

Summershine

Youth Camps, Activities, Daycare and Track Out

2019 Spring Directory

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STEM Education
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Brentwood Magnet
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EXPLORE SUMMER

get out & go

Register
before April 1.
get 2018 prices!



YMCA SUMMER DAY CAMP

Campers enjoy lots of fresh air, active fun and new friends.
Choose from full-day, half-day, sports, specialty and traditional day camps for all ages
throughout the Triangle. Weekly themes add variety to activities.

Register now online or at a YMCA near you.
YMCATriangle.org/day-camp



SUMMER

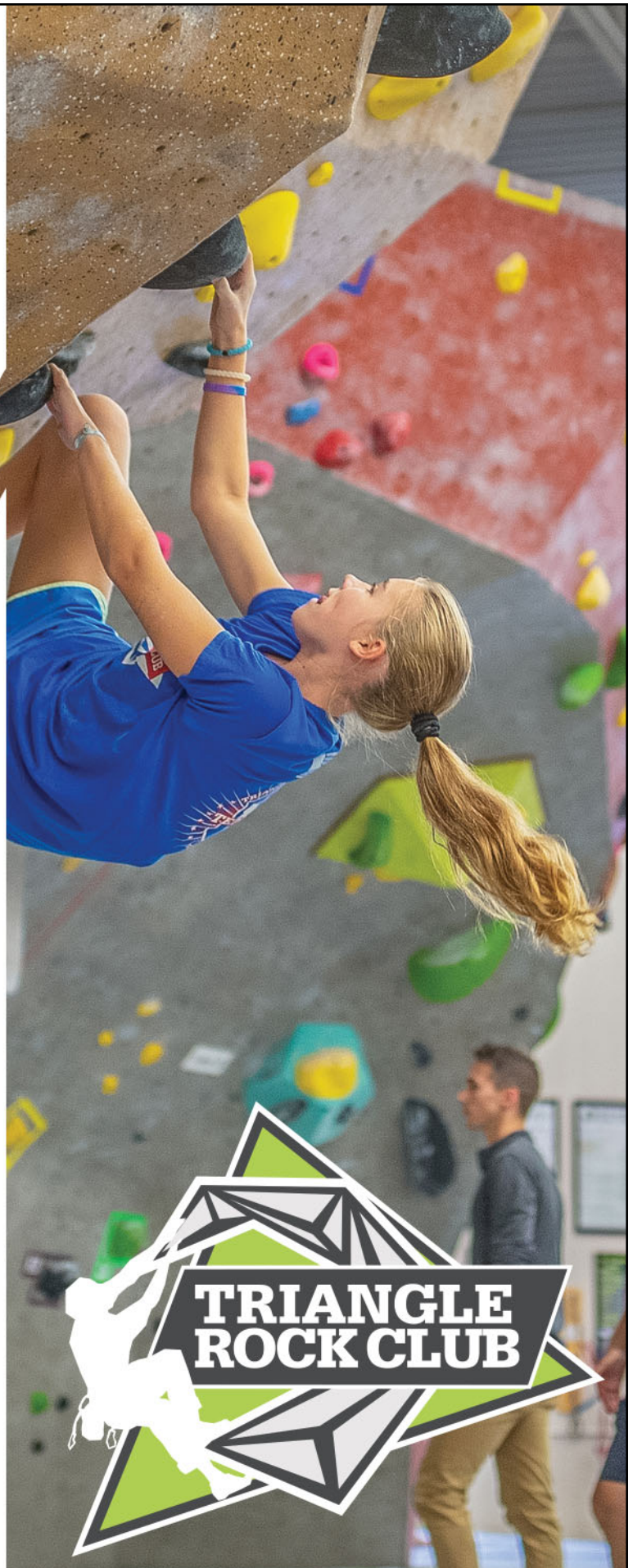
CLIMBING CAMPS

With **full or half-day sessions** and optional **extended care**, it's easy to find a camp schedule that fits your family's schedule!

Programs available for **ages 6 to 16.**

Locations in Morrisville and Raleigh.

Register at trianglerockclub.com.





BRAIN

training is

LIFE

changing.

Why struggle or rely on tutors year after year when there is a lasting alternative? Most learning, reading, and attention struggles are caused by weak cognitive skills. LearningRx strengthens these skills—and we do it using encouraging personal trainers and fun, challenging mental exercises.

We call it brain training.
Parents and kids call it life changing.

LearningRx

Find out what's holding your child back.
Mention this ad and get \$50 off an initial Cognitive Skills Assessment.

LearningRx of Raleigh & Cary
(919) 232 - 0090
www.learningrx.com/raleigh
email: raleigh.nc@learningrx.net

Everybody sees the problem, but what's the answer? Learn how cognitive skills support everyday learning and performance.
We know how to help, we've been doing this for 35 years.

CALL and schedule a Cognitive Skills Assessment today.

INSIDE THE CATALOG

SUMMERSHINE SPOTLIGHTS



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STEM



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LIFELONG LEARNING



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 fb.me/WCPSSsummershine

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Summershine is a catalog of programs that provide opportunities for child care, before and after school and during school breaks, including camps, clinics, arts and sports activities. Do you have a program that fits that you don't see listed? Contact us at (919) 694-0559 to find out how your program can be included in the next edition of Summershine.

WHAT'S HAPPENING BY TYPE



Before/After School



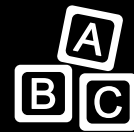
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Arts



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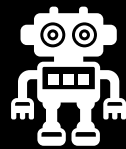
Daycare



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Educational



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Entertainment



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Pediatrics



- 40 **Riccobene Associates Family Dentistry**

Residential



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Sports



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Trackout



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WHAT'S HAPPENING BY ZIPCODE



Apex		
3419 Apex Peakway	27502	48
2092 Marthas Chapel Rd	27523	15
565 Farrington Rd	27523	27a
8921 Holly Springs Rd	27539	2 & 65
Cary		
1135 Kildaire Farm Rd # 200	27511	4
312 West Chatham St, Ste 203	27511	23b
101 YMCA Dr	27513	2 & 65
111 James Jackson Ave	27513	28
119 Ambassador Loop	27513	29b
1229 NW Maynard Rd	27513	30
1244 NW Maynard Rd	27513	49a
130 Towne Village Dr	27513	51
1311 NW Maynard Rd	27513	12b
150 Towne Village Dr	27513	67
1500 N Harrison Ave	27513	43b
1500 N Harrison Ave	27513	12a
1800 N Harrison Ave (Reedy Crk Entrance)	27513	38
201 Davis Grove Cir	27519	26
6903 Carpenter Fire Station Rd	27519	2 & 65
Garner		
125 Avery St	27529	46
2110 Aversboro Rd	27529	2 & 65
5335 Raynor Rd	27529	68
Holly Springs		
333 Earnie Ln	27540	22
Knightdale		
494 Knightdale Station Run	27545	2 & 65
Morrisville		
102 Pheasant Wood Ct	27560	3
11000 Lake Grove Blvd	27560	54b
112 Pheasant Wood Ct, Ste C	27560	58
2900 Perimeter Park Dr, Ste 200	27560	16b
3033 Village Market Pl	27560	19b
5920 S Miami Blvd	27560	11
6010 McCrimmon Pkwy	27560	67
800 Park Office Dr	27560	22
New Hill		
2112 County Park Dr	27562	38

