Preventing Injury</p>

Bermuda Run STEM

	Genre: Fables	Narrative Writing Writing Form: Captions Focus Trait: Purpose	-The First Thanksgiving -Earth -Seasons	Exploring and Design	More, Less, and Equal		(whispering, speaking, sing, and shouting)	
Jan-Feb	<i>Journeys</i> : Unit 4 (Lessons 16-20) Genre: Fairy Tales	Writing Mode: Narrative Writing Writing Form: Story Sentences Focus Trait: Development	-Weather -Good Citizens -Maps and Globes -Which Way?	Forces and Motion	Measureable Attributes of Length	Design: repetition and contrast	Beat	Healthy Relationships and Interactions
Feb-Mar	<i>Journeys</i> : Unit 5 (Lessons 21-23) Genre: Nonfiction	Writing Mode: Narrative Writing Writing Form: Class Story Focus Trait: Development	-Holidays -Presidents and Patriots -American Monuments	Organisms in an Environment	Sort Objects by Attribute and Count "How Many" in Set	Art to Show Feelings	Rhythms and Symbols	Nutrition

Bermuda Run STEM

		Research/Media Literacy: Research a Tool						
April-May	<i>Journeys</i> : Unit 6 (Lessons 26-30) Genre: Poetry	Writing Mode: Story Writing Form: Friendly Letter Focus Trait: Conventions POETRY	-Celebrate America -Rights and Responsibilities	Comparing Living and Nonliving Things	Identify Shapes and Describe Positions	Art: Then, Now, and In the Future	Recognizing and Reading Notes (quarter and quarter rests)	Household Dangers And Safety
May-June	<i>Journeys</i> : Unit 6 (Lessons 31-34) Genre: Fantasy	Writing Mode: Opinion Writing Writing Form: Thank-You Note Focus Trait: Evidence	-Consumers and Producers -Jobs People Do -Money	Project Lead the Way Module: Structure and Function of the Human Body	Understand Shapes Can Be Different Sizes	Art from Other Places	Recognizing Elements (pitch, tempo) of Music	Germ

Bermuda Run STEM

First Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<p><i>Journeys</i>: Unit 1 (Lesson 1)</p> <p>Reading Routines</p> <p>Genre: Realistic Fiction</p>	<p>Writing Routines</p> <p>Writing Mode: Narrative Writing</p> <p>Writing Form: Labels</p> <p>Focus Trait: Elaboration</p>	<p>-Welcome to School</p> <p>-Location and Distance</p> <p>-Rules and Responsibilities</p>	<p>Forces and Motions: Push/Pull</p>	<p>Number Sense</p>	<p>Art Expression: lines, shapes, colors, textures, form, and space</p>	<p>Three-Pitch Melodic Patterns</p>	<p>Coping Skills</p>
Sept-Oct	<p><i>Journeys</i>: Unit 1 (Lessons 2-5)</p> <p>Genre: Folktales</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences</p>	<p>-Good Citizens</p> <p>-Time</p> <p>-History (Traditions)</p>	<p>Project Lead the Way Module: Light and Sound</p>	<p>Continue to Learn Counting Sequence to 120</p>	<p>Symbols and Themes</p>	<p>Change in Dynamics and Tempo</p>	<p>Germ Prevention</p>

Bermuda Run STEM

		Focus Trait Purpose						
Oct-Nov	<i>Journeys</i> : Unit 2 (Lessons 6-10) Genre: Fables	Writing Mode: Informative Writing Writing Form: Description Focus Trait: Evidence	-Past, Present, and Future -Changes in Transportation -Fact or Fiction	Earth in the Universe: Earth, Moon, and Sun	Joining and Separating Can Be Used to Make Two Sets Have Equal Quantity	Perspective	Rhythm Patterns for Quarter Notes, Quarter Rests, and Beamed Eighth Notes	In Case of Emergency
Nov-Dec	<i>Journeys</i> : Unit 3 (Lessons 11-15) Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: Sentences About Yourself (main idea) Focus Trait: Purpose	-The First Thanksgiving -Maps -Earth	Project Lead the Way Module: Observing Sun, Moon, and Stars	Addition and Subtraction to 20	Design: repetition, emphasis, contrast, and balance	Moving to Respond to Prominent Characteristics: Rhythm, Melodic Contour, Dynamics, and Form	Personal Space
Jan-Feb	<i>Journeys</i> : Unit 4 (Lessons 16-20)	Writing Mode: Narrative Writing	-Who's in Charge? -I Am Responsible -Celebrate America	Natural Resources	Measurement and Length	Art in Different Cultures	Music Used in Customs and Traditions from other Cultures	Eating Well and Staying Active

Bermuda Run STEM

	Genre: Historical Fiction	Writing Form: Sentences About Yourself (details) Focus Trait: Development						
Feb-Mar	<i>Journeys</i> : Unit 5 (Lessons 21-25) Genre: Nonfiction	Writing Mode: Narrative Writing Writing Form: Story Sentences Focus Trait: Development	-American Monuments -Patriotism and Presidents Rights and Responsibilities	Animal Adaptations	Time Concepts	Historic vs. Contemporary Art	Classifying Timbre of Pitched or Unpitched Instruments and Sounds	Medicine: Good and Bad
April-May	<i>Journeys</i> : Unit 6 (Lessons 1-3) Poetry	Writing Mode: Narrative Writing Writing Form: Story Summary Focus Trait: Organization	-Communities -Changes in Communities -Goods and Services	Ecosystems	Represent and Interpret Data	Interdisciplinary Art	Read and Use Notation to Compose	Making Good Choices

Bermuda Run STEM

May-June	<i>Journeys</i> : Unit 6 (Lessons 26-30) Genre: Informational Texts	Writing Mode: Narrative Writing Writing Form: Story Focus Trait: Development	-Jobs People Do -Money and Trade -Spend or Save?	Basic Needs of Living Organisms	Understanding Shapes and Their Attributes	Opinions About Art	Recognizing Patterns in Music	Influences on Us
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Second Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Journeys</i> : Unit 1 (Lessons 1-2) Reading Routines	Writing Mode: Narrative Writing Writing Form: Sentences	-Welcome to Second Grade -Where Is the United States? -Rules and Responsibilities -Good Citizens	Forces and Motion: Sound	Use Addition and Subtraction to Solve Problems	Talking Art: Using Art Vocabulary When Discussing Artwork: lines, shapes, colors, textures, form,	Apply Changes in Music to the Elements of Dynamics, Tempo, Melody, and Form	Healthy Feelings and Actions

Bermuda Run STEM

	Genre: Realistic Fiction	That Tell a True Story Focus Trait: Elaboration				space, and value		
Sept-Oct	<i>Journeys</i> : Unit 1 (Lessons 3-5) Genre: Fables	Writing Mode: Narrative Writing Writing Form: Sentences That Describe Focus Trait: Elaboration	-History and Time -Technology -Explorers	Matter: How Properties Change	Share Fairly to Create Equal Groups (Foundation of Multiplicaiton)	“The Story” of Art Design: repetition, movement, emphasis, contrast, balance, and proportion	Rhythm Patterns for Half and Quarter Notes, Half and Quarter Rests, and Beamed Eighth Notes	Keeping Our Teeth, Skin, and Bodies Healthy
Nov-Dec	<i>Journeys</i> : Unit 2 (Lessons 6- 10) Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: True Story Focus Trait: Development	-North American Indian Nations -Pilgrims Come to America --Changes in America -Changes for American Indians	Project Lead the Way Module: Materials Science: Properties of Matter	Understand Place Value in Base Ten	People, Neighborhood, or Communities Art	Creating Rhythm Patterns: half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter	Healthy vs. Harmful Interactions
January	<i>Journeys</i> : Unit 3 (Lessons 11- 15)	Writing Mode:	-Using Maps -Earth	Patterns and Factors of Weather	Adding and Subtracting (with two digit	Point of View and Imagery	Three-Pitch Songs in Notation,	Nutrition

Bermuda Run STEM

	Genre: Historical Fiction	Informative Writing Writing Form: Informational Paragraph Focus Trait: Purpose			numbers, within 100)		Singing, or Instruments	
Feb-Mar	<i>Journeys: Unit 4 (Lessons 16-20)</i> Genre: Biography	Writing Mode: Informative Writing Writing Form: Research Report	-Presidents and Patriots -Celebrate America -American Cultures	Project Lead the Way Module: Changing Earth	Measure Using Nonstandard Units to Compare Lengths of Objects/ Relate Length to Addition	Art Representing Heritage, Customs, and Traditions of Various Cultures	Analyzing Music Patterns, Dynamics, and Forms	Active Lifestyle
Mar-Apr	<i>Journeys: Unit 5 (Lessons 21-25)</i> Genre: Humorous Fiction	Writing Mode: Narrative Writing Writing Form: Story Paragraph Focus Trait: Elaboration	-Government and Citizenship -Rights and Responsibilities -Scientists, Artists, and Inventors	Animal Life Cycles	Use of Time and Money	Famous Artistic Movements and Artists that Represent Them	Music Custom as	Medicine: Good and Bad

Bermuda Run STEM

<p>May-June</p>	<p><i>Journeys</i>: Unit 6 (Lessons 26-30)</p> <p>Genre: Play</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Fictional Story</p> <p>Focus Trait: Organization</p>	<p>-Families and Trade</p> <p>-Resources and Choices</p> <p>-Goods and Services</p> <p>-Money and Markets</p>	<p>Evolution and Genetics of Organisms</p>	<p>Represent and Interpret Data</p> <p>Reason with Shapes and Their Attributes</p>	<p>Regional Differences and Impact on Art</p>	<p>Introduction of Instruments' Sounds</p>	<p>Influences on Us</p>
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Bermuda Run STEM

Third Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	Healthful Living
August	Reading Routines Genre: Humorous Fiction	Writing Mode: Narrative Writing Writing Form: Descriptive Paragraph Focus Trait: Elaboration	-Using Geographic Tools -Basic World Geography	Forces and Motion: Speed, Direction, and Gravity	Represent and Solve Problems Using Multiplication and Division	Art Talk: Using Artistic Terms Lines, shapes, colors, textures, form, space, and value	Major Scale Using Tones Voice	Strong Feelings
Sept-Oct	<i>Journeys</i> : Unit 1 (Lessons 1-4) Genre: Realistic Fiction	Writing Mode: Narrative Writing Writing Form: Dialogue Focus Trait: Conventions	-Geographic Overview of the US and NC -Physical Geographic Communities -Human Environment Adaptation Reason and Logic: Young George Washington	Project Lead the Way Module: Stability and Motion: Forces and Interactions	Build Foundation for Multiplication through Repeated Addition	Artists and Their Feelings Design: repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity	Apply Elemental Changes (dynamics, tempo, timbre, texture)	Preventing Illness
Oct-Nov	<i>Journeys</i> : Unit 2 (Lessons 5-10)	Writing Mode:	-Local Community	Force and Motion	Use Place Value Understanding and Properties of Operations	Theme in Masters' Works	Recognizing and Reading	Taking Care of Yourself

Bermuda Run STEM

	Genre: Folktales	Opinion Writing Writing Form: Response Paragraph Focus Trait: Evidence	-Community Leadership Roles -Believers Who Make Good Citizens		to Perform Multi-Digit Arithmetic		Notes: in $\frac{3}{4}$ and $\frac{4}{4}$ meter signatures	
Nov-Dec	<i>Journeys: Unit 3 (Lessons 11-15)</i> Genre: Trickster Tales and Legend	Writing Mode: Informative Writing Writing Form: Compare-and-Contrast Paragraph Focus Trait: Evidence	-Civic Responsibilities and -Community Volunteerism Making Choices and Impacting Communities	Properties and Change of Matter	Understand Fractions as Numbers	Elements of Art: lines, shapes, colors, textures, form, space, and value	Role of the Conductor and Parts of Orchestra	Preventing Injury
Jan-Feb	<i>Journeys: Unit 4 (Lessons 16-20)</i> Genre: Myth/ Play	Writing Mode: Informative Writing Writing Form: Prewrite an	-Economics -Scarcity and Choice -Economic Independence -Chronological Thinking and Historic Analysis	Conservation and Transfer of Energy	Solve Problems Involving Measurement and Estimation of Intervals of Time, Liquid Volumes, and Masses of Objects	Art as Expression and Historical Account	Music as Expression	Respect and Healthy Relationships

Bermuda Run STEM

		Explanatory Essay Focus Trait: Purpose	-Historical and Contemporary Changes in Communities					
March	Test Prep/ Unit of Your Choice/ Focus on Reading and Responding to Nonfiction Literature			Project the Module: Lead Way				Nutrition
April-May	<i>Journeys</i> : Unit 5 (Lessons 21-25) Genre: Historical Fiction	Writing Mode: Narrative Writing Writing Form: Draft a Fictional Narrative Focus Trait: Conventions	-Family Structures and Roles - Neighborhoods , Then and Now -American Ideals	Variations of Traits	Represent and Interpret Data	Recycled Art	Create Rhythmic and Melodic Ostinato Accompaniments	Risk-Reducing Behaviors
May-June	<i>Journeys</i> : Unit 6 (Lessons 26-30) Genre: Fantasy	Writing Mode: Informative Writing Writing Form: Prewrite a Research Report	-Communities and Culture -Folktales, Legends, and Fictional Characters	Earth in the Universe	Reason with Shapes and Their Attributes (Quadrilateral/Fractions)	Classify Artists, Styles, and Movements	Analyzing Music	Making Good Choices for Your Body

Bermuda Run STEM

		Focus Trait: Evidence						
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Fourth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Journeys</i> : Unit 1 (Lesson 1) Reading Routines Genre: Realistic Fiction	Writing Routines Writing Mode: Narrative Writing Writing Form: Imaginative Story: Draft, Revise, Edit, Publish Writing	-Where Are We? -What a Great Place	Forces and Motion: Magnets	Use the Four Operations with Whole Numbers to Solve Problems	Abstract Art: Personal Choice	Vocal Ostinatos, Partner Songs, Counter-Melodies, and Rounds In Two or More Parts	Managing Stress

Bermuda Run STEM

		Focus: Conventions						
Sept-Oct	<i>Journeys: Unit 1 (Lessons 2-5)</i> Genre: Tall Tales	Writing Mode: Narrative Writing Writing Form: Dialogue Writing Focus: Conventions	-Water -Resources -The First People in North Carolina -Coastal Plains People	Rocks and Minerals	Build Understanding of Multiplication and Division	Elements of Art to Develop Composition	Melodic Movement through Pentatonic Melodies on the Treble Shelf	Recognizing and Treating Illness
Oct-Nov	<i>Journeys: Unit 2 (Lessons 6-10)</i> Genre: Plays	Writing Mode Informative Writing Writing Form News Report Writing Focus Organization	-Piedmont Natives -Cherokee Nations -Government -Government Functions	Energy in Motion Project Lead the Way Module: Energy: Conversion	Generate and Analyze Patterns (i.e. Add 3)	Principles of Design in Relation to Each Other	Rhythm Pattern: whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures	Respiratory System and Tobacco Use On It
Nov-Dec	<i>Journeys: Unit 3 (Lessons 11-15)</i> Genre: Fables	Writing Mode: Opinion Writing Writing Form: Persuasive Paragraph	-European Exploration -The Lost Colony -The Carolina Charter -Colonial Life- A Hard Life	Day, Night, and the Moon	Generalize Place Value Understanding for Multidigit Whole Numbers	Ideas and Imagery from North Carolina	Notating Rhythm, Meter, and Dynamics	Health Products

Bermuda Run STEM

		Writing Focus: Purpose						
Jan-Feb	<i>Journeys</i> : Unit 4 (Lessons 16-20) Genre: Historical Fiction	Narrative Writing Writing Form: Personal Narrative: Draft, Revise, Edit, Publish Writing Focus: Conventions	-Colonial Conflicts -Colonial Unrest in -First Freedom	Fossils	Place Value and Properties of Operations	Visual Arts Affected and Reflected in Culture, Traditions, and History of NC	Examining Music from Other Cultures	Sports and Recreation Safety
March	Test Prep/ Unit of Your Choice	Focus on Reading and Responding to Nonfiction Literature	Transportation Communication -Industry	Project Lead the Way Module: Input/Output: Human Brain	Fractions: Equivalence and Ordering	Key North Carolinian Artists and Classify NC Artists	Opinions About Music	First Aid (Heimlich Maneuver)
April-May	<i>Journeys</i> : Unit 5 (Lessons 21-25) Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: Personal Narrative: Draft, Revise, Edit, Publish	-Resources -Buy!Buy!Buy! -Spending, Borrowing, and Saving	Adaptation	Solving Problems Involving Measurement and Conversion of Measurements from Larger Units to Smaller Units	How Time Influences Ideas, Issues, and Themes Found in Art	Western Orchestral Categories: wind, string, percussion, and brass	Respect and Preventing Conflict

Bermuda Run STEM

		Writing Focus: Conventions						
May-June	<i>Journeys</i> : Unit 6 (Lessons 26-30) Genre: Poetry and Expository Nonfiction	Writing Mode: Informative Writing Writing Form: Research Report: Prewrite Writing Focus: Purpose	-Religious Groups of North Carolina -Art, Music, and Crafts -Our Diverse Society -Cultural Traditions	Food as Fuel	Represent and Interpret Data Identify Lines, Angles, and Properties of Shapes	Effect of Geographic Location and Physical Environment on the Media and Subject Matter of NC Art and Artists	North Carolina and Music	Physical Changes

Bermuda Run STEM

Fifth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<p><i>Journeys</i>: Unit 1 (Lesson 1)</p> <p>Reading Routines</p> <p>Genre: Realistic Fiction</p>	<p>Writing Routines</p> <p>Writing Mode: Narrative Writing</p> <p>Writing Form: Short Story</p> <p>Focus: Purpose</p>	<p>World/ U.S. Geography</p>	<p>Force, Motion, and the Relationship Between Them</p>	<p>Write and Interpret Numerical Expressions</p>	<p>Realistic, Abstract, or Non-Objective</p>	<p>Interpreting Rhythm Patters</p>	<p>Strong Feelings and What to Do</p>
Sept-Oct	<p><i>Journeys</i>: Unit 1 (Lessons 2-5)</p>	<p>Writing Mode: Narrative Writing</p>	<p>-U.S.States and Regions</p> <p>-Continental U.S.</p> <p>-How Did It All Begin?</p>	<p>Mass, Energy, and Motion</p>	<p>Analyze Patterns and Relationships (i.e. "Add 3")</p>	<p>Apply Principles of Design to Create Composition</p>		<p>Personal Wellness and Safety</p>

Bermuda Run STEM

	Genre: Realistic Fiction	Writing Form: Fictional Narrative Focus: Conventions	-Spanish and Portuguese Explorers -English and French Explorers				Create Short Songs and Instrumental Pieces	
Oct-Nov	<i>Journeys</i> : Unit 2 (Lessons 6-10) Genre: Myth	Writing Mode: Narrative Writing Writing Form: Autobiography Focus: Development	-Dividing the New World -Early English Colonies -New English Colonies -Middle Colonies	Heating and Cooling	Understanding the Place Value System	Global Environment as Inspiration	Rhythmic Compositions (whole, half, quarter rests; beamed eighth notes in duple, triple, and common time)	Healthy Hygiene and Changing Bodd
Nov-Dec	<i>Journeys</i> : Unit 3 (Lessons 11-15) Genre: Biography and Narrative Nonfiction	Writing Mode: Opinion Writing Writing Form: Persuasive Letter Focus: Purpose	-Southern Colonies -Slavery in the Colonies -Mounting Tensions -Declaring Independence	Weather Events and Patterns	Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths	Personal Voice and Choice	Examining the Conductor in Action for Elements of Music	Social Pressures and Communication

Bermuda Run STEM

<p>Jan-Feb</p>	<p><i>Journeys</i>: Unit 4 (Lessons 16-20)</p> <p>Genre: Adventure Fiction</p>	<p>Writing Mode: Informative Writing</p> <p>Writing Form: Research</p> <p>Report Focus: Conventions</p>	<p>-The Revolutionary War</p> <p>-Growing Pains</p> <p>-The Constitution</p> <p>-Plans for a New Government</p> <p>-Why Do We Need Government?</p>	<p>Structures and Systems of Organisms</p>	<p>Use Equivalent Fractions as a Strategy to Add and Subtract Fractions</p>	<p>Visual Arts Have Affected and Are Reflected in the Culture, Traditions, and History of the United States</p>	<p>Western Orchestral Instruments</p>	<p>Nutrition for Wellness</p>
<p>March</p>	<p>Test Prep/ Unit of Your Choice</p> <p>Focus on Reading and Responding to Nonfiction Literature</p>	<p>-Louisiana Purchase</p> <p>-War of 1812</p> <p>-Early Westward Expansion</p> <p>-Westward Ho!</p>	<p>Project Lead the Way</p> <p>Module: Infection Detection</p>	<p>Solve Measurement Problems Using Time, Length, and Mass</p>	<p>Key Contributions of North American Artists in History/ Classify</p>	<p>Comparing World Instruments and Western</p>	<p>Alcohol and Its Effects</p>	
<p>April-May</p>	<p><i>Journeys</i>: Unit 5 (Lessons 21-25)</p> <p>Genre: Historical Fiction</p>	<p>Writing Mode: Opinion Writing</p> <p>Writing Form: Response to Literature</p> <p>Focus: Organization</p>	<p>-Industry v. Agriculture</p> <p>-Conflicts and Compromises</p>	<p>Interdependence of Plants and Animals</p>	<p>Represent and Interpret Data and Graph Points on the Coordinate Plane to Solve Real-World and Mathematical Problems</p>	<p>Traditions and Values Found in Art</p>	<p>Music in the United States</p>	<p>Healthy decision-making and strategies</p>

Bermuda Run STEM

May-June	<i>Journeys: Unit 6 (Lessons 26-30)</i> Genre: Play/Realistic Fiction	Writing Mode: Informative Writing Writing Form: Informational Essay Focus: Organization	-The War Continues - Reconstruction	Genetics: Comparing Organisms Project Lead the Way Module: Infection: Modeling and Simulation	Classify Two-Dimensional Figures Into Categories Based on Their Properties	Critiquing Art	Analyzing Music	Avoiding danger
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Sixth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Journeys: Unit 1 (Lessons 1-2)</i> Reading Routines	Writing Routines Writing Mode Narrative Writing Writing Form	-Planet Earth -Earth (Geography)	Forces and Motion: Waves	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being

Bermuda Run STEM

	Genre: Autobiography	Personal Narrative Focus Trait Elaboration						
Sept-Oct	<i>Journeys: Unit 1 (Lessons 3-5)</i> Genre: Biography/ Informational Nonfiction	Writing Mode Narrative Writing Writing Form Draft, Revise, Edit, Publish a Fictional Narrative Focus Trait Elaboration	-Earliest Humans -Historic Times Begin -People of Phoenicia -Life in Ancient Egypt -Pyramids African Kingdoms -Ancient Israelites	Matter: Properties and Change (Atoms)	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Imagery as a Means of Self-Expression	Standard Notation Symbols	Positive Stress Management
Nov-Dec	<i>Journeys: Unit 2 (Lessons 6-10)</i> Genre: Realistic Fiction	Writing Mode Argument Writing Writing Form Response Paragraph Focus Trait Elaboration	-Ancient Greeks -Greek Civilization -Alexander the Great -Ancient India -Ancient China	Conservation and Transfer of Matter and Energy Project Lead the Way Module: Magic of Electrons	Multiplication with Multi-Digit Numbers and Find Common Factors and Multiples	2-D and 3-D Media, Including Digital	Constructing Arrangements	Wellness, Disease Prevention, and Recognition of Symptoms
Jan-Feb	<i>Journeys: Unit 3 (Lessons 11-16)</i> Genre: Fantasy	Writing Mode Informative Writing Writing Form Write an Informational	-Ancient Japan -Life in Rome -Ancient Rome Pt II - Barbarians	Universe: Celestial Bodies and Their Motion	Positive and Negative Numbers	Visual Arts of World Civilizations and Societies		Healthy and Effective Interpersonal Communication and Relationships

Bermuda Run STEM

		Essay (Draft, Revise, Edit, and Publish) Focus Trait Elaboration						
Mar-Apr	<i>Journeys: Unit 4 (Lessons 16-20)</i> Genre: Nonfiction	Writing Mode Informative Writing Writing Form Write an Informational Essay (Draft, Revise, Edit, and Publish) Focus Trait Elaboration	Christianity -Islamic Empire -Middle Ages -Crusades Bring Change -Age of Exploration	Structure and Processes of the Earth Project Lead the Way Module: Flight and Space	Addition and Subtraction of Algebraic Expressions	Analyze Historical Art	Analyzing and Critiquing Music	Skills for Healthy Relationships
Apr-May	<i>Journeys: Unit 5 (Lessons 21-25)</i> Genre: Historical Fiction	Writing Mode Argument Writing Writing Form Draft, Revise, Edit, and Publish an Argument Focus Trait Elaboration	-Maya, Aztec, and Inca -The Renaissance -Reformation	Structures and Functions of Living Organisms	Creating Graphs to Represent Data	Influences on Art	Music from Ancient Societies	Changes of Puberty
May-June	<i>Journeys: Unit 6 (Lessons 26-30)</i>	Writing Mode Narrative Writing	-Oceania	Flow of Energy in Ecosystems	Solve Real- World and Mathematical	Mixed Media	Health of Musicians	Healthy Choices: Nutrition

Bermuda Run STEM

	Genre: Mystery	Writing Form Script Focus Trait Elaboration	-Wrapping It Up (Culture/ Geography)		Problems Using Area, Surface Area, and Volume			Substance Use/ Abuse
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Seventh Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines. Practice with Reading Strategies (finding	Writing Routines: Personal Narrative	Use historical thinking to analyze various modern societies.	Forces of Motion, Effects on Motion, and the Graphical Representation of Motion	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being

Bermuda Run STEM

	evidence in text, close reading, etc.)							
Sept-Oct	Collections 1: Bold Actions Myths Elements of Fiction and Nonfiction	Write a fictional narrative. Present an Argument	Understand the implications of global interactions (NATO, World Health Organization etc.)	Project Lead the Way Module: Green Architecture	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Imagery as a Means of Self-Expression	Standard Notation Symbols	Positive Stress Management
Nov-Dec	Collections 2: Perception and Reality Folktales Short Story	Write an Argument Give a Summary Presentation	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions (push/pull, environmental implications)	Forms of Energy, Transfer of Energy, and Transformation and Conservation in Mechanical Systems	Multiplication with Multi-Digit Numbers and Find Common Factors and Multiples	2-D and 3-D Media, Including Digital	Constructing Arrangements	Wellness, Disease Prevention, and Recognition of Symptoms
Jan-Feb	Collection 4: Risk and Exploration	Write a Persuasive Essay	Apply the tools of a geographer to understand	Earth Systems: Cycling of Systems and interconnectio	Positive and Negative Numbers	Visual Arts of World Civilizations and Societies		Healthy and Effective Interpersonal Communication

Bermuda Run STEM

	Speeches/ Nonfiction	Present an Argument	modern societies and regions. (colonialism, imperialism, NAFTA, OPEC)	n between system and environment				and Relationships
Mar-Apr	Collection 5: The Stuff of Consumer Culture Nonfiction Study Test Prep or a Unit of Your Choice/ Testing/ Break Write an expository essay.		Understand the economic activities of modern societies and regions. (capitalism, socialism, communism; market, mixed, command and traditional economies)	Energy and the Environment	Addition and Subtraction of Algebraic Expressions	Analyze Historical Art	Analyzing and Critiquing Music	Skills for Healthy Relationships
Apr-May	Collection 3: Nature at Work Memoir Comparing selections of literature (poem, short story,	Write a poetry analysis. Write a personal narrative.	Understand the development of government in modern societies and regions.	Structure and Function of Living Organisms and How they Survive, Reproduce, and Carry Out Basic Functions of Life	Creating Graphs to Represent Data	Influences on Art	Music from Ancient Societies	Changes of Puberty

Bermuda Run STEM

	expository texts)		(Enlightenment and Scientific Revolution, democracy, communism and socialism)					
May-June	Collection 6: Guided by a Cause Historical Writing Comparing selections of literature (poetry, speeches, narrative, historical fiction)	Write an informative essay.	Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions. (enslavement of various peoples, caste system, religious conflict and Social Darwinism)	Evolution and Genetics	Solve Real-World and Mathematical Problems Using Area, Surface Area, and Volume	Mixed Media	Health of Musicians	Healthy Choices: Nutrition Substance Use/ Abuse

Bermuda Run STEM

Eighth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines: Collection 1: Culture and Belonging	Writing Routines: Personal Narrative	-Planet Earth -Earth (Geography)	Matter: Properties and Change-what happens when matter interacts in an open and closed container	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being
Sept-Oct	Collection 2: Thrill of Horror Genre Study	Informative Essay	-Earliest Humans -Historic Times Begin -People of Phoenicia -Life in Ancient Egypt -Pyramids African Kingdoms -Ancient Israelites	Energy: Conservation and Transfer (environmental consequences)	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Imagery as a Means of Self-Expression	Standard Notation Symbols	Positive Stress Management
Nov-Dec	Collections 3: The Move Toward Freedom	Write an Autobiography	-Ancient Greeks -Greek Civilization -Alexander the Great -Ancient India	Earth Systems, Structures, and Processes: Hydrosphere	Multiplication with Multi-Digit Numbers and Find Common Factors and Multiples	2-D and 3-D Media, Including Digital	Constructing Arrangements	Wellness, Disease Prevention, and Recognition of Symptoms

Bermuda Run STEM

	Biography v. Historical Fiction		-Ancient China	Project Lead the Way Module: Energy and the Environment				
Jan-Feb	Collection 4: Approaching Adulthood Exploring Theme	Write a Literary Analysis	-Ancient Japan -Life in Rome -Ancient Rome Pt II - Barbarians	Earth History	Positive and Negative Numbers	Visual Arts of World Civilizations and Societies		Healthy and Effective Interpersonal Communication and Relationships
Mar-Apr	Genre Study: Poetry Exploring literary elements Novel Study of Choice	Writing Poetry	Write a Literary Analysis	Structures and Functions of Living Organisms: Hazard and Biotechnology Project Lead the Way Module: Medical Detectives	Addition and Subtraction of Algebraic Expressions	Analyze Historical Art	Analyzing and Critiquing Music	Skills for Healthy Relationships
Apr-May	Collection 5: Anne Frank's Legacy Exploring Drama	Write a diary entry or play	-Maya, Aztec, and Inca -The Renaissance -Reformation	Ecosystems: Organisms Interactions with Biotic and Abiotic Components of the Environment	Creating Graphs to Represent Data	Influences on Art	Music from Ancient Societies	Changes of Puberty

Bermuda Run STEM

<p>May-June</p>	<p>Collection 6: The Value of Work</p> <p>Compare and contrast types of literature</p>	<p>Persuasive Essays</p> <p>Write and Present an Argument</p>	<p>-Oceania -Wrapping It Up (Culture/ Geography)</p>	<p>Molecular Biology</p> <p>Project Lead the Way Module: Science of Technology</p>	<p>Solve Real-World and Mathematical Problems Using Area, Surface Area, and Volume</p>	<p>Mixed Media</p>	<p>Health of Musicians</p>	<p>Healthy Choices: Nutrition</p> <p>Substance Use/ Abuse</p>
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PLTW Gateway Unit Descriptions

Design and Modeling

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation and Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

App Creators

This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers

Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight and Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

Green Architecture

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

PLTW Launch Module Descriptions

Aligned to Kindergarten Standards

- **Structure and Function: Exploring Design** – Students discover the design process and how engineers influence their lives. They explore the elements of structure and function by identifying products around them designed by engineers and asking questions engineers might ask. They are introduced to a design problem through a story in which Angelina wants to design a paintbrush. Students apply their knowledge from the module to design their own paintbrushes.
- **Pushes and Pulls** – Students investigate pushes and pulls on the motion of an object and develop knowledge and skills related to forces of differing strengths and directions. Their explorations include pushes and pulls found in their everyday world, such as pushing a friend on a swing or pulling a wagon. In this module's design problem, Suzi needs to move rocks from her yard so she can install a swing set. Students work through the problem by applying what they learn about forces.
- **Structure and Function: Human Body** – Students explore the relationship between structure and function in the human body. They examine major organs within the body and investigate how the structure of each is related to its function. Students are introduced to the design problem through a story in which Angelina falls off the monkey bars and breaks her arm. Students learn about the diagnosis and treatment of her injury and then work to design and build a cast for Angelina.
- **Animals and Algorithms** – Students explore the nature of computers and the ways humans control and use technology. Starting with an unplugged activity, students learn about the sequential nature of computer programs. Students are inspired by a story in which Angelina, Mylo, and Suzi make videos to teach preschoolers about animals in their habitats. Then, students work in small groups to design and program a simple digital animation about an animal in its habitat.

Aligned to First-Grade Standards

- **Light and Sound** – Students investigate the properties of light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light. After students develop an understanding of light and sound, they are challenged to solve a design problem Mylo, Suzi, and Angelina face. In the story, the characters are lost and must use only the materials in their backpack to communicate over a distance by using light and/or sound. Students use the design process to sketch, build, test, and reflect on a device that solves this design problem.
- **Light: Observing the Sun, Moon, and Stars** – After observing the sun, moon, and stars, students identify and describe patterns in their recorded data. Angelina, Mylo, and Suzi introduce the design problem, which challenges students to create a playground structure designed to protect students from ultraviolet radiation. Students utilize their knowledge of light to design, build, and test structures created to solve this problem. Students then evaluate their designs, share their findings, and explore ideas to improve their structures based on the testing data.
- **Animal Adaptations** – Students explore animal adaptations for protection, camouflage, food obtainment, and locomotion. Students learn what it means for an organism to be adapted to its environment and how different adaptations can be categorized. Students are introduced to the design challenge when Suzi announces she is visiting the Sahara and needs to get prepared for her trip. Students are challenged to design the ideal shoe for travelers to wear in extreme environments, applying what they have learned and looking to plant and animal adaptations to guide their designs.
- **Animated Storytelling** – Students explore the sequential nature of computer programs through hands-on activities, both with and without a computer. They examine key aspects of storytelling and devise how to transition a narrative from page to screen. Students discover the design problem through a story about Angelina, Mylo, and Suzi, who wish they could find a way to create a story with characters who move and interact with each other. Combining fundamental principles of computer science with story-building skills, students develop animations that showcase characters, settings, actions, and events from short stories of their own creation.

Aligned to Second-Grade Standards

- **Materials Science: Properties of Matter** – Students investigate and classify different kinds of materials by their observable properties, including color and texture. They learn about states of matter and properties of materials including insulators and conductors. In the design problem, Angelina, Mylo, and Suzi, are challenged to keep ice pops cold during a soccer game – without a cooler. Students apply their knowledge and skills to determine the best material to solve this design problem and then evaluate how their designs might be improved.
- **Materials Science: Form and Function** – Students research the variety of ways animals disperse seeds and pollinate plants. They expand their understanding of properties of matter as they consider the form and function involved in seed dispersal and pollination. Students are introduced to the design problem when Angelina, Mylo, and Suzi are tasked with starting a wildflower garden on an expansive plot outside of their school. To solve the design problem, students apply their knowledge and skills to design, build, test, and reflect on a device that mimics a way in which animals disperse seeds or pollinate plants.
- **The Changing Earth** – Students explore how the surface of the Earth is always changing. They are introduced to different types of maps and explore how these maps convey different information about the world in which we live, including where water is found on Earth. Angelina, Mylo, and Suzi introduce the design problem when faced with the challenge of helping a community threatened by a potential landslide. Students investigate the different forces that shape the surface of the Earth and design solutions to limit the impact of erosion on this fictional community, which is located at the bottom of a hill that was recently destabilized by a fire.

- **Grids and Games** – Students investigate numerical relationships while learning about the sequence and structure required in computer programs. Starting with computer-free activities and moving to tablet-based challenges, students apply addition and subtraction strategies to make characters move on a grid. Angelina presents the design problem when she expresses her desire to design a game she can play on her tablet. Using skills and knowledge gained from these activities, students work together in groups to design and develop a game in which a player interacts with objects on a tablet screen.

Aligned to Third-Grade Standards

- **Stability and Motion: Science of Flight** – In this module, students learn about the forces involved in flight as well as Newton’s Laws of Motion. They design, build, and test an experimental model glider to find out how air and other forces affect its flight. Students discover aeronautics alongside Angelina, Mylo, and Suzi and are inspired by the characters’ desire to use their skills to help those in need. Students apply the design process to the problem of delivering aid to an area where supplies must be airlifted in and dropped to the ground from an aircraft.
- **Stability and Motion: Forces and Interactions** – Students explore simple machines such as wheel and axles, levers, the inclined plane, and more. They investigate the effects of balanced and unbalanced forces on the motion of an object. Angelina, Mylo, and Suzi go on a field trip to the zoo and are faced with the design problem of how to rescue a trapped tiger. Students then apply their knowledge of forces and devise a way to rescue a heavy zoo animal while keeping it safe throughout the process.
- **Variation of Traits** – Students investigate the differences between inherited genetic traits and traits learned or influenced by the environment. They explore the phenomena that offspring may express different traits than parents as they learn about dominant and recessive genes and also investigate how predicted outcomes compare to experimental results. Angelina, Mylo, and Suzi introduce the design problem when challenged to examine different traits found in three sets of seeds. Students then model how the gene for stem color is passed on and expressed among sample sets.
- **Programming Patterns** – This module introduces students to the power of modularity and abstraction. Starting with computer-free activities and progressing to programming in a blocks-based language on a tablet, students learn how to think computationally about a problem. Angelina, Mylo, and Suzi set the stage for the design problem as they discuss their desire to create video games on their tablet. Students then create a tablet game using modular functions and branching logic.

Aligned to Fourth-Grade Standards

- **Energy: Collisions** – Students explore the properties of mechanisms and how they change energy by transferring direction, speed, type of movement, and force. Students discover a variety of ways potential energy can be stored and released as kinetic energy. They explain the relationship between the speed of an object and the energy of that object, as well as predict the transfer of energy as a result of a collision between two objects. The design problem is introduced by Angelina, Mylo, and Suzi watching amusement park bumper cars collide. As students solve the problem for this module, they apply their knowledge and skills to develop a vehicle restraint system.
- **Energy: Conversion** – Students identify the conversion of energy between forms and the energy transfer required to move energy from place to place. They also identify and explain how energy can be converted to meet a human need or want. The design problem is introduced through Angelina, Mylo, and Suzi, who need to move donated food from a truck to a food pantry. Students then apply scientific ideas about the conversion of energy to solve this design problem.
- **Input/Output: Computer Systems** – In this exploration of how computers work, students are encouraged to make analogies between the parts of the human body and parts that make up a computer. Students investigate reaction time as a measure of nervous system function. After Mylo suffers a concussion, his friends become interested in how to diagnose concussions and create a reaction-time computer program to assess a baseline before a concussion occurs. Students apply what they have learned to build their own reaction-time measurement devices on tablets. This module has strong connections to the fourth-grade Human Brain module.
- **Input/Output: Human Brain** – Students discover how signals passing from cell to cell allow us to receive stimuli from the outside world, transmit this information to the brain for processing, and then send out a signal to generate a response. When Mylo experiences a concussion after falling off a skateboard while not wearing a helmet, he and his friends are motivated to raise awareness about concussions. Inspired by this design problem, students work as part of a team to design, plan, and create a video or podcast to educate children on identifying and preventing concussions.

Aligned to Fifth-Grade Standards

- **Robotics and Automation** – Students explore the ways robots are used in today’s world and their impact on society and the environment. Students learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely. Angelina, Mylo, and Suzi are tasked with designing a mobile robot that can remove hazardous materials from a disaster site. Students are then challenged to design, model, and test a mobile robot that solves this design problem.
- **Robotics and Automation: Challenge** – Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Angelina, Mylo, and Suzi are tasked with designing an automatic-guided vehicle to deliver supplies to a specific area in a hospital without being remotely controlled by a person. Inspired by this design problem, students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.
- **Infection: Detection** – Students explore transmission of infection, agents of disease, and mechanisms the body uses to stay healthy. Through a simulation, they compare communicable and non-communicable diseases. In the design problem, Suzi comes down with a fever and sore throat, and her friends wonder how this illness might have spread across the school. Students tackle the design problem by examining evidence to deduce the agent of infection, the likely source of the outbreak, and the path of transmission through a school. They design and run an experiment related to limiting the spread of germs and apply results to propose appropriate prevention methods.
- **Infection: Modeling and Simulation** – In this module, students investigate models and simulations and discover powerful ideas about computing. The design problem – related to the Infection: Detection module – is introduced as Mylo and Angelina look to model an infectious disease to simulate how an illness spread through their class. Applying their new understandings, students program their own models and collect data by running simulations with different parameters.

BERMUDA RUN CHARTER SCHOOL 2020-2021 School Calendar

August 15 th	Teachers Report
August 15 th -	August 23 rd Teacher Workdays
August 26 th	First Day of School
September 2 nd	Labor Day
September 30 th	Teacher Workday
October 30 th	End of First Quarter
November 1 st	Teacher Workday
November 11 th	No School
November 27 th -29 th	Thanksgiving Break
December 23 rd - January 2 nd	No School
January 2 nd	Classes Resume
January 20 th	No School
January 27 th	End of Second Quarter
February 17 th	No School
March 9 th	Teacher Workday
April 3 rd	End of Third Quarter
April 10 th -17 th	Spring Break
May 25 th	No School
June 12 th	Last Day of School/ End of Fourth Quarter
June 15 th -16 th	Teacher Workdays

First Quarter:	47 days
Second Quarter:	47 days
Third Quarter:	47 days
Fourth Quarter:	44 days

Total Number of Instructional Days:	185 Days
Total Number of Work Days:	12 Days
Total Number of Holidays:	10 Days

BERMUDA RUN
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

June 2020				
3	4	5	6	14
17	18 Charter Leadership	19 Charter Leadership	20 PLTW Imp	21 Go Math!
24 Reading	25 Using EDDIE	26 Powerschool	27 Powerschool	28

IMPORTANT INFORMATION
School leadership to attend this training as well as any board members who have not had the opportunity to go to day governance training.
In-house Powerschool and scheduling training.

BERMUDA RUN
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

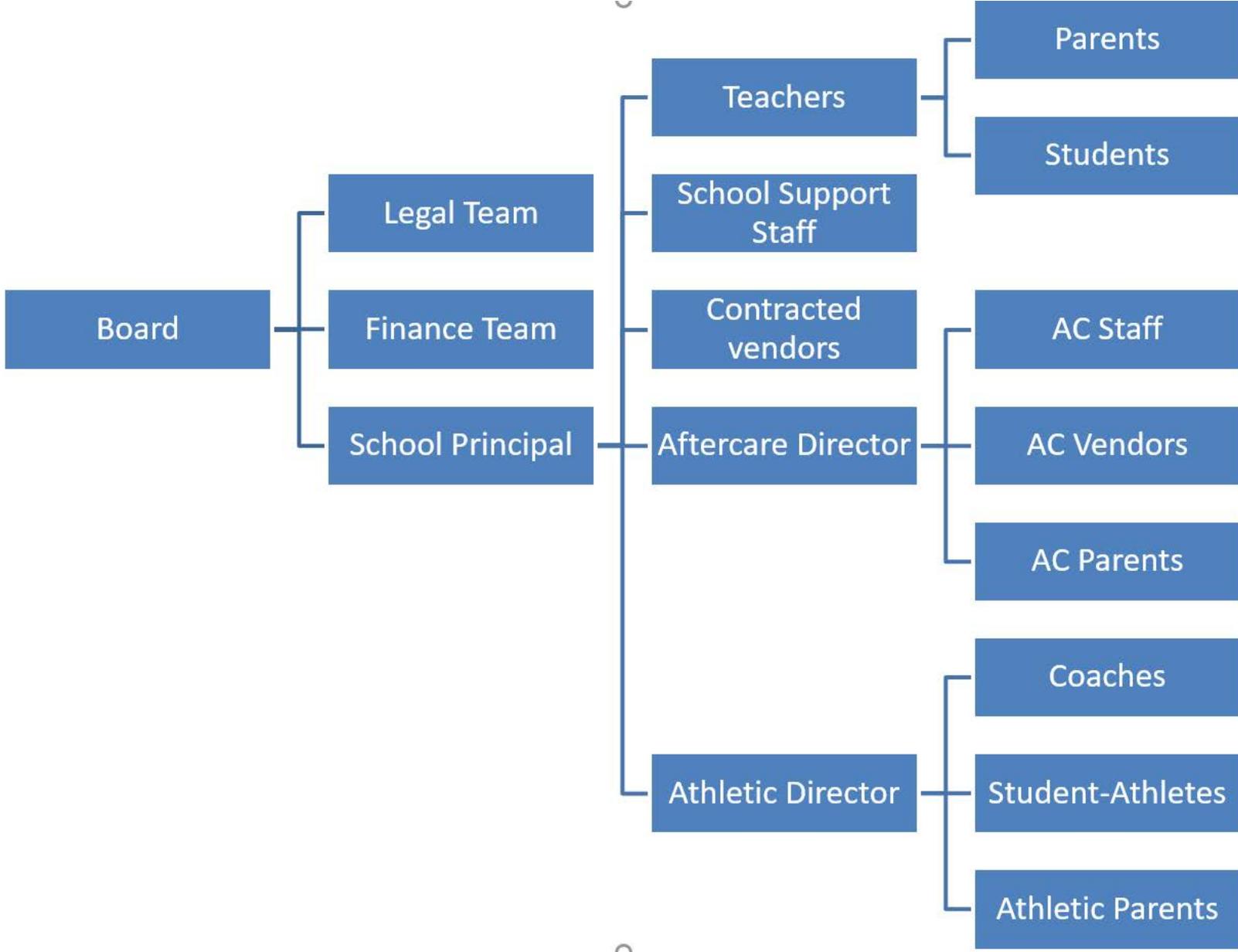
July 2020				
1	2	3	4 Independence Day	5
8	9	10 Project Lead the Way	11 Project Lead the Way	12 Project Lead the Way
15	16 FBS?	17 FBS?	18	19
22	23	24 EC Conference Greensboro	25	26
29	30	31		

IMPORTANT INFORMATION
<p>The training, "Monitoring: What to Expect When It's Your Turn" is designated for LEAs that will receive a Program Compliance Review (PCR) Monitoring visit.</p> <p>FBS usually has a 2-day training to offer help and support for LINQ and budget management.</p> <p>Select teachers will attend intensive PLTW training. These are often held at the state colleges.</p>

BERMUDA RUN
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

August 2020				
			1	2
5 NC Assoc Conference	6 NC Assoc Conference	7	8	9
12 Welcome Expectations and Procedures/ BT Licensure/ MTSS Training/ DPI	13 MClass Training GL Planning	14 EC Training- DPI Programming and Compliance	15 PLTW Imp	16 Go Math!
19 ELA Leader in Me	20 ELA Leader in Me	21 GL Planning Leader in Me School-Level MTSS	22 GL Planning ELL/ EC Interventions Prepare for Day 1/ Crisis, Lunch, Recess, Arrival, Dismissal	23 ELL/ EC Interventions Prepare for Day 1/ Crisis, Lunch, Recess, Arrival, Dismissal
26 FIRST DAY OF SCHOOL!	27	28	29	30

IMPORTANT INFORMATION
PLTW implementation and training will be ongoing.



Curriculum Vitae

Linda L. Petrou, Ph.D.

1324 Berwick Road
Winston-Salem, NC 27103
(336) 287-6405
E-mail: lindapetrou@gmail.com
Facebook: LindaPetrou

EDUCATION:

- Ph.D.: Comparative Politics, 1994, University of Maryland, College Park
- M.A.: Comparative Politics, 1990, University of Maryland, College Park
- B.A.: With Honors: History, 1987, University of Maryland, College Park

BOARD MEMBERSHIP

- Governor's Advisory Council on Aging 2017-present
- Forsyth County Board of Health, 2007-2016 - Vice Chair, 2009-10; Chair, 2010 to 2016
- Winston-Salem Sister Cities Board, 1997-2007

TEACHING EXPERIENCE

- Tutor □Fall 2011-Fall 2015 □Athletic Services, Wake Forest University
- Visiting Assistant Professor □Fall 2005 to Spring 2011, Wake Forest University.
- Adjunct Professor □Fall 2005 to Fall 2015. Forsyth Tech Community College,
- Adjunct Professor □Summer 2004-Spring 2005. Wake Forest University.
- Assistant Professor -- 1999 to 2004. High Point University
- Adjunct Professor -- 1994-1999. High Point University
- Instructor -- 1990-1992. University of Maryland, College Park
- Teaching Assistant -- 1988-1990. University of Maryland, College Park,

PROGRAM DEVELOPMENT AND MANAGEMENT

- Administrative Director, Summer 2006-2013. Wake Forest University and the Benjamin Franklin Transatlantic Fellows Initiative: Summer Institute for Youth. U.S. Department of State Grant
- Program Coordinator, Summer 2006. Wake Forest University and (South East Europe Youth Leadership Institute. Grant received from the U.S. Department of State. .
- Director, Soviet-East European Archives and Assistant, East-South Project, 1987-1992University of Maryland,

BUSINESS EXPERIENCE

- Program Administrator, National Heritage Program, Maryland Department of Natural Resources, 1987-1989
- Assistant to the VP, The Aluminum Association, Washington, D.C, 1977-1983
- Executive Assistant, SmithKline Corporation, Washington, D.C., 1973-1977
- Assistant, Tufty & Associates, Washington, D.C. 1971-1973
- Receptionist/Secretary, The Honorable Robert J. Corbett, R.Pa (deceased), Washington, D.C., 1966-1971

REV. DAVID SINGLETARY

193 Cherry Hill Road Mocksville, NC 27028 (336) 462-9488 dsingletary@wnccumc.net

Skills Summary

Over twenty years experience managing and leading both small and medium sized groups, managing the day to day activities, scheduling, and accounting for million dollar plus quick service Restaurants. Experienced in analyzing and understanding P&L statements, planning, identifying and managing large budgets and tax related issues. Worked with the WS/FC School Boards Building and Grounds Committed to coordinate, identify and plan for the Counties Bond activities. Chaired the Policy Committee and actively engaged in planning in the areas of Finance and Curriculum planning.

Education

Religious Studies / Present

Continuing Tax Education / Annually 30hours

Continuing School Board Education / State Mandated / Annually 24hours

Continuing Insurance Education / State Mandated / Semi-Annually 24hours

Production Control Technician / Sheppard AFB / February 1987

High School Diploma / Carver High School / June 1986

Experience

Concord United Methodist Church / Lead Pastor / Present

Winston-Salem/Forsyth County Schools / Board Member / Present

Tax Preparation Services / Independent Preparer / Present

Primerica Financial Services / Independent Agent / Present

United States Air Force Veteran / Oct 1986 to May 1991

Awards and Acknowledgements

Yadkin Valley Western NC UM Churches Education Consortium

Family Promise / Board Member

Forsyth County Republican Party Men's Club/ Chair

USAF Commendations Medals

Eagle Scout Award

3805 Bridlington Drive
Greensboro, NC 27455
336-337-3234
cageon@lbahs.com

Courtney Ageon, CPA

Professional Experience

2000 - Present	LBA Haynes Strand, PLLC	Greensboro, NC
	Tax Manager/Senior Staff Accountant	

Volunteer Experience

2013 - Present	Greensboro Historical Museum, Inc.	Greensboro, NC
	Treasurer/Assistant Treasurer/Trustee	
2013 - Present	Summerfield Charter Academy	Summerfield, NC
	Parent Council Committee Treasurer	
2014 - Present	Greyhound Friends of North Carolina, Inc.	Oak Ridge, NC
	Kennel Volunteer	

Education

1997 - 2002	UNC-Greensboro	Greensboro, NC
	<ul style="list-style-type: none">B.S. in AccountingM.S. in Accounting	

Certifications and Affiliations

Certified Public Accountant, November 2003
Member, North Carolina Association of CPA's
Member, American Institute of CPA's
Member, Society of Financial Service Professionals

Connor M. Groce

1841 Curraghmore Rd.

Clemmons, NC 27012

(336) 831-4233

connorgroce33@gmail.com

Experience

Village of Clemmons, North Carolina

Zoning Board of Adjustment, Appointed June 2018

- Reviews and enforces all zoning ordinances within the jurisdiction of the Village of Clemmons.
- Recommends zoning rulings for consideration and approval by the Village Council.

Humane Society of Davie County

Board of Directors, Appointed August 2018

- Responsible for writing grants on behalf of the organization and overseeing other fundraising measures.
- Voting member of the Board of Directors that strives to maintain the organization and build relationships within the community.

Clemmons West Recreation Association

General Manager, April 2017 to September 2018

- Oversaw all association facilities, operations, and staff.
- Worked with Board of Directors to develop and implement policies and procedures.

Education

University of North Carolina at Chapel Hill

Enrolled as a member of the Class of 2022

West Forsyth High School Clemmons, NC

Graduated June of 2018

- President Youth and Government
- President Young Political Leaders
- Captain Academic Competition Team
- Secretary National Honor Society

Benita B Finney

PO Box 1332, Mocksville, NC 27028 336-671-0343 finneybandj@yadtel.net

Experience

- Commissioner Elect of Davie County
- Events Coordinator RiverPark at Cooleemee Falls
- Contract Soloist Eaton Funeral Services, Inc
- Substitute Teacher Davie County Schools
- Performing Arts Club Director DC Early College
- Interim Music Director Maplewood Baptist Church
- Voice Instructor/Drama Assistant Director Creative Drama Children's Theater
- Self Employed Caterer-10 years
- Owner Sister's II Florist-16 years
- 911 Telecommunications Davie County

Education

Davie County High School
Forsyth Technical Institute Effective Teaching
Certification

Strengths

Leadership, motivation, organization, hard-worker,
experience, passion for students and progress

Leadership

President Advance Fire Department Auxiliary
Parliamentarian NCFFA Auxiliary
Past President DC Early College PTSO
Past Board of Triple Cross Cowboy Church

References

Jimmy Lancaster
Pastor, Maplewood Baptist Church 336-406-1050

Lori Hamilton
Superior Court Judge 336-655-9752

Brian Diggs
DCSO Retired 336-399-6508

April Michelle Broadway

*P. O. Box 311
Bethania, NC 27010
Business Mobile: (336) 462-4169
President & CEO
N-Finity Consulting, Inc.*

Education

M.A. in Middle Grades Education Appalachian State University, *Boone, NC, 2001*
B.S. in Speech and Language Pathology, Hampton University, *Hampton, VA, 1988*

Certifications

Qualified Mental Health Professional, 2001

Relevant Experience

President, **N-Finity Consulting, Inc.**, Winston-Salem, NC June 2005-Present

Regional Testing and Compliance Coordinator, Exceptional Children Compliance Officer/Internal Controls, **Carter G. Woodson School**, Winston-Salem, NC February 2014 – June 2014

Interim Executive Director, **Smart Start of Forsyth County** December 2011 – June 2012

Resource Development & Compliance Officer/Internal Controls (**Torchlight Academy Charter School, and Cape Lookout Marine Science High School**), January 2011 – Present

Chief Operating Officer, **Community Resource Solutions LLC**, Gaston, NC September 2007 – February 2010

Co-Director of Guidance and Counseling, **Carter G. Woodson School**, Winston-Salem, NC August 2004- June 2006

Assistant Dean of Admissions, **Salem College**, Winston-Salem, NC July 2003- July 2005

Academic Advisor, **University Of North Carolina-Greensboro**, Greensboro, NC, January 2003 – June 2003

Professional Activities

Girls Scouts Peaks to Piedmont USA Board of Directors (2011- Present)

Mental Health Association of the Triad Board of Directors (2011- Present)

Chair Smart Start of Forsyth County Board (2010 – 2012)

Financial Pathways of the Piedmont (formerly Consumer Credit Counseling Board (2010 – Present))

Alumni Council Board, National Hampton Alumni Association, Inc. (2009 – Present)

President North Carolina Region of the National Hampton Alumni Association (2011- Present)

1st Vice President North Carolina Region of the National Hampton Alumni Association (2008 –2011)

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: Bermuda Run STEM Academy

2. Full name: Connor M. Groce

Home Address: 1841 Curraghmore Rd. Clemmons NC

Business Name and Address: N/A

Telephone No.: (336) 831-4233

E-mail address: connorgroce33@gmail.com

3. Brief educational and employment history.

Student and self-employed in strategic marketing. I am currently pursuing a degree through The University of North Carolina at Chapel Hill.

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?

o: Yes:

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

I was asked by a friend and connection if I could consider serving in this capacity as I had expressed my support for this endeavor. I want to serve on the board to do my part in ensuring that the project comes to fruition as I see its potential benefit to our community and those that surround us.

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

A holistic supporter of the school with the ability not only to identify challenges, but to help conquer them in any way possible. I also believe that a critical role of the board is identifying and hiring the best education professionals to serve the school and its students.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on the Zoning Board of Adjustment in Clemmons, NC and am also on the Board of Directors for the Humane Society of Davie County. I have previously served as the General Manager of the Clemmons West Recreation Association where I worked concurrently with the association Board of Directors.
8. Describe the specific knowledge and experience that you would bring to the board.
As a life-long resident of Clemmons and graduate of our STEM academies, I have a personal connection and understanding to the need for this school. I spent my elementary and middle school years being transported over 30 minutes to Winston-Salem as this was the closest STEM school available. A STEM charter school in our community would be an immediate contributor to a vibrant and growing area of the Triad.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To create an environment focused on the teaching of Science, Technology, Engineering, and Math that will foster student growth and excellence.
2. What is your understanding of the school's proposed educational program?
To fully integrate curriculum through hands-on learning in STEM fields.
3. What do you believe to be the characteristics of a successful school?
First and foremost, leadership is critical. This starts with the board and extends through the staff. Furthermore, a focus on our mission and value is crucial to the fulfillment of our designed purpose.
4. How will you know that the school is succeeding (or not) in its mission?
We will be able to monitor progress towards our mission through student outcomes and the feedback among our leadership.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be involved to the extent of ensuring that we have effective leadership, clear direction, and doing whatever we can to meet our mission. We will also provide responsible financial oversight.
2. How will you know if the school is successful at the end of the first year of operation?
We will determine success at the end of the first year through staff, parent, and student feedback.
3. How will you know at the end of five years of the school's operation is successful?
If feedback is met with correction and academic outcomes demonstrate improvement, success is likely achieved.
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 continue to meet regularly and will maintain communication with staff, parents, and students. We will also be involved in solving problems to the extent that we can be of assistance.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring my concerns to the attention of the appropriate people and persist until the issue is resolved.

*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, Connor Groce, 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 Bermuda Run Stem Academy Charter School is true and correct in every respect.

Connor Groce

9/27/18

Signature

Date

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: **Bermuda Run STEM Academy**

2. Full name: **Courtney Savin Ageon**

Home Address: **3805 Bridlington Drive Greensboro, NC 27455**

Business Name and Address: **LBA Haynes Strand PLLC**

Telephone No.: **336-286-3204**

E-mail address: **cageon@lbahs.com**

3. Brief educational and employment history.

B.S. and M.S. in Accounting – UNC Greensboro

18 years at LBA Haynes Strand PLLC as Tax Manager/Senior Accountant

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?

A partner in my firm, who works closely with charter schools, was made aware of a need for a CPA on the board for a new STEM Charter School. I want to serve on this because I am passionate about charter schools in general, but also the STEM curriculum.

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

A public charter school board member's role is to help the principal, teachers, and staff meet the academic growth and other goals set forth for the school. A board member must also be an example for the principal, teachers, students, and parents by upholding the school's mission both inside and outside the school.

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

I have served on other nonprofit boards so I understand the importance and responsibility that goes along with being a board member. I also have experience with nonprofits in general through my work as a CPA. I am very passionate about Charter Schools and their impact on the community, as both my children attend a Charter School.

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

As mentioned above, I have worked with nonprofits as a board member, as an auditor, and in assisting with tax compliance. I believe I can be of great help with financial reporting and tax compliance matters. I also believe drawing on my experiences as a current parent of students at a charter school will be a good resource to the board.

School Mission and Program

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

My understanding is that Bermuda Run STEM Academy's mission is to promote high academic achievement through a STEM workshop model that empowers students to take ownership of their learning. Students will be able to grow and improve at their own pace.

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

STEM focused workshop model that will allow students to grow at their own individual pace. This program will prepare students for not only high school and college but also successful careers.

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

I believe passionate educators and a dedicated board are important characteristics of a successful school. A board and staff that have a common vision and understanding of the goals set forth for the school are essential. Finally, a supporting learning environment that also focuses on social responsibility is also very important to be a successful school.

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

As a board, we must monitor enrollment and attrition closely. Attrition is an indicator of success in our mission. WE must monitor annual goals for academics closely as well as behavioral issues, which can be an indicator of teachings related to social responsibility.

Governance

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

The board will be charged with setting goals for the school that are based on the school's mission and vision. We will also be responsible for annual budgets and assisting with hiring and maintaining passionate staff members.

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

Success will be determined by the school meeting the goals of the board, which include growth and attrition expectations. I would also believe reviewing and responding to parent feedback is essential.

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

I believe key indicators will be enrollment numbers, teacher satisfaction, as well as determining if the school has met the first five goals set.

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

The board must meet regularly and be actively engaged with the staff as well as parents. We must ensure the school has a principal ready to take the lead and a passionate well trained staff.

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

If the behavior is a major concern, I would approach the board's chair and make sure all facts are gathered. If the behavior was a minor concern, I would approach the board member individually and address my concerns with him/her directly.

*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, Courtney Ageon, 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 Belmuda Run STEM Charter School is true and correct in every respect.


Signature

9/27/18

Date

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: Bermuda Run STEM Academy
2. Full name: David B. Singletary

Home Address: 2134 Bristol Street Winston Salem NC 27105

Business Name and Address: 161 Cherry Hill Road Mocksville NC 27028

Telephone No.: 336-462-9488

E-mail address: dbsingletary@outlook.com

3. Brief educational and employment history.

I am a High School Graduate of the Winston-Salem/Forsyth County School System. I participate in on-going Continuing Education, related to my Licensing and I will be required to pursue at least a two (2) year degree of my choice to further my devotion to the Church. Additionally, as a Local Licensed Pastor, I am required to participate in a Course of Study that requires seven (7) courses, annually, and for a period of five (5) years to maintain my licensing. The United Methodist Churches General Board of Higher Education and Ministry oversees the courses meeting the Course of Study requirement. As a Licensed Insurance Agent, I am required to perform twenty-four (24) hours of Continuing Education selected and approved by the State Insurance Commissioners Office. Primerica Financial Services, where my Licensed is assigned, also requires me to participate in two (2) hours of Ethics training each year. As an Independent Tax Preparer, I perform fifteen (15) hours of IRS approved Continuing Education. Two (2) hours of those Continuing Education Credits are Ethics related. As stated earlier, I am a Full Time Local Licensed Pastor, a Licensed Insurance Agent, and provide Tax Services to a personal Clientele that I have developed of the years.

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

No:

Yes: **X**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was encouraged by a Friend who is also assisting with the development of the Bermuda Run STEM Academy to bring my Public Education School Board experience to their Board. I was elected in November of 2014 and my term runs through December of 2018. I've always been passionate about Education, but I never saw myself as a Teacher/Educator, so I chose to serve in the capacity of an Elected Official to try and make an impact.
6. What is your understanding of the appropriate role of a public charter school board member?
It is the responsibility of any Board to provide guidance, direction and support for the School they are tasked with supporting. To provide a vision, hire and empower teachers/leaders to insure the success of the School and its Student's served. Be Accountable for and hold staff accountable toward insuring the success of both staff and Students. While holding each other and school staff for staffing issues, student success, school infrastructure and fiscal responsibility. Of all these things, the academic success of all students must be the greatest concern.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve with the Winston-Salem/Forsyth County School Board, the Forsyth County Promise and the United Methodist Churches initiative for "Churches 4 Children." With the WS/FC School Board, I have served as the Policy Committee chair and attended and been actively involved in all Committee meetings (Curriculum, Finance, Buildings and Grounds) and discussions. I felt this was only the right way to serve to be sure that I learned as much as possible about all the various areas and responsibilities that needed to be met to run our LEA and give our Students a quality education.
8. Describe the specific knowledge and experience that you would bring to the board.
I have always been involved in some form of a "service" capacity. From my local Church and Church Boards to Public Service with the WS/FC School Board. I'm a Veteran of the United States Air Force where I learned the basics of leadership and team work. I later worked in restaurant management, owned my own small business and became proficient in managing and organizing employees, teams, and work groups. I have experience in personal and small business tax and accounting principles and application. As well, the ability to understand business finances from development through execution and the understanding of managing assets and future planning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of our School's mission is to provide a high-quality STEM education that is designed to embrace our Students where they are and raise them to where we believe they can go. Every Student is accountable for their own success, but it is our responsibility to provide them with an education/curriculum program with sufficient rigor to encourage them to grow and to show advancement in their courses, each school year, consistent with State requirements and expected growth patterns.

2. What is your understanding of the school's proposed educational program?
Our program will be a K-8 program designed to meet our students where they are, but with enough STEM focused learning and rigor to encourage their personal development. Engineering and various aspects of the field will also be a primary focus.
3. What do you believe to be the characteristics of a successful school?
I believe one the most important characteristics of a successful school is to have high expectations and to explain the schools expectations to students and parents, ensure that students and parents have the tools they need to meet those expectations, and put remediation in place for those how may fall behind, or otherwise run into challenges. I believe that accountability is just as important as expectations and we have to hold ourselves accountable to the students and parents we serve for a school to successfully serve them.
4. How will you know that the school is succeeding (or not) in its mission?
Our School will be successful if we are able to meet our students where they are. If they are not at least proficient at grade level and proficiency then our goal should be to show improvement to grade level and beyond. If our students are at grade level and proficiency then our goal should be to challenge them to greater proficiency and to exceed their current grade level. We will be successful when we see proficiency and grade level improvements that result in greater competency and understanding of the curriculum.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will ensure that guidelines are in place that support professional staff and staff development, expectation for students, and having the proper resources in place to insure the success of the school. To provide vision, strategic development, financial oversight, and outline corrective actions as necessary to achieve our student and schools goals and success.
2. How will you know if the school is successful at the end of the first year of operation?
Bench mark data should be considered as a starting point when assessing our students performance. This data can come from various resources, student records, in house data, and state data provided to help us assess performance. Surveys of staff, students, and parents can be helpful in determining our first years operation, but bench marks and data must be a starting point for determining our success.
3. How will you know at the end of five years of the schools is successful?
Your question is very similar to the previous question. Bench mark data and surveys will help us to see where our students and school are headed. This information will also allow us to implement remediation programs that will be necessary for our success especially after the first two to three years and going into that five year point. Again, I will argue that proficiency and grade level comprehension will be key indicators of our success, or failure. I expect success because that will be the expectation of the whole school!

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

The Board will need to meet regularly and be willing to be transparent to its students, staff, parents, and community. The Board will also have to be willing to establish expectation for themselves and the school and accept being held mutually accountable. The Board will need to be willing to hear, without reserve, and to investigate concerns that may be brought to it. If the concerns are found to be with merit then the Board must act decisively to provide guidance and ensure the concerns are not ignored. The Board must also hold itself accountable to supporting the vision and mission of the school and provide the high quality education all of our students deserve.

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

I would first make sure that I listened carefully to the information and/or consider what has come to my attention to ensure that I did not ignore the information, but to also be sure that I was clear about it. Second, despite my understanding of the significance, or my concern about the accuracy of the information, I would bring the information/issue to the attention of the Board Chair and if necessary push that it be brought before the Board as a whole.

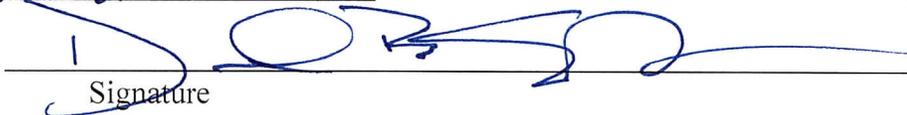
*Please include the following with your Information Form

- 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, DAVID BRYANT SINGLETARY, 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 BERMUDA REIN STEM Aca. Charter School is true and correct in every respect.


Signature

9-27-18
Date

If goals are being met, community feedback is positive, and the interest in the school remains high, we will be able to determine long term success. We should set and monitor goals that should assist in evaluating accomplishments.

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

The board should meet regularly, seek and hire outstanding staff, be easily contacted by parents, students, and staff, and be available and involved members of the school. We should be supportive, involved, and excited about our school.

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?

Any undesirable actions by a school board member should be addressed immediately. Any action that could tarnish the reputation of the school or hinder the growth or success should be dealt with. I believe that we owe it to everyone involved to hold each other accountable, therefore, any such situation should be immediately discussed within the board.

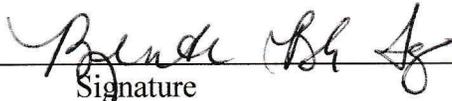
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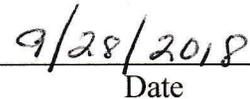
- a one page resume
- a national criminal background check

*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, Benita Brandon Finney, 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 Bermuda Run STEM Academy Charter School is true and correct in every respect.


Signature


Date

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: Bermuda Run STEM Academy
2. Full name: April M. Broadway

Home Address: P O Box 311, Bethania, NC 27010

Business Name and Address: N-Finity Consulting Inc.

Telephone No.: 336-462-4169

E-mail address: nfinitygroup@gmail.com

3. Brief educational and employment history.

I earned Bachelor of Science in Speech Pathology from Hampton University in Hampton Virginia, with advance training in Special Education from the University of North Carolina at Greensboro, a Master of Art in Middle Grades Education area of concentration in Science in Mathematics from Appalachian State University in Boone, North Carolina. I own and operate N-Finity Consulting, Inc. where I am the lead educational consultant.

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

No: Yes: X

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

I was recruited to join this board by Eddie Goddall. I wish to serve on the board of this proposed charter school because I am very passionate about the charter school movement and more importantly STEM education.

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

My understanding of the appropriate role of a public charter school board member is to provide strategic vision for the school, hire leaders to run the school, hold those leaders accountable for the academic success, and to provide financial oversight.

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

I have served in many capacities on several non-profit boards over the past 10 – 15 years. I have also consulted with a number of charter schools to provide board training.

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

I bring a wealth of knowledge in the areas of non-profits, grant writing and compliance, curriculum, exceptional children and board governance. I have worked in and been a consultant to a number of charter school in the past 20 years.

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 to provide a true STEM focused learning environment.

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

My understand is that we plan to implement a full integration of STEM including Legos, robotics, and hands on engineering for grades K-8.

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

I believe the most important characteristics is a successful school is the leadership, evaluation, expectation, and a clear and precise direction.

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

As a board member I will know that the school is succeeding in it's mission by monitoring our leadership and student outcomes on an ongoing basis.

Governance

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

The role that the board will play in the school's operation is to ensure that we have efficient and effective leadership, to provide strategic direction, ensure the school is meeting it's mission, and provide financial oversight.

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

At the end of this first year we will determine the school's success through parent, teacher, and student surveys along with reviewing the information that is provided by the states accountability information. We will also use in house benchmark data to track student growth.

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

The board will use it's Strategic Plan to determine success over time. With constant monitoring of the goals and mission we can make adjustments to ensure success.

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

To ensure the school is successful the board will need to meet regularly and ensure commitment to the mission by board, leadership, staff, and parents.

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

I would bring my concerns to the attention of the board chair if I believed that one or more members were acting unethically or not in the best interest of the school.

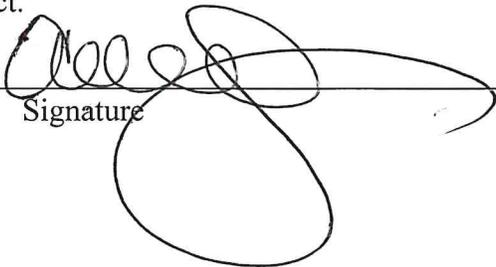
*Please include the following with your Information Form

- 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, April M Broadway, 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 Bermuda Run STEM Academy Charter School is true and correct in every respect.


Signature

09/24/2018

Date

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: Bermuda Run STEM Academy

2. Full name: Linda L. Petrou

Home Address: 1324 Berwick Road, Wnston-SaIem, NC 27103

Business Name and Address: Retired

Telephone No.: 336-287-6405

E-mail address: lindapetrou@gmail.com

3. Brief educational and employment history. I graduated from the University of Maryland with three degrees: a BA (1987) in American History with Honors, a MA (1990) in Comparative Politics and a Ph.D. (1994) in Comparative Politics/subfield Soviet Foreign Policy. I thought Political Science for over ten years at High Point University then taught Communications for several years at Wake Forest University. In addition, I also taught Political Science at FTCC for a number of years. In all I have taught from 1988-2015. I also had the pleasure of working with the Washington Center for Internship and Seminars as Faculty during 3 National Conventions, about 10 January Seminars in Washington and three summer seminars. During this period, I was also Administrative Director of a U.S. Department of State grant that was housed at Wake Forest University. While at the University of Maryland I was also the Director of the Soviet-East European Archives and of the East-South Project. Before attending college as a non-traditional student, I spent a number of years in Washington, D.C. working for a congressman, at SmithKline Corporation's Washington office, the Aluminum Association and with various other organizations both political and nonpolitical.

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: OX

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I received a call from State Senator Joyce Krawiec asking me if I would be interested in participating and I immediately said yes. Right after that, I received a call from Eddie Goodall who went into further detail. I agreed to be a member of the board and to help establish this STEM Academy.
6. What is your understanding of the appropriate role of a public charter school board member? My understanding of a public charter school board member comes from my service on a previous public board. We are not micromanagers but rather directors in the sense we establish policy and leave the day to day running of the charter school to the principals and teachers. We have a duty to oversee what they do to ensure they are following the mission of the school and the charter. We also need to lead by example and show that we also are following the mission of the school and the charter.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I served for 9 years (3 3-year terms) on the Forsyth County Board of Health from 2007-2016. I became Vice Chair in 2009 and Chair of the Board in 2010 and remained in that position until the end of my term. During this period, we had to replace the Health Director which required a nationwide search and several rounds of interviews until we made our decision. We set the policy for the Department of Health but delegated to the Health Director and staff the day to day responsibilities of running the Department. We also dealt with oversight on the Department's budget, the fee structure for services, the creation of a Dental Clinic, the creation of several new programs dealing with infant mortality and held public hearings before setting policy. In addition, we were tasked with holding hearings dealing with complaints from the public. I also was appointed by Mayor Woods in 1997 to serve on the Winston Salem Sister Cities exploratory committee. Once we drew up the charter, the bylaws, selected possible cities to partner with we then were officially established by the City Council and I then served for a number of years on the Winston Salem Sister Cities Board.
8. Describe the specific knowledge and experience that you would bring to the board. As mentioned in the previous question I have had experience in leading an established Board and helping to find a new Health Director. Both of those experiences will help me in the creation and maintenance of a new charter school. While the functions are different a board member must be able to work and lead others, must be able to inspire and encourage board members and staff and must be able to set goals and accomplish them. Having oversight of this type requires patience and understanding and the ability to lead with a firm hand.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The school's mission is to educate the students in four specific disciplines - science, technology, engineering and math in an interdisciplinary approach. It is to provide the student with a opportunity to become an academically thriving citizen with a basis of knowledge to either continue in college or to obtain a job in the STEM field.
2. What is your understanding of the school's proposed educational program? The Bermuda Run STEM

Academy will have as its primary focus, as its name indicates, an education paradigm based on STEM (Science, Technology, Engineering and Math). STEM is based on the notion that students should be educated in {bur specific disciplines - science, technology, engineering and math. But this education is not one based on teaching these four subjects separately and discretely but rather as an integrated cohesive paradigm based on real world applications. It is estimated that by 2018 the bulk of the STEM jobs will be in the area of computing, technology, physical science, life science and math. we are no longer an economy based solely on manufacturing therefore we need to educate our students in such a way that they will be prepared for their future.

1. What do you believe to be the characteristics of a successful school? The most important characteristics of a successful school goes far beyond the end of grade testing results. A successful school is one in which the students, teachers, administrators and community members create a culture where creativity and inquiry exists which engages the students in innovation and problem solving to seek solutions and teamwork. Students learn in different ways; by creating an atmosphere where they work together in a project-based approach that makes real world connections.
2. How will you know that the school is succeeding (or not) in its mission? There are several measurements of success. The first, of course, would be the end of grade scores. If within the first year the scores remain the same or improve that would be a success. This would become the baseline of measurement. Success would be increasing those baseline numbers every year. Another measurement of success would be a stable attrition rate for both students and teachers. The first year will be vital in establishing an atmosphere in which both student and teachers can succeed. If we start to lose students and/or teachers, then I would consider us a failure. The school will have to meet its yearly targets set for all subjects not just reading and math. We, as a Board, have to set high expectations for everyone involved. I have seen studies that indicate that students drop out of school because they are bored. We have been teaching down to the lowest common denominator instead of setting high standards for the students to meet. As former President George W. Bush, in a speech in 1999 citing equal education as central to civil rights, said that poor and minority children are the ones who suffer when accountability is weakened, He went on to say "I fear that the soft bigotry of low expectations is returning, and for the sake of America's children, that is something we cannot allow... Whatever difficulties we face, they will not be addressed by weakening accountability." If we set high standards and they are met we will be successful.

Governance

1. Describe the role that the board will play in the school's operation. The Board will set the goals and the mission for the school. We will be responsible for establishing a budget and hiring of responsible staff that will buy into the mission of the school. We will then turn over the day-to-day governing of the school to that staff. Only if there is a problem will we step in. We will retain oversight.
2. How will you know if the school is successful at the end of the first year of operation? If the goals that are set are met, if the end of grade testing is on a par with or exceeding other schools, if students and teachers and parents are happy with the progress being achieved, if we retain students and teachers (minus normal attrition) and if we have delivered the curriculum we set out to provide.

3. How will you know at the end of five years of the schools is successful? If we achieve the goals that we set out, if our enrollment numbers are high, if teachers and parents are satisfied with the outcomes and if the community feels we are successful.
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 be a unified entity that meets on a regular basis. We will need to set high but achievable goals for the first year and ensuing years. We will need to hire a principal who is fully vested with the STEM philosophy and who wants to make a difference. They must be enthusiastic so that they can lead a team equally enthusiastic teacher. The boards should be themselves vested in and a part of the school, attending events and visiting several times a year. Each of us have our own area of expertise so perhaps a board teaching day might be an idea. They said the secret to life is just showing up; so we should be willing to show up.
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? First of all, I would talk to the individual involved, not in an accusatory way, but in a sincere attempt to find out what is happening. I also would go to the chair to give them a heads up of what is happening. I also would make sure that the attorney was aware of the problem. If there is no change in a short period of time (depending upon the situation) then I would request the chair convene an Executive Board Meeting with the attorney present to discuss the problem and solve it. The Board is the face of the Bermuda Run STEM Academy. If we appear to condone misbehavior, then that will have a negative and dilatory impact on the school.

*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, Linda L. Petrou , 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 Bermuda Run STEM Academy Charter School

Signature

Date 9/27/2018

3. How will you know at the end of five years of the schools is successful? If we achieve the goals that we set out, if our enrollment numbers are high, if teachers and parents are satisfied with the outcomes and if the community feels we are successful.

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 be a unified entity that meets on a regular basis. We will need to set high but achievable goals for the first year and ensuing years. We will need to hire a principal who is fully vested with the STEM philosophy and who wants to make a difference. They must be enthusiastic so that they can lead a team equally enthusiastic teacher. The boards should be themselves vested in and a part of the school, attending events and visiting several times a year. Each of us have our own area of expertise so perhaps a board teaching day might be an idea. They said the secret to life is just showing up; so we should be willing to show up.

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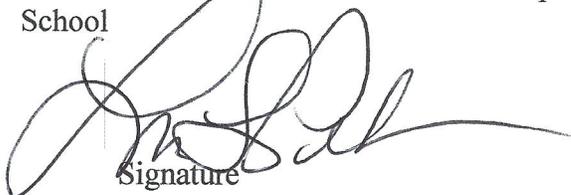
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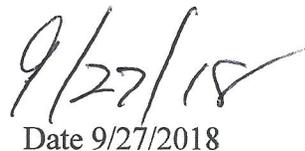
- a one page resume
- a national criminal background check

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, Linda L. Petrou , 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 Bermuda Run STEM Academy Charter School


Signature


Date 9/27/2018

Bylaws of Clemmons STEM Academy, Inc.

ARTICLE I ORGANIZATION

I.1 Name: This corporation shall be known as Clemmons STEM Academy, Inc. (the “Corporation”). The charter school shall operate under the corporation as Clemmons STEM Academy.

I.2 Principal Office: The Corporation’s principal office, known place of business and place where its records shall be kept, will be located in Union County, North Carolina or such other place as designated by the Board of Directors.

I.3 Registered Office: The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but not need to be, identical with the principal office.

I.4 Other Offices: The Corporation may have offices at such other places, as the Board of Directors may from time to time determine, or as the affairs of the corporation may require.

I.5 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 of Directors shall approve them.

I.6 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.

I.7 Registered Agent: The name and address of the Corporation’s registered agent is US Corporation agents, Inc.
101 N. Brand blvd Glendale CA 91203

ARTICLE II PURPOSE

II.1 Purpose: The sole and exclusive purpose of the Corporation shall be to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statues 115C-238.29A et seq.

ARTICLE III MEMBERS

III.1 Members: There shall be no members of this non-profit Corporation.

ARTICLE IV BOARD OF DIRECTORS

IV.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 manage by, the Board of Directors or by such committees as the Board of Directors may establish pursuant to these by laws.

IV.2 Number and Term: The Board of Directors shall consist of a minimum of five (5) and a maximum of nine (9) Directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office. Board seats shall have staggered terms such that 1/3 of the positions expire each year. Directors may serve for a maximum of two consecutive terms with a one-term waiting period required before being eligible for re-election.

IV.3 Election: The Board members shall be elected by a majority vote of the Board of Director’s members, or by such committees as the Board of Directors may establish pursuant to these bylaws.

IV.4 Composition: Employees of the Corporation eligible to receive benefits and contractors employed by the Corporation shall not be eligible to serve as Board of Director's members. Members of the Board of Directors should also not be related to one another. At all times the Board of Directors' membership should strive to reflect the diversity of the school community.

IV.5 Authority: The powers of the Board of Directors shall include, without limitation, the authority to do the following:

IV.5.1 Appointments: Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees.

IV.5.2 Investments: Invest and expend Corporation funds in order to execute the Corporation's business.

IV.5.3 Agents: Employ or discharge agents, employees and independent contractors

IV.5.4 Agreements: Negotiate and enter into agreements, subcontracts, and develop and conduct the Corporation's business and otherwise execute the Corporation's intent and purpose.

IV.5.5 Insurance: Obtain liability, property and other insurance necessary to protect the Corporation's assets, business and properties, as well as the Corporation's officers, Directors, managers, and employees.

IV.5.6 Litigation: Execute litigation on collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation.

IV.5.7 Borrowing: Borrow money for Corporation purposes.

IV.5.8 Documents: Execute instruments or documents necessary to carry out Corporation business.

IV.5.9 Procedures: Establish procedures, policies, and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

IV.6 Policies and Procedures: The Board of Directors shall be authorized from time to time to adjust, amend and repeal policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

IV.7. Action by the Board of Directors: A majority vote is required for the Board of Directors to act or take action upon decisions.

IV.8 Compensation: Unless otherwise expressly provided by resolution by the Board of Directors, no Director shall receive any compensation for his or her services as Director. From time to time, members of the Board of Directors shall be compensated or reimbursed for actual expenses, if any, for services rendered and approved in the name of the Corporation, by majority vote of The Board of Directors.

IV.9. Committees: The Board of Directors may establish, from time to time and at its discretion, committees to accomplish the goals and objectives of the Corporation and its programs. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to Executive, Finance, Personnel, Facility, Curriculum, Fundraising, Enrollment, Expulsion or others as needed. Members of the committees may be removed by the Board of Directors, with or without cause.

IV.10 Vacancies: Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board of Directors at any meeting.

IV.11 Resignations: Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Such resignations shall take effect at the time specified therein. If the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair of the Secretary, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

IV.12 Director Responsibilities: All Directors will be required to demonstrate commitment to the Corporation and its missions & purpose to Alliance Preparatory Schools. Directors will be required to attend meetings of the Boards of Directors and accept committee memberships. Directors consecutively absent from three (3) meetings of the Board of Directors, or one-half of the regular meetings within one (1) fiscal year, without reasonable cause for such absences, may be removed from the Board of Directors.

IV.13 Time Requirements: Nothing in the bylaws requires 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 Director shall be available at reasonable times to assist and serve in the business of the Corporation.

IV.14 Removal From The Board of Directors: A Director member may be removed with or without cause only by a simple majority vote of the Board of Directors at any meeting. Directors will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors.

ARTICLE V MEETINGS

V.1 General Meetings: The Board of Directors shall meet at least six times per year, at such times and locations as deemed appropriate and suitable. Reasonable notice of all Board meetings shall be provided to each Director by postal mail, electronic mail, telephone or other means of communication, by action of the Chair, Vice Chair, or Secretary of the Board of Directors. The annual meeting will be held in June of each calendar year.

V.2 Special Meetings: The Board of Directors may hold special meetings called by the Chair or in a circumstance when a majority of the Board of Directors shall request a meeting. In the event that a special meeting is called, each Director shall be given 48 hours' notice of the special meeting. Such notice shall specify the business to be transacted at, or the purpose of, the meeting that is called. No other business but that specified in calling the special meeting may be transacted without majority consent of all Directors present at the meeting. Any special meetings of the Board of Directors of the Corporation shall be announced and held in compliance with open meetings law.

V.3 Quorum: A quorum consisting of 50%+1 (fifty percent plus one) or more of all Directors shall be required for all Board of Director meetings

V.4 Attendance by Telephone or Video Messaging: Any one or more Directors may attend Board of Directors meetings via the use of telephone or video messaging, granted that use of such communication devices allows all persons participating in the meeting to hear each other simultaneously.

V.5 Voting: All matters before the Board of Directors shall be approved by a majority vote.

V.6 Specific Matters - Conflicts of Interest: Matters that come before the Board of Directors which places a Director in conflict of interest between the interests of the Corporation, The Alliance Preparatory Schools and the interest of the Director, his/her family or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31

V.7 Compliance with NC Open Meetings Law: This Corporation shall comply in all respects with the North Carolina Public Schools Law, code section 114C-4 and any other related provision of North Carolina law in connection with all regular or special meetings of the Board of Directors. Except as otherwise permitted by such Open Meeting Laws, and/or North Carolina General Statutes Sections 143-318.9-143-318.19:

A. No quorum of the Board of Directors can hold a meeting in private for the purpose of deciding on or deliberating toward a decision on any matter.

B. No closed executive session shall be held until:

1. The Board shall have first convened in an open session for which notice shall have been given in accordance with law;
2. A majority of the Board at such meeting shall have voted to go into closed executive session;
3. The chairperson or person presiding over the meeting has cited the purpose of the closed executive session and has stated whether or not the Board of Directors shall reconvene after the closed executive session;
4. Closed executive sessions may be held only for purposes permitted by law.

V.8 Meeting Rules & Conduct: Meetings shall be conducted in an open, orderly, and fair manner, and shall be held in compliance with the North Carolina Open Meetings Law. The Board may elect not to proceed in full compliance with modified Roberts Rules of Order, but those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority.

ARTICLE VI OFFICERS

VI.1 Officers: The Corporation's officers shall consist of a Chairperson or Chair (Chairman, Chairwoman), Vice Chairperson or Vice Chair (Vice Chairman, Vice Chairwoman), Secretary, and a Treasurer and such other offices as deemed appropriate by the Board of Directors. Designated officers shall have such authority to perform duties as sanctioned by the Board of Directors. These officers shall be elected by majority vote of the Board of Directors, and serve at the pleasure of the Board. Any number of offices may be held by the same Director, other than the offices of Chairperson and Secretary.

VI.2 Procedures of Nomination of Officers: The Board of Directors shall appoint a Nominating committee, charged with the responsibility of presenting a recommendation of candidates for office, to the Board of Directors, at the annual meeting. The Board of Directors may accept or decline the recommendations presented by the Nominating committee. If the recommended candidates are declined, nominations of officers may be entertained by the Board of Directors Chairperson. Nominations must be seconded and the nominee must agree to accept the nomination and fulfill the duties of the office if so elected to the position. Upon the motion, second and majority vote to close nominations, and an election of officers from the list of candidates will be held. Elections for officers are held openly. The candidate receiving the majority of ballots cast in his/her favor will be immediately inaugurated into the office to which they have been elected. In the event of a tie, all ballots will be recast. In the event of another tie, the office shall be awarded to the candidate with the longest cumulative tenure membership on the Board of Directors.

VI.3 Resignation and/or Removal of Officers: Officers may resign from office at any time by written notice of resignation to the Corporation. Such a resignation shall take effect at the time specified or take effect upon its receipt by the Corporation. Officers may be removed from office 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 by the Board of Directors with a quorum in attendance.

VI.4 Terms of Officers: The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen by the Board of Directors.

VI.5 Duties of the Offices: The following describes the duties of the offices of the Corporation:

VI.5.1 Duties of the Chairperson: The Chairperson shall preside over all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. Chairperson shall establish an agenda, in consultation with the Academy Principal, for each meeting of the Board of Directors. The Chairperson of the Board shall, when requested, counsel with and advise the officers of the Corporation and shall perform such other duties as directed or prescribed by the Board of Directors.

VI. 5.2 Duties of the Vice Chairperson: In the absence of the Chairperson, or in any event that the Chairperson has an inability to serve, or refuses to serve to the duties of office, the Vice Chairperson shall perform the duties of the Chairperson. When so acting, the Vice Chairperson shall have all the powers and authority of the Chairperson, and shall perform other duties as prescribed by the Board of Directors, or Chair.

VI. 5.3 Duties of the Secretary: The secretary shall certify and keep at the principal office of the Corporation the original, or a copy of these bylaws as amended or otherwise altered to date. The Secretary shall see that all notices to the Board of Directors are given in accordance with the provisions of these Bylaws or as required by law. The secretary shall keep a book of the minutes of all meetings of the Directors. The Secretary shall perform such other duties as may be assigned or directed, by the Chairperson or Board of Directors of the Corporation.

VI. 5.4 Duties of the Treasurer: The Treasurer shall be in charge of receiving and distributing to the Board of Directors an accounting of all receipts and disbursements regularly, an annual statement of all receipts and disbursements, and the annual financial audit. These duties may also include the signing of checks or drafts of the Corporation as designated by the Board of Directors.

VI. 5.5 Duties of Other Officers: Other officers of the Corporation shall perform such duties as the Chairperson or Board of Directors may direct or prescribe.

ARTICLE VII PRINCIPAL

VII.1 Selection: The Principal shall be appointed by the Board of Directors, and shall be provided compensation as the Board of Directors may direct. This power may be delegated by the board to an Education Service Provider. If so, the responsibilities related in section VII.2 are also transferred wholly to the Education Service Provider, who may in whole or in part transfer those responsibilities to the Principal.

VII.2 Duties: The Principal has direct interaction with the Board of Directors, as he/she acts at the direction of the Board of Directors over the execution, implementation and directives for Alliance Preparatory Schools. The Principal shall supervise and oversee the day-to-day operation of the Corporation in accordance with these bylaws. The Principal oversees the academic and leadership curriculums, as well as the administrative operations of the school. He/she shall be responsible for the direct course of study, conduct and assessment of students and student performance. The Principal is responsible for all required reporting to the State of North Carolina, and with preparing annual operational budgets for submission to the Board of Directors. Subject to the approval of the Board of Directors and in accordance with any hiring policies they have in place, the Principal may employ, evaluate, discipline, and terminate personnel, prescribe duties to employees, and set salary within the minimum and maximum limits established by the Board of Directors. The position of Alliance Preparatory Schools Principal serves as director of the school, and is the acting executive on behalf of the Board of Directors. Additionally, the Principal will serve as an ex officio non-voting member of the Board of Directors, with rights to attend and participate in all meetings, discussions and debate except any board meeting called for the purpose of evaluating him or her.

ARTICLE VIII INDEMNIFICATION

VIII.1 Indemnification: The Corporation shall indemnify its Directors, officers, employees, and agents arising out of their status as Directors, officers, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

ARTICLE IX CONTRACTS & FISCAL CONTROLS

IX.1 Checks & Drafts: All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

IX.2 Contracts: The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

IX.3 Loans: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name, unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances, as directed by the Board of Directors.

IX.4 Funds: All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board of Directors may select, or as may be designated by any officer, officers, Directors or other agent, or agents of the Corporation to whom the Board may delegate such power.

IX.5 Acceptance of Gifts: The Board of Directors or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

IX.6 Bonds: At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bonds.

IX.7 Audits: Upon a majority vote of the Board of Directors, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

ARTICLE X DISTRIBUTION OF THE CORPORATION'S ASSETS UPON DISSOLUTION

X.1 Distribution of the Corporation's Assets Upon Dissolution: Upon dissolution, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, assure that assets held by the corporation whose condition required return, transfer, or conveyance be returned, transferred, or conveyed in accordance with such requirements. After such compliance, remaining assets shall be distributed to either the county district school board of education in which the corporation resided, or to a non-profit benefit corporation whose primary purpose is education.

ARTICLE XI NON-DISCRIMINATION

XI.1 Non-Discrimination: This Corporation shall operate entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin or disability. This policy shall apply to boards, committees, staff and services.

ARTICLE XII CONFLICT OF INTEREST

XII.1 Conflict of Interest: It is very important that all board members avoid conflicts of interest or perceived conflicts of interest. To this end, a board member should not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations.

XII.2 Definitions

A. **Interested Person** - Any board member or board committee member who has a direct or indirect financial interest.

B. **Financial Interest** - A person who has directly or indirectly through business, investment or family:

1 an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

2 a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

3 a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

XII.3 Procedures

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

B. **Determining if a Conflict of Interest Exists** - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

C. **Procedures for Addressing the Conflict of Interest** - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

1 The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

2 After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

3 If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether or to enter into the transaction or arrangement in conformity with such determination.

D. Violations of the Conflicts of Interest Policy

1 If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

E. Annual Statement of the Board of Directors of Clemmons STEM Academy Inc.

The Clemmons STEM Academy Inc. shall require that all Board of Directors sign an annual statement that he/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 understand that the foundation of Alliance Preparatory Schools, Inc. 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.

ARTICLE XIII AMENDMENTS

XII.1 Amendments: Except as otherwise provided herein, these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of the Board of Directors at any regular or special meeting of the Board of Directors of the Corporation, and with approval of the State Board of Education.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

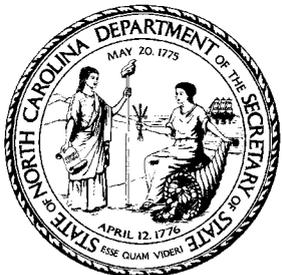
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CLEMMONS STEM ACADEMY, INC.

the original of which was filed in this office on the 12th 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 12th day of September, 2017.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Clemmons STEM Academy, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The name of the initial registered agent is: W. E. Goodall, Jr.

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

Number and Street: 2132 Greenbrook Pkwy

City: Weddington State: NC Zip Code: 28104 County: Union _____

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

Number and Street or PO Box: _____

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

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

Name	Address
W. E. Goodall, Jr.	2132 Greenbrook Pkwy., Weddington, NC 28104

6. (Check either "a" or "b" below.)
 - a. The corporation will have members.
 - b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 704-236-1234

Number and Street: 2132 Greenbrook Pkwy

City: Weddington_ State: NC _ Zip Code: _28104_ County: Union

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

Number and Street or PO Box: _____

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

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. **(Optional):** Please provide a business e-mail address Privacy Redaction. The Secretary of State's Office will e-mail the business no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 5th day of Sept. ,2017 ____.

Incorporator Business Entity Name

W. E. Goodall, Jr.

Signature of Incorporator

W. E. Goodall, Jr. Incorporator

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

CLEMMONS STEM ACADEMY, INC.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

**State of North Carolina
Department of the Secretary of State**

**ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: _____

2. The text of each amendment adopted is as follows (*state below or attach*):

3. The date of adoption of each amendment was as follows: _____

4. (*Check a, b, and/or c, as applicable*)

a. _____ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

b. _____ The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. _____ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

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

This the _____ day of _____, 20_____.

Name of Corporation

Signature

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

**Instructions for Filing
ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

- Item 1** Enter the complete corporate name exactly as it appears in the records of the Secretary of State.
- Item 2** See form.
- Item 3** Enter the date(s) the amendment(s) was (were) adopted.
- Item 4** Select the appropriate method(s) of adoption for the amendment(s) from those listed and complete.
- Item 5** The document will be effective on the date and time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time it will be effective at 11:59:59 p.m. Raleigh, North Carolina time on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

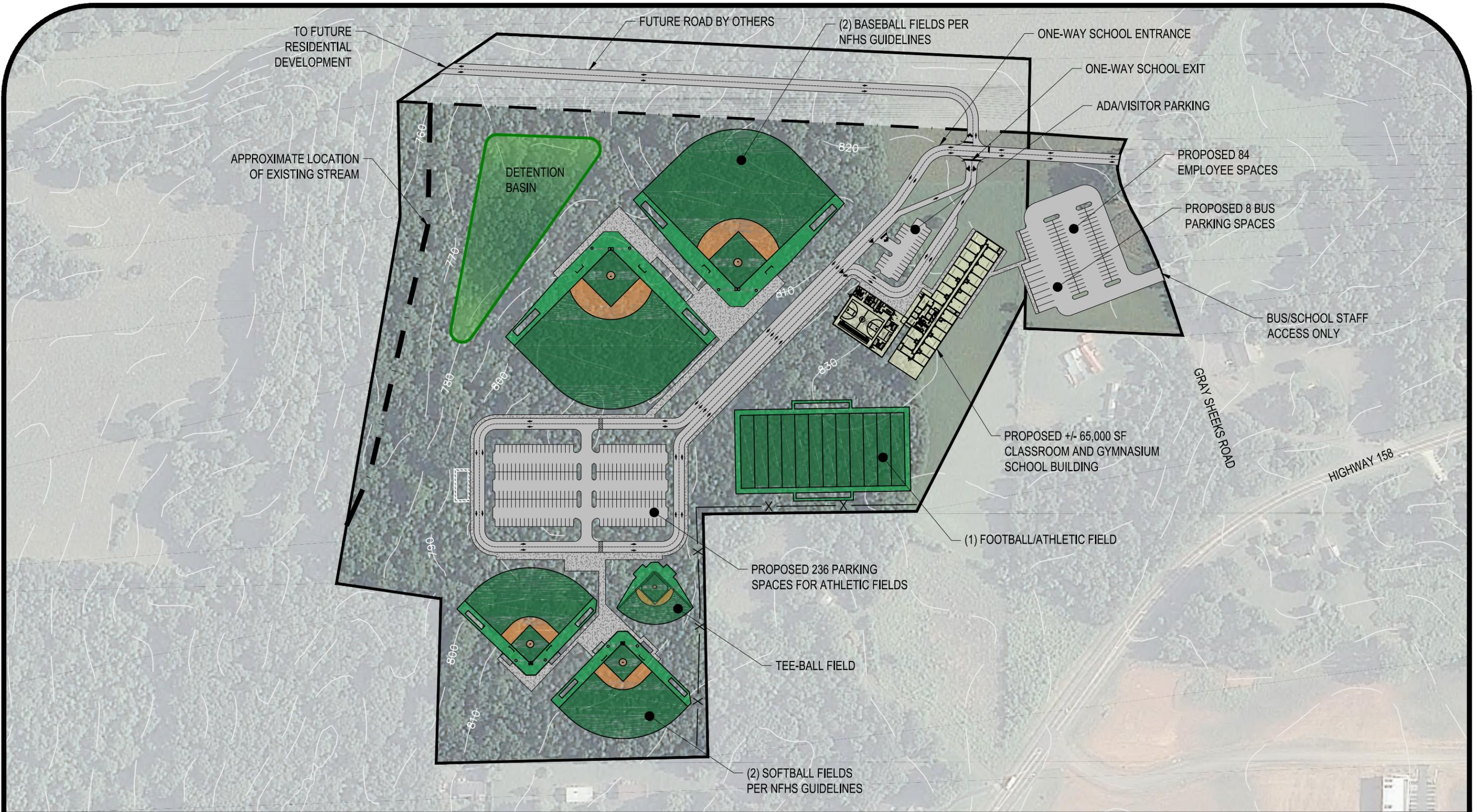
- The name of the corporation as it appears in Item 1.
- The signature of the representative of the corporation executing the document (may be the presiding officer of the board of directors or any officer of the corporation).
- The name and title of the above-signed representative.



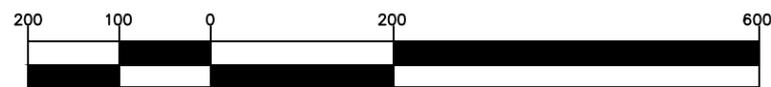
Bermuda Run STEM Academy

Quote Date 9/26/18

<u>Coverage</u>	<u>Limits</u>	<u>Estimated Premium</u>
General Liability	\$3 mil	\$2,800
Educators Legal Liability	\$2 mil	\$2,100
Directors & Officers	\$2 mil	Included
Employment Practices	\$2 mil	Included
Sexual Misconduct	\$2 mil	\$1,100
Crime/Employee Theft	\$250 k	\$450
Employee Benefit Liability	\$3 mil	\$450
Flood & Earthquake	\$1 mil	\$950
Property Insurance	\$4 mil	\$4,000
Student Accident	25k/1 mil	\$1,100
Hired & Non Owned Auto	\$1 mil	\$350
Data Compromise	\$100 k	\$100
Adverse Response Coverage	\$300 k	\$150
Workers Compensation	\$1 mil	<u>\$6,800</u>
Total Estimated Premium:		\$20,350

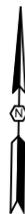


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(IN FEET)

Project No.: S4401
June 12, 2018



Proposed Bermuda Run Academy Along Gray Sheeks Road in the Town of Bermuda Run, Davie County, North Carolina



Prepared by Alliance Consulting Engineers, Inc.
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864-284-1740
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kernersville_nc_usa 27285



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kernersville_nc_usa 27285

Bermuda Run STEM Academy Phase I - Lower School Development Proposed Floor Plan - Main Floor

Main Floor School - 24,100 s.f. | Gym 12,000 s.f.

commission:
AES
Bermuda Run STEM
Bermuda Run_NC
issue date:
september 28, 2018
sheet number:
AD100

September 18, 2018



To: Whom it May Concern

From: Eric Duran, Managing Director and Maggie Caschette, Vice President, D.A. Davidson & Co.

CC: Jennifer Lucas, Chief Academic Officer, Alliance Education Services

Re: Tax-exempt bond financing for **Bermuda Run STEM Academy**

To whom it may concern:

We are writing to express our support of Bermuda Run STEM Academy. D.A. Davidson is the leading charter school bond underwriter in the United States according to the Local Initiative Support Corporation, having underwritten more charter school bond issuances than any other firm. D. A. Davidson has underwritten 204 bond issuances totaling more than \$2.7 billion and executed 13 placements totaling over \$124 million for charter schools since 1998. We have financed charter schools ranging from start-ups to decades old schools and are keenly aware of a charter school's marketability in the bond market.

Once Bermuda Run STEM Academy opens its doors in Davie County (expected Fall 2020) and demonstrates student demand, academic performance and financial stability, we expect that we will be able to underwrite tax-exempt bonds allowing Bermuda Run STEM Academy to acquire its facility from the initial developer.

D.A. Davidson's efforts will be on a best efforts basis and our underwriting is contingent upon completing the necessary due diligence, obtaining the necessary legal opinions and completing our internal credit commitment process. Tax-exempt bonds are sold in the capital markets and financing terms and interest rates change constantly. There can be no guarantee that financing will be available to the school. Nonetheless, in the current market we believe financing terms acceptable to the charter school could be achieved.

Please note that this letter does not represent advice nor is it a recommendation to buy or sell securities by D.A. Davidson. This letter does not serve as a commitment to underwrite.

Please call or e-mail us if you have any questions.

Sincerely,

Eric Duran
Managing Director
D.A. Davidson & Co.
303-764-5722
eduran@dadco.com

Maggie Caschette
Vice President
D.A. Davidson & Co.
303-764-5721
mcaschette@dadco.com

EMPLOYEE Grievance Policy and Procedures

This policy is in place to respond to a grievance by an employee or volunteer (herein after “employee”). It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution.

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by an employee stating that a specific action has violated a School policy, board policy, or law/regulation. Complaints that do not raise an alleged violation of School policy, board policy or law/regulation do not raise grievance issue and are not subject to these procedures. In addition, a grievance does not include the non-renewal or termination of employment. And, a grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws.
2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the Director.
3. **The grievance process is as follows:**

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Director. If the Director is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board of Directors or to any other Board member with whom the individual(s) feel comfortable disclosing the information.

Step 2: In response to the formal grievance, the Director shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Director, the issue is considered resolved. The employee shall submit their satisfaction to the Director in written form.

Step 3: If the employee is not satisfied with the response from the Director, the employee may file an appeal by submitting a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process to the Board of Directors. This must be done within 5 business days of the initial response from the Director.

Step 4: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may conduct an investigation or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting the Board of Directors will make a decision on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Discipline Philosophy	
Expectations for Students	
I am respectful.	I am responsible.
I am safe.	I am resourceful.
Response at the Teacher Level	
Options for Celebrating Positive Behaviors	
Praise (Both classroom and school wide)	
Visual acknowledgements (Standing ovations & bulletin boards)	Leadership Celebration
Note, phone call, e-mail or post card home	
Privileges (Lunch buddy-students or other adults, extra computer time, eating outside, outside activity, special job, choosing a class book or activity, sitting in teacher chair or teacher desk, -for exploratory team-exploratory free choice day, student suggested privileges...)	
Steps for Addressing Other Behaviors	
<i>The following levels are used <u>within the course of a single school day</u> when students are not complying with the rules:</i>	
Step 1 -- Teachers use the following intervention/consequence to help the student to appropriately modify their behavior:	Verbal Warning
Step 2 --Teacher to use one of the following when the level 1 intervention/ consequence has been ineffective or a new inappropriate behavior has been exhibited:	In class time out, note of apology, journal or email reflection, loss of privilege for a portion of the school day, or other appropriate logical consequence
Step 3 -- Teacher to use one of the following when the level 2 intervention/consequence has been ineffective or a new inappropriate behavior has been exhibited.	Time out in buddy classroom, loss of privilege that extends for the duration of the school day (K-2) or up to two school days (3-5). *Parent Contact is required*
Step 4 -- used when previous levels of intervention/consequence have been ineffective in modifying student behavior OR for infractions not addressed by classroom rules (See next page).	Office referral
Response Plan for Infractions at the School Leadership Level	
Category One Infractions	Recommended Response <i>Consequences for tardiness reset each quarter.</i>
Category Two Infractions	Recommended Response
<p>2a. Continual Teacher-Level Infractions, including, but not limited to, not bringing classroom materials, not participating in classroom activities, not completing work in a reasonable time frame, talking without permission, sleeping or having head down, drinking or eating (including candy and gum) without permission, not following all classroom procedures, etc. For lower school, this includes not following dress code.</p> <p>2b. Irresponsible Behavior leading to things such as loss of property, unintentional damage of property, incidental physical contact or unintentional offense, concern or embarrassment of a student, if to a degree necessary to involve school leadership.</p> <p>2c. Dress Code Violation (Applies only to middle and high school students).</p> <p>2d. Failure to Serve Detention (Applies only to middle and high school students).</p> <p>2e. Campus Procedures Violation, including, but not limited to, being in an</p>	Level I (One-Three Infractions)
	Parent Contact
	Parent Conference with Admin. Parent Conference with Principal
	Level II (Four Infractions)
	One Day OSS
Level III (Five or more Infractions)	
Two Days OSS	

<p>unauthorized area, being somewhere without permission, taking unauthorized routes, acting in a manner that is risky or unsafe for oneself and others, transitioning with technology, playing music or videos without head phones or earbuds, etc. This does not include related infractions in higher categories.</p> <p>2f. Misuse of Technology, including, but not limited to, taking and/or taking and uploading unauthorized pictures or videos during school activities, not including any disrespectful, sexual or aggressive content or messages.</p> <p>2h. Inappropriate Display of Affection, not including related infractions in higher categories (Brief hugs and hand holding are permitted in middle and high school.).</p> <p>2i. Possession or use of Non-Prescription Medicine without Permission, not including related infractions in higher categories.</p>	
<p>Category Three Infractions</p>	<p>Recommended Response</p>
<p>3a. Continual Teacher-Level Infractions, including, but not limited to, causing distractions/disruptions or being disrespectful to staff or students in minor ways.</p> <p>3b. Disrespect towards a Student, including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, tampering with or damaging personal property, if to a degree that seems necessary to involve school leadership.</p> <p>3c. Irresponsible Behavior leading to the unintentional, minor injury of someone, <i>if</i> to a degree that seems necessary to involve school leadership.</p> <p>3d. Leaving Class without Permission, not including related infractions in higher categories, such as insubordination or disrespect to an adult.</p> <p>3e. Throwing an Object at someone in a way that is disrespectful but not aggressive, if to a degree that seems necessary to involve school leadership.</p> <p>3f. Possession or use of One’s Own Prescription Medicine without Permission, not including related infractions in higher categories</p> <p>3g. Using or displaying profanity, vulgarity or discriminatory language or gestures, not connected to or directed towards a specific person or used in a way that may seem to be connected to or directed towards a certain person. This applies to audio and video content but does not include related infractions in higher categories.</p> <p>3h. Possession of Vulgar or Pornographic Images in any medium, also including such images that may have been drawn or created. This does not include related infractions in higher categories.</p> <p>3i. Supporting or glorifying offensive, disturbing, unethical or criminal activity through comments, conversations, images, signals, drawings, media, attire, etc. This does not include related infractions in higher categories.</p>	<p>Level I (One-Two Infractions) Parent Contact Parent Conference</p> <p>Level II (Three-Four Infractions) One Day OSS Two Days OSS</p> <p>Level III (Five or more Infractions) Three Days OSS</p>
<p>Category Four Infractions</p>	<p>Recommended Response</p>
<p>4a. Disrespect towards an Adult, including, but not limited to, being slow to comply, arguing/disputing, raising the voice, expressing anger or frustration towards an adult, using sarcasm, mocking, slandering, etc.</p> <p>4b. Disrespect towards a Student, including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, tampering with or damaging personal property. Must also</p>	<p>Level I (One Infraction) Parent Conference</p> <p>Level II (Two-Four Infractions) One Day OSS Two Days OSS Three Days OSS</p> <p>Level III (Five or more Infractions)</p>

<p>include things like profanity, vulgarity, vulgar images or gestures, or discriminatory language used in a way that is connected to or directed towards a person or shown to a person in a way that is unwelcome or disrespectful. This does not include related infractions in higher categories.</p> <p>4c. Disrespect towards a Student, including posturing, challenging or provoking. This may include some level of physical contact.</p> <p>4d. Lying to an Adult or Failing to Provide Necessary Information, including intentionally withholding information, giving misleading information, impeding an investigation, etc.</p> <p>4e. Cutting Class, not including skipping school or leaving campus without permission.</p> <p>4f. Cheating & Plagiarism (See student handbook for definition.)</p> <p>4g. Disruptive Behavior that significantly interrupts regular school activity.</p> <p>4h. Congregating around a fight or disruptive activity, organizing a disruptive or disorderly gathering, identifying or acting with a group to cause disruption, etc.</p> <p>This does not include related infractions in higher categories.</p> <p>4i. Instigating and/or encouraging others to use aggressive actions.</p> <p>4j. Interfering with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption.</p> <p>4k. Tampering with School Property, not causing damage</p> <p>4m. Falsifying Documents</p> <p>4n. Gambling for money or personal property.</p>	<p>Four Days OSS</p>
<p>Category Five Infractions</p> <p>5a. Disrespect towards an Adult, including, but not limited to, blatant defiance and/or walking away without permission when being addressed by an adult. This may also include using profanity, vulgarity or discriminatory speech during any interaction with an adult. This does not include related infractions in higher categories.</p> <p>5b. Verbal Aggression towards a Student, including any type of intimidating or threatening speech not serious enough to be included in Category Nine.</p> <p>5c. Physical Aggression towards a Student, including a physical act of anger, retaliation or intimidation such as grabbing or shoving that is not serious enough to be considered a higher-category infraction.</p> <p>5d. Leaving Campus without Permission or Skipping School</p> <p>5e. Refusal to Allow Search of personal belongings, desk, locker, car, or related areas where a student may possess something of concern to administration and where reasonable cause has been established.</p> <p>5f. Possession of a Potentially Dangerous Device not considered a weapon.</p> <p>5g. Lighting a Fire in any manner but not such that it is considered arson.</p> <p>5j. Theft of item(s) valued at \$50 or less.</p> <p>5k. Vandalism causing damages that total \$50 or less.</p>	<p>Recommended Response</p> <p>Level I (One Infraction)</p> <p>Parent Conference</p> <p>Level II (Two-Four Infractions)</p> <p>Two Days OSS Three Days OSS Four Days OSS</p> <p>Level III (Five or more Infractions)</p> <p>At least Five Days OSS and/or Disciplinary Reassignment</p>

Suspension of Children with Disabilities

"Child(ren) with a disability" as used in this section may refer to a child identified as disabled in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or both. Each subsection below is prefaced with an explanation of the extent to which it applies to students who are identified under both IDEA and Section 504, and to those

identified solely under Section 504.

A. Suspensions of Up to Ten (10) Days in a School Year (Short-Term Suspensions)

This section applies to children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, or both.

A child with a disability may be suspended for a period of up to 10-consecutive days, or for multiple periods of less than 10-days to the extent permitted by state and federal law, if the child exhibits behavior for which nondisabled students could be suspended. The school shall comply with all applicable federal and state guidelines governing such suspensions. "Suspension" includes both out-of-school suspensions and in-school suspensions when students are excluded from their educational programs for the entire school day.

C. Long-Term Suspensions/Expulsions or Other Suspensions that Result in a Change of Placement

Except as noted, this section applies to children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, or both.

In the event that a child with a disability exhibits behavior which, if the child were not a child with a disability, could result in the suspension or expulsion of the child from school for a period of more than 10-days or a series of suspensions that result in a change of placement, the school shall immediately, if possible, but not later than 10-days after the decision to take such disciplinary action, require the IEP team and other qualified individuals to: (1) develop a plan for conducting a functional behavior assessment; and (2) review the relationship between the child's disability and the behavior subject to disciplinary action in accordance with state and federal law.

If the review establishes that the misconduct is not a manifestation of the child's disability, the school may initiate its normal disciplinary procedures, but shall continue to provide the student with a free appropriate education to the extent and in the manner required by law.

If the review establishes that the misconduct is a manifestation of the child's disability, the school may not initiate its normal disciplinary procedures. The IEP team will determine if the child's current educational program and placement are appropriate and will implement a behavior intervention plan in accordance with law.

For students identified solely under Section 504, the following modifications to this section apply: In lieu of an IEP team, a multidisciplinary team that includes persons knowledgeable about the student shall conduct the review of the relationship between the student's disability and the behavior subject to disciplinary action. The team may, but is not required to develop or implement a behavior intervention plan. Educational services need not be continued during normal disciplinary procedures unless such services would be provided to nondisabled students under the same circumstances.

Model Classroom Checklist

	Classroom Element	Guidelines
	Theme	<ul style="list-style-type: none"> ● Culturally responsive and relevant to students ● Connected across the classroom ● Neat and structured
	Word Walls	<ul style="list-style-type: none"> ● Subject specific and timely/current ● Student generated (when possible) ● Interactive and includes words and visuals
	Data Wall	<ul style="list-style-type: none"> ● Student friendly and motivational (names coded when necessary) ● Showcases class and student data ● Updated often (with current assessment results)
	Model Student Work	<ul style="list-style-type: none"> ● Authentic and student generated (no worksheets) ● No names/grades visible ● Balance model work with work that includes constructive feedback
	Library	<ul style="list-style-type: none"> ● Labeled and neat ● Diverse and connected to student interests/instructional standards ● Range of Lexile levels
	Quiet Place	<ul style="list-style-type: none"> ● Relaxed and positive environment ● Provide a timer
	Common Board Configuration/ Focus Wall	<ul style="list-style-type: none"> ● Mission/Vision ● School Theme ● Subject specific components posted
	Seating Arrangement	<ul style="list-style-type: none"> ● Easily transformed to meet the needs of various activities ● Facilitates and inspires collaboration
	Supply Area	<ul style="list-style-type: none"> ● Easily accessible and minimizes instructional disruption ● Neat and organized
	Centers/Learning Areas	<ul style="list-style-type: none"> ● Guided by the different activities that will take place ● Areas are easily accessible ● Groups are placed somewhere with high visibility
	Behavior System	<ul style="list-style-type: none"> ● System is functional, interactive, clear, and positive ● Non-threatening placement in the classroom
	Daily Agenda	<ul style="list-style-type: none"> ● Easily seen by everyone in the room ● Lists the day's activities to keep teacher and students on track

Appendix P:

Charter School Required Signature Certification

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

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

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

- Name of the Selected Board Attorney: Kimberly Herricks, Atty At Law
- Date of Review: 9-25-18
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- David B. Singleton
- [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: Courtney Lalone, LBA Haynes Strand
- Date of Review: 9-25-18
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- David B. Singleton
- [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: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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

- Name of the Contact: Eddie Goodall
- Name of the Selected Financial Service Provider: Goodall Consulting Corporation
- Date of Review: 9-25-18
- Signature of Board Members Present (Add Signature Lines as Needed):
 - ✓ ■ [Signature]
 - ✓ ■ David B. Spletzer
 - ✓ ■ [Signature]
 - ✓ ■ [Signature]
 - ✓ ■ [Signature]
 - _____

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

Certification

I, Linda Petrou, 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 Bermuda Run STEM Charter School is true and correct in every respect.

✓ [Signature]

9/25/18

Signature

Date