

WATER'S EDGE
VILLAGE SCHOOL

Charter School Fast Track Application

November 10, 2011

NC Department of Public Instruction

Office of Charter Schools

301 N Wilmington St, Raleigh, NC 27601

919-807-3491



Mailing Address:

6303 Mail Service Center, Raleigh, NC 27699



I. TABLE OF CONTENTS FOR THE APPLICATION

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

I.	Table of Contents	2
II.	Application Cover Pages	3-5
III.	Mission, Purpose, and Educational Focus	6-11
IV.	Governance	12
	Private Nonprofit Corporation	12-13
	Organizational Structure and Board Resumes	14-21
	Bylaws	22-28
	Articles of Incorporation	29-33
	Admissions Policy	36
V.	Educational Plan	37
	Instructional Program and Curriculum	38-43
	School Calendar	44-45
	Special Education	48
	Student Conduct and Discipline	49-54
	Timelines	55
VI.	Business Plan	56
	Handbook	57-58
	Projected Staff and Qualifications	59-60
	Enrollment	60-61
	Project Enrollment 2012-13 through 2016-17	62-64
	Budget: Revenue Projections 2012-13 through 2016-17	65-67
	Marketing Plan	68
	Audits: Program and Financial	69
	Health and Safety	70-73
	Transportation Plan	74
	Facility Description	75-76
	LEA Impact Statement	77-78
VIII.	Signature Page	79
	Appendices	
A	Regional Demographics	80
B	Public Support and Interest	87
C	Letters of Support from Community Organizations	114
D	Newspaper Coverage	120
E	Public Relations	131
F	History of Corolla School and Schoolhouse	144

II. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL:

Water's Edge Village School (WEVS – pronounced "waves")

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Corolla Education Foundation

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

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

NAME OF CONTACT PERSON: Meghan Agresto

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: P.O. Box 215, Corolla NC 27927

PRIMARY TELEPHONE: (252) 619-0015

ALTERNATE TELEPHONE: 252-455-9449

E-MAIL ADDRESS: corollaeducation@gmail.com

Location of Proposed Charter School (LEA): Corolla, North Carolina (Currituck County)

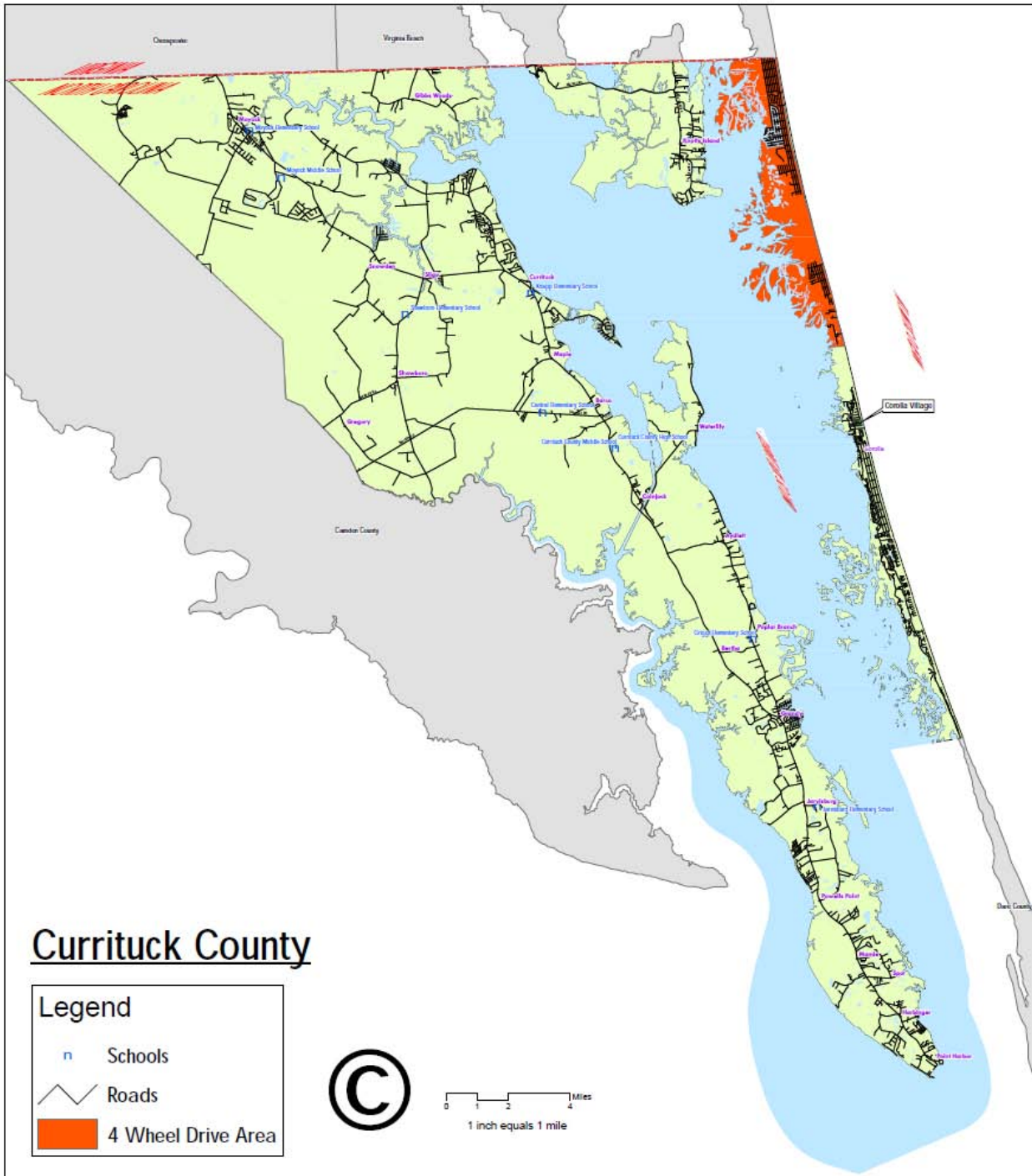
Conversion:

No:

Description of Targeted Population:

Since Corolla's public school closed in the late 1950s, both the public school system and families have faced difficulties getting the children of Currituck County's Outer Banks to school. Currently, Outer Banks students attending Currituck schools either spend 3.5 hours per day on the bus or cross the Currituck Sound on private watercraft to catch a bus to school. The following groups would greatly benefit from a local public education option: (see next page for map of area)

- 1) Students residing in Corolla and Carova (4-wheel drive area) whose geographical remoteness currently obligates lengthy bus and/ or private craft-to-bus rides;
- 2) The children of parents who commute to Corolla (a tourist destination) for work;
- 3) Parents of children seeking an innovative educational vision;
- 4) Families who currently home-school as an alternative to lengthy commute times or who cannot afford tuition/gas money to the neighboring county's public schools;
- 5) Children from surrounding communities who are seeking lower student to teacher ratios than current public schools can provide.




(See Appendix A for information on local children and regional demographics and Appendix F for history of local school in Corolla).

§ 115C-238.29B(b)12: The number of students to be served, which number shall be at least 65...However, the charter school may serve fewer than 65 students...if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.

Proposed Grades Served: 2011-12: **K-6**; 2012-13: **K-6**; 2012-14: **K-6**; 2014-15: **K-6**; 2015-16: **K-6**
 Proposed Total Enrollment: 2011-12: **31**; 2012-13: **31**; 2012-14: **33**; 2014-15: **38**; 2015-16: **39**
 Projected School Opening Year: **2012** Month: **August**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	31		X
Second Year	K-6	31		X
Third Year	K-6	33		X
Fourth Year	K-6	38		X
Fifth Year	K-6	39		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.


 _____ President, Corolla Education Foundation
 Signature

 Printed Name

 Title
 10/28/11

 Date

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

MISSION:

Water's Edge Village School provides local education to its isolated coastal community, a place rich in natural resources and environmentally-focused organizations. Galvanized by a diverse community of people deeply invested in the success of a local school and grounded in partnerships with children and families, WEVS provides a rigorous, child-centered learning environment. Leadership principles and an academically challenging, integrated, hands-on curriculum empower students by instilling a sense of social and environmental responsibility while nurturing both body and mind.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

The distance to Currituck County's public schools turns an otherwise sound, basic education into an obstacle. Many Corolla families move out of Currituck County but continue to work there. As a result, the small number of children remaining precludes Currituck County from investing capital and operational costs into a school, especially given the cost of land in their beach-resort community. The bus that transports the Corolla children must pick up other children to justify the cost of the bus. A typical schedule for these children involves leaving the house at 5:30 am and returning home at 6pm, leaving little room for after-school activities, family time, or leisure. As long as there is no school, few individuals and foundations are willing to invest money. Corolla, as a tourist town and a town that has supported a community for more than 135 years, will always have children.

Innovation is needed to stop the cycle of inadequate education options and to provide these children with what is necessary for a healthy, well educated, and happy life. A Charter School provides the opportunity to put an end to this cycle of no school → few children → no school → few children. A small community school will thrive in a small town full of natural and human resources.

On September 30, 2011 the Corolla Education Foundation (CEF) sent out (via email and Facebook) a community survey. Two weeks later 213 people had responded. The majority of the respondents were people who live, work, or own homes on Currituck's Outer Banks though there were respondents from Dare County, Currituck's mainland, and elsewhere as well.

An overwhelming majority of respondents supported the idea of starting a school in Corolla. Ninety-two percent (197 people) of respondents said that a school would either improve their lives or be good for the community.

Notably:

- Of the 168 people who took our survey who don't have children at home, 57% (96 people) said that they would volunteer.
- Every person who said that a school would improve their lives and had children at home also said that they would volunteer in some capacity (100%).
- Of the 124 people who said that they would volunteer in some capacity:
 - 48.4% (60 people) said that they would assist a teacher
 - 21% expressed an interest in serving on the board of directors (27 people)

- 39.5% said that they would be interested in helping with after-school activities or clubs (49 people)

Based on these results, should a small school in Corolla open:

- It would be actively supported, both by parents of the children in school and by the community as a whole
- The school could have as high as a 3:1 volunteer: student rate
- The board of directors could expect to find new directors when term-limits approached
- Some of the financial burden of funding a small school could be alleviated based on volunteerism (maintenance, website design, teachers' aids)
- Corolla students would have the support needed both for learning and for after-school activities.

If you would consider volunteering your time at a school in Corolla, please choose as many of the options below as you wish. If you would not consider volunteering or cannot volunteer, just go on to question 10.

Answer Options	Response Percent	Response Count
Teaching/Teaching a class	31.5%	39
Assisting a teacher	48.4%	60
Program development/evaluation	26.6%	33
Admissions	18.5%	23
Book-keeping	14.5%	18
Special Education	14.5%	18
Volunteer Coordinating	28.2%	35
Grant writing	14.5%	18
Fund-raising	29.0%	36
Board service	21.8%	27
Maintenance	17.7%	22
Web-site development	6.5%	8
Student-teaching	10.5%	13
Outdoor education	25.0%	31
After-school programs/clubs	39.5%	49
Parent organizing	13.7%	17
Other	21.8%	27
answered question		124
skipped question		0

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

115C-238.29A. Purpose.

The purpose of this part is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

(1) Improve student learning;

- WEVS shall provide local educational opportunity for students of Corolla and Carova (4-wheel drive area) whose geographical remoteness currently obligates lengthy bus and/or private water craft- to-bus rides for students. This opportunity will allow students more time for greater self-care, including family time, after school activities, outdoor play, and sleep.
- Students will be able to stay in their community, one which is a popular location for field trips from schools all over the State due to the public beach access, public access to the Currituck Sound, and a proximity to Federal, State, and local historic cultural resources including the Currituck Beach Lighthouse, the Corolla Wild Horses, the Whalehead Club and the Outer Banks Center for Wildlife Education.
- WEVS shall allow students the opportunity to be the force behind their education. Because much of the school's curriculum will be project-based, instead of textbook-based, students will experience learning through all of their senses.
- Small student/ teacher ratios and strong parent involvement will allow students, teachers, and parents to design challenging yet attainable individual goals for each student.
- The local resources allow for much learning to be done outside of the classroom, enhancing the learning experience with real-life settings for concepts. For example:
 - The eco-systems project studied in fifth grade are the same ecosystems observed and presented by instructors at the nearby Outer Banks Center for Wildlife Education.
 - The weather patterns studied in second grade and the ocean characteristics and wind patterns studied in fifth grade are observed and studied by researchers at the Army Corps of Engineer's Field Research Facility in Duck, the town south of Corolla.
 - The relationship between nutritious food and its effects on the human body studied in fourth grade, and the life-cycle of a plant studied in second grade will be directly experienced by the care-taking of the school garden.
 - The maps studied in third grade can be applied in predicting locations of the many sunken ships on our beaches and off the coast.
 - The relationship between geography and the needs of community studied in third grade can be applied through the investigation of the Currituck Beach Lighthouse, the Whalehead Club, and the old schoolhouse and their historical significances.
 - The role of a responsible citizen introduced in first grade can be demonstrated with an assortment of philanthropic local groups that cater to the environment and the local community: Network for Endangered Sea Turtles (NEST), Surf Rider Foundation, Corolla Wild Horse Fund, Corolla Volunteer Fire Department, to name only a few. (See appendix C: Letters of Support from Community Organizations)

- The teacher to student ratio is small enough to ensure each student receives the individual attention he or she deserves. Parent volunteer hours and the exceptional number of community volunteers will permit the teacher to conduct more accurate assessments of each student's strengths, weaknesses and academic needs.
- The size of the classes and the limited use of textbook materials allow teachers the freedom to create lessons catering to specific learning levels, individual interests of students, and current events.
- The students take pride in their work as they nurture the school garden.
- Team project encourages cooperation and the experience of being an active participant in a community.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;

- Student-driven education allows each student to learn at his or her own pace and select projects or topics that are interesting to student. Students are more motivated to participate when they feel they have some control over their progression. They are also more motivated when they successfully accomplish a goal or complete a project. By creating tangible finales to units and projects, students have something to proudly display as 'the fruit of their labors.'
- Goal-setting for each student is a cooperative effort between the student, parents, and the teacher. This allows students to create their own successes, regardless of ability compared to others.
- Small classes will allow the teachers the ability to assess students in order to set individual goals, and identify a need for remediation.
- Local community support will allow opportunities for students to work in different facets and with various volunteers of different careers. Students will be introduced to a wide variety of occupations, specialties, and passions.

(3) Encourage the use of different and innovative teaching methods;

- Non-textbook-based curriculum allows teachers to cater lessons to individual learning styles and current events. Teachers are creative and resourceful in order to appeal to all learning styles.
- Emphasis on a hands-on and out-of-classroom education requires the teacher to provide lively and interactive methods of instruction.
- The availability of diverse, local resources permits the teacher to incorporate real-life application of concepts, and allows the students to be exposed to more in-depth and specific information in specialized settings (e.g. the Center for Wildlife Education; the Field Research Facility, the NC Aquarium).
- Multi-age classrooms allow teachers to broaden scope of topics to reach all students and encourages peer tutoring; there is no better way to learn something than to teach it to someone else.
- Incorporating ubiquitous leadership guidance into all facets of school life, from the academic to the interpersonal, gives students an edge on setting and meeting goals, and gives them a common understanding and language throughout a multi-age classroom, while fostering daily successes.
- Project-based curriculum lets teachers guide students to learn through applying concepts as opposed to rote memorization.
- The teacher can incorporate and mediate peer evaluations to allow students to analyze then communicate opinions effectively and tactfully.

(4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;

- Teachers will have to take an active role in creating lessons that cater to the time and persona of the student body in the multi-aged classroom with limited textbook exposure.
- Teachers are offered the opportunity to identify areas that they could expand upon by utilizing community resources.
- Multi-grade classrooms will allow teachers to become familiar with various grade-level curricula and prepare students accordingly for the subsequent grade level.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;

- WEVS will give parents the opportunity to select an education that is different from other local educational opportunities in that the curriculum shall be more project-based than text-book based. Hands-on learning is encouraged and many opportunities exist for the students to participate in learning outside the classroom setting.
- A smaller teacher-to-student ratio augmented by an incredible volunteer-to-student ration ensures that students will receive more individualized attention than elsewhere in the public school system.
- A local school in Corolla would provide an ideal choice for residents as they can opt not to have their children on a bus for lengthy amounts of time, ensuring more time for the child's playtime, family time, after school activities, and sleep.
- The nutritional focus and the requirement that all students pack their lunches at WEVS allows parents the opportunity to be very aware of the nutritional value of the food consumed at school, and allows the students the opportunity to take an active role in creating healthy habits.

(6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

- WEVS will follow NC standard course of study and will adhere to all mandatory local and state testing.
- Teachers will maintain records assessing student progression through observation, subjective evaluation of student work, and students' self-evaluations.
- Students will assess themselves through goal-setting and achievement incentives, and conferences between teacher, student, and parent will occur no less than three times per year.
- Teachers will work closely with parents and students to maintain progress records to ensure that each student is recognizing and maximizing his or her learning potential.

EDUCATIONAL FOCUS: Describe briefly, limited to one page, the focus of the proposed charter school.

When parents in Corolla gathered to discuss better education options, they realized that neither a traditional public nor a private school could help their children receive the education that all children deserve. Their isolated town in northeastern North Carolina is rich in natural resources, community support, and various environmentally focused, education-oriented organizations. They realized that such a place could support an innovative solution to a problem that has burdened the county, the school system, parents and their children for decades and that a Charter School was the answer. The vision for WEVS is to provide an academically rigorous, child-centered education with an emphasis on social responsibility and environmental awareness. It shall provide a hands-on approach to an integrated curriculum that allows students to develop a strong sense of self and a positive and harmonious relationship with both the environment and the community through interaction and exploration. Such connections shall embolden students to be socially and environmentally conscious leaders who are aware of their role as active participants of society.

In accordance with NC Standard Course of Study, WEVS proposes a curriculum that is project-based, permitting students to derive materials from all subjects to create a final product unique to their individual path of investigation. By making use of exceptional natural resources and community support, WEVS instruction shall take place in and out of the classroom and will always involve a hands-on component. As a result, children will employ all senses in the learning process. Exploratory learning allows students' curiosity to motivate their pursuit of knowledge; they will learn at their own pace and make connections as they go. They shall pursue paths of learning relevant to their own individual learning styles and interests and become confident in their abilities to reason, deduce, and conclude. Because learning is not limited to one discipline at a time, integrated learning will impart greater reasoning and critical thinking skills as students recognize that concepts are not necessarily specific to a single academic subject. The non-reliance on the use of textbooks provides the teacher added freedom in guiding students through units by not limiting education to specific materials and also allows the teacher to cater lessons to students' abilities and interests.

WEVS encourages children to be active and healthy by emphasizing physical activity and outdoor exploration. The school shall emphasize how local resources affect local lifestyle and how to utilize, conserve, and preserve those resources responsibly. Along those lines, WEVS will maintain a school garden that will grant students the opportunity to witness how a natural resource can provide for a group of people. Inspired by Slow Foods USA programs, the various aspects of the garden will incorporate different parts of the curriculum for appropriate grade-levels.