Raleigh		
11 West Jones St	27601	63
2 E South St	27601	56a
201 E Davie St	27601	18
201 E Hargett St	27601	16a
401 Martin Luther King Jr Blvd	27601	55
5 East Edenton St	27601	49b
505 Martin Luther King Jr Blvd	27601	55
160 South St Mary's St	27603	44
2305 Lake Wheeler Rd	27603	55
2909 Banks Rd	27603	31b
401 Capital Blvd	27603	64
911 Ileagnes Rd	27603	55
1015 Halifax St	27604	55
2601 Raleigh Blvd	27604	50
3050 N New Hope Rd	27604	55
4201 Green Rd	27604	55
516 Dennis Ave	27604	55
1603 Hillsborough St	27605	2 & 65
1410 Buck Jones Rd	27606	50
1509 Main Campus Dr	27606	19a
408 Ashe Ave	27606	55
2110 Blue Ridge Rd	27607	31a
2401 Wade Ave	27607	55
2405 Wade Ave	27607	55
514 Method Rd	27607	55
3810 Merton Dr	27609	45b
5900 Whittier Dr	27609	55
1001 Cooper Rd	27610	55
121 North Tarboro Rd	27610	55
1300 E Martin St	27610	55
1801 Proctor St	27610	55
2615 Fitzgerald Dr	27610	55
2623 Sanderford Rd	27610	55
3935 Barwell Rd	27610	55
756 Lunar Dr	27610	55
3808 Edwards Mill Rd	27612	55
6022 Duraleigh Rd	27612	3
10224 Baileywick Rd	27613	43b
11401 Leesville Rd	27613	27b
11401 Leesville Rd	27613	12a
13200 Strickland Rd	27613	26
3000 Ballybunion Way	27613	19a
2500 Wakefield Pines Dr	27614	2 & 65

Raleigh Continued		
10200 Strickland Rd	27615	51
1905 Spring Forest Rd	27615	55
3200-115 Wellington Ct	27615	45a
7005 Lead Mine Rd	27615	12a
7409 Falls Of Neuse Rd	27615	23a
7713-55 Lead Mine Rd	27615	55
8305 Six Forks Rd, Ste 207	27615	4
9121 Six Forks Rd	27615	58
9216 Baileywick Rd	27615	2 & 65
3027 Barrow Dr	27616	56a
3043 Barrow Dr	27616	43a
10810 Globe Rd	27617	55
2200 Hillsborough St	27695	39
2310 Stinson Dr 640 Poe Hall	27695	25a
Broughton Hall 2601 Stinson Dr	27695	29a
Wake Forest		
13524 Camp Kanata Rd	27587	34
1839-200 S Main St	27587	50
941 Gateway Commons Cir #117	27587	19b
Pamlico Co.		
218 Sea Gull Lndg	28510	35
2744 Seafarer Rd	28510	35
Durham Co.		
218 W Morgan St	27701	2 & 65
433 W Murray Ave	27704	33
5101 N Roxboro St	27704	38
3200 Pickett Rd	27705	13b
3501 Ridge Rd	27705	12a
4011 Pickett Rd	27705	12a
4911 Neal Rd	27705	43b
2119 Chapel Hill St	27707	2 & 65
4512 Pope Rd	27707	12a
4818 S Roxboro St	27713	2 & 65
4915 Prospectus Dr, Ste J	27713	17
4300 Emperor Blvd	27703	13a
Johnston Co.		
1580 King Mill Rd	27524	44
Orange Co.		
200 S Elliott Rd	27514	43b
235 E Cameron Ave	27514	54a
3223 New Hope Church Rd	27514	38
800 Market St	27516	43b

Before and After School Programs For WCPSS Students

School Year 2018-2019

Third party= ● WCPSS= ▲

Elementary School	Before School	After School
Abbotts Creek	●	●
Adams	●	●
Alston Ridge	▲	▲
Apex	●	●
Aversboro	▲	▲
Baileywick Road	●	●
Ballentine	▲	●
Banks Road	●	●
Barwell Road	●	●
Baucom	●	●
Beaver Dam	●	●
Brassfield	●	●
Brentwood	●	▲
Briarcliff	▲	▲
Brier Creek	●	●
Brooks	▲	▲
Bryan Rd	●	●
Buckhorn Creek	▲	▲
Bugg	▲	▲
Carpenter	●	●
Carver	●	●
Cary	▲	▲
Cedar Fork	●	▲
Combs	▲	●
Conn	▲	●
Creech Road	▲	▲
Davis Drive	●	▲
Dillard Drive	▲	●
Douglas	▲	▲
Durant Road	●	●
East Garner	▲	●
Farmington Woods	▲	▲
Forest Pines Drive	▲	●
Forestville Road	▲	▲
Fox Road	▲	▲
Fuller	●	●
Fuquay-Varina	▲	▲
Green	●	●

Elementary School	Before School	After School
Green Hope	●	●
Harris Creek	●	●
Herbert Akins Road	●	●
Heritage	●	●
Highcroft Drive	●	●
Hilburn Academy	●	▲
Hodge Road	●	▲
Holly Grove	▲	▲
Holly Ridge	▲	▲
Holly Springs	▲	▲
Hortons Creek	●	●
Hunter	▲	●
Jeffreys Grove	▲	▲
Jones Dairy	●	●
Joyner	▲	▲
Kingswood	●	●
Knightdale	▲	▲
Lacy	●	●
Lake Myra	▲	▲
Laurel Park	●	●
Lead Mine	▲	▲
Leesville Road	▲	▲
Lincoln Heights	●	●
Lockhart	▲	▲
Lynn Road	▲	▲
Middle Creek	●	●
Millbrook	●	▲
Mills Park	▲	●
Morrisville	●	●
North Forest Pines	●	●
North Ridge	▲	▲
Northwoods	▲	▲
Oak Grove	●	●
Oakview	▲	▲
Olds	▲	▲
Olive Chapel	●	●
Partnership	▲	▲
Penny Road	●	●

Elementary School	Before School	After School
Pleasant Grove	●	●
Pleasant Union	▲	▲
Poe	▲	▲
Powell	▲	▲
Rand Road	▲	▲
Reedy Creek	▲	▲
Richland Creek	●	●
River Bend	●	●
Rogers Lane	▲	▲
Rolesville	▲	▲
Root	▲	●
Salem	●	●
Sanford Creek	▲	▲
Scotts Ridge	●	●
Smith	▲	▲
Stough	▲	●
Swift Creek	▲	▲
Sycamore Creek	●	●
Timber Drive	●	●
Turner Creek	●	●
Underwood	▲	●
Vance	▲	●
Vandora Springs	●	●
Wake Forest	▲	●
Wakefield	▲	●
Wakelon	▲	●
Walnut Creek	▲	●
Washington	▲	●
Weatherstone	▲	▲
Wendell	▲	▲
West Lake	●	●
White Oak	●	●
Wilburn	●	●
Wildwood Forest	▲	●
Wiley	●	●
Willow Springs	▲	▲
Yates Mill	▲	▲
York	●	●
Zebulon	●	●

★ For the latest information go to www.wcpss.net/before-after-school. Parents are encouraged to contact the school for final program information. All WCPSS programs operate pending sufficient enrollment. Some schools have program limits and waiting lists.

Triangle Chess Camps 2019 Schedule

Camp Dates	Morning	Afternoon
Jan 7 to 11	Chess	Minecraft
March 25 to 29	Chess	Minecraft
April 15 to 19	Chess	Minecraft
April 22*	Chess	Minecraft
June 12, 13, 14*	Chess	Minecraft
June 17 to 21	Chess	Robotics
June 24 to 28	Chess	Minecraft
July 1 to 5	Chess	Lego
July 8 to 12	Chess	Minecraft
July 15 to 19	Chess	Robotics
July 22 to 26	Chess	Minecraft
July 29 to Aug 2	Chess	Lego
Aug 5 to 9	Chess	Minecraft
Aug 12 to 16	Chess	Minecraft
Aug 19 to 23	Chess	Minecraft

Register Online:

TriangleChess.com

Typical Ages: 6 to 14

Novice Players Welcome

½ Day: 9a to 12p or 1p to 4p

Full Day: 9a to 4p**

Fees:

\$35 for *Single ½ Day

\$70 for *Single Full Day

\$175 for ½ Day Week Mon to Fri

\$295 Full Day** Week Mon to Fri

Add \$50 drop off 8a or late pick up 5p

Or single day extension for \$10 onsite

**Note: Chess is only ½ day; we pair up with other great programs to offer full day options. Visit our website to learn more.

Location:

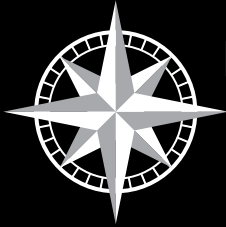
Triangle Chess Center
5920 Miami Blvd Suite 203
Morrisville, NC 27560

Email: Improve@TriangleChess.com

Phone: (919) 272-8017



TriangleChess.com (919) 272-8017



Techsplorers™

Engineers of Tomorrow™



2019 SUMMER CAMPS

Ages 11-18

Ultrasonic Maze-Solving Robot
Arduino Metal Detector
Internal Combustion Engines
Taking Flight into Aerospace
Line-Following Robots
Intro to Electrical Engineering
& Electronics Merit Badge
Intro to Mechanical Engineering
& Engineering Merit Badge

Ages 7-10

Exploring Aerospace Engineering
Exploring Mechanical Engineering
Exploring Civil Engineering
Exploring Electrical Engineering
Exploring Chemistry

No experience required
Half day and full day options available
Locations in Raleigh, Durham, and Cary
Visit website for more information

www.techsplorers.com

919-901-1197

SCHOOL OF ROCK



SUMMER MUSIC CAMPS

June 24~28

July 8~12

August 5~9

Mon~Fri 9~3pm

1311 NW Maynard Rd Cary

cary.schoolofrock.com

919-439-6086



Over 800+ Campers attended the Hoops City U Summer Camp Program in 2018

Three Types of Summer Camps
12 Weekly Camps
June 3 – August 23, 2019
Boys & Girls | Ages 5 – 16

BASKETBALL CAMPS

Our BASKETBALL CAMPS teach advanced skills and fundamentally sound basketball, while also providing games, contests, film stations, and much more!

ALL-SPORTS CAMPS

The weekly ALL-SPORTS CAMP is an alternative to the Basketball Camp that allows athletes to participate in a variety of sports and activities in a highly structured and fun environment.

SPECIALIZED CAMPS

Choose from THEMED CAMP options including: Olympics, Amazing Race, and more!

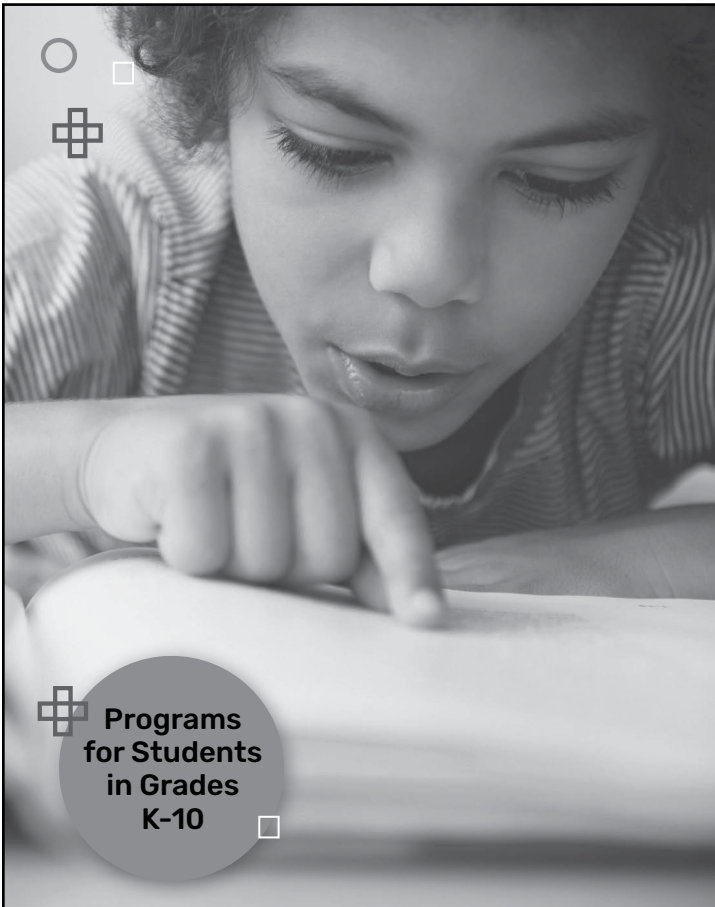
CALL TODAY

FOR MORE INFORMATION:

919-474-2400 • www.hoopscityu.com

Email: gary@hoopscityu.com

Hoops City U – RTP • 4300 Emperor Boulevard, Suite 250 • Research Triangle Park, NC. 27703



We can make a difference.

Summer is a great time to build academic skills and confidence. Our programs feature research-based instruction in reading, writing, math, and executive function.

Contact us today to find a summer program to fit your child's needs.

3200 Pickett Road, Durham, NC 27705
919.489.7464 | admissions@hillcenter.org

Programs for Students in Grades K-10



The Benefits of STEM

What is STEM? We hear it in the news and see it publicized in our schools. However, what is it and what are the benefits?

STEM is an acronym standing for Science, Technology, Engineering, and Math. These subjects are not only focal points in the STEM schools but are integrated throughout the subjects creating an interdisciplinary approach to instruction. Lessons are designed to integrate multiple disciplines in one lesson that demonstrate real-world applications. For example, students could develop a balloon car learning the science concept of kinetic energy and the engineering concept of data generation with modification.

Project-based learning, otherwise known as PBL, is integrated into the lessons. This takes an inquiry learning approach that involves posing authentic, engaging, and complex questions, problems, or challenges and having students determine how to find the answers or solve the problem through self-directed research with teacher guidance. These projects can last for an extended period and result in a deeper understanding of the content.

The STEM approach to learning falls neatly into the Wake County Public School System strategic plan of Vision 2020. The plan includes an objective of improving education through rigorous, innovative, and comprehensive learning. One strategy has dynamic learning experiences that are active, engaging, and responsive to the unique needs of the students. Additionally, the plan calls for a balanced assessment practice with a strategy calling for inclusion of the 4Cs. The 4Cs are defined as collaboration, creativity, communication, and critical thinking. STEM schools are meeting those needs through its interdisciplinary approach to learning and its project-based learning focus.

Paul Domenico, Director of Curriculum Enhancement Programs at Wake County Public School System, states, “Our Vision 2020 Strategic Plan calls for students to be college and career ready graduates. Opportunities through STEM learning in our district supports just this. We have schools in our network integrating curriculum, working with business/community partners to create authentic learning experiences, enhancing their learning activities with the 4Cs, and utilizing instructional frameworks like PBL enabling students to showcase their understanding through unique project outcomes. The combination of integrated soft skills, rigorous projects connected to industries in our region, and connecting these two with our content standards prepares our students for post-graduation.”

Community engagement is also a focus of the Vision 2020 plan. The school system seeks to build trust, collaboration, and engagement among staff, families, and community partners. STEM achieves this through forming business and community partnerships through mentorships, after-school opportunities, student/teacher field experiences, on-site student experiences, and curricular resources. Connecting with community and business partners offer once-in-a-lifetime experiences that can educate students on the intricacies of work and inspire students toward a career.

The community partners provide opportunities for internships and job-shadowing at the high school level. These partner experiences along with instilling critical workplace skills in STEM classroom instruction is an integral part of preparing students for college and careers.

“Part of ensuring our students are career ready requires their exposure to the various jobs that exist. We are fortunate in Wake County to have such a variety of leading industries in our region to showcase to our students. When we connect these industries to our content standards and allow our students a glimpse into that field, we are fulfilling part of our obligation to their future success. Students can then start thinking about a concrete future path post-graduation and be intentional in their high school course selection to support their goals. We also must continue pushing our schools to integrate the arts and humanities into STEM learning, as they are equally critical to being career and college ready,” said Domenico.

The benefits of learning from a STEM school approach is multifaceted. Learners are taught to take a meaningful problem and solve it. The extended time inherent in project-based learning gives students time to ask questions, determine appropriate resources, and apply the information. The learning is authentic as it relates to the real world. Critical thinking skills are developed by structuring their research and making decisions. Students then reflect on their learning and critique and revise their work. Overall the students are learning skills that will help them approach problems in life and career with the tools to reach a resolution thoughtfully.

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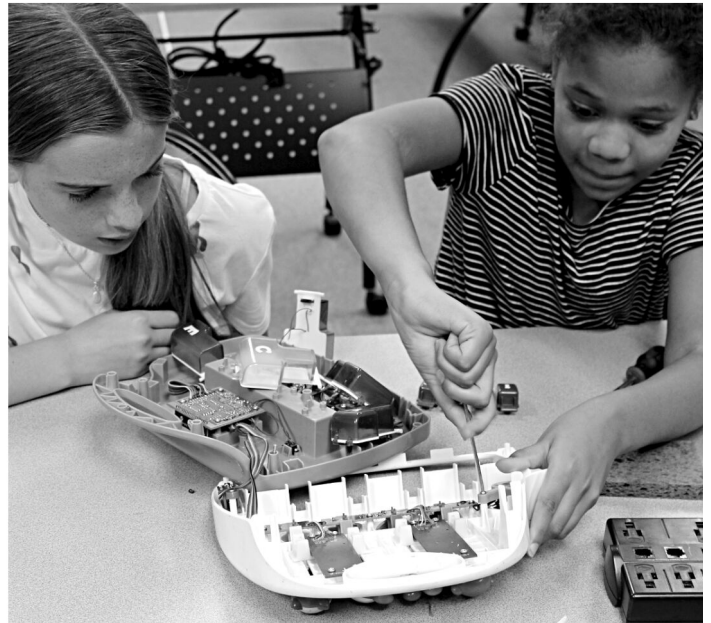
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Summershine Spotlight: Aaron Rothrock of CraZBrain

Where are you from and what is your educational background?

I grew up in western New York in a small town called Naples (graduated high school with 53 kids). I went to Franklin and Marshall College in Lancaster, PA for college. Then I headed to graduate school at UNC Chapel Hill where I got a doctorate in chemistry in 2006.

What were you like as a child and how did you become interested in science?

As a kid, I was very interested in sports. I played organized baseball and basketball and anything else that involved running around in the backyard. I was always a good student but not particularly passionate about any subject except maybe for math. I always gravitated towards math and science because I appreciated the concrete answers. I was always much better when there was a definitive right or wrong answer as opposed to language arts that were much more subjective in nature. Still to this day I consider myself to be a pretty rational and concrete thinker. In addition, my Dad was a chemist at Kodak in Rochester, NY, so the science was always a part of the family interests.

What is CraZBrain all about?

When I was done with graduate school, I really had no interest in being in the lab anymore. I ended up teaching 6th-grade science and coaching basketball at Cary Academy for 9 years. During that time, I was running summer camps to stay busy when school was closed. The camps were so well received that I ended up founding CraZBrain and continued to run the summer camps under my own company name for a couple of years. Eventually, I was ready for a career change and ended up establishing CraZBrain as a full-time track-out camp business instead of only offering summer camps.



How did you come up with the idea to start CraZBrain?

CraZBrain was founded to promote problem-solving in a way that the normal school science education misses. These days, it seems like a lot of science has become memorizing equations, periodic tables, and the names of cell parts. At a professional level, science isn't about that at all. Science is about problem-solving. Yes, you need to have those facts, but ultimately, it's about trying to build things and solve problems whether it's at a molecular level or much, much bigger. That problem solving involves a lot of failing. Kids don't get to experience a lot of that trial and error because we just don't assign enough time in school to that type of learning. CraZBrain was really founded to give kids a chance to build a lot of stuff to solve various problems that we put in front of them. Often, their first design doesn't work well. Then, they need to decide whether it's best to modify that design or even scrap it and try something different.



What type of activities do students participate in?

Many of our engineering projects use hot glue and popsicle sticks as the major building tools. They might build a bridge, a pirate ship, or a tree house, as simple examples. More extravagant examples might be designing a remote-control car that acts as a balloon popping machine or a “squirrel trap” that catches ping pong balls bouncing all over an arena. Since then, CraZBrain has evolved to offer even more camp themes that include crime scene analysis, Lego stop-motion movie making, and spy camp, amongst others.



Describe a typical day of a student participant?

A typical day would involve campers arriving in the morning and enjoying our recreation area that includes air hockey, foosball, craft tables, board games, and a cozy corner until everyone arrives. We will then do some activity that’s related to our morning camp theme. Generally, campers will build something out of popsicle sticks and hot glue to solve some problem that we’ve put in front of them. We’ll eat lunch for an hour and then start our afternoon camp theme. We offer two different camp themes per day to keep things fresh throughout a given day. We generally have one activity per day that is not hot glue and popsicle sticks to offer a variety of fun activities for kids that don’t necessarily love the building. That could be something like analyzing fingerprints, making a Lego city, or building a huge marble roller coaster.

Share one of your participant success stories.

The beauty of CraZBrain is that success can be defined in a multitude of ways. We have campers in here that are 7 years old and others that are 11 years old. Those two age groups have very different capabilities of what they can build. We can differentiate the learning easily even within a given activity. A great example would be our marble roller coasters. Our older campers can build a very complicated track that has loop de loops, spirals, and jumps incorporated into it.

Meanwhile, our younger camps might just find a way to piece enough track together to make it to the other side of the room. Both of those groups can feel successful with what they built as our counselors praise appropriately. Our staff is excellent with kids and understands that success is defined differently based on the age and ability of a given group. We’ve found that we can have a wide variety of age groups working in the same room because of the independence of our projects and the way our staff demands that everyone is respectful of each other.

If you were one type of element in the periodic table what would it be and why?

I guess it’s a boring answer, but I’d probably be carbon because of its versatility. As the owner of CraZBrain as well as one of the teachers, I’ve had to wear a lot of hats. I taught myself all aspects of running this business including website design, the financials, developing curriculum, marketing, and everything else. It’s been an incredibly rewarding experience to learn all these new things and watch the company grow. I don’t think I would’ve believed it if someone had told me a few years into this adventure that we’d have two locations that are so well received. It’s truly a testament to all the wonderful staff that spend so much of their time with our campers every day!

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- Jul 22-26:** Essay Writing for High School, rising grades 9 and up
- Jul 29-Aug 2:** Superheroes, rising grades 3-5
- Aug 5-9:** Short Story Workshop, rising grades 6-8
- Jul 22-26:** Choose Your Own Adventure Stories, rising grades 6-8
- Jul 29-Aug 2:** Science Fiction, rising grades 3-5
- Aug 5-9:** Paranormal Activity, rising grades 3-5
- Aug 5-9:** Mythology, rising grades 3-5
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Fuquay Varina MS | 6:30-8:00 PM | T | 3/5 | \$0

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July 29-Aug 2 ...9:30-11:30 or 1:00-3:00

Aug 5-9.....9:30-11:30 or 1:00-3:00

High School Grades 9-10:

July 8 -129:30-11:30 or 1:00-3:00

July 15-19.....9:30-11:30 or 1:00-3:00

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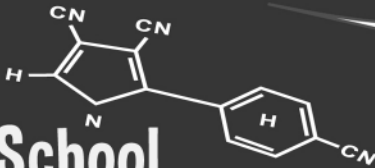


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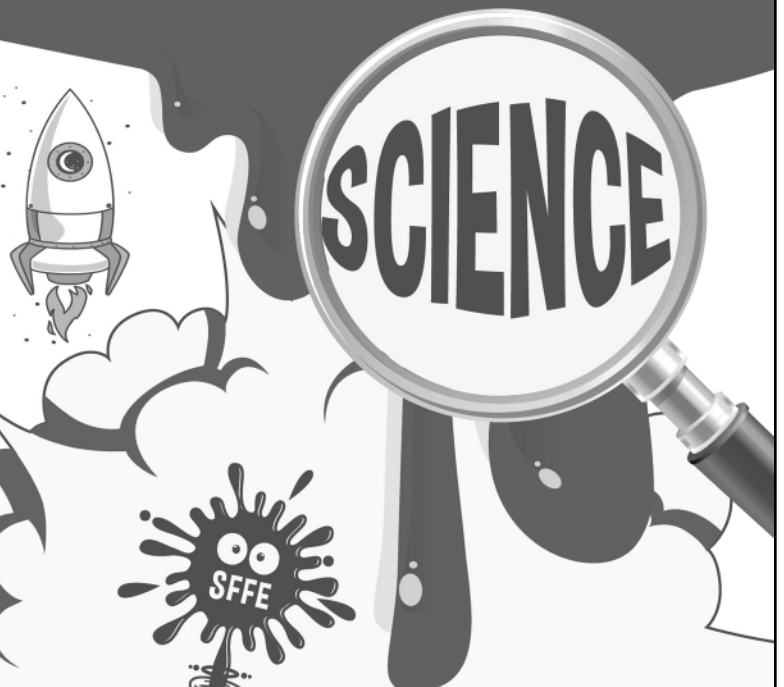


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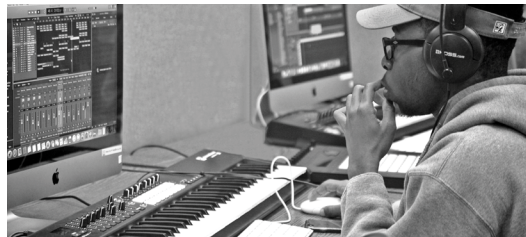
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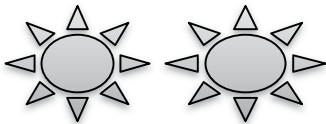


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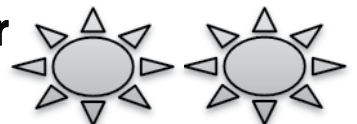
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To combat the deficit the United States Department of Defense has established a STEM-focused program titled STARBASE. Focused on fifth-grade elementary aged students, the program aims to reach students in underserved areas, such as inner cities or rural locations, socio-economically disadvantaged youth, and areas with poor academic performance. The hope is that students will be inspired by the STEM exposure and set goals and achieve them.

The program uses inquiry-based learning techniques to teach students principles such as Newton's Laws, gain exposure to nanotechnology, navigation, mapping and more. Students learn aspects of engineering for space, math to solve questions, and how teamwork is vital to STEM careers.

"After STARBASE I want to ask more questions like 'how is it doing that?', 'where did that come from?', and figuring things out." said Jessica, a student of STARBASE in St. Paul, Minnesota.



Fifth-grade students at Zebulon Gifted and Talented Magnet Elementary School experienced a weeklong camp from STARBASE the second week of November. Students not only explored STEM-based activities but had the opportunity to view a UH-72 Lakota helicopter land on their soccer field. The students were able to venture inside the helicopter and wear the gear.

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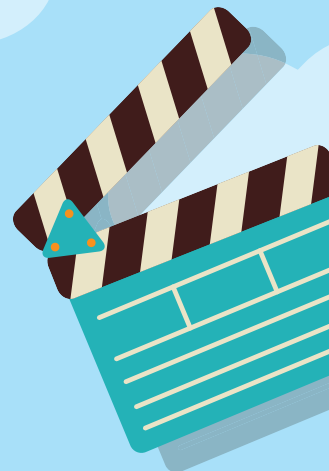
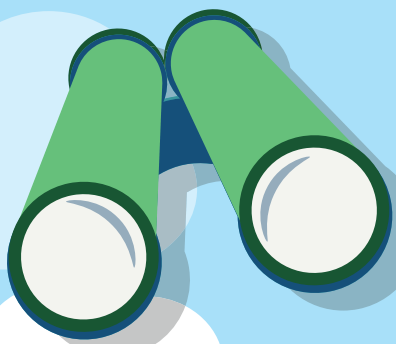
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Students in these programs will learn to read more fluently and rapidly, and make significant gains in comprehension. They will learn the long-word decoding skills they need to read the many new words they encounter each day. As a result, your child will complete reading assignments more quickly and easily, be more successful in school, and become a strong, enthusiastic reader.

Two Programs for Entering 6th-8th Graders and Entering 9th-11th Graders

In these programs, students will make substantial gains in comprehension while doubling their reading speed. They will also learn the best way to read textbooks, take notes, and study for tests. Students will complete homework assignments quickly and easily, get better grades, and become a more motivated student. Our students enjoy reading more and develop the lifelong habit of reading for pleasure.

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Saturdays, Jun. 15-Jul. 13, 8:30 AM-9:30 AM
Saturdays, Jul. 20-Aug. 17, 8:30 AM-9:30 AM

Entering 1st Graders

Saturdays, Jun. 15-Jul. 13, 10:00 AM-11:45 AM
Saturdays, Jul. 20-Aug. 17, 10:00 AM-11:45 AM

Entering 2nd Graders

Saturdays, Jun. 15-Jul. 13, 12:45 PM-2:30 PM
Sundays, Jul. 21-Aug. 18, 10:00 AM-11:45 AM

Entering 3rd Graders

Sundays, Jun. 16-Jul. 14, 10:00 AM-11:45 AM
Saturdays, Jul. 20-Aug. 17, 12:45 PM-2:30 PM

Entering 4th Graders

Sundays, Jun. 16-Jul. 14, 12:15 PM-2:15 PM
Sundays, Jul. 21-Aug. 18, 12:15 PM-2:15 PM

Entering 5th Graders

Sundays, Jun. 16-Jul. 14, 3:15 PM-5:15 PM
Sundays, Jul. 21-Aug. 18, 3:15 PM-5:15 PM

Entering 6th-8th Graders

Fridays, Jun. 14-Jul. 12, 11:30 AM-1:30 PM
Tuesdays, Jul. 16-Aug. 13, 12:30 PM-2:30 PM

Entering 9th-11th Graders

Wednesdays, Jun. 12-Jul. 10, 4:00 PM-6:00 PM
Fridays, Jun. 14-Jul. 12, 2:30 PM-4:30 PM
Tuesdays, Jul. 16-Aug. 13, 3:00 PM-5:00 PM

For Entering 12th Graders, Entering and Current College Students, and Adults

Wednesdays, Jun. 12-Jul. 10, 6:30 PM-8:30 PM

- Programs meet once each week for 5 weeks.
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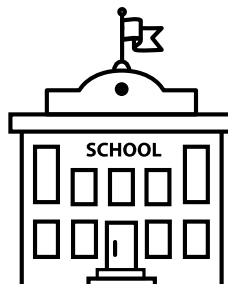
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The event was made possible with the help of Athens Drive's Dr. Jennifer Lowry, Literacy Coach; Tonya Hinton, Magnet Coordinator; and Shane Barry, the STEM coordinator. Additionally, Athens Drive student volunteers assisted in facilitating learning and community partners of William Peace University, Campbell University, and NC State University assisted in making the whole experience possible.



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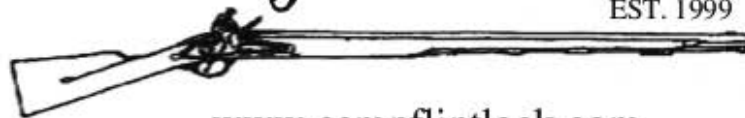
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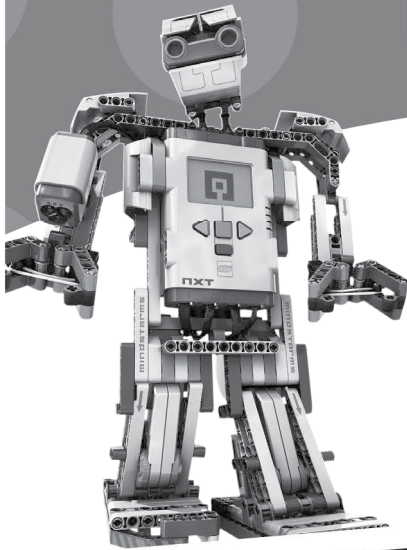


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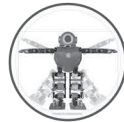


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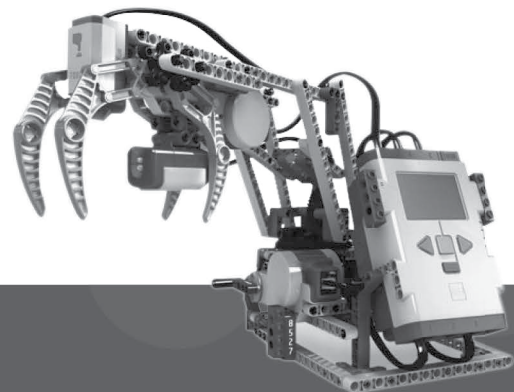


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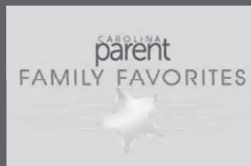


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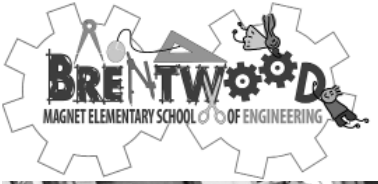
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A SUMMERSHINE SCHOOL FOCUS: Brentwood Magnet Elementary School of Engineering

Brentwood Magnet Elementary School of Engineering is a school that understands the value of collaboration and embraces “failure” as a way to learn. Maybe this explains why the school has been recognized as the 2018 STEM School of the Year, North Carolina STEM School of Distinction, and a 2018 Magnet School of Excellence.

Since 2008, Brentwood has held the mantle of being a Magnet school with an engineering theme and a Science, Technology, Engineering, and Math or STEM-integrated curriculum. Specifically, Brentwood features an engineering magnet program within a STEM focus, with an emphasis on five program essentials.

- 1) Integrate the Engineering Design Process.
- 2) Engage in highly integrated Challenge-Based Learning in the Makerspace.
- 3) Emphasize critical thinking, collaboration, creativity, and communication.
- 4) Solve real-world problems using content knowledge and innovative thinking.
- 5) Partner with Engineering and STEM professionals, local universities, and STEM pathway schools.

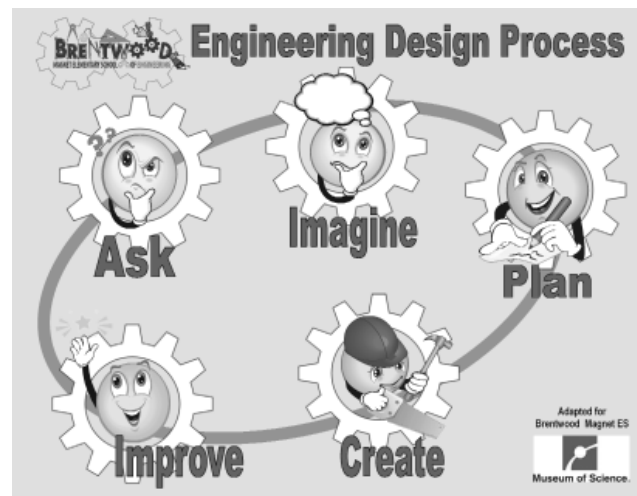


Students experience lessons that encourage problem-solving and provide opportunities for authentic challenges. While studying about ecosystems and pollution students are challenged to develop a process to treat an oil spill. Students study the effects of pollution in multiple perspectives. Their oil treatment process must fall within a budget, be tested for effectiveness, analyzed, and improved upon. Using their final product, students write a persuasive letter to the NC Legislature or Governor to persuade them to use their developed process. This is just one example of Brentwood's approach to learning.

Brentwood did not achieve success easily. This level of achievement required a full buy-in from the staff, parents, students, and community. Robert Epler, the principal of Brentwood Magnet Elementary School of Engineering, describes his staff as dedicated, caring, and reflective; the students as having bright imaginations and being fearless in their creativity; and the parents, including the PTA board, committed to the parent and teacher partnership and dedicated to a cohesive vision of growth.

Community partnerships have also played a significant role in Brentwood's success. Companies and organizations such as WakeEd Partnership, SAS, Lenovo, NC State University's Engineering Place, InTech, Professional Engineering Societies (ASME, ASEE, ASCE) and others have been generous enough to share time and resources supporting the staff and students in challenges throughout the year.

Other than the accolades, what has been the result of this method of teaching? How have students benefited from the magnet and STEM integration?



“As a result of our magnet program and STEM focus, Brentwood students engage in solving real-world problems across all content areas using the Engineering Design Process: Ask, Imagine, Plan, Create, and Improve. These hands-on activities and exploration occur across all school settings, including a Makerspace where the grade level teacher and a STEM teacher team-teach. Our engineering theme opens the door for students to demonstrate and build upon their creativity, collaboration, communication, and critical-thinking skills. Students have also demonstrated increased interest in STEM fields as a path for their future,” said Epler.

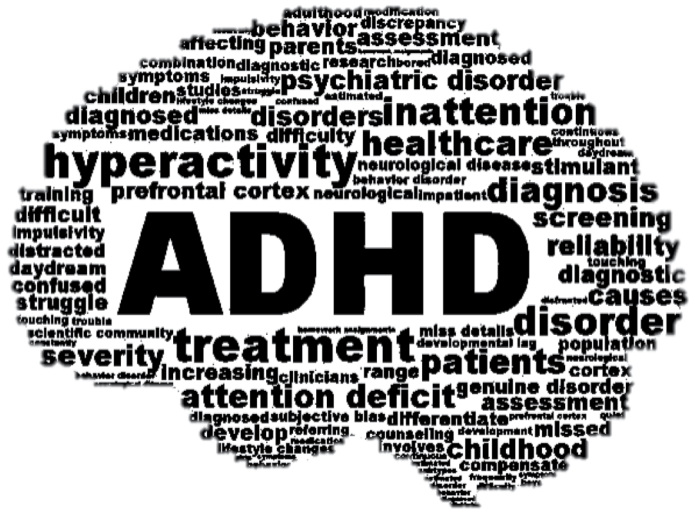


Parents all throughout the state have the critical decision of whether these types of schools are ideal for their child. Epler offers some advice, “At Brentwood, we often task our students with exploration rather than step-by-step instruction to engage and empower their inner engineer. We give them the room to imagine, innovate, and collaborate their way to an answer. If your child likes to question and explore problems, build products for a purpose, develop creative solutions, and collaborate with others, they may benefit from and enjoy learning in a STEM-focused school.”

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LEESVILLE ROAD MS TURTLE CLUB EARNs CERTIFICATION

What started as a simple campus beautification project has now been recognized by the National Wildlife Federation as a Certified Schoolyard Habitat.

The courtyard at Leesville Road Middle School was populated with box turtles a number of years ago by a former teacher.

But the area had fallen into decline, says social studies teacher Andrew Fogelsonger, with overgrown vegetation and a leaking pond. "I started off last year with, 'What can I do to clean this area up?'" Fogelsonger says. "So it started small, with just the pond, and then expanded. At some point, we started coming out here with a group of kids, cleaning up weeds. We decided to rebuild the entire pond and put fish in it."

He then asked some students to do research for signs with information about the pond habitat.

That was followed by a student-produced video about courtyard etiquette, helping other students understand how to respect and preserve the environment.

Turtle Club

This year, Fogelsonger and School Librarian Lisa Nelson founded the Leesville Road Middle School Turtle Club, a group of about a dozen students that meets twice a month to improve the courtyard and learn more about the wildlife that calls it home.

Last month they weeded an area of the courtyard that contained memorial plaques to former Leesville Road Middle teachers who had passed away.

This week they did additional landscaping in other areas and placed inspirational painted stones in some of the plant beds. Many of the landscaping materials are donated by parents or funded by a Donors Choose grant the club recently received. "We choose a project and just kind of do one thing at a time," Fogelsonger says. "This is a great place, a quiet place for kids to work, or you can bring a whole class out here."



Certified Habitat

This week was extra special for the club, as they put up signs denoting their status as a Certified Schoolyard Habitat.

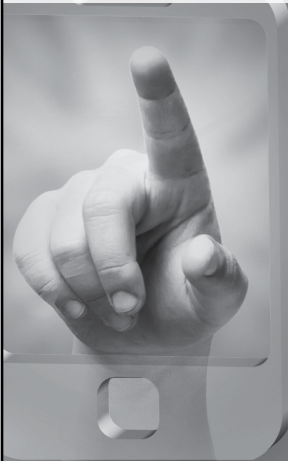
Nelson says students had to fill out a checklist of criteria and then submit it to the National Wildlife Federation. "They had to check off two sources of water, two sources of food for the turtles, places for them to hatch their young, etc.," Nelson says. "We're very proud of the fact the kids worked together to protect these animals. I think it just helps the students put value in nature and put life back into this courtyard."

Madison Bennerman, a sixth grader, says it feels good to do something for her school - and for the turtles as they settle in to hibernate for the winter. "We want to protect them and make sure they survive," Madison says.

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NYT Reporter Challenges Leaders to Continue Pursuit of Integration, Equity

For public education to endure, we must continue to operate truly integrated schools with equitable resources. Otherwise, the achievement gap will widen while parents continue to seek other options for their children.

That was the message delivered by Nikole Hannah-Jones, a writer for The New York Times and founder of the Ida B. Wells Society for Investigative Reporting, to principals and district leaders on Dec. 6.

Hannah-Jones offered a quick lesson on the history of public education and race. From the time when it was illegal for a slave to learn to read until now, where inequities exist due to fundamental flaws inherent in public schools' beginnings - namely the Common School movement, originally fashioned for mostly white children with the thought that black children could easily follow suit upon emancipation. This charted a course for inequities that exist 150 years later.

"Think about that compromise and how often we make that compromise and how, to this day, we are still making that compromise," she said. "If we understand the 'rules' we also understand that the educational disparities we see today are not accidental. They were built into the design of the system."

Educators and supporters must understand that the legacy of discrimination casts a wide shadow over how we operate our public schools, including access to resources. She cited the fact that at 42 years old, she is a member of the first generation of black Americans born with full citizenship rights in the country of their birth (with the passage of the Fair Housing Act in 1968).

"If we understand that, then it should not be surprising that we are still fighting battles about racial oppression and racial inequality and racial injustice, when it was perfectly legal 10 years before I was born to deny someone like me housing simply because (they were) black," she said.

“We have so much work to do. The work has to be intentional. It cannot be tangential or accidental. We have to call it out for what it is.”

Hannah-Jones was a News & Observer reporter covering Durham Public Schools in the mid-’00s. Seeing inequities in resources in high-poverty schools - with little payoff in student achievement despite the efforts of hardworking teachers and administrators - inspired her to take up writing about race and education in this country. She received a 2017 MacArthur Genius Grant to support her work.

In her travels around the country, Hannah-Jones said that she often has pointed to the Wake County Public School System as one that was ahead of the pack when it comes to at least partially successfully integrating schools and working toward true equity. With progressive civil rights activists working with school, business and community leaders, the district was one of few that voluntarily integrated without a court order and has since enjoyed a national reputation for success.

Lately, however, she said it’s becoming increasingly difficult to hold WCPSS – or any district – up as a model for successfully educating black children. The peak of integration occurred in the late 1980s. Resegregation has been on the rise since that time due to the lifting of court orders demanding integration.



“You have done things to increase integration, but that now is beginning to be eroded,” said Hannah-Jones to the group. “What we have now is black children are attending segregated schools in numbers not seen since the 1970s.”

While the South is more integrated than any other region of the country, many southern districts are taking a page out of playbooks in the North and West and segregating themselves voluntarily. Educators and communities must stem this tide in order to keep from losing ground regarding equity in resources available across districts.

“If we lose the South we lose the battle,” she said. “You guys have to fight those efforts. This would be disastrous, not only for equality but also for residential segregation in your communities.”

Research shows that the longer a black child stays in a segregated school, the wider the achievement gap will be for that child. If he or she enters a school two years behind and stays in a segregated school, that child will be six years behind upon graduating.

“Integrated education for black children is transformative,” said Hannah-Jones. A 30-year longitudinal study beginning in the 1970s followed children through college and into their careers. Black children who were given the same educational access as white children were more likely to graduate, more likely to go to college and less likely to live in poverty or be incarcerated.

So, how do educators and supporters of public education not only stem but also turn the tide? Hannah-Jones doesn’t claim to have all the answers but she knows solutions do exist, beginning with believing in the schools in which one teaches or leads.

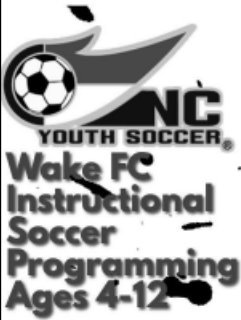
“We all need to think about the decisions we are making and be able to tell our parents to stop fearing our children,” she said. “If there are schools where we as parents would not send our child, then why operate those schools? I don’t think you should teach in a school where you wouldn’t put your own kids.”

Hannah-Jones and her husband are walking the talk. They send their child to a school with a high-poverty population in the New York City Public Schools.

Related articles by Nikole Hannah-Jones are, “Choosing a School for My Daughter in a Segregated City,” “Conversations Aren’t Enough” and “The Resegregation of Jefferson County.”

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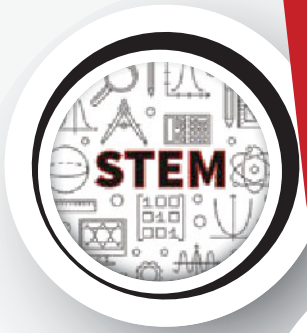
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