Community involvement will allow students to interact with people of diverse backgrounds and interests. Parents will be required to participate in their child's education through programs within the school, assisting teachers, sharing their specialties, and through conferences with teachers to ensure that each child's interest and strengths are being recognized and reinforced at home. WEVS strives to foster the development of the whole child by nurturing students' curiosity, then guiding them to cultivate that curiosity in every facet of their environment.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: **Corolla Education Foundation**

Mailing Address: **P.O. Box 215**

City/State/Zip: **Corolla, NC 27927**

Street Address: **716 Mainsail Arch**

Email: **corollaeducation@gmail.com**

Phone: **(252) 455-9449**

Fax: **(252) 261-8054**

Name of registered agent and address: **Susan Taylor 716 Mainsail Arch Corolla, NC 27927**

FEDERAL TAX ID: 27-5002997

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

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

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

Note:

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

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 04 2011**

COROLLA EDUCATION FOUNDATION
PO BOX 215
COROLLA, NC 27927

Employer Identification Number:
27-5002997
DLN:
201139017
Contact Person:
PETER A ORLETT ID# 31436
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
February 11, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

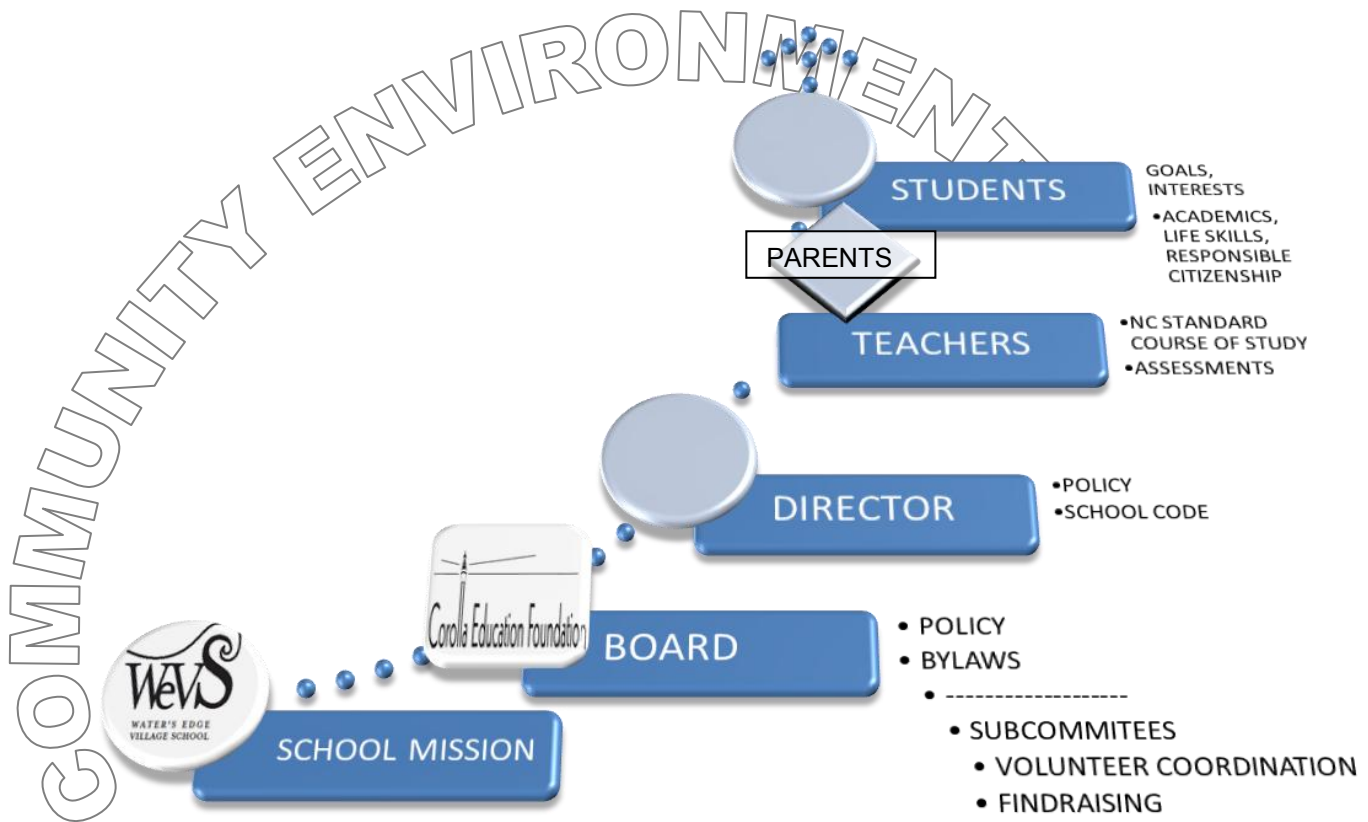
Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

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

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

Please provide the following in this location of the APPLICATION: A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



1. A one-page resume for teach member of the board of directors highlighting his or her experiences over the past ten or more years.

Meghan Agresto

PO Box 65; Corolla, NC 27927 magresto@gmail.com (c) (252) 619-0015

EDUCATION

- **University of North Carolina, Chapel Hill, Masters of Social Work, Concentration in non-profit management (2005)**
- Fulbright Scholarship, American School of Classical Studies, Greece (1997-1998)
- Post-baccalaureate year translating Ancient and Modern Greek, researching, interviewing, writing
- University of North Carolina, Chapel Hill BA (1997) Major: Ancient Greek; GPA: 3.75 *Phi Beta Kappa *Chancellors Award -
- Ancient Greek Translation (1995, 1997)
- University of Sevilla, Spain (1995-1996) - Junior Year Abroad spent studying Spanish/Ancient Greek
- University of Thessaloniki, Greece (1993-1994) - Studied Modern Greek; Passed College Proficiency Exam

EMPLOYMENT

- **Site Manager, Currituck Beach Lighthouse, Outer Banks Conservationists, Inc., Corolla (5/05-present) –** Responsible for \$375,000 annual budget, Hire/Manage/Train 15+ docents; Library/National Archives research; Wrote successful grants for CAP assessments and NC Humanity Council's Road Scholar program; Researched and wrote policies/procedures for archival digitization program; Point person for media coverage of legal dispute over lighthouse ownership and zoning dispute; Report to Board of Directors; Supervise volunteers; Coordinate event planning, often in conjunction with neighboring historic organizations; Member - Historic Albemarle Tour
- Supervisor, Family and Children's Services of Durham, CHANGE Program; Supervised Spanish speaking facilitators of a 26-week abuser treatment program (court-ordered probation requirement) (2005)
- Latino Services Coordinator, Family Violence Prevention Center – Chapel Hill (05/02-05/05) – *LCSW supervision* - Provided services to victims of domestic violence (mostly Spanish speakers) including court accompaniment, assistance with Protective Order requests, and case management; Facilitated year-long support group; Helped train volunteers; Spoke at community education events; Supervised UNC APPLES students each semester; Trained Latinas to become community leaders through Project Esperanza; Managed the computer network and two databases; Aided the Hispanic Taskforce
- Office and Latino Services Coordinator, Family Violence Prevention Center (05/01-05/02) - *ASCW supervision* - Helped with bookkeeping and grant writing/reporting; Coordinated all Spanish services and information
- Legal Assistant and Advocate for Injured Workers - Law Office of Heidi Chapman, Chapel Hill (10/1998-10/2000) - Screened clients; Interviewed witnesses; Translated for Spanish-speaking clients; Calculated benefits-due and temporary-partial/total disability; Helped file Social Security Disability appeals; Prepared evidence; Assisted in the letter writing, affidavits, and briefs.

VOLUNTEER WORK

- **Co-founder and president of Corolla Education Foundation (2009-present)**
- Local responder – NC Underwater Archeology, Dep't of Cultural Resources – deploy identification tags on uncovered shipwrecks
- Interpreter (Spanish) – Local emergency rescue services
- Big Buddy (1994; 1998-1999) Helped teach a 15-year old student to read

Sylvia Wolff

160 Beech Tree Trail – Kitty Hawk, NC 27949 – (252) 202-8142
DriftingSandsServices@gmail.com

Employment History:

Corolla Fire and Rescue 827 Whalehead Dr – Corolla, NC 27927 – (252) 453-3242

Ocean Rescue Division Chief, EMT-I: May 2000 - current

Responsibilities include: Ensuring the safest beach environment possible by:

- Hiring, training, and supervising a staff of 45 seasonal employees,
- Budgeting \$600,000+ annually
- Creating, proposing, presenting, and maintaining the budget and contract with the county,
- Responding to, evaluating, supervising, and often directing emergency scenes,
- Educating the public about water safety and potential hazards

Dare County Public Schools PO Box 1508 – Nags Head, NC 27958 – (252) 480- 8888

Substitute Teacher: November 2002 - current

Responsibilities include: Filling in for absent teacher in grades K-12

- Following lesson plans and schedule left by teacher and supervising student behavior and activity

College of the Albemarle 1208 N Road – Elizabeth City, NC 27909 – (252) 338-0821

BLS Instructor, level 1: January 2008 – current

Responsibilities include: Instructing students in the topics of Basic Life Support by:

- Creating and carrying out lesson plans
- Administering assessments and maintaining grades and attendance records

Drifting Sands Services 160 Beech Tree Tr – Kitty Hawk, NC 27949 – (252) 202-8142

Sole Proprietor, Massage Therapist: January 2010 - current

Responsibilities include: Encouraging client wellness and promoting client relaxation

- Maintaining highest level of professionalism and current training
- Working with clients to determine most appropriate course of care, and track progress thereof
- Maintaining all financial and health records for small business

Home 160 Beech Tree Tr – Kitty Hawk, NC 27949 – (252) 202- 8142

Mom, Step-mom, Wife: February 2005 - current

Responsibilities include: Encouraging the most sane and nurturing environment possible by:

- Coordinating schedules for appointments, visits, conferences, athletic events, bedtimes, and vacations
- Balancing checkbooks and tracking bill payments and financial statements
- Monitoring and encouraging healthy nutrition intake and physical activity by all family members

Education:

Purdue University – West Lafayette, IN -- BA Elementary Education September 1997- May 2001

Fuller School of Massage – Virginia Beach, VA – Massage Therapy License September 2001 – December 2004

College of the Albemarle – Elizabeth City, NC – BLS Pre-Hospital Care September 2001 – January 2007

Professional Accomplishments/ Extra Activities:

- **Co-founder and vice-president of Corolla Education Foundation (2009-present)**
- Created the Safety Education and Aquatic Learning (SEAL) program for children visiting Corolla in the summer time; the program began in 2005 with 300 participants and grew to over 1000 participants in 2009.
- Crewmember in the US Coast Guard Aux Flotilla 1607.
- Volunteer soccer coach since 2002 in Parks and Rec, Outer Banks Youth Soccer Assoc (OBYSA), Outer Banks Storm Select Soccer; various ages.
- Volunteer at Kitty Hawk Elementary schools in 2004/05, and in 2007-2009.
- Tutor for hire, all ages, mainly Geometry and Algebra
- Recipient of Corolla Ocean Rescue Lifeguard of the Year in 2000 and Leadership award in 2002.

Adam J Hess

829 Whalehead Drive, Corolla NC 27927; 252.619.4961adamjhess@gmail.com

OBJECTIVE

To use the skills I have developed to further the environmental movement and to influence others to live a more sustainable lifestyle.

EDUCATION

B.S. Material Science Engineering; College of Engineering, Purdue University, May 2006

Effective Teacher Training; College of the Albemarle, February 2010

Semester Honors: Spring 2006

CERTIFICATIONS

Emergency Medical Technician; National and State Certification; Spring 2009

CPR; College of the Albemarle, North Carolina 2009

EXPERIENCE

- Corolla Ocean Rescue, Corolla NC; Captain: 05/09-current, 05/07-10/07, Lieutenant: 05/06-10/06, 05/05-08/05, 05/04-08/04, Lifeguard: 05/03-08/03

A professional rescuer working to educate the public while preventing and responding to emergencies occurring both on the beachfront and on the Currituck Sound.

- Woodstock's Pizza, Santa Cruz CA; 02/08-04/09

Marketing Representative: managed all public relations and marketing endeavors to promote business and increase sales.

- Taupo Tandem Skydiving, Taupo New Zealand; 12/06-05/07

Primary duties included transportation of clients, computer work and maintenance of the drop zone.

- Purdue University, West Lafayette IN; 08/02-05/03, 08/03-05/04, 08/04-05/05, 08/05-05/06

Work-study program, part-time jobs while in school. Duties included general maintenance, cleaning lab rooms, ensuring the health of plants and animals used for experiments.

SKILLS

- Problem solving: developed through engineering classes and hands-on labs.
- Emergency & Team Management: supervised staff on sections of the 24-mile Currituck beachfront and ensured that all emergency situations were resolved.
- Software: Microsoft Office, MathCAD, Matlab, and Catia

AWARDS AND AFFILIATIONS

- 2004 Leadership Award, Corolla Ocean Rescue
- Member of USLA (United States Lifesaving Association)
- Volunteer, Surfers Healing; work with staff to provide a fun and safe day of surfing for kids with autism
- Member of Surfrider Foundation
- Volunteer, NC Coastal Federation

Frieda Elizabeth Harris

211 Augusta Drive, Grandy, North Carolina 27939
friedaeh@yahoo.com
SCAD ID number: 001417407

EDUCATION

Guilford College, Bachelor of Arts, May 2001

- Majors: Psychology and Elementary Education
- NC Teaching Licensure: Elementary Education K through 6, December 2001

University of North Carolina at Greensboro, 2003-2004

- Design I (2D and 3D design)
- Design II (using the computer as a design tool and art medium)

College of the Albemarle, Online class, 2010

- Introduction to InDesign

WORK EXPERIENCE

Outer Banks Children at Play Museum, 2010 - Present

- Help design and create hands-on exhibits for the museum
- Design brochures as needed
- Engage visitors in meaningful play and activities

Private Tutor, 2009 - Present

- Tutor one- on- one with customized lessons and hands-on materials

Currituck County Schools, 2007-2009

- Taught in a diverse classroom with wide range of needs
- Planned and implemented lessons

Alamance Burlington Schools, 2005–2007

- Taught at Title 1 school with diverse population of students and needs
- Met with English and Spanish speaking parents

Nanny, 2002-2005

- Enabled me to work in a challenging and intensive learning environment
- Provided consistent care for children while fulfilling extra duties for parent

Neurofeedback Associates, 2002-2004

- Maintained clerical matters, including billing, scheduling and designing brochures
- Greeted and prepared child and adult clients for treatment

ADDITIONAL INFORMATION

- Currituck NC Extension Center, Advisory Board
- Currituck County Schools Employee Service Award
- Experience with word processing and Adobe software
- Volunteer work for the Center for the Creative Arts
- Occasional volunteer at the Greensboro Urban Ministry Homeless Shelter
- Active in the Neighborhoods Community Tree Planting Project
- Piedmont Care Team for Hurricane Katrina family relocation assistance

Susan Taylor

beachgarden@embarqmail.com 252-453-8797
PO Box 205, 716 Mainsail Arch Corolla, NC 27927

Education

- Liberal arts degree with a major in biology and a minor in education from St. Joseph College, Emmitsburg, Maryland
- Post graduate work in education administration at Western Maryland College, Westminster, Maryland
- Advanced Professional Teaching Certificate awarded by the state of Maryland

Experience

- Biology teacher at Norwich Free Academy, Norwich Connecticut (2 years)
- Teacher of general science, gifted and talented science for middle school students, biology, honors biology, chemistry and honors chemistry grades 7- 11 in Baltimore County Public Schools (37 years)
- Educator at The Outer Banks Center for Wildlife Education (1 ½ years)
- Baltimore County Schools Curriculum Development Team for Gifted and Talented Students
- Interim Department Chair for Science at Catonsville Junior High School
- Team Leader at Catonsville Middle School
- Four time Presenter at Maryland Middle School Conferences
- Catonsville High School Steering Committee for School Improvement chairing the Special Needs Students and Students at Risk

Committees

- Mentor and supervisor of student teachers in Baltimore County Public Schools
- Member of the new teacher orientation committee for Baltimore County Public Schools Volunteer Activities
- Leader of an ad hoc committee to analyze and publicize water issues in the Carroll County Maryland public water supply
- Member of the North Carolina Coastal Federation
- Corolla Wild Horse Days volunteer
- Membership chair for Corolla Friends of the Library
- Chair of Corolla Friends of the Library
- Rehab team member of Corolla Fire and Rescue
- Member of the Planning Board for Currituck County

KAREN CLARK

111 Ruddy Duck Lane • Duck, NC 27949 • (252) 305-5057 • karen.clark@ncwildlife.org

EMPLOYMENT

PROGRAM COORDINATOR 2010 - Present

Outer Banks Center for Wildlife Education Corolla, NC

Responsible for coordinating educational programming for the Outer Banks Center for Wildlife Education with the North Carolina Wildlife Resources Commission. Specific duties include planning the wildlife center's programming through conferences with staff; designing and producing educational materials for distribution and exhibits; planning and developing the activities of center educators in achieving agency's goals and objectives for educational programs and workshops.

WILDLIFE EDUCATOR 2005 - 2010

Outer Banks Center for Wildlife Education Corolla, NC

Responsible for educating students, teachers, and other citizens about North Carolina's coastal wildlife and natural resources. Duties include the development of creative and innovative curriculum and programming designed to address the agency's goals and objectives; creating props, organizing artifacts, and developing activities for programs and exhibits; networking with community to build relations, assess and address needs, and promote the center's mission; forging partnerships with community organizations and school systems; supervising and directing aquarium maintenance and live specimen care; creating program and staffing schedules; collaborating on grants for Center's Citizen Science Initiatives; providing regular (monthly, quarterly, and annual) reports on program participation and analyzing participation data to make recommendations to supervisors.

MUSEUM EDUCATOR - SEA SCHOLARS COORDINATOR 2001 - 2005

Virginia Aquarium & Marine Science Center (formerly Virginia Marine Science Museum) Virginia Beach, VA

Grant project coordinator providing multiple meaningful experiences in science for underserved audiences. Responsible for facilitating service and communication with school systems, consultants, community and environmental groups, and other Aquarium departments; administering an annual combined budget in excess of \$235,000 from both federal funds private funds; initiating, leading, and nurturing partnerships with nine schools from up to six different cities annually; developing curriculum and leading programs and trainings for students, teachers, and their families; hiring, training, and supervising staff; developing and leading creative marine science studies for high school students that build their science knowledge, confidence, teamwork, and consensus-building skills; spearheading press/media contacts and interviews; setting project goals and evaluating progress; and reporting progress to local and federal agencies.

MUSEUM SUPPORT SPECIALIST - EDUCATION DEPARTMENT 1999 - 2001

Virginia Marine Science Museum Virginia Beach, VA

Responsible for development and delivery of creative and innovative programming of nature trail, overnight, special event, changing exhibits, ocean boat trips, and on-site class programs.

EDUCATION

MASTER OF SCIENCE, OCEANOGRAPHY 1999 - 2000

Old Dominion University Norfolk, VA

Concentration Area: Biological Oceanography

BACHELOR OF SCIENCE, BIOLOGICAL PSYCHOLOGY 1995 - 1999

College of William and Mary Williamsburg, VA; Graduated with High Honors

CERTIFICATIONS

NC Environmental Education Certification 2007

NC Office of Environmental Education North Carolina

Sharon Twiddy

P.O. Box 2085 Kitty Hawk, NC 27949
252-261-3142 stwiddy@charter.net

Education:

BA, University of North Carolina at Greensboro, 1968

Business Experience

- Twiddy & Company- founded in 1979- a real estate and vacation home management company. It now represents 800 homes in Duck, Corolla and the 4-wheel drive area of Currituck Co.
 - Related successes:
 - Collaboratively design and produce the vacation home brochure: a 180-page publication (50,000 copies)
 - Design the Guest Directory: a 40-page publication (25,000 copies)
 - Collaboratively developed and designed an educational exhibit on the Wild Horses of Currituck County in the restored Corolla Schoolhouse that opened in 2004. The exhibit is now managed by the Corolla Wild Horse Fund.
- Previous ventures include the origination of several small retail stores:
 - Floats, Flippers, and Flyers (a toy store) 1983
 - Island Bookstore 1989
 - Outer Banks Style 1994
 - Lighthouse Garden 2000
 - Lovie's Kitchen Table 2009

Contributions to the Outer Banks Community

- Doug and Sharon Twiddy have participated in historic preservation for the last 25 years. Their restoration efforts have included a number of historic landmarks to include the US Lifesaving Station # 7 and the Wash Woods Coast Guard Station. They have been especially involved in Corolla Village and have restored 7 buildings.
- Service on local boards
 - Whalehead Preservation Board 2005-present
 - Corolla Wild Horse Fund
 - UNC-Albemarle Ecological Field Site Advisory Board 2002-2006

Personal Accomplishments:

A 41-year marriage and 3 remarkable children

2. **The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)**

**BYLAWS OF
THE COROLLA EDUCATION FOUNDATION, INC.
A North Carolina Nonprofit Corporation**

ARTICLE I - Name and Office of Non-Profit Corporation

Section 1. Name: The name of the non-profit Corporation is COROLLA EDUCATION FOUNDATION, INC. ("the Foundation"), duly authorized under the statutes of the State of North Carolina.

Section 2. Principle Office: The principal office of the Foundation is located in the village of Corolla, in Currituck County, in the State of North Carolina. The street address of the initial registered office of the Foundation is: 716 Mainsail Arch (PO Box 215), Corolla, NC 27927 and the name of the initial registered agent at such address is Susan Taylor. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE II – Purpose

The purpose of the Foundation shall be promote and enhance educational programs and opportunities for primary and secondary students living in Corolla and the northern Outer Banks. This may include providing support services for a public education system, establishing tutoring group(s), organizing before/after school programs, and establishing/operating a charter school or schools under North Carolina Charter School Statues (115C-238.29A et seq. of the North Carolina General Statutes) as permitted to be carried on by a nonprofit corporation pursuant to Chapter 55A of the North Carolina General Statutes, consistent with those portions of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, relating to educational organizations, the provisions of the Act and other applicable laws.

ARTICLE III – Membership

The Foundation shall have no members.

ARTICLE IV – Board Of Directors/Governance

Section 1. General Powers: The activities, affairs and business of the Foundation shall be conducted by or under the direction of a Board of Directors ("the Board"). This Board is responsible for maintaining the integrity of all education efforts and programs offered by the corporation, ensuring the future of the corporation, and enhancing its reputation in the community. The Board shall operate in accordance with all fiduciary and regulatory statutes for nonprofits in North Carolina and as defined by the Internal Revenue Service.

Section 2. Number, Qualifications, Election, and Tenure:

Number: The Board of Directors shall have a minimum of 5 and a maximum of 9 voting individuals ("Directors"). The initial Directors shall be nine (9) in number.

Qualifications: Each Director shall be at least eighteen (18) years of age. Ideally Directors will represent a variety of backgrounds and interests from the broader community.

Election:

Board Directors shall be elected at the Annual Meeting. A Nominating Committee shall be appointed by the Board to formulate a list of nominees who are qualified and willing to serve. In addition, a simple majority of the entire Board may petition to have a nominee put on the slate.

Vacancies:

If any Board Member is not able to complete his/her term for any reason, the Board Directors may meet and select another person to serve in that position until the next annual meeting at which time, if the term has not been completed, the position shall be filled for the remainder of the original term by election.

Tenure:

- a. Initial board: Three initial Directors shall hold office for three-year terms, and shall serve until the fourth annual meeting of the Board of Directors; Three Directors will serve until the third annual meeting of the Board of Directors, when their positions will be open for election to a three-year term. The three remaining Directors will serve until the second annual meeting when their positions will be open for election to a three-year term.
- b. A Director elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Directors) shall hold office until the next election of Directors.
- c. Term of Office: No person appointed or elected to a three-year term shall serve more than two (2) consecutive or more than four terms over that person's lifetime. A person who has served two (2) consecutive terms must take one year off the Board before offering service for another term.
- d. A slate of candidates to serve as the officers of the Foundation for an upcoming term will be nominated at the annual meeting and will begin serving on the first day of the fiscal year.
- e. Resignation: A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Foundation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received.
- f. Removal: If any Board Member's actions are deemed as not being in the best interest of the Foundation, s/he may be removed from office after an affirmative vote of 2/3 of all remaining Board Directors. This will occur after a fair hearing (including at least one week's notice of the proposed action shall have been given to the entire Board of Directors then in office), at which the Board Member in question shall have the opportunity to speak and present evidence.

Section 3. Duties:

- a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or by these Bylaws. Directors shall stand in a fiduciary relation to the

Foundation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

- b) Directors may appoint/employ/remove an Executive Director of the Foundation.
- c) Directors shall meet at such times and places as required by these Bylaws. The Board will consider a Director with three consecutive unannounced absences from regular meetings as having resigned. That person may be reinstated by a vote of a majority of the entire board for good cause shown.
- d) Directors shall register their address with the Secretary of the Foundation.
- e) Upon appointment to the Board of Directors, each new Board member shall sign the Commitment to Volunteerism, agreeing to the following general participation:
 - a. Attendance at all regularly scheduled Board meetings
 - b. Attendance at committee meetings of which that Director is a member
 - c. Observation of programs/operations at least twice a year
 - d. An annual cash contribution to the Foundation in whatever amount the member determines.
- f) Criminal Background Check. Within one week (7 days) of appointment to the Board of Directors, each new member shall have a criminal background check performed in their county of residence, and shall have the issuing authority mail the results directly to the Board Chairperson.
- g) The Board Directors of the Foundation shall not receive compensation except reasonable reimbursement for expenses.

ARTICLE V - Officers of the Foundation

Section 1. Designation of Officers: The officers of the Foundation, all of whom shall be Board Directors, shall consists of a President, a Vice President, a Treasurer, a Secretary and such other officers as the Board of Directors may from time to time elect. The same person may not hold more than one office.

Section 2. President: The President shall preside over meetings of the Board of Directors and act as liaison between the Board and the Executive Director. The President is responsible for the agenda for each meeting of the Board of Directors. Directors and Executive Director may also request that specific agenda items be included, and the President shall accommodate such requests in so far as is reasonably possible. In general s/he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time. The President shall sign, with the Secretary, or any other proper officer of the Foundation thereunto authorized by the Board of Directors, any deeds, mortgages, leases, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to such other officer or agent of the Foundation. The President shall be a member of the Executive Committee and *ex-officio* member of the Finance Committee and shall serve on any other committee as directed by the Board of Directors.

Section 3. Vice-President: The Vice President shall, in the absence of the President or in the event of his or her death, disability or refusal to act, perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions of the office of the President. The Vice President shall perform such other duties as may be from time to time prescribed by the President or the Board of Directors. S/he will likely chair a Development Committee or similar committee.

Section 4. Secretary: The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors. The Secretary shall give, or cause to be given, all notices required by law and by these Bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal, and the Secretary shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall sign such instruments as may require the Secretary's signature, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned by the Board of Directors.

Section 5. Treasurer: The Treasurer shall be the financial officer of the Foundation. S/he shall receive and deposit in a bank or banks to be approved by the Board of Directors all moneys of the Foundation and shall keep an accurate account thereof. The Treasurer shall serve as Chair of the Finance Committee. The Treasurer shall be responsible for the funds, receipts, and disbursements of the Foundation, payment of taxes, reports of the finances of the Foundation annually and whenever requested by the Board, and adherence to government financial reporting and payment regulations. S/he will help the Executive Director in the preparation of the annual budget and will cooperate fully in the annual Audit. The board may delegate day-to-day management of finances to an Executive Director, Office Manager, or other responsible individuals approved by the Board. The Treasurer will be responsible for maintenance of the financial records of the Foundation in good order. At the end of term of office, s/he shall deliver to successor all books, monies and other property of the Foundation in her/his possession.

ARTICLE VI – Meetings

Section 1. Organization: Regular meetings of the Board of Directors shall be held not less than four times per year, at a time and place designated on the notice of the meeting. Meetings of the Board of Directors shall be open to the public.

Section 2. Voting: All Directors of the Board of Directors shall be entitled to vote at meetings. Directors must be present at meetings in order to cast a vote.

Section 3. Quorum: A majority of the Directors currently holding office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 4. Public Nature of Meetings: The Foundation will comply with applicable law regarding the public nature and notice of its meetings should it open a charter school(s) [NC G.S. 143-318; NC Open Meetings Law].

Section 5. Correspondence to the Board: At the start of each meeting, correspondence to the Board shall be acknowledged.

Section 6. Annual Meetings: An Annual Meeting shall be held during the fourth quarter of the Foundation's fiscal year and shall be designated the annual meeting for the purpose of officially installing Officers and Directors.

Section 7. Special Meetings: A Special Meeting shall be held at any time called by the Chair or by any three Directors.

Section 8. Notice of Meetings: All meetings of the Board of Directors shall be held upon notice of the time and place thereof given to each Director and *ex-officio* Director at least five days before the meeting by any usual means of communication.

ARTICLE VII - Committees

Committees may assist the Board of Directors in its work. Chairs of committees should be board members, but committee members can come from board and non-board volunteers. Chairs of Committees report to the Board and take action from the board. The committees may include but are not limited to development, finance, policy, long-range planning, or any other committee the Board deems necessary. The Board President will chair the Executive Committee.

ARTICLE VIII – Policy, Procedure, And Restrictions

SECTION 1. Contracts: The Board of Directors may authorize any officer(s) or agent(s) to enter into any contract or execute and deliver any instrument in the name of and behalf of the Foundation, and such authority may be general or confined to specific instances.

SECTION 2. Loans: No loans shall be contracted on behalf of the Foundation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. Checks and Drafts: All checks, drafts, or other orders for payment of money issued in the name of the Foundation shall be signed by such officer(s) or agent(s) of the Foundation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. Deposits: All funds of the Foundation not otherwise designated shall be deposited from time to time to the credit of the Foundation in such depositories as the Board of Directors may select.

SECTION 5. Seal: The Board of Directors shall have the authority to prescribe a seal of the corporation. Until that time, as prescribed by law, official signatures are the corporation's seal.

SECTION 6. Waiver of Notice: Whenever any notice is required under the provisions of the North Carolina Nonprofit Foundation Act, or under the provisions of the Article of Foundation, or by these Bylaws, a waiver thereof in writing by the person(s) entitled to such notice, whether before or after time stated therein, shall be deemed equivalent to the giving of such notice. The Director entitled to the notice shall sign the waiver and it shall be filed with the minutes or corporate records.

SECTION 7. Fiscal Year: Unless otherwise ordered by the Board of Director the fiscal year of the Foundation shall begin on September 1 and end on August 31 in the following calendar year.

SECTION 8. Annual Audit: The accounts of the Foundation shall be audited on an annual basis by an independent, duly licensed, certified public accountant and the report shall be submitted to the Board of Directors.

SECTION 9. Parliamentary Authority: Robert's Rules of Order, Revised, shall constitute the ruling authority in all cases in which they are not inconsistent with these Bylaws or with any statute of the state.

ARTICLE XI - General Provisions

Section 1. Nondiscrimination Policy: The Foundation will not discriminate or otherwise prohibit any person from services (rights, privileges, programs, and activities generally accorded or made available to its students) on the basis of any race, color, age, gender, religion, sexual orientation, national/ethnic origin.

Section 2. Conflict of Interest Policy: All Directors of the Board shall abide by NC G.S. Section: 55A-8-31. Additionally, no one related by marriage, blood, or those cohabiting shall serve on Board of Directors at the same time. If a matter comes before the Board which place a Director in a conflict of interest between the interests of the Foundation and the interests of a Board Director, or a Board Director's family or business, that Director shall be prohibited from participating in the discussion or voting on the matter. Such a Director should be excused from the portion of the meeting where the matter is discussed and decided. A 2/3 majority of the Board may determine if a conflict exists.

Section 3. Whistleblower Provision: The Foundation will provide a whistleblower policy for signed acknowledgement to all board Directors to encourage them, if they have good-faith serious concerns about misconduct, including violations of law, or other conduct, regulations or policies/procedures to raise the concerns with the entire Board before seeking external resolution.

Section 4. Indemnification of Directors and Officers: Each Director, employee, or agent of the Foundation shall be entitled to indemnification or reimbursement by the Foundation for any expenses or liabilities incurred by him or her under the circumstances permitting such indemnification or reimbursement under North Carolina Nonprofit Foundation Act and subject to the conditions and limitations on such indemnification and reimbursements set forth in said Nonprofit Foundation Act. The Board of Directors may purchase and maintain insurance on behalf of any person who is or was an Officer, employee or agent of the Foundation against any liability asserted against him or her in any such capacity, or arising out of his or her status as such, whether or not the Foundation would have power to indemnify him or her against such liability.

Section 5. Dissolution: Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code; or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 6. Amendments/Review:

- a) These Bylaws may be amended, restated, or repealed and new Bylaws may be adopted by a two-thirds majority of the Directors holding office at the time of such proposed amendment(s) at any regular or special meeting of the Board of Directors provided that the Board of Directors shall have received written notice of such proposed amendment(s) along with notice of said meeting.
- b) Beginning in the second year of the Foundation, a committee of Board Directors shall review the Bylaws once annually to facilitate the best possible operation of school.
- c) Any changes made to bylaws must be indicated in one official copy with the changes to original language indicated in strike-through text.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that she is the Secretary of Corolla Education Foundation, a nonprofit corporation duly organized and existing under the laws of the State of North Carolina; that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation; and that the above foregoing Bylaws are now in full force and effect.

Freda E. Harmon, Secretary 3/7/11 Date

The undersigned persons certify the foregoing Bylaws have been adopted in accordance with the requirement of the Foundation Law.

Dated: 3/7/2011

[Signature], president
Director

[Signature], vice president
Director

[Signature], Treasurer
Director

Freda E. Harmon
Director

[Signature]
Director

[Signature]
Director

[Signature]
Director

STATE OF North Carolina

COUNTY OF CURRITUCK

3. **A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter.**

**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 corporation is: **Corolla Education Foundation**

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The street address and county of the initial registered office of the corporation is:
**716 Mainsail Arch
Corolla, NC 27927
Currituck County**

4. The mailing address *if different from the street address* of the initial registered office is:
PO Box 215, Corolla, NC 27927

5. The name of the initial registered agent is:
Susan Taylor

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

Meghan Agresto	Sylvia Wolff
PO Box 65/1124 Carotank Road	160 Beech Tree Trail
Corolla, NC 27927	Southern Shores, NC 27949

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.

8. Following are provisions regarding the distribution of the corporation's assets upon its dissolution: Upon dissolution, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Foundation, 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 either to the Currituck County Board of Education or to a non-profit benefit corporation whose primary purpose is 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
COROLLA EDUCATION FOUNDATION

the original of which was filed in this office on the 11th day of February, 2010.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 11th day of February, 2010

Elaine F. Marshall
Secretary of State

Document Id: C201003900292



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 AMENDMENT

OF

COROLLA EDUCATION FOUNDATION

the original of which was filed in this office on the 18th day of July, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 18th day of July, 2011

Elaine F. Marshall
Secretary of State

Document Id: C201119600074

C201119600074

SOSID: 1135941
Date Filed: 7/18/2011 10:50:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C201119600074

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: Corolla Education Foundation

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

8. Following are provisions regarding the distribution of the corporation's assets upon its dissolution:
Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code; or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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

07/12/11

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*) not a membership organization

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

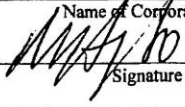
c. _____ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

C201119600074

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

This the 13 day of July, 2011

Corolla Education Foundation

Name of Corporation


Signature
Meghan Agresto, President

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.

Revised January 2000
CORPORATIONS DIVISION

P. O. BOX 29622

Form N-02
RALEIGH, NC 27626-0622

4. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The Board of Directors will ensure the success of WEVS through effective non-profit management, financial oversight and active fundraising, evaluation, and support.

Effective, professional management will be rooted in an understanding of non-profit theory and law, familiarity with the bylaws of the Corolla Education Foundation, a dedication to the mission of both the non-profit and WEVS, and board trainings. A board composed of people with a variety of professional and life experiences enhances all aspects of good management.

Board members must possess an understanding of the difference between management of the School Director (a board duty), daily operations of WEVS (the School Director's duty), and the areas that relate to both, which include, but are not limited to, policy setting, grievance resolution, financial longevity, curriculum development, school growth, marketing strategies, grant writing/reporting, goal-setting, and fundraising.

The Board is committed to its Conflict of Interest Policy, to its Anti-harassment policy, its active volunteerism, and its commitment to professional courtesy (for example, encouraging parents and the community to communicate directly with the School Director when appropriate, regardless of how well they know someone on the Board of Directors).

5. Explain the decision-making processes the board will use to develop school policies.

The Board of Directors and the Director will work closely to develop the policies that will govern the school. The process for developing policy will be:

- Vision/Mission: Basic policies have been drafted at the time of this application. The vision and mission that Corolla Education Foundation created for the school have guided their drafting.
- Once CEF has hired a Director but before it opens school doors the policy manual will be finalized, with the school's vision/mission, State law, charter school objectives, evaluation, and Standard Course of Study guiding the writing.
- Once school starts, recommendations for policy changes will come from any board member, the Director, or an employee or parent. The Board of Directors and the Director of the school will then evaluate the need for a policy.
- Once it has been established that there is a need for a particular policy, the Director and Board members will work together to propose wording for a policy that will meet the following criteria:
 - a) The policy will directly address the issue that prompted the suggestion.
 - b) The wording will be sustainable in that the policy should apply to and be relevant for all circumstances, including future situations and boards, recognizing the possibility and probability of growth and progression.
 - c) The policy will not hinder the ability for the Board or the Director to efficiently operate and/or support the mission or the Charter of the school.
- After the policy has been deemed relevant and appropriate, the Board will vote the policy into effect as per its bylaws.

- If applicable, the Director will then be expected to communicate the policy to all necessary parties, and to implement and uphold the policy in the daily operations of the school.

6. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The performance-based goals of WEVS fall into three separate categories:

- a) Ensuring that the needs of the WEVS' students, families, and community are met through support of the school's mission and Charter: This goal will be evaluated through interaction and discussion of teachers, students, parents, the Director, and Board members. Teachers will work directly with students and parents to confirm that academic goals are achieved. Evaluations shall be recorded by the teachers in the students' progress reports, which will be sent home at the end of every project period.
- b) Ensuring the academic success of WEVS by meeting all NC standards and testing requirements: Teachers will review the testing material and decide, based on the test-taking abilities of the group, whether or not in-class test practice will be administered. The teacher will have the option of conferring with parents and the Director to request that only a few students who demonstrate a need be removed from the class during pre-testing days to remediate test-taking skills and materials. It is preferred, in the interest of the students, that as little classroom time as possible be dedicated to "teaching to the test."
- c) Ensuring financial sustainability of the school: At every Board of Directors meeting, the financial status of the school will be reviewed to ensure that budgetary limitations are maintained and responsible spending is practiced. The Board will appoint a fundraising sub-committee composed of volunteers to ensure active fundraising year-round. This shall include grant applications, private solicitations, and activities. The school will host an annual fall fund-raiser that will emphasize the unique history and geography of the area.

7. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The responsibility of the Board members is, first and foremost, the well-being, success, and integrity of the school as a whole. This responsibility MUST come before personal interests and opinions, interests as a parent of a student of the school, business relations, political interests, employment, and loyalties to any other board or special interest group. This responsibility must be communicated to any individual willing to run for a Board position, and, upon accepting a seat, must sign a commitment of understanding and allegiance that will include the following information.

- Board members with a potential conflict of interest have the responsibility to advise the Board as a whole of said conflict and then recuse him- or herself from any voting with regard to that matter. He or she may participate in discussion regarding the matter, but shall offer only objective information.
- Board members may not participate in any business or personal dealings with the school unless the potential conflict of interest has been communicated openly to the board, and withstands all policies in regards to proprietary information, competitive bidding, and confidential information. Decisions about any such matters will, as abiding by the bylaws, be made only with a quorum (not counting the interested Board member) and all voting will occur without Board member present. The remaining

Board members have the right to ask the interested Board member to leave the room during discussion regarding business in which a conflict of interest may exist.

- Board members may not use their position to employ family members, and, should a member decide to be considered for employment, should withdraw from the board at the beginning of the application process. Former board members applying for employment must undergo the exact same application and hiring process as any other applicant.
- Board members must recognize that they, as individuals, carry no jurisdiction in the daily operations of the school except as noted by policy, and cannot, therefore, advise, instruct, demand, or persuade any employee of the school towards one decision or action unless acting with the rest of the board in an official board capacity and in accordance with policy.
- Board members will be reminded that when they publically express opinions about the board, the school, or the staff and/ or students of the school, they may not speak on behalf of the board unless specifically instructed by the board, and all such opinions should be expressed only when it is in the best interest and upmost integrity of the school and the Board of Directors.
- Violations of the Conflict of Interest Policy may result in expulsion from the Board, and possible legal repercussions.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

This section is not applicable to WEVS or the Corolla Education Foundation.

E. ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

Enrollment Policy:

- WEVS will be open to all students who qualify for public school in North Carolina
- It admits (and does not discriminate against) students of any race, color, national or ethnic origin, sexual orientation, ability, religion, age and gender to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.
- The geographic location of WEVS is part of what makes it uniquely tailored for local students. As such, WEVS will strive never to have to turn a child away due to capacity limitations.

- In the event that a lottery becomes necessary, priority shall be given to students who have no other nearby public school option in their community as well as in accordance with G.S. 115C-238.29F(g).
- Should a lottery become necessary for seats that become available, a local elected official in a local public forum will conduct the drawing for new students.

Enrollment and Lottery Procedures:

Enrollment:

Should it receive final approval in March 2012, WEVS shall announce its preliminary registration in May 2012. The enrollment time-period shall be reasonable in length (approximately three weeks) and

advertised throughout the community and beyond via the posting of information in local publications as well as through digital means (see Marketing Plan).

- **Ending the registration period:**
 - Should the initial registration period not produce full enrollment, the time period for enrollment shall be extended in one-week increments. This shall be clearly stated in all communications. No student shall be admitted until a final cut-off date is announced.
 - If the number of applicants exceeds the capacity of the school by the cut-off date, no further extension will be granted and a lottery will be held within two weeks.
 - In the event that the number of applicants exceeds the capacity of the school during the extension of the cut-off date, the cut-off date will be the end of that extension and a lottery will be held within two weeks.
 - Each applicant must provide a completed application packet to be considered for enrollment. It will contain (at least) the following forms: a personal application form that gives name, address of residence, parent's(') name and address(es), birth date, current school, grade attending, whether the student uses an Individualized Education Plan (IEP), and other information that may be found pertinent to have a complete record per State reporting requirements. Each family will be asked, though not required, to complete a financial-needs report in order to maintain accurate records for poverty counts that may be necessary to access federal or state grant funding.
- **Lottery:**
 - Priorities will be given to children of staff and siblings of current students.
 - The drawing of names will take place at a predetermined time/location. All applicants will be notified of the time, date, and place of the drawing and will have the right to be present and witness the drawing.
 - Applicants on the lottery list are drawn as sibling-groups. The official lists of all applicants/sibling groups in the drawing(s) will be open to inspection by the applicants for a 30-minute period prior to the scheduled drawing.
 - The person drawing names will blindly choose every name card, one at a time, from a container and shall read it aloud. An impartial person will confirm and record the names in the exact order drawn. This order, sorted by grade levels, will become the priority list to determine the order in which openings will be filled.
 - Parents/guardians not present at the drawing will be notified (in writing through normal means of communication) of openings. They will be asked to commit or decline within seven calendar days of notification.
 - In the event that a parent declines an opening, that opening will be offered to the next person on the appropriate class level list and his or her parents/guardians will be contacted. This procedure will continue until there are no remaining openings.
 - All applications received after the cut-off date will be added to the end of appropriate wait-list.

v. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant,

meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

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

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

1. Educational theory, foundation of the model, and proposed innovative offerings.

WEVS maintains that a child-centered and child-driven education will promote self-confidence in the students as leaders and pro-active members of the community. The school supports the concept that education is a progressive compilation of interpreted experiences.

With regards to the model of a child-centered education, Stephen R. Covey wrote in his book *The Leader in Me* (Free Press: New York, 2008) about the empowerment of children to drive their own education by participating actively in its direction and maintaining ownership of their learning. They do this by being a member of their school community, contributing ideas, working towards goals, and taking responsibility for their own actions. Biologist and educational theorist Jean Piaget, often labeled a founder of Constructivism, proposed that children gain their knowledge from their experiences, and progress through education only as they are ready and mature enough to comprehend the next level. He suggested that not all students can be expected to reach a certain cognitive level by a certain age as some cognitive abilities develop faster than others. (Learning Theories Knowledgebase (2011, September). Paradigms at Learning-Theories.com. Retrieved September 27th, 2011 from <http://www.learning-theories.com/paradigms>) Dr. Maria Montessori maintained that education is an experience, not something given or granted from teacher to student, which is a philosophy that has been successfully implemented in schools all over the world. (Seldin, Tim (2010, September) Dr. Montessori: A Historical Perspective from www.montessori.org)

WEVS founders favor an approach that embraces the aforementioned theories that encourage hands-on exploration of the world. A teacher's role will be to guide students through explorations, activities, and experiments while encouraging the application and analysis of their results and conclusions. Not only does this provide a knowledge base for future endeavors but also provides students with a method of investigation which they can again employ. It is this progression that teachers will be observing and that students will strive for. Students take ownership in their education by working with the teacher to set goals specific to their individual strengths and progression rates.

Inspired by such programs as No Child Left Inside and Slow Foods USA, much of the curriculum takes classes outside. Students are encouraged to: interact with nature and community, help nourish the school garden, ask questions, speculate and hypothesize, observe, explore, and get dirt under their fingernails. By having something tangible to show for their hard work, either in the form of a project or a contribution to the community, students develop a sense of pride in their learning. Pride breeds confidence and confidence inspires motivation.

WEVS offers the ideal location, resources, and community for a school that can accomplish such an education. Not only is the locality rich in history, it is rich in natural resources and observable wildlife as well: from the Currituck Sound and marshlands to the West, a National Wildlife Refuge to the north, the

Atlantic Ocean to the east, and all the wildlife included in such ecosystems. Corolla also has the professionals to support such studies including staff of: the Outer Banks Center for Wildlife Education, the Currituck Beach Lighthouse (1875), the Corolla Wild Horse Foundation, the Duck Research Pier, the Whalehead Club, and several coastal preservation agencies that specialize in educational programs, including the Coastal Studies Institute and the Surfrider Foundation.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Due to its small size, WEVS will utilize multi-age classrooms, a technique which has been employed quite successfully throughout the country. Advocates, including parents of students in such a classroom and the teachers who lead them, report that multi-age classrooms foster a sense of community as the older students naturally assume the role of nurturer and coach to the younger ones. (Caberea, Yvette, A Classroom Where Parents are Teachers. *The Orange County Register* 26 January 2011.) Teachers report fewer behavioral problems as older students strive to provide a good example for the younger ones and the younger children follow suit. Teachers also report that the adjustment period at the beginning of the year takes less time as 'veteran' students are already familiar with the teacher's expectations and routines, and the younger children are quick to mimic their veteran peers. (Katz, Lilian. The Benefits of Mixed-Age Grouping: <http://ceep.crc.uiuc.edu/eecearchive/digests/1995/lkmaq95.html> obtained 1 September 2011) Multi-age classrooms also allow students to progress at a more individualized rate as grouping is not necessarily by age. WEVS will begin with two classes; K-2 and 3-6.

The dynamics of multi-age classrooms will incorporate substantial parent and community involvement. WEVS will ask all students' families to commit to contributing no less than four hours a month at the school. The community survey conducted in October 2011 shows that non-parent community members are looking for active volunteer opportunities. WEVS will provide various opportunities in assorted areas to accommodate the diverse specialties and interests.

Teachers will utilize a project-based curriculum that incorporates all subjects of study. Work leading up to the project can be individual or group; can be teacher-led or take place in the form of peer-tutoring; may be inside or outside; and may involve pencil and paper or computers depending on the material and expected outcome.

SOCIAL STUDIES

The students of WEVS will be guided to explore and develop their roles in the community, the environment, and their own classroom. Students shall learn about the importance of those who participated in and helped to establish various civilizations and societies and how they shaped our current world. Students will be asked to see connections between current and historical times, to identify requirements for successful societies, and to conjecture about how elements of historical societies developed under various and unique circumstances. They will be encouraged, in every grade level, to help define the standards and expectations of individual classrooms in order to develop an appreciation for being an informed and active member of a democracy.

In accordance with NC State Curriculum Guidelines, students will investigate their surroundings and use available resources in the community to employ learning strategies derived from:

- Interviews with local citizens
- Library and internet research
- Exploration of historical landmarks such as the Currituck Beach Lighthouse, the Whalehead Club, Pine Island Hunt Club, Corolla Schoolhouse
- Visits to Roanoke Island's Lost Colony
- Exploration of the Currituck Sound and Atlantic Ocean
- Investigation of the Wright Brothers history
- Visits and observation of the Island Farm, a historic 1840s farmstead on Roanoke Island

Students will use the information gathered to create projects, define goals, peer teach and review, role-play and recognize the necessary elements of a successful society. They will construct a classroom society where they define the rules for a successful micro-civilization. They will assume responsibilities to assist in smooth classroom routine and encourage active participation as a citizen.

During their years at WEVS, students will create projects, which will also incorporate other subject matter, including the following examples:

- Map (both geographical and nautical) reading and drawing (connection: mathematics)
- Historical role playing (connection: language arts)
- Geographical familiarization (both local and global)
- Pen-pal projects incorporating current technology to increase cultural exposure (connection: language arts)
- Volunteering/supporting a cause of interest to the student
- Finances: each classroom will have some sort of currency as piloted by the teacher to be age-appropriate, to encourage fiscal responsibility and economic familiarization. (connection: mathematics)
- Student Government
- Recycling program
- Student Newspaper (connection: Language Arts)

SCIENCE

WEVS understands that science is part of every aspect of life and that scientific thinking will provide students with the ability to explore, discover, and explain the world around them. The school's unique setting offers an opportunity to provide the hands-on investigation of the physical world, including: the ocean, maritime forests, barrier islands, tidal pools, Currituck Sound and its wetlands, and the diverse flora and fauna found in these habitats, geology of various regions, and astronomy. WEVS supports the concept that children learn best by being actively involved in a real life setting rather than through vicarious experience. By fostering "science as inquiry," teachers will facilitate acquaintance with the scientific process by encouraging students to use various tools and technology to gather and analyze data while formulating rational conclusions.

WEVS recognizes the importance of health and nutrition, both in education and in real-life application. Inspired by several Slow Food USA fostered programs (www.slowfoodusa.org), WEVS will maintain a school garden whose harvest will be the responsibility of the students. Maintenance of the garden will be incorporated into the curriculum. Different grade levels will be responsible for different aspects of caretaking

as is appropriate for their age level and associated curriculum standards. Students will be involved in the entire process: from seed to food. Students should be able to identify the source of their nutrition and recognize the various elements and resources responsible for getting the food from garden to table. Students will be able to identify types of resources used to process and transport food as opposed to the resources used to harvest local foods. They will learn about how these things affect the nutritional value of their food.

WEVS will utilize its educational community resources to supplement curriculum, including, but not limited to:

- Outer Banks Center for Wildlife Education: specializes in the State's wildlife and interrelated natural resources
- Duck Field Research Facility: specializes in oceanography and weather research
- NC Aquarium: specializes in aquatic wildlife and ecosystems
- Network for Endangered Sea Turtles: specializes in sea turtle life cycles, habitat and conservation efforts
- Corolla Ocean Rescue: specializes in health education and water safety education
- Pine Island Audubon Sanctuary and Education Center: conservation and restoration of avian habitats
- Currituck Banks National Estuarine Research Reserve: dedicated to long-term research, education and stewardship

Throughout their explorations of the surrounding environment, students will employ numerous strategies to further the learning processes throughout the various topics. Methods may include:

- Questioning/ inquiry
- Observing
- Researching
- Organizing data/ classifying information
- Predicting/ hypothesizing
- Experimenting
- Verifying
- Explaining
- Concluding
- Applying

TECHNOLOGY

As society continues to incorporate technology into daily life and because Corolla is a remote community, WEVS will integrate innovative technology into its curriculum and teaching methods. Through the Internet, students will be able to access voices, minds, books and works of art from across the world and throughout history. WEVS teachers will use innovative technology to help students create global connections with other people doing the same. WEVS acknowledges that technology is ever changing and strives to familiarize students with the skills they will use throughout their careers. WEVS also emphasizes the importance of verifying resources found on the Internet, as well as appropriately citing them. WEVS teachers may also opt to introduce students to telecommuting capabilities for special classes. Students will help submit materials to and maintain the school website.

Additionally, WEVS students will be involved with various agencies that employ specific, and often original, technology. These collaborations will allow students to experiment with, observe and model assorted aspects of the environment. For example, the Duck Field Research Facility utilizes tools and technology unique only to that organization for wave, weather, and bathymetry monitoring. The Center for Wildlife Education employs techniques for studying the local wetlands specific to their individual tests and investigations.

In every unit studied, WEVS students will be invited to think creatively in an effort to create new technologies that may benefit the environment; some examples of challenges may include:

- Creating a method of conserving water while still ensuring proper hydration of all the plants in the school garden
- Capturing solar, wind, and hydro power
- Different methods of packaging to reduce waste
- Creating and using a cistern system;
- Alternative methods to cleaning up oil spills
- Methods of routing water through a domestic system to utilize it as much as possible before sending it back to the ground
- How to use windows to capitalize on the natural sunlight to supply heat, etc.

MATHEMATICS

One of the foundations for the educational theory at WEVS is guiding students to apply concepts to life. Infrequent use of textbooks allows teachers to create situations, lessons and connections, which students can relate to. The concepts taught in math will be revisited continually through other classes to reiterate their importance, application, and to encourage repetition and practice.

Math concepts will be taught with:

- Use of manipulatives so that students may 'touch' and visualize various concepts
- Problem solving, both individually and collaboratively so that students may gain confidence in their methods of application
- Applications relevant to everyday life scenarios, including:
 - Cooking/food preparation with the use of recipes incorporates fractions, ratios, and measurements
 - Oceanography: students can witness chart tides, moon cycles, compare calendars and predict patterns
 - Plant life cycles: students can observe seasonal patterns and changes, chart progress of plant growth, measure temperature, and identify flower colors and shapes
 - Planting a garden: counting seeds, measuring distances between them and recording the plan on a grid
 - Conduct studies involving several data groups to graph results (type of graph and topic of study would be in accordance with NC Standard Course of Study)
 - Adhering to a schedule: students will tell time and recognize time allotments for specific endeavors
 - Graphing progress of individual and class goals established during the first week of school

Allowing students to witness applications of mathematical concepts in all facets of life will encourage use and application, as well as increasing confidence in students' abilities to select the most appropriate and applicable computation method.

LANGUAGE ARTS

Virtually every element of the student's learning process involves language. Words are involved in every idea, from oral communication to written prompts to cognitive thinking and even pictures. Therefore, language elements can be incorporated daily and concepts can be revisited and reiterated throughout every other topic of study.

Students will, in accordance with the progression of the NC course of study, explore the language, its conventions and its components. From expressing themselves through oral, written, and various sources of media methods to interpreting body language and facial expressions, they will be able to communicate adequately and effectively. Once they have a solid grasp on the fundamental compositional elements of the English language, WEVS students will identify and use language in and from different contexts. They will be able to derive information from spoken word and literature. They will gain confidence in their own abilities to express themselves in front of other people, as their projects will involve explanations to their peers. They will present materials in class to teach their peers from their experiences.

Some of the genres of language arts that will be practiced:

- Speak
- Read
- Paraphrase
- Summarize
- Conclude
- Present
- Persuade/ debate
- Express

With a variety of literary options beyond standard textbooks, teachers will guide students through themes associated with the unit. Students will read individually and in both teacher-led and peer groups. Reading will also be a regular homework assignment as students will be encouraged to read with their parents at home nightly.

Students will have composition books in which they will write daily about either a teacher-assigned topic, a personal letter, or on topic of choice. This will serve to track student progress as well as help parents become familiar with their children's writing skills and thought processes.

ENRICHMENTS

WEVS encourages the development of an academically-diverse student by introducing various artistic techniques and different cultural experiences to education. Studying musical, performing, and visual arts allows students to identify associations with certain characteristics of specific cultures and eras, and introducing foreign language provides an excellent opportunity for cultural exposure. By introducing students to various styles, artists, mediums, and histories associated with art forms, students will be exposed to different means of expressing themselves. The arts also present an ideal 'canvas' for integrating various other subjects. As often as possible, teachers will correlate lessons in different subjects to art, keeping consistent with the current thematic unit. The WEVS community contains several local artists that range in specialty from sculpture to jewelry making, from woodworking to stained glass, and from country music to acoustic guitar.

Physical Education will be an integral part of every-day life for WEVS student. Teachers will incorporate physical activity into every lesson as much as possible. WEVS recognizes that exercise provides an excellent foundation for the physical health of a youngster and in allowing students the opportunity to develop a strong sense of physical and intellectual self. Teachers will organize friendly games so that students may cultivate a healthy competitive spirit while learning the grace of sportsmanship. Activities will also help to develop students' fine motor skills and hand-eye coordination and inspire life-long healthy choice and exercise habits.

3. Compliance with Federal and State regulations for serving exceptional children.

WEVS will comply with all State and Federal regulations regarding exceptional children, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 508 of the U.S. Rehabilitation Act. WEVS will work closely with Currituck County's special education professionals, the NC Alliance of Charter Schools, and the Future's Alliance (an Exceptional Children Management Organization) as well as the student's parents, to ensure that exceptional students' needs are being met. An IEP will be documented, filed in the student's folder and reevaluated every quarter or more often if any of the aforementioned parties see fit.

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

Entrance Requirements:

Parents must be able to provide the following information upon registering a child

- Copy of Birth Certificate
- Proof of Residency (wherever that may be)
- Immunization Records

If transferring from another school:

- Official transcripts from all previous schools
- Reason for transfer
- IEP (if applicable)

If entering kindergarten, child must be five by August 31st of the year they begin school

- Proof of a physical examination

Exit Requirements:

Students completing the sixth grade must have:

Successfully completed all necessary assessments for grade progression within the school

Successfully completed all required state tests

Have completed the 6th grade service project

5. The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1))

2012/2013

School Start Date:	August 28, 2012
First Project:	September 4-28
Second Project:	October 1-26
Third Project:	November 1-30
Fourth Project:	December 3-January 17
Fifth Project:	January 22- February 15
Sixth Project:	February 29- March 15
Seventh Project:	March 18- April 19
Eighth Project:	April 28- May 24
State Mandated Tests:	May 28-May 31
Community Outreach:	June 3-7
Year Wrap-Up:	June 10-14
Final Day of School:	June 14, 2013

Holidays/ Breaks:

September 3 (Labor Day)
 October 15 (President's Day)
 November 12 (Veterans Day)
 November 21,22,23 (Thanksgiving Break)
 December 24-31; January 1 (Winter Break)
 January 18, 21 (President's Day)
 February 18 (Teacher Work Day)
 March 1 (Potential Make-Up Day)
 April 22-26 (Spring Break)
 May 27 (Memorial Day)

School Calendar - Quarters Starting in Sept.

184

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Sep-12							Oct-12							Nov-12												
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat						
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Dec-12							Jan-13							Feb-13												
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Mar-13							Apr-13							May-13												
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Jun-13							Jul-13							Aug-13												
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Shaded areas: Scheduled instructional days
 ED: Early Dismissal
 H: Holidays
 RW: Required Work Day
 V: Vacation Day

6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

With each unit, students will have a project to complete which shall incorporate all subjects. Students will have to complete, summarize, and present the projects. Students will be advised of the specific requirements to be demonstrated in each project, and teachers will use rubrics to ensure that all necessary curriculum standards are met with each project. Teachers will also provide objective feedback for both students and parents to review, while documenting both objective and subjective feedbacks on the students' progress reports. Teachers may also opt to allow peer-evaluation when appropriate. Based on the project rubric (see #7) teachers will provide a score at the conclusion of each project to be recorded on each student's progress report.

Throughout the year, teachers will use subjective assessments and meet with parents and students to ensure that students are meeting requirements for state curriculum. Teachers may also administer practice tests to familiarize students with written tests similar to those required by the state. Teachers may use the results of those practice tests to help evaluate the level of each student on standardized-test preparedness.

Teachers may also subscribe to the Accelerated Reader program, Study Island, and/ or similar current programs to allow students and parents another learning and assessment tool. The teacher and student will work together to set a goal for points and reading levels and shall revisit those assessments and goals periodically throughout the year.

7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

WEVS recognizes that a school's success and effectiveness is often based largely on standardized tests scores. WEVS will set a goal of an 80% to 100% at-level proficiency rate for state-mandated testing. However, WEVS posits that written tests are not the exclusive indicator of a student's academic abilities. Therefore, when evaluating student progress, WEVS will use cumulative observational tools such as teacher assessments, parent communication, progress reports, daily work, project portfolios, and observation of social interaction as an additional measure. This will allow assessment of student improvement and development during the year.

Each year will consist of eight four-week projects. Each project will be assigned at the beginning of the unit, which will incorporate appropriate subject matter from the NC Standard Course of Study. Students will receive a rubric defining the requirements of the project that will allow them the freedom to pursue their individual ideas but be focused enough to guide students to use, research, investigate, and apply relevant material. Projects might be the creation of a book, an invention, a piece of visual art, a power point presentation, a web page, an experiment, a board game, a play, etc. Projects may be assigned as individual or group work, however, teachers will evaluate and conference with students individually.

Goals will specifically address academic growth, life skills, and demonstration of responsible citizenship. Teachers will record observations and student feedback to answer the following questions, which should be addressed at the end of every week:

- Is the student comprehending the material?
- Is the student demonstrating critical- thinking skill?
- Is the student demonstrating problem-solving skills?
- Is the student applying learned concepts appropriately?
- Is the student demonstrating appropriate time management skills to accomplish the goals set forth?
- Is the student performing assigned tasks and cooperating with peers?

Weekly schedules should follow this itinerary:

- Week 1: Project introduction and overview, including background information, demonstration and/or trail/ practice if appropriate. On Friday, teacher will meet with students to define goals and due dates.
- Week 2: Students brainstorm and research. On Friday, the teacher will evaluate submissions for project plans.
- Week 3: Students apply concepts and assemble projects. On Friday, teacher will meet with student to ensure that they are on schedule and accomplishing the means to the end.
- Week 4: Students will finalize projects and prepare them for presentation. The end of the week will be presentation, which the teacher will evaluate according to the rubric.

8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Teachers will work with parents and the administrator to keep all students on track with the goals that they set. If the teacher or parent feels that the child is not performing at the level that the teacher, student, and parents believe is a reasonable expectation, then all three parties will conference to determine the issue behind the lowered performance level. The teacher will keep in mind that the source of issue might be social, emotional, family-oriented, internal, or simply frustration from an overwhelming goal or struggle with material. Because each student will have different stimuli motivating their performances, the teacher will assess the student individually but as a whole person, and use parents, volunteers, and, if applicable, peer-involvement to inspire the student back on track. The ‘refocus’ effort may simply need a conference with the parents, or may be a series of conferences, evaluations, incentives, and goal modifications to find a challenging but attainable path for the student.

9. Details of the proposed charter plans to involve parents and community members in the school.

WEVS will require a volunteer commitment from parents to ensure parent involvement, not only to allow parents to be involved in the student’s education, but also to encourage parent participation in school development. WEVS is well-supported by the community, which is made up in a large part of retired, educated, community-minded professionals.

Of the 213 who responded to CEF's survey, 96 WHO DO NOT HAVE CHILDREN indicated that they would volunteer. Of those people, 47 said that they would assist a teacher. Twenty (20) said that they would volunteer for board service. More than 50% of the people who are retired said that they would assist a teacher. Clearly this group is ready for active participation.

Of the parents who responded to the survey and said that they would consider sending their children to a small, charter school in Corolla, 100% of them said that they would volunteer in some way.

WEVS will nominate a volunteer coordinator to work closely with volunteers and teachers to acquire the knowledge base of the community. All non-parent volunteers will be required to undergo a criminal background check.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

One of the benefits of a low student to teacher ratio is the ability of the teacher to observe and evaluate students consistently on an individual basis. WATER'S EDGE VILLAGE allows students to work within their limits to challenge themselves by setting goals and a plan to accomplish them. This is an environment that caters to individual learning styles that should allow gifted students, ESL students, and at-risk students to thrive in a controlled, safe, respectful, and supportive environment.

Gifted students could be identified either informally by a teacher or a parent that notices consistent demonstration of high intellectual aptitude in one or more areas of study, or formally (as requested by the teacher or parent) by using tests consistent with those used by the LEA such as the OLSAT or CogAT. The teacher may revisit the goals of the individual student upon recognition of exceptional abilities, and the teacher may alter the student's projects to emphasize the area of interest and ensure that the project is challenging enough to keep the student interested and engaged.

At-risk students should flourish in the environment provided by WEVS. Multi-age classrooms allow students to progress at their own rate and not have to be defined by grade level. If a student struggles in school as a result of an issue at home, the school will work to provide the emotional support and guidance services needed for the student to succeed.

For all of these students, WEVS shall call on the immense volunteer base with to find people with backgrounds that correspond to individual needs.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

WEVS recognizes that each student is unique. Therefore, we will specifically address the individual needs of our exceptional children with regards to academics and behavior as dictated by each student's Individualized Education Plan (IEP). The classroom teacher and the Exceptional Children's teacher will collaborate to ensure that the student is getting the services that he or she is entitled to. WEVS recognizes the need for a partnership to exist among teaching staff, parents, and students in order to meet the needs of exceptional children.

Exceptional children will have behavioral expectations, limits, motivations, and consequences detailed in their IEP, which teachers will support and honor. WEVS staff is committed to accommodating the specific needs of every child. All decisions, goals, plans, and concerns will be documented in the students' individual files to ensure proper evaluation of progress.

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

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

Children, like adults, make mistakes. WEVS will provide the appropriate boundaries, corrections and consequences to turn mistakes into an opportunity for a meaningful and positive learning experience. Understanding that some children will need more guidance and intervention than others, the discipline policy invites and expects families to work closely with the school. WEVS recognizes that discipline can require a collaboration of families, teachers and administrators to resolve problems that present special challenges to the educational mission of the school. The Board will update the handbook, which begins on the next page, annually.



STUDENT HANDBOOK

Mission: Water's Edge Village School provides a local education option to its isolated coastal community, a place rich in natural resources and environmentally focused organizations. Galvanized by a diverse community of people deeply invested in the success of a local school and grounded in partnerships with children and families, WEVS provides a rigorous, child-centered learning environment. Leadership principles and an academically challenging, integrated, hands-on curriculum empower students by instilling a sense of social and environmental responsibility while nurturing both body and mind.

2012 Board of Directors:

Meghan Agresto, President
Sylvia Wolff, Vice President
Frieda Harris, Secretary
Adam Hess, Treasurer
Sharon Twiddy
Susan Taylor
Karen Clark

Student Code of Conduct

- 1) Disciplinary Policy
- 2) Grievance Policy
- 3) Absences
- 4) Dress Code
- 5) Electronic Devices
- 6) Health Services
- 7) Technology
- 8) Volunteerism

Student Code of Conduct

1) The Code of Conduct and Discipline Policy:

WEVS strives to provide a safe and positive environment where children learn to appropriately communicate, play and work within a diverse community of individuals. Our child-centered, non-authoritarian philosophy on discipline will focus on helping our children grow to be self-disciplined, self-moderating, and internally motivated by respect for themselves and others. To this end, WEVS stands committed to the practice of both positive discipline and conflict resolution grounded in the principles of restorative justice. At WEVS, all children will learn the social skills that are fundamental to their individual growth as informed, ethical and responsible citizens of a globally- defined community.

The expectations are designed to ensure that students are treated fairly and can recognize consequence. Student conduct is not simply a policy, but a fundamental incorporated into the daily routine. Students are expected to demonstrate behaviors that benefit the community by embracing the following pillars of conduct:

- Respect for oneself and others, body, space, and property;
- Citizenship, which involves encouraging, supporting, and participating in the community;
- Leadership, which includes setting good examples, being comfortable in the minority; exhibiting confidence in one's own moral compass, and embracing the fact that every individual has the ability to make a positive difference;
- Listening to oneself, to others, and to instructions;
- Responsibility, including accepting consequences for one's actions, and making sound, moral decisions.

At the start of each academic year, teachers will, with student input, establish behavioral expectations, classroom rules, and consequences. WEVS has high expectations of students and is committed to helping children learn, respond to, and ultimately meet those expectations. Teachers will provide initial levels of correction to disciplinary matters. Correction might include:

- Positive instruction
- Interruption or redirection
- Reminding students of expectations and consequences
- Restrictions or removal of privileges and opportunities

In those cases when first-response corrections are not effective, the teacher, school director, student, and parents will meet to develop a behavior plan to motivate the student to correct his or her behavior. The plan will be recorded in the student file and re-evaluated at time intervals set by the group.

Repeated behavioral issues that teachers feel incapable of managing and that are detracting from the educational needs of the other students will be evaluated by the school Director who may advise that the student be removed from the school, although every effort will be made to inspire positive behavioral changes.

Should removal of a student become necessary, the Director shall advise the Board of Directors of such a decision. The student's parents may follow a grievance process with the board if they feel the findings are unsatisfactory.

WEVS recognizes that certain behaviors warrant further action, including the following:

- Fighting
- Intimidating and/or bullying
- Stealing or cheating
- Vulgar, profane or obscene language
- Defiance of authority
- Insolence or rudeness
- Arson
- Possession of a real, look-alike, or pretend firearm or weapon; or explosive or flammable material
- The sale or distribution of a drug, controlled substance
- Using or threatening to use serious force
- Leaving school and/or school activities without permission
- Excessive class disturbances documented by staff or classroom teacher

Consequences for Unacceptable Behavior:

- Unacceptable behavior may result in an in-school or out-of-school suspension of the student. Exceptions may be made on a case-by-case basis through the administration. Before the student returns to class one or more of the following steps may be initiated:
 - The student meets with the Director and classroom teacher to discuss the incident and develops a plan to ensure the behavior does not occur in the future.
 - The Director meets with the parent/guardian and the student to discuss the incident and develop a plan to ensure the behavior does not occur in the future.
 - The student may be referred for further counseling and behavioral services, with removal from the classroom for a period of time. Parent/Guardian involvement is required.

When making decisions regarding consequences as well as the processes leading to potential removal from school, consideration will be given to the following:

- Student's behavioral history
- Self-defense
- Any disability that substantially impairs the student's ability to judge the wrongfulness of her or his conduct

2) Grievance Process Policy:

If parent OR a teacher disagrees with a decision made by a school administrator, he or she will notify the School Director in writing and those parties should attempt to reach a resolution. If the decision was made by the Director or a Board Member, or if the complainant is dissatisfied with the Director's decision, he or she should address the letter to the Board of Directors. The Board of Directors will immediately acknowledge, in writing, the receipt of the letter and will schedule a time for all parties to gather to address the issue. The Board will then appoint one of its members to then investigate the content of the letter, including interviewing the administrator whose decision is being challenged, and reviewing any associated documentation including correspondence, grades, evaluations, notes, etc. This investigation should be completed before the conference of all parties. The investigator will then report all findings to the Board independent of any interested party present. Only after that will the conference between all parties occur. Each interested party will have the opportunity to state their case in front of the Board. After all sides have

been heard, the Board will discuss the matter amongst themselves, again independent of any interested party. They will then vote on supporting, overturning, or altering the decision made by the administrator. The board will keep in mind that all decisions should be made in the best interest of upholding the mission and policies of the school and protecting and supporting the students who attend it. The meeting and any discussions will be entered into Board Meeting minutes, which, if it doesn't fall on a regular meeting, will be entered as a special meeting. The complainant has a right to speedy resolution, especially if the issue is time-sensitive such as a student suspension or other disciplinary matter. All parties will act as quickly as possible without sacrificing the thoroughness of an investigation. The decision of the board will be the final decision regarding the issue.

3) Absences:

In accordance with the Currituck County public schools policies, WEVS encourages students and parents to take the responsibility to ensure that the student is in attendance as much as possible as attendance is paramount to the student's academic success. In order for an absence to be excused, the parent of guardian must submit a note of explanation within two days of the absence. Students are expected to make up all missed work unless excused in writing by the Director considering extenuating circumstances.

Excused Absences

- Absence due to injury or illness as reported and approved by the parent and/ or legal guardian.
- Absence due to injury or illness as documented by a physician.
- Absence due to doctor or dentist appointment that cannot be taken care of outside the normal school day.
- Absence due to death in the family or life-threatening family emergency.
- Absence due to religious observation of a holiday or ritual.
- Absences pre-approved by the Director which may include:
 - Family travel
 - Educational vacation
 - Involvement in an athletic or community event

4) Dress Code:

Students' apparel should reflect respect for themselves and their community. Apparel that distracts from the learning environment is not acceptable. Torso and underwear should be adequately covered at all times. Skirts and shorts should come to at least the fingertips of the students as they stand with arms at their sides, fingers pointed down. Halter tops shall not be worn. Clothes should be free of vulgar messages as well as depictions or messages of violence, tobacco, drugs, or alcohol use. Any violation of this policy will result in communication with parents, and possible removal from the school until the issue is corrected.

5) Electronic devices:

The use of personal electronic devices is prohibited during the school day unless the student has explicit permission from the teacher to support an academic pursuit. Devices must stay stored in the student's backpack or cubby during the day. Unauthorized devices found on a student's person during the day will be confiscated and must be retrieved personally by a parent or guardian.

6) Health Services:

In accordance with Currituck County Public School Policy: no child shall be permitted to attend school unless a certificate of immunization indicating the child has received the immunizations required by G.S. 130A-152 is presented to the school. If, on the first day of attendance, the child does not present such a certificate, the parent or legal guardian shall be notified. This person shall be given thirty (30) calendar days from the first day of attendance to obtain the required immunizations for the child. If, following approved medical practice, the administration of a vaccine requires more than thirty (30) calendar days to complete; additional days may be allowed in order to obtain the required immunization. At the end of the thirty (30) calendar days or extended period, if the required immunizations have not been obtained, the school shall withdraw the child. No child will be required to have any such immunization if his/her parent objects thereto, in writing, on the grounds that it conflicts with their religious beliefs, or if the child's physician certifies that the required immunization is or may be detrimental to the child's health for as long as a medical contraindication exists. More information can be obtained from <http://www.immunizenc.com/Schools.htm>. Vaccines are available from your child's pediatrician or at the local Health Department.

7) Technology:

Technology is considered a valuable resource and component of a contemporary education and is an integral part of learning at WEVS. All users of any information technology resource must comply with Acceptable Use Policy. Student use of technology will be supervised in a manner that is appropriate to student's age and use. Any violation may result in revocation of user privilege and or disciplinary action.

8) Volunteerism:

Policy shall include obligation of all volunteers to sign a Commitment to Volunteerism as well as to submit a nationwide background clearance check.

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

Since it began work three years ago, the board of the Corolla Education Foundation has been a group of active school-advocates. All board members and interested community members will assist in the following:

November 2011-February 2012

- Host "Application Send Off" event
- Continue to raise awareness about application submitted; vision/goals/objectives
- Host educational events

February 2012

- WEVS application successful!
- Host community event
- Send out fundraising e-mail requesting
- Use Email List Manager (MailChimp) to email Donation Letter (already written) to 5,000+ people (community, concerned friends/family) with goal of raising \$100,000
- Press Release/Media update
- Begin grant writing
 - State Farm Safe Neighborhood
 - Outer Banks Community Foundation
- Attend training in Raleigh

March 2012

- Procure (purchase/receive from Currituck County Board of Ed) necessary equipment
- Post job description for Director in all appropriate media outlets
- Attend training in Raleigh
- Finalize location and details

April 2012

- Hire Director
- Complete publications: student application, school handbook, forms
- Attend training in Raleigh

May 2012

- Begin registration and enrollment
- Attend training in Raleigh

June 2012

- Hire staff
- Begin training
- Attend training in Raleigh

July 2012

- Finish staff training
- Attend training in Raleigh

August 2012

- Community Open House
- Press release for Grand Opening
- Parent Orientation
- Open doors- first day of school

October 2012 - Annual Fundraiser (Haunted Corolla Village)

VII. BUSINESS PLAN

PROJECTED STAFF:

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

Salaried Staff:

1. Executive Director
2. 2 full-time NC-certified teachers
3. Special Education teacher as dictated by IEPs

Community volunteers as:

1. Teaching assistants
2. Volunteer coordinator
3. Grant writers
4. Clerical Assistants
5. Guidance Counselor
6. Custodian/Maintenance
7. Nurse

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school

WEVS Board of Directors will advertise open positions on the school website, the Corolla Education Foundation website, online bulletins, and in the local newspapers. Each position will be posted at least 30 days before closing the application process. The Board will evaluate applicants based on:

- Experience (quantity and diversity)
- Creativity
- Qualifications

The applicant pool may be narrowed to a group of five, at which time a Board member will be selected to provide reference checks. Interviews will be awarded to those five as long as employment history is verified as accurate. Board members will conduct interviews and will assess such positive characteristics as:

- Charisma
- Energy
- Communication skills
- Creativity
- Portfolio (interviewees will be asked to assemble a portfolio of lessons or projects or classes that they believe represents their quality of work)

Once the interview process has been completed, the Board will vote to make a selection. That person will be notified in writing, and will be asked to sign a contract.

- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

****WEVS WILL CONTINUE TO REVISE THE EMPLOYEE HANDBOOK AS DETAILS OF THE CHARTER AND THE CIRCUMSTANCES BECOME MORE CONCRETE.**



EMPLOYEE HANDBOOK

The Corolla Education Foundation and Water's Edge Village School welcome its employees to this unique and stimulating academic environment.

We are here to support the mission of the school and the academic pursuit of the students. All of our employees are a fundamental part of that path. Integral to the success of the students is the efficiency and effectiveness of the staff and the efficacy of communication between the teachers, the Director, and the Board of Directors.

EQUAL OPPORTUNITIES: WEVS is an equal-opportunity employer: employees will not be discriminated against due to age, race, sex, religion, national origin, color, disability (including the Americans with Disability Act (ADA) which includes pregnancy). It is the employee's responsibility to report a disability to the Director so that appropriate accommodations may be made.

HARASSMENT: WEVS strives to provide a work-environment that is comfortable, supportive, encouraging, and sincere. WEVS will not tolerate harassment in the workplace. Harassment, including sexual harassment, can take many forms, and may encompass many situations. It is requested that employees refrain from any communication that may be deemed offensive or slanderous, which may include, but is not limited to: slurs, threats, inappropriate jokes or statements, teasing, innuendos, or flirtations. If an employee believes that he or she has been subjected to inappropriate contact, he or she must notify either the Director or a Board Member as soon as possible. All complaints will be investigated. Initial investigations will be conducted discreetly considering the sensitivity of the subject.

Depending on the severity of the accusation and the initial review of the situation, the Board may elect to take immediate disciplinary action pending the result of a formal investigation.

The school will not tolerate harassment of its employees by third parties and employees should report such issues immediately so as to resolve them as quickly and efficiently as possible.

CRIMINAL BACKGROUND: All Employees and non-parent volunteers will be required to undergo a national criminal background check before working with any students. This will include signing a consent form with regards to the check and having fingerprints obtained by local law enforcement.

CREDENTIALS: Employees are expected to maintain the licenses and credentials relevant to their positions. WEVS will work with Currituck County Schools to provide teacher development opportunities. The Director will also keep the employee informed as to approaching expirations of current credentials and licenses.

DRESS: Employees are expected to be professionally dressed and maintain good hygiene: clothes should not have holes or tears, lengths and appropriate coverage should be adequate enough that there is no question of appropriateness. Attire should be professional but practical for hands-on learning.

PREPAREDNESS: All employees are expected to be at school and ready for the day at least one half hour before children may arrive. They are expected to remain at school until all children have left the premises. Employees are expected to be prepared for the day. Lesson plans should be available at least five days in advance.

SAFETY: All employees are expected to maintain and demand the highest level of safety for the staff and students. This includes participating and encouraging prompt response to fire drills and adherence to safety laws and regulations. Teachers should also maintain their students' emergency records so that they are organized, accessible, and up-to-date. Teachers should work with the Director to have a plan in place in case of an emergency- both for on-campus and off-campus situations.

SMOKING: The building and grounds of WEVS are tobacco- and drug- free. There shall be no such consumption on its properties.

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

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

WEVS is an Equal Opportunity Employer. The school does not discriminate on the basis of gender, race, color, religion, age, national origin, or sexual orientation.

All instructional staff (teachers and assistants) must have a commitment to an integrated, hands-on approach and a child-centered educational model of learning. Classroom teachers must also be committed to teaching in a mixed-grade setting while utilizing the unique environment and resources within the WEVS community. In accordance with G.S. 115-238.29B, 75% of elementary instructors shall be certified in the state of North Carolina.

Executive Director:

- Will possess a Master's Degree in Education or a related field
- Has experience in coordinating and monitoring instructional programs
- Proven fund-raising experience
- Is adept at providing staff development
- Is able to create budget and financial statements
- Will spend time assisting teachers in classroom daily
- Communicates and works collaboratively and cooperatively with staff, students, parents, and Board of Directors
- Reviews student and staff immunization records; coordinates family services, volunteers, and finances; maintains all records; and files all state-required reports including but not limited to the SIMMS and UERS.
- Is a liaison in connecting and promoting the school to the community
- Is responsible for the day-to-day operations of the school and for reporting to and working with the Board of Directors.
- Will undergo a criminal background check prior to employment
- Preferably has a special education certification

Classroom Teacher:

- Exhibits love of children, teaching, and learning as well as a call to the teaching profession
- Possesses a Bachelor's Degree in Education, a related field, or in a specialized field of expertise
- Holds a valid NC teaching licensure - preferably designated as Highly Qualified
- Has skills for planning and implementing developmentally appropriate, hands-on lessons for students in mixed-age classrooms
- Is willing and able to create learning opportunities that utilize the unique environment and call on the wealth of expertise of volunteers in the community
- Has the ability to professionally supervise and evaluate other professionals
- Willing to participate in objective, self-evaluation

- Possesses professional demeanor, speech and appearance
- Willing to acquire first aid/CPR certification
- Has excellent verbal and written communication skills
- Has excellent human resources skills
- Is technologically competent
- Will undergo a criminal background check

Assistant Teacher

Required

- Has a minimum of high school diploma with additional college course work
- Is willing and able to create a positive, child-centered education environment
- Is willing and able to participate in objective self-evaluation
- Exhibits professional demeanor, speech and appearance
- Is willing to acquire first aid/CPR certification
- Is able to give and receive collegial, constructive direction and suggestions
- Is able to complete a project or cycle of work
- Possesses excellent verbal communication and human resources skills
- Will undergo criminal background check

Desired

- Associate or Bachelors Degree in related field
- Technological competence
- Prior educational experience
- NC State Teaching Licensure

ENROLLMENT

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

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

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

Corolla's location and population give WEVS a compelling reason to seek exemption from the 65-student minimum for charter schools, as allowed by State Statute § 115C-238.29B(b)(12). The year-round population of Corolla is currently less than 600. The town is separated from the rest of its county/LEA by the Currituck Sound and by 20 miles of Dare County roads. (See appendix A for census information and map.) WEVS expects that the majority of students to be children of local residents. WEVS will also serve those families from surrounding communities seeking a more innovative curriculum.

Historically, new families have moved when their children reached school age. Parents of young children could remain in Corolla if WEVS were given charter status. This "if you build it they will stay" premise has

been corroborated during discussions with the families and by people who say they would even consider moving back.

Additionally, Dare County families seeking an alternative to the high student- to- teacher ratio in the classrooms of that LEA will boost enrollment numbers. WEVS expects that some Dare County students will attend our free, public charter school because they are attracted to our vision, which includes small classroom size, individual attention, and low student to teacher ratio. Dare parents would not have to pay transfer tuition (as Corolla families must to attend Dare public schools.) There also exist parents who are employed in Corolla and would prefer to have their children in school close to their place of employment.

The beauty, resources (both natural and community-based), and safety of this town make it a perfect location for a successful and well-supported charter school.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

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

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

**PROJECTED ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Currituck County

List LEA #2 – Dare County

List LEA #3 – Other

<u>GRADES</u>	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten K	<u>6</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>0</u>
First 1	<u>3</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>6</u>	<u>2</u>	<u>0</u>
Second 2	<u>5</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>7</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>
Third 3	<u>2</u>	<u>3</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>7</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>
Fourth 4	<u>1</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>7</u>	<u>1</u>	<u>0</u>
Fifth 5	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>
Sixth 6	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>0</u>

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Eighth	8	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ninth	9	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Tenth	10	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Eleventh	11	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Twelfth	12	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	LEA Totals	<u>19</u>	<u>11</u>	<u>1</u>	<u>19</u>	<u>12</u>	<u>0</u>	<u>22</u>	<u>11</u>	<u>0</u>	<u>28</u>	<u>10</u>	<u>0</u>	<u>29</u>	<u>10</u>	<u>0</u>
Overall Total Enrollment		<u>31</u>			<u>31</u>			<u>33</u>			<u>38</u>			<u>39</u>		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	<u>\$141,229</u>	<u>\$141,229</u>	<u>\$150,341</u>	<u>\$173,120</u>	<u>\$177,675</u>
--Local Per Pupil Funds	<u>\$66,951</u>	<u>\$66,951</u>	<u>\$71,270</u>	<u>\$82,069</u>	<u>\$84,229</u>
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$208,180</u>	<u>\$208,180</u>	<u>\$221,611</u>	<u>\$255,189</u>	<u>\$261,904</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

Budget (continued): Revenue Projections 2012-13 through 2016-2017

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide

		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	students:	31	31	33	38	39
State	\$4,555.78	\$141,229.18	\$141,229.18	\$150,340.74	\$173,119.64	\$177,675.42
Local	\$2,159.71	\$66,951.01	\$66,951.01	\$71,270.43	\$82,068.98	\$84,228.69
	TOTAL	\$208,180.19	\$208,180.19	\$221,611.17	\$255,188.62	\$261,904.11

Budget (continued): Expenditure Projections 2012-13 through 2016-2017 GS 115C-238.B(b)(5) Budget may be amended as the needs of the school dictates.

	Total LEA/State:	\$ 208,180	\$ 208,180	\$ 221,611	\$ 255,188	\$ 261,904
BUDGET EXPENDITURE PROJECTIONS		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Students		31	31	33	38	39
Total # of staff		3	3	3	3.5	3.5
--Administrator(s)		1	\$45,000	\$45,000	\$47,380	\$47,380
--Clerical						
--Teachers		2	\$66,000	\$66,000	\$70,000	\$87,500
--Librarians	volunteer				(2.5 teachers now)	
--Guidance	none					
--Teacher Assistants	volunteers					
--Custodian	staff and volunteers					
--Maintenance	volunteers					
--Food Service	none					
--Bus Driver	none					
1xmonthly nurse/substitute teachers		\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
Employee benefits		\$14,400	\$18,000	\$21,600	\$25,200	\$33,600
Staff development	Along with LEA	\$2,300	\$2,300	\$2,300	\$2,300	\$2,300
Materials and supplies	Along with LEA	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Office supplies		\$4,000	\$1,500	\$1,500	\$1,500	\$1,500
Instructional equipment		\$10,400	\$8,000	\$8,000	\$8,000	\$8,000
Office equipment		\$3,000	\$1,000	\$1,000	\$3,000	\$2,000
Testing materials	Along with LEA	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Insurance		\$15,000	\$15,000	\$17,000	\$18,000	\$19,000
Utilities		\$10,000	\$10,000	\$10,000	\$10,500	\$11,000
Rent		\$11,880	\$11,880	\$12,000	\$12,000	\$13,000
Maintenance & repair		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Transportation		\$500	\$500	\$500	\$500	\$500
Marketing		\$500	\$300	\$300	\$300	\$300
Food/cafeteria		\$0	\$0	\$0	\$0	\$0
Supplies		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Contingency		\$4,700	\$8,200	\$9,531	\$18,508	\$12,824
TOTALS		\$208,180	\$208,180	\$221,611	\$255,188	\$261,904

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>2,000</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>2,000</u>

ADDITIONAL NOTES:

When our first attempt at creating a charter school in Corolla last year was unsuccessful, there was great disappointment in the community. We know from anecdotal evidence and the encouraging data from three community surveys (one annually for the past three years) that the community and the LEA County Superintendent desire to see this effort succeed. We are waiting to send out a "small schools need big money" email until we have the charter, but expect a good return on our first fundraising campaign.

MARKETING PLAN (GS 115C.238.29F(g)(1-7))

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

The Corolla Education Foundation has been communicating with the local community for the past two years. It has released two surveys, posted flyers, hosted multiple community events, published press releases and makes social media posts to advise, alert, and promote events and programs. The Board of Directors maintains an email bank of about 300 community members and has access to an community listserv of an additional 550 residents, homeowners, and voters. WEVS has a webpage and a Facebook page and uses both to inform the public. Many newspaper articles have been written about our efforts (see Appendix D). The Board of Directors will ensure that every possible outreach method is employed,

including Spanish translations of our public notices, and will work to ensure that all information is available to as many people as possible.

The Northern Outer Banks is served by three local printed newspapers: The Coastland Times, The Sentinel, and the Daily Advance. The Virginia Pilot is the major daily newspaper and comes out of southern Virginia. All four papers are responsive to press releases from 501c3 community organizations. Additionally, there are several groups with online presence that share information about community needs including Common Good enews dedicated to Social Justice, Social Action and Community Outreach in Dare and Currituck Counties (<http://obxcommongood.org>) and the Outer Banks Voice on Facebook. WEVS will take every opportunity to ensure that it appears in the news, from fundraisers to community service projects; from enrollment dates to employment opportunities; from volunteer involvement to drama performances.

SCHOOL AUDITS:

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

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

Program auditing and accountability systems take many forms and will be based on multiple indicators. Working closely with students to establish highly individualized objectives, tracking data for those objectives as well as for traditional testing, and encouraging observation and feedback by all stakeholders with regards to mission implementation creates a system that allows children to recognize and further their own potential. While student success is of paramount importance, it can only occur if the school, the administration, and the board are also successful. They too must identify goals and track progress for achievement and mission implementation.

Tangible, number- and fact-based data and assessment allow for the recognition of successes and setbacks for all goals, whether they are individualized or related to test scores, curriculum objectives, or standardized testing. With our creative incorporation of State curricular frameworks into a challenging and supportive program, we expect our students to meet and easily surpass the state average in standardized testing.

Still, WEVS understands that excessive data collection can hinder progress. Therefore, it is essential for stakeholders to know that the school also depends on the power of observation, conversation, and instinct for school values that might not have been included on the list of goals to be charted in any given year. Observing interactions, confidence levels, leadership skills, and learning methods; listening to discussions and presentations; viewing performances and public speaking; and seeking out/listening to feedback from students can help teachers ensure that civic mindedness, caring for others, flexibility and adaptability, work ethic and creativity are never trumped by more easily charted goals. Progress shall be evaluated and encouraged through conferences with teachers, parents, and students to ensure all parties are satisfied with achievement.

Tracking unique goals; setting targets to reinforce ability, leadership, responsibility and involvement; and letting teachers' and students' instincts guide learning in all meanings of the word will allow WEVS to recognize/celebrate positive progress and identify/improve upon shortcomings. As such the school hopes to maintain alignment with its mission of challenging and nurturing the whole student.

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

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

WEVS will submit all financial records for an annual audit by the third Monday in August of every year. The audit will be conducted by:

Matthew Hewes, CPA
510 E Hunt Club Dr
Corolla, NC 27927
(252) 453-9820

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

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

Safety: Visitors will have to sign into and out of the school and will be issued a nametag upon arrival. Individuals who have parental permission to remove a child from campus will be required to present ID unless they are known to the faculty and are on the child's approved pick-up list.

Immunization of Students: All children entering kindergarten will be required to present documentation of required immunizations prior to the first day of school, unless they have a documented medical or religious exemption. The Executive Director or other designated staff member will check immunization records yearly. The staff will identify students with outstanding shots and if the child is not immunized within a specified amount of time, will notify families that the child will be unable to return to school until immunizations are complete.

Fire and Safety Regulations: Fire drills will be conducted every month, and twice within the first ten days of school. Inspections by the local fire department will be conducted bi-annually. Faculty will be notified in writing concerning evaluation of the schoolhouse for fire hazards and will be provided with a method of requesting repair, if required. Children will be taught basic fire safety skills for school and at home. Severe weather drills will occur within the first ten days of school, and prior to May 1st every year.

Food Inspections: (Not Applicable)

Hazardous Chemicals: WEVS will make every effort to use non-toxic, biodegradable and/or Green Seal certified cleaning supplies. When any hazardous chemicals are present, they will be kept under lock and key and be disposed of according to law and local regulation. The contact number for poison control will be posted in each classroom and in the office. A binder containing Material Safety Data Sheets (MSDS) will contain proper handling information for all materials on hand.

Blood-borne Pathogens: Staff will be required to learn basic safety procedures for contact with hazardous chemicals through a required course in first-aid. Instructors are available from the local Corolla Fire and Rescue or from Currituck County EMS. Staff will be required to wear appropriate personal protective gear

when in contact with human blood and body fluids. Students will be discouraged from administering first aid to one another.

Diabetes care plans: Students identified as having diabetes should be covered under a 504 plan, which should be implemented by teachers, the Director, and any volunteers working with such students. The following form, obtained from the American Diabetes Association (ADA Position Statement, "Care of Children with Diabetes in the School and Day Care Setting." (Diabetes Care, Volume 25, Supplement 1, January 2002)) will be filled out as a cooperative effort between parents and students. Teachers will abide by the information and instruction set forth in the Plan. The Plan may be revisited should any party request a change in the plan.

Diabetes Care Plan for _____ **(name of student)** **School** _____ **Effective Dates:** _____
 To be completed by parents/health care team and reviewed with necessary school staff. Copies should be kept in student's classrooms and school records.

Date of Birth: _____ **Grade:** _____ **Homeroom Teacher:** _____

Contact Information:

Parent/guardian #1: _____ Address: _____
 Telephone - Home: _____ Work: _____ Cell Phone: _____
 Parent/guardian #2: _____ Address: _____
 Telephone - Home: _____ Work: _____ Cell Phone: _____
 Student's Doctor/Health Care Provider: _____ Telephone: _____
 Nurse Educator: _____ Telephone: _____
 Other emergency contact: _____ Relationship: _____
 Telephone - Home: _____ Work: _____ Cell Phone: _____
 Notify parent/guardian in the following situations: _____

Blood Glucose Monitoring

Target range for blood glucose: _____ mg/dl to _____ mg/dl Type of blood glucose meter student uses: _____
 Usual times to test blood glucose: _____
 Times to do extra tests (check all that apply):
 _____ Before exercise _____ When student exhibits symptoms of hyperglycemia
 _____ After exercise _____ When student exhibits symptoms of hypoglycemia
 _____ Other (explain): _____
 Can student perform own blood glucose tests? Yes No Exceptions: _____
 School personnel trained to monitor blood glucose level and dates of training: _____

Insulin

Times, types, and dosages of insulin injections to be given during school:

Time	Type(s)	Dosage
_____	_____	_____
_____	_____	_____
_____	_____	_____

School personnel trained to assist with insulin injection and dates of training: _____

Can student give own injections? Yes No
 Can student determine correct amount of insulin? Yes No
 Can student draw correct dose of insulin? Yes No

For Students with Insulin Pumps:

Type of pump: _____
 Insulin/carbohydrate ratio: _____
 Correction factor: _____

Is student competent regarding pump? Yes No
 Can student effectively troubleshoot problems (e.g., ketosis, pump malfunction)? Yes No
 Comments: _____

Meals and Snacks Eaten at School (The carbohydrate content of the food is important in maintaining a stable blood glucose level.)

Time	Food content/amount
Breakfast _____	_____
A.M. snack _____	_____
Lunch _____	_____
P.M. snack _____	_____
Dinner _____	_____
Snack before exercise? Yes No _____	_____
Snack after exercise? Yes No _____	_____

Other times to give snacks and contents/amount: _____

A source of glucose, such as _____, should be readily available at all times.
 Preferred snack foods: _____
 Foods to avoid, if any: _____
 Instructions for when food is provided to the class, e.g., as part of a class party or food sampling: _____

Hypoglycemia (Low Blood Sugar)

Usual symptoms of hypoglycemia: _____
 Treatment of hypoglycemia: _____
 School personnel trained to administer glucagon and dates of training: _____

Hyperglycemia (High Blood Sugar)

Usual symptoms of hyperglycemia: _____
 Treatment of hyperglycemia: _____
 Circumstances when urine or blood ketones should be tested: _____

Glucagon should be given if the student is unconscious, having a seizure (convulsion), or unable to swallow. If required, glucagon should be administered promptly and then 911 (or other emergency assistance) and parents should be called.

Treatment for ketones: _____

Exercise and Sports

A snack such as _____ should be readily available at the site of exercise or sports.
 Restrictions on activity, if any: _____
 Student should not exercise if blood glucose is below _____ mg/dl.

Supplies and Personnel

Location of supplies: Blood glucose monitoring equipment: _____ Insulin administration supplies: _____
 Glucagon emergency kit: _____ Ketone testing supplies: _____
 Snack foods: _____
 Personnel trained in the symptoms and treatment of low and high blood sugar and dates of training: _____

Signatures

Reviewed by: [student's health provider/ date] Acknowledged/received by: [guardian/date] Acknowledged/received by: [school representative/date]

Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

Not applicable to WEVS.

Providing parents and guardians with information about:

Meningococcal meningitis and influenza and their vaccines at the beginning of each year: Parents and guardians will be provided with information about the availability of meningococcal meningitis and influenza vaccines at the beginning of every school year. This information shall include the causes, symptoms, and methods by which meningococcal meningitis and influenza are spread as well as the places where parents and guardians may obtain additional information and vaccinations for their children. Information may be obtained from the county health department.

Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases: Information about cervical cancer, cervical dysplasia, human papilloma virus, and the vaccines available to prevent these diseases shall be provided at the beginning of the school year to parents of children entering grades five and six. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000 per occurrence
Property Insurance	\$3,000,000
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	250,000
Minimum amount:	250,000
Maximum amount:	250,000
Other	

See Resource Manual for Minimums required by SBE Policy.

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

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

In the interest of nurturing the whole child, students attending WEVS are urged to walk or bicycle to school via the community's multi-use paths. Where this is not feasible, parents are encouraged to organize car pool systems. Though simple, the plan meets the needs of our population and is a vast improvement over the current options.

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

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

Name of the facility (if known): Old Corolla Schoolhouse

Address: 1126 Schoolhouse Lane

City/State/Zip: Corolla, NC 27927

Description of the Facility:

Total square feet: 1050

Number of Classrooms: 2

Number of Restrooms: 1

Other Rooms:

Auditorium: **Off-site at Wildlife Education Center

Gymnasium: **Off- site at Corolla Light Brindley Sports Center (??)

Music Room: **Will be conducted in the classroom

Art Room: **Will be conducted in the classroom

Laboratory: **Outside (one block from public access to Currituck Sound and two from the Atlantic Ocean)

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: one year

(b) Type of Lease: monthly

(c) Rent: \$975/month

Name of Landlord: Twiddy Family Partnership

Address: 1127 A Schoolhouse Lane

City/State/Zip: Corolla, NC 27927

Phone: 252-453-3325

Document inspections for the following:

(a) Fire: Yes**

(b) Safety: Yes**

(c) Handicapped accessibility? No

**Fire and Safety inspections not available at time of printing, however, can both be obtained from Cheryl West of Twiddy Family Partnership at 252-457-1179. Building is handicapped accessible but documented inspection hasn't occurred because renovations made prior to 1999.

Describe how the maintenance will be provided for the facility.

Teachers and volunteers (see survey results, page 7 of this application) will be responsible for daily, weekly and three times yearly heavy clean; other maintenance part of rental agreement.

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

Realizing that the school hopes to grow, the Board of Directors is currently involved in no less than four discussions with local organizations to procure a facility for WEVS.

- 1) The Wild Horse Fund, a local 501c3 organization, currently operates out of the old Corolla school-house. They wish to expand and have investigated alternative sites. The building owners have committed the building to the Corolla Education Foundation should the Wild Horse Fund would be willing and is able to move before the summer of 2012. The information for this facility is listed above. It is handicapped-accessible.
- 2) The board of directors is investigating the lease of modular units. This is an affordable and viable option, and local business owners have committed a lot for its use. The County Manager, Dan Scanlon, mentioned the possibility of a lease of County land for \$1/yearly.
- 3) Currituck County is investigating the cost, practicality, and necessity of a community multi-purpose building to be constructed on county land. This option will not likely be finished in the next two years though the board of directors will be involved in the planning. And in the meantime, the delay will allow school officials to observe growth patterns and define with greater accuracy the needs of a facility before committing to a permanent location
- 4) The local Corolla Chapel, also located in the old village, has plans to build two classrooms. However it had not planned to build them immediately. CEF will continue discussions with the chapel about how to advance their construction if it seems like the best location in the long-term.

VIII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Corolla Education Foundation <corollaeducation@gmail.com>

Fri, Oct 28, 2011 at 7:04 PM

To: asholar@currituck.k12.nc.us

Dear Superintendent Sholar,

Per your request for a digital copy, attached you'll find Corolla Education Foundation's final application to the State's Office of Charter Schools. Please let me know that you've received it.

Have a great weekend,

Meghan Agresto
President

--
Corolla Education Foundation
PO Box 215
Corolla, NC 27927
(252) 455-9449

[Water's Edge Village School on Facebook](#)
www.watersedgevillageschool.com



2012 charter app final.pdf
14191K



Currituck County Schools
A Beacon for Excellence in Education

BOARD OF EDUCATION

DR. BILL DOBNEY, CHAIRMAN • JACKIE SIMMONS, VICE-CHAIRMAN
JOHN BARNES • KAREN ETHERIDGE • AMY INNES

SUPERINTENDENT
ALLISON SHOLAR

November 1, 2011

Dear Office of Charter School Staff,

Please accept this letter regarding the impact of Water's Edge Village School (WEVS) to the Currituck County School System. Currituck County is a geographic challenge for all of us living in it, whether we provide services or receive them. Currituck County Schools is committed to helping find solutions for students who live on Currituck's Outer Banks so that their daily commute is not an obstacle to their education and development.

Currituck's Outer Banks pose a logistical difficulty for the Currituck County School system for a number of reasons, specifically:

- **Isolation:** These areas are only accessible to mainland Currituck by entering either into Dare County or the state of Virginia or taking a private boat across the Currituck Sound. As a result, students in Corolla and Corova often spend many hours on the bus or in parent personal vehicles to get to and from school. Elementary students travel to Jarvisburg Elementary School in mainland Currituck and middle and high school students travel to Currituck Middle and High School, also on the mainland but an additional twenty miles north. As a result bus rides range from 2 to 2.5 hours one-way depending on the time of year. Tourist season affects these bus rides significantly. Children who take boats across the sound miss many days of school when the winds don't allow passage. Many of the young students (and young siblings who accompany them) cross over to school before they have learned how to swim.
- **Small student population:** Because of the remote nature of this area, because there has not been a public elementary school for decades, and because of the high property values there is a small population of students there to serve. The Water's Edge Village School charter application does an excellent job documenting this as well as the number of school-aged children in that region of the county. The few students and the geographic isolation have created real barriers to providing a free-standing school for the students of Corolla and Corova.

The Currituck County school system acknowledges that the education of our children is enriched by the time they get to spend at home and in the community. When a student spends this kind of a time on a bus, they lose those opportunities. The parents of these students are well aware of these issues and sometimes make difficult decisions in deciding to home-school and to send their children to adjacent counties and states to be educated. We want our students to be educated in our community, their community. We are sending these local resources to other communities, which is a shame, given that Currituck's Outer Banks are so rich in their own resources.

WEVS is an innovative solution that we support. I have already begun working with the applicants to discuss how to help. We feel the impact will be positive for the children of this area; and in discussing the impact of this application those young people must be our primary consideration.

Please feel free to contact me regarding any of the information in this letter or with any questions. I welcome the opportunity to discuss this application and partnership.

Sincerely,

A handwritten signature in cursive script that reads "Allison Sholar".

Allison Sholar
Superintendent

cc: Meghan Agresto, Applicant
Water's Edge Village School

IX. APPENDICES (OPTIONAL)

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

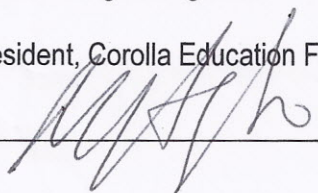
X. SIGNATURE PAGE

The foregoing application is submitted on behalf of Corolla Education Foundation (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Meghan Agresto

Position: President, Corolla Education Foundation

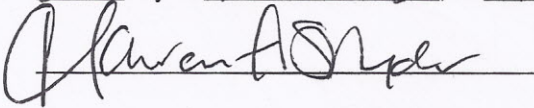
Signature: _____



Date: 10/28/11

Sworn to and subscribed before me this

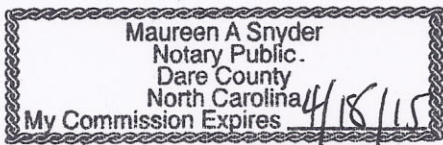
28th day of OCTOBER, 2011.



Notary Public

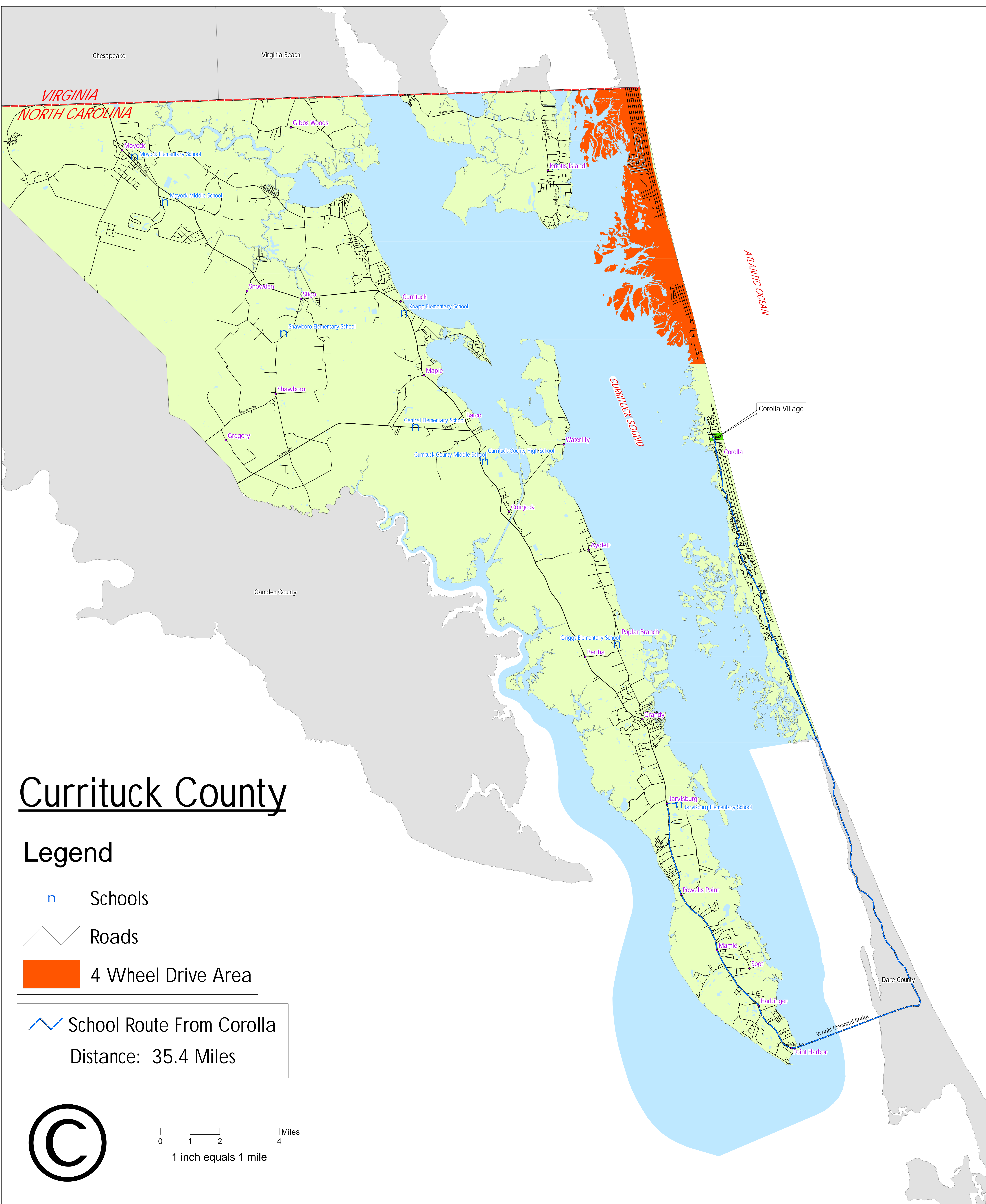
Official Seal

My commission expires 4/18, 2015.



APPENDIX A

Regional Demographics

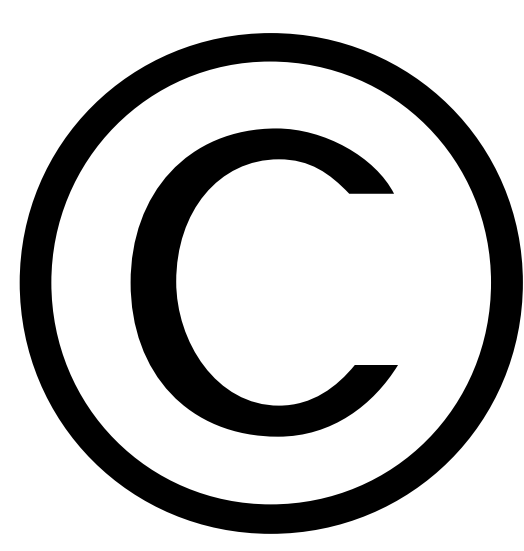


Currituck County

Legend

- Schools
- Roads
- 4 Wheel Drive Area

School Route From Corolla
Distance: 35.4 Miles



0 1 2 4 Miles
1 inch equals 1 mile

Survey 2011 Results

Birthdates of WEVS Students (sorted by family)*

age in:

Date of Birth	grade 2012	2012	2013	2014	2015	2016	Notes:
10/29/2008		3.82	4.82	5.82	6.82	7.82	Corolla
2/17/2010		2.52	3.52	4.52	5.52	6.52	
2/21/2006	1st	6.51	7.51	8.51	9.51	10.51	Currituck
5/11/1999		13.30	14.30	15.30	16.30	17.30	Dare
3/6/2009		3.47	4.47	5.47	6.47	7.47	
4/25/2011		1.33	2.33	3.33	4.33	5.33	Would move back
6/4/2010		2.22	3.22	4.22	5.22	6.22	Carova
5/28/2010		2.24	3.24	4.24	5.24	6.24	Carova
11/4/2010		1.81	2.81	3.81	4.81	5.81	Carova
2/6/2006		6.55	7.55	8.55	9.55	10.55	Would move back
9/7/2000		11.97	12.97	13.97	14.97	15.97	if all kids could come
9/22/1997		14.93	15.93	16.93	17.93	18.93	
3/15/2006	1st	6.45	7.45	8.45	9.45	10.45	Corolla
7/7/2001	6th	11.14	12.14	13.14	14.14	15.14	
5/3/2010		2.31	3.31	4.31	5.31	6.31	Corolla
6/14/2006	1st	6.20	7.20	8.20	9.20	10.20	Dare?
4/1/2012		0.40	1.40	2.40	3.40	4.40	
11/28/2008		3.74	4.74	5.74	6.74	7.74	Dare
11/28/2006	K	5.74	6.74	7.74	8.74	9.74	Would move
8/14/2009		3.03	4.03	5.03	6.03	7.03	
11/4/2011		0.81	1.81	2.81	3.81	4.81	Currituck works Corolla
7/8/2003	4th	9.14	10.14	11.14	12.14	13.14	Dare, works Corolla
10/16/2004	3rd	7.86	8.86	9.86	10.86	11.86	
9/17/2002	5th	9.94	10.94	11.94	12.94	13.94	Corolla
5/25/2005	2nd	7.25	8.25	9.25	10.25	11.25	Carova
11/9/2006	K	5.79	6.79	7.79	8.79	9.79	
8/30/2010		1.99	2.99	3.99	4.99	5.99	
1/12/2002	6th	10.62	11.62	12.62	13.62	14.62	Dare, looking for innovative vision
7/23/1993		19.10	20.10	21.10	22.10	23.10	
1/3/1999		13.65	14.65	15.65	16.65	17.65	
5/18/2005	2nd	7.27	8.27	9.27	10.27	11.27	Carova
3/11/2002	5th	10.46	11.46	12.46	13.46	14.46	Dare; works here
4/10/1997		15.38	16.38	17.38	18.38	19.38	
11/30/2005		13.30	14.30	15.30	16.30	17.30	Dare but could work here
9/14/2009		2.95	3.95	4.95	5.95	6.95	
9/21/2010		1.93	2.93	3.93	4.93	5.93	
5/14/2006		3.47	4.47	5.47	6.47	7.47	
6/22/2003	4th	9.18	10.18	11.18	12.18	13.18	Might move back
10/20/2006	K	5.85	6.85	7.85	8.85	9.85	Corolla
5/25/2004	3rd	8.25	9.25	10.25	11.25	12.25	Corolla
11/9/2006	K	5.79	6.79	7.79	8.79	9.79	
6/14/2002	5th	10.20	11.20	12.20	13.20	14.20	Dare, interested in curriculum
7/17/2005	2nd	7.11	8.11	9.11	10.11	11.11	
7/17/2005	2nd	7.11	8.11	9.11	10.11	11.11	
5/18/2005	2nd	7.27	8.27	9.27	10.27	11.27	Carova
7/11/2004	3rd	8.13	9.13	10.13	11.13	12.13	Corolla
5/24/2007	K	5.26	6.26	7.26	8.26	9.26	
1/28/2007	K	5.58	6.58	7.58	8.58	9.58	
5/18/2005	2	7.01	8.01	9.01	10.01	11.01	Carova

* These birthdates were provided by parents who said that they would send their children to a Charter School in Corolla.

MCDC Demographic Profile 3, 2000 Census
COROLLA , NC ,27927
[Usage Notes](#)

Subject	Number	Percent	SF3 Table
1. Population Basics			
Universe: Total Population			
Total Persons (Sample Est)	625		P1
Unweighted Sample Count of Persons	72		P2
Total Persons (100% Count)	648		P3
Pct Persons Sampled	11.1		P4
Urban Population	0	0.0	P5
In Urbanized Areas	0	0.0	
In Urban Clusters	0	0.0	
Rural Population	625	100.0	
Persons on Farms	0	0.0	
Persons Per Sq Mile	23.4		
2. Age			
Universe: Total Population			
Under 5	6	1.0	P8
Age 5 to 9	0	0.0	
10 to 14	22	3.5	
15 to 17	20	3.2	
18 to 19	7	1.1	
20 to 24	17	2.7	
25 to 34	56	9.0	
35 to 44	77	12.3	
45 to 54	210	33.6	
55 to 59	89	14.2	
60 to 64	89	14.2	
65 to 74	32	5.1	
75 to 84	0	0.0	
Over 85	0	0.0	
Under 18	48	7.7	
Over 18	577	92.3	
18 to 64	545	87.2	
Over 21	570	91.2	
Over 62	75	12.0	
Over 65	32	5.1	
3. Race and Hispanic			
Universe: Total Population			

Subject	Number	Percent	SF3 Table
16. Employment Status			
Universe: Persons over 16			
Over 16 Yrs of Age	587	93.9	P43
Civilian Labor Force	411	70.0	
Unemployed Persons	39	9.5	
Civ. Labor Force, Female	149	36.3	
Unemployed Females	7	4.7	
Over 16 Not in Labor Force	176	30.0	
Married Couples who Both Work	125	58.4	P48
Married Couples, One Worker	52	24.3	
17. Work Force by Industry			
Universe: Employed Civilian Labor Force			
Employed Persons in CLF	372	90.5	P49
Employed in Manufacturing	6	1.6	
Employed in Retail Trade	60	16.1	
Employed in Education	56	15.1	
Employed In Health Care & Social Assistance	12	3.2	
Employed in Other Industries	238	64.0	
Unemployed Persons in CLF	39	9.5	
18. Work Force by Occupation			
Universe: Employed Persons in CLF			
Management, professional & related occupations	168	45.2	P50
Service occupations	45	12.1	
Sales and Office occupations	103	27.7	
Farming, Fishing & Forestry occupations	0	0.0	
Construction, extractions & maintenance occupations	34	9.1	
Production, Transportation + material moving occupations	22	5.9	
19. Household Income in 1999			
Universe: Households			
Total Households	303		P52
Less than \$10,000	9	3.0	
\$10,000 to \$14,999	26	8.6	

White alone	625	100.0	P6
Black alone	0	0.0	
Amer Indian Alaska Native alone	0	0.0	
Asian alone	0	0.0	
Hawaiian and Other Pac Islander alone	0	0.0	
Other race alone	0	0.0	
Two or More Races	0	0.0	
Hispanic	0	0.0	P7
White Alone Not Hispanic	625	100.0	
Minority Pop	0	0.0	

[4. Relationship of Persons in Households](#)

Universe: Persons in Households			
Persons in Households	625	100.0	P9
Householder	303	48.5	
Spouse	204	32.6	
Child of Householder	76	12.2	
Other Relative	9	1.4	
NonRelative	7	1.1	

[5. Households by Type](#)

Universe: Households			
Total Households	303		P10
Families	224	73.9	
Married Couples	214	70.6	
Married Couples w Own Children < 18	31	10.2	
Single Parent Families	10	3.3	
Single Mothers	10	3.3	
Other Families	0	0.0	
Non-Family HHs	79	26.1	
Persons Living Alone	51	16.8	

[6. Marital Status](#)

Universe: Persons Over 15			
Over 15 Yrs of Age	597	95.5	P18
Never Married	90	15.1	
Now Married Not Separated	445	74.5	
Separated	0	0.0	
Widowed	17	2.8	
Divorced	45	7.5	

[7. Language Spoken at Home](#)

Universe: Persons Over 5			
Over 5 Yrs of Age	619	99.0	P19
Speak English Only	588	95.0	

\$15,000 to \$24,999	Water's Edge Village School	11.2	
\$25,000 to \$34,999		0	0.0
\$35,000 to \$49,999		51	16.8
\$50,000 to \$74,999		65	21.5
\$75,000 to \$99,999		27	8.9
\$100,000 to \$149,999		19	6.3
\$150,000 to \$199,999		15	5.0
\$200,000 or more		57	18.8
Median HH Income	60,893		P53
Average Household Income	154,396		P54
HHs W Income < \$200,000	246	81.2	
Avg HH Income of HHs < \$200k	57,596		
Avg HH Income of HHs \$200k or more	572,165		

[20. Income Percentages by Source](#)

Universe: Households			
Aggregate Income in 1999	\$46,782,000		
Pct Wage or Salary Income	75.2		P68
Pct Soc Security Income	1.4		P71
Pct SSI Income	0.1		P72
Pct Public Assistance Income	0.0		P73
Pct Retirement Income	3.5		P74

[21. Other Income Measures](#)

Universe: Families or Persons			
Median Family Income	72,188		P77
Average Family Income	147,422		P78
Per Capita Income	71,301		P82
Males 16+ with Earnings in 1999	273		
Avg Earnings of Males with Earnings	\$74,123		P84 P86
Females 16+ with Earnings in 1999	168		P84
Avg Earnings of Females with Earnings	\$86,539		P84 P86

[22. Poverty](#)

Universe: Persons for whom poverty status is determined			
Persons for whom poverty status determined	625	100.0	P87
Poor Persons	51	8.2	
Persons below 50% of poverty level	19	3.0	P88
Persons below 185% of poverty level	76	12.2	
Persons Between 100 & 200% of poverty level	45	7.2	

Speak Eng less than very well	8	1.3	
Do Not Speak English	0	0.0	
<u>8. Foreign Born Persons</u>			
Universe: Foreign Born Persons			
Foreign Born, exc native	0	0.0	P21
Naturalized US Citizen	0	0.0	
Not a Citizen	0	0.0	
Foreign Born Entered US in 1990 or Later	0	0.0	P22
Born in Europe	0		PCT19
Born in Asia	0		
Born in Latin America	0		
Born in Mexico	0		
Born somewhere else	0		
<u>9. Residence in 1995</u>			
Universe: Persons Over 5			
Lived in Same House 5 Yrs Ago	248	40.1	P24
Lived in Same County 5 Yrs Ago	293	47.3	
Lived in Same State 5 Yrs Ago	349	56.4	
<u>10. Place of Work</u>			
Universe: Workers over 16			
Workers 16 and Over	372		P26
Work in County of Residence	170	45.7	
Workers Living in a Place	0	0.0	P27
Work in Place of Residence	0		
<u>11. Commuting</u>			
Universe: Workers over 16			
Drive Alone to Work	287	77.2	P30
Carpool	62	16.7	
Public Transportation or Taxi to Work	0	0.0	
Cycle or Walk to Work	0	0.0	
Work at Home	0	0.0	
Mean Travel Time to Work	21.8		P32 P33
<u>12. School Enrollment</u>			
Universe: Persons Over 3			
Over 3 Yrs of Age	625	100.0	P36
Enrolled in grades K-12	42	6.7	
Enrolled in Private Schools K-12	0	0.0	
Enrolled in College	0	0.0	
<u>13. Educational Attainment</u>			
Universe: Persons Over 25			
Over 25 Yrs of Age	553	88.5	P37
Less Than 9th Grade	0	0.0	

Mean Poverty Ratio	Water's Edge 2010 School		
Poor Persons in Families	32	6.2	P89
Families Below Poverty	17	7.6	P92
Non Family Households Below Poverty	9	11.4	
<u>23. Miscellaneous Population</u>			
Universe: Total Population			
Female	286	45.8	P8
Group Quarters Population	0	0.0	P9
Institutionalized Population	0	0.0	
Grandparents Caring for Own Grandchildren	0	0.0	PCT8
<u>24. Housing Unit Basics</u>			
Universe: Total Housing Units			
Total Housing Units	3,036		H1
Unweighted Sample HU Count	494		H2
Total Housing Units (100% Count)	3,023		H3
Est Occupied Housing Units (100% Count)	315		
Est Vacant Housing Units (100% Count)	2,706		
Pct of Occupied HUs in Sample	10.8		
Pct of Vacant HUs in Sample	17.0		
Urban Housing Units	0	0.0	H5
Rural Housing Units	3,036	100.0	
Occupied Housing Units	310	10.2	H6
Owner occupied units	242	78.1	H7
Renter occupied units	68	21.9	
Vacant Housing Units	2,726	89.8	
<u>25. Selected Housing Characteristics</u>			
Universe: Occupied housing units			
With 1.5+ persons per room	0	0.0	H20
Lacking complete plumbing facilities	0	0.0	H22
Lacking telephone service	9	2.9	H43
No vehicles available	12	3.9	H44
Average Household Size	2.02		H18
Moved in last 5 Yrs	172	55.5	H38
Median Year Moved In	1996		H39
<u>26. Units in Structure</u>			
Universe: Housing Units			
Single Family Units	2,945	97.0	H30
2 to 4 Units	23	0.8	
5 to 19 Units	56	1.8	

9th thru 12th grade, No Diploma	27	4.9	
High School Grad or GED	57	10.3	
Did Not Attend College	84	15.2	
Some College, no degree	161	29.1	
Bachelors	204	36.9	
Masters	91	16.5	
Prof School Degree or PhD	13	2.4	
Graduate or Professional Degree	104	18.8	
<u>14. Veteran and Armed Forces Status</u>			
Universe: Persons Over 18			
Over 18 Yrs of Age	577	92.3	P39
Currently in Armed Forces	0	0.0	
Civilian Population > 18	577	100.0	
Veteran	112	19.4	
<u>15. Disability</u>			
Universe: Civilian Non-Institutionalized Persons			
Civilian Non-Inst Pop Over 5	619		P42
Persons With 1 or more disabilities	64	10.3	
Civilian Non-Inst. Pop Over 65	32		
Persons Over 65 With a Disability	7	21.9	
Civilian Non-Inst. Pop 16-64	555		
Persons 16-64 with a Work Disability	33	5.9	P41

In Buildings with 20+ Units	Water's Edge Villa	0e School	0.0
Mobile Homes		12	0.4
Boat, RV, Van, etc.		0	0.0
<u>27. Age of Structure</u>			
Universe: Housing Units			
Units < 5 Yrs Old		1,077	35.5 H34
Units > 50 Yrs Old		31	1.0
Units Built Before 1940		12	0.4
Average Age of Units		9.1	
<u>28. Gross Rents</u>			
Universe: Specified Renter Occupied Units			
Units Paying Cash Rent		56	82.4 H62
Cash Rent < \$300		0	0.0
Rent \$300 to \$599		9	16.1
Rent \$600 to \$999		47	83.9
Rent \$1000 or more		0	0.0
Median Gross Rent		\$740	H63
Average Gross Rent		\$709	H64
No Cash Rent		12	17.6
<u>29. Housing Values</u>			
Universe: Specified Owner Occupied Housing Units			
House Value < \$50,000		0	0.0 H74
Value \$50,000 to \$99,999		16	6.8
Value \$100,000 to \$149,999		16	6.8
Value \$150,000 to \$199,999		46	19.7
Value \$200,000 to \$299,999		52	22.2
Value \$300,000 to \$499,999		57	24.4
Value \$500,000 to \$999,999		39	16.7
Value \$1 million or more		8	3.4
Median House Value		\$274,000	H76
Average House Value		\$348,291	H78 H14

[Related Applications](#) | [Updated profiles \(ACS\)](#) | [Extract Data via Dexter](#) | [Complete metadata\(pdf\)](#) | [SF3 Definitions\(pdf\)](#)

Report by the [Office of Social and Economic Data Analysis](#), Univ. of Missouri Outreach & Extension

Under a contract with the [Missouri Census Data Center](#)

SOURCE: U.S. Bureau of the Census, Summary File 3, 2000 Decennial Census

Generated on 10FEB10 using dp3_2k.sas, Rev. 10/22/2009 9:31:25 AM

Address questions and comments to blodgettj@umsystem.edu

This request took 1.68 seconds of real time (v9.1 build 1461).

APPENDIX B

Public Support & Interest

Starting a School in Corolla









1. How would having a school in Corolla influence your life?

		Response Percent	Response Count
It would IMPROVE my life (Capital letters to assist in reading similarly worded phrases.)		26.0%	56
It would DETRACT FROM my life		0.5%	1
It would not change my life but it would be GOOD FOR the community		66.5%	143
It would not change my life and it will DETRACT FROM the community		3.7%	8
I'm not sure		3.3%	7
		answered question	215
		skipped question	0










2. Please explain why you answered Question 1 the way you did.

	Response Count
	194
answered question	194
skipped question	21



3. Where do you live?

		Response Percent	Response Count
Carova		8.5%	18
Corolla		52.6%	112
Dare County		16.0%	34
Currituck County; not Outer Banks		4.2%	9
Elsewhere but I OWN PROPERTY on/near the Outer Banks (capitalized to avoid confusion with next option)		16.9%	36
Elsewhere and I OWN NO PROPERTY on/near the Outer Banks		1.9%	4
		answered question	213
		skipped question	2



4. Where do you work? Choose as many as apply.

		Response Percent	Response Count
Carova part-time (either part-time/year round or full-time/seasonally)		0.5%	1
Carova full-time/year-round		3.3%	7
Corolla part-time (either part-time/year round or full-time/seasonally)		16.8%	36
Corolla full-time/year-round		29.9%	64
Dare County		6.1%	13
Currituck County Mainland		1.4%	3
Elsewhere		13.1%	28
I am retired		34.1%	73
I am unemployed		0.9%	2
		answered question	214
		skipped question	1

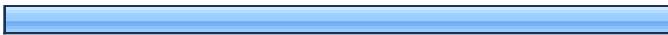
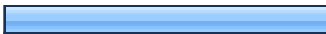

5. Do you have children aged 0-18 at home? (If you click No please then skip to Question 9.)

		Response Percent	Response Count
Yes		20.3%	43
No		79.7%	169
		answered question	212
		skipped question	3



6. If you have children at home, would you consider sending them to a school in Corolla? (If you answer no, please skip to question 8.)

		Response Percent	Response Count
Yes		60.0%	36
No		40.0%	24
answered question			60
skipped question			155



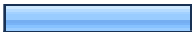





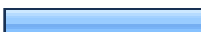








7. If you answered yes to the question above, please help us get an idea of how old our potential students are by sharing their birthdates.

		Response Percent	Response Count
Date		100.0%	33
Date		48.5%	16
Date		12.1%	4
Date		0.0%	0
Date		0.0%	0
Date		0.0%	0
answered question			33
skipped question			182

8. Do you currently homeschool one or more of your children?

		Response Percent	Response Count
Yes		2.2%	2
No		97.8%	87
answered question			89
skipped question			126

9. If you would consider volunteering your time at a school in Corolla, please choose as many of the options below as you wish. If you would not consider volunteering or cannot volunteer, just go on to question 10.

		Response Percent	Response Count
Teaching/Teaching a class		32.5%	41
Assisting a teacher		49.2%	62
Program development/evaluation		27.8%	35
Admissions		19.8%	25
Book-keeping		14.3%	18
Special Education		15.9%	20
Volunteer Coordinating		29.4%	37
Grant writing		14.3%	18
Fund-raising		29.4%	37
Board service		22.2%	28
Maintenance		17.5%	22
Web-site development		6.3%	8
Student-teaching		11.9%	15
Outdoor education		26.2%	33
After-school programs/clubs		39.7%	50
Parent organizing		14.3%	18
Other		22.2%	28
answered question			126
skipped question			89

10. Thank you for taking Corolla Education Foundation's survey. Please feel free to add any comments you may have below. Also, follow our progress on Facebook (Water's Edge Village School) or type your email here if you would like to be kept informed of the progress of our application via email. The application we put together in 2010 to the Office of Charter Schools is available at www.watersedgevillageschool.com.

	Response Count
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	72
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answered question	72
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skipped question	143
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Online Survey (11/09) Support For Corolla School Response to Open Comment Request

A	
3	Because I feel strongly that EVERY Community should have a school and certainly Corolla had a school at one time. We desperately need to get the young people back in our community--a community without youth is a dying community. The few children who do reside here are disadvantaged by the distance they have to travel to attend school particularly when they live in the area where most of the money is generated for the Currituck County Schools. The reasons are too many -- WE NEED A SCHOOL!
4	Besides the elimination of an extraordinarily long trip to the mainland, a community school may encourage other families to move to Corolla.
5	Charter school would help diversify the community to include young adults and children.
6	Children living on the Currituck Outer Banks would no longer have to travel an unreasonable distance to school and participate in after school activities.
7	Children should not have to travel an extraordinary amount of time to attend school, as they do now.
8	Children shouldn't have to travel so far to get to school and I believe that charter schools do a great job for
9	Do not have school age children, but believe community will attract a younger populace and be stronger with an education system that does not require a 3-4 hour daily commute for school age children
10	future family
11	Good local school will improve home values and be better for the students.
13	Having a school in the Corolla community would greatly enhance the education of the children providing a safe environment without subjecting to extended or even hazardous travel conditions.
14	Having families here will improve the community. So many great folks have been forced to move away because of the school situation
15	Hoping to have school aged children in the next few years
16	I am 80 yes old and retired so my children who live elsewhere would not be affected one way or another. However I firmly believe that schools contribute to the community
17	I am a Currituck county resident that lives on the mainland but travels to & from Corolla 5 days a week for my full time job! This would greatly improve my life as far as getting my child to & from school! I feel it would also be a great benefit to the community.
19	I am a teacher and Corolla is one of my top places where I would like to teach. The goals and values that the school is based on would greatly improve the community.
22	I believe a charter school is absolutely critical for two reasons. First of all, it's needed as an alternative to the public school system. Parents deserve the right to provide their children with the best possible education and there are currently no alternatives short of relocating the entire family. Secondly, due to the remoteness of the area, it is simply not fair to the children who have to wake up so early to catch the bus or boat and 'catch up' on their sleep on the way to school. When the parents and the local community are able and willing to pull together to provide their children with a quality education, what reason is there to deny so many families that
23	I cannot imagine the life of current students with the lengthy commute.
25	I do not have children that attend school but I know the school bus goes by my house in Duck at about 6:15am and does the last stop at 5:00pm at Winks in Corolla. I think that makes for a very long day,
26	I do not have children, but I feel that the Currituck Mainland schools are way too far for children in Corolla to

Online Survey (11/09) Support For Corolla School Response to Open Comment Request

A	
28	I grew up in Corolla but currently live in Dare County. I know it would be great for the community because I know first hand how hard it is on the children to commute such far distances for school. Also, I think it would be great for parents because they would be able to be more involved in school activities. Lastly, the children would have more time for play if they did not have to commute so far, which any child development expert will
29	I have a business in Corolla and could live closer to it.
30	I have a child that would benefit
32	I have no children but I understand the value of nourishing the community that struggles to thrive in this "resort" area. We are a community that sadly watches the flight of valuable members as their children reach school age and they find that the only reasonable solutions are elsewhere.
33	I have no school age children, but I am a retired teacher . Having a school in this area would hopefully attract young families to become permanent residents.
34	I have two children about to start pre-school. As they got older, having an option for education locally would save time money and gas(money).
36	I live on the 4WD beaches and have a son in 1st grade. Traveling to school is a challenge.
37	I moved out of Corolla because of the school issues and I feel it has hurt Corolla. Coroll has lost all its young
38	i think this would enhance hte Corolla community and provide a local place for children to attend school and to avoid them traveling 2 hours to school on the mainland
39	I think to have a school in Corolla would definitely offer learning, social, and cultural experiences both students and the whole community.
40	miles away. I do live in Dare County, but would also rather have a lower student/ teacher ratio. My older daughter is in Dare County public schools, and while the schools are very good, she is often in classes of 30. Sometimes I feel like she gets lost in the shuffle.
41	I would just like to state that I often told my kids an education was a luxury that kids in other parts of the world weren't given...how did Corolla miss the boat on this matter of grave importance to every person in the United States of America...I am actually ashamed to admit that my county doesn't seem to mind that children who can't even swim ride boats in the dark to and from school, that they are catching the bus before sunup and getting home after the sun goes down without any consideration to safety, students' welfare or mindset.
42	In Corolla and Carova, kids can grow up more like in the old days. It's a safe place, where we know each other and care about each other. Kids can get back to nature and learn values and love of community here. Except without a school, we don't recommend people even move here with kids or if they plan on having any. It's not fair for the kids or the parents for their school to be so far away. With a school, younger families will be
43	It wil expand the community and serve as a hub for the community
44	It would attract a younger generation with children to the area if there were a local school. That would be great for the community. It wouldn't change my life since I'm moving back north to be closer to family.
45	It would be wonderful to have more children in our community, and a school would make that more possible.
46	Kids traveling hours to and from school - school would boost attendance, enhance entire learning process. Help to build community.
48	My children would not have to wake up at 5a.m. to catch the Corolla bus at 6:10am and they would not have to spend 4 hours round trip on a bus each day!

Online Survey (11/09) Support For Corolla School Response to Open Comment Request

A	
49	My husband and I do not yet have children, but I have noticed the trend of Corolla residents moving south (Dare County) once children become of school age in order to better facilitate day-to-day school attendance. My husband and I would possibly stay in Corolla once we have children if there were better resources (i.e., school and potentially medical care, etc.).
50	My kids could go to school close to Home.
51	My kids wouldn't have to go to school in a different county, and I like the idea of a smaller 1 on 1 school. I believe that children benefit more that way.
54	School is need for the families with children. We are isolating those families by not having a school for them.
55	Schools enhance the sense of community, and give people a place to focus their volunteer efforts
56	Solid community - not a seasonal tourist destination
57	The school age children in Corolla are required to travel an average of 2 hours to get to school. Many children fall asleep on the bus because they need to wake up so early just to catch it. I wonder how hard it must be for those children to wake up for the second time and try to function in the classroom. They are definitely at a disadvantage as compared to their fellow Currituck County students. After school, they have another long ride to get back home where they will need to do homework. Seems like 4 hours a day is WAY too much time to be in transit to and from school for ANY child. Of course, this process effects the parents, their employers,
58	There are many more small children that live in this area and I cannot understand why they have to wake up so early and return home so late at night on a school day. It is totally unfair to all of their lives. Children should be able to "look forward to a day at school instead of DREADING THE TRANSPORTATION issue. I am deffinitely in favor of a shcool. (by the way I am 70 years old, have on children, grandchildren nor friends with small children.) But it cruel not to have a LOCAL school for children that do attend a school.
59	We don't have any school age children; but strongly support a community that has diversity, including age
60	We have been coming to the Corolla area for 12 years and have owned in Carova for the past 3. We recognize that relocating to the seclusion of Carova could be challenging for a family of active kids, and the option of boating to Knotts Island or Currituck for school has simply presented too much of an additional challenge to be able to seriously contemplate the "quality of life" move that we otherwise would make. We've been actively involved in school activities and their ensuing "community" for each of our children and would look forward to the same with Waters Edge. The opportunity for kids to learn in this unique and beautiful setting is phenomenal; and certainly one we would actively support in whatever way needed.
61	We have moved away because of the lack of education in Corolla, but would love to move back.
62	We have no children at home, but if this community is to grow, it needs full time residences.
63	We have school age children but do not live in Corolla, and feel that it's about time Corolla had it's own school again. I truly feel for any of the children (and parents) living there that have such a long commute. I think it is about time Currituck County stops treating it's "goose that lays the golden eggs" as a "redheaded stepchild"
64	What is good for the community is good for me even if it does not directly affect me
65	Will draw a younger populace to Corolla
66	Will have children soon.
67	We moved from Corolla to Southern Shores because of the lack of a school. No way would I put my kids throu
68	

Adayurasek@aol.com

From Andrea Yurasek in support of Water's Edge Village School

We have been living in Corolla since 1999 and we love this place very much.

We did not feel like moving to another place and decided to enroll our daughter Emily in Kitty Hawk Elementary School where she started kindergarten this year.

The idea of her spending almost 4 hours on a school bus daily is not acceptable. She would not have enough time to sleep and no time for after school activities.

Kitty Hawk Elementary School accepted Emily this year only because the capacity of the school was lower than 85%. We also agreed to drive her to school every day and pay the tuition of almost \$1500 for the school year 2009/10. The capacity of the school may change every year and if it exceeds 85% the out of district children won't be allowed to attend this school.

I also do have a son, Thomas age 2 and the idea of paying tuition for 2 children in near future scares me. It is not affordable for the most families that live in Corolla to pay tuition for public school. It is time and money consuming.

I support the idea of having Charter School in Corolla very much.

It would be great for the children, the parents and the community as well.

We could have more and more families living here year around and make this beautiful place family friendly.

Please try to understand how much do we need the Charter School in this community.

Sincerely,
Andrea Yurasek

To: Meghan Agresto

From: Jeff Foster

RE: Charter School

Date: 2/9/10

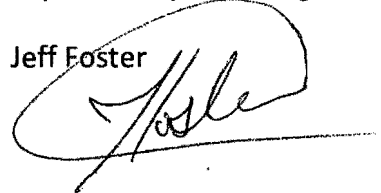
Hello, I am a father of two school age children living in Corolla. This is a brief statement as to why I feel a Charter school would be a benefit to our community as well as to the children who live on the Northern Outer Banks.

My 8 year old daughter, Caroline, on a typical school day awakens at 05:20 in the morning, gets up, eats a light breakfast, and is outside awaiting a school bus for a 2 hour ride to the mainland for a full school day at jarvisburg Elementary school. Now, Jarvisburg has a fine school with good educators and staff, Caroline has to ride past a perfectly fine elementary school in Kitty Hawk, in Dare Co. due to no reciprocal agreements between the two counties on public education, why I do not know, due to the fact that Dare and Currituck Co's do have mutual aid and reciprocal agreements as far as Fire, EMS, Law Enforcement, Social services ect.

After a full day of school, she has a 2 hour bus ride home, arriving around 5 pm. She is tired and still has homework to do, eat dinner, go to bed and start all over again with out reasonably being able to participate in after school activities due to time, distance, and geography.

I am a full time Firefighter/ Paramedic for Currituck Co. assigned to St.#6 in Corolla. I also am the Asst. Fire Chief of the Corolla Fire Dept. I also am the only Currituck Co. Paramedic that lives in this area from the county line at North Duck to the Va. State line. There is a reason for this, a good one, mainly due to the high cost of living and no school system in place on the Northern Outer Banks. I have known people who have left this area with school age children due to this lack of a school. I have considered this myself, more than once for this reason. I also feel that a school will allow more essential services personell such as Fire, EMS, Law Enforcement, Water Dept. ect. To be able to live with in the community that they are charged with protecting.

Jeff Foster

A handwritten signature in black ink, appearing to read 'Jeff Foster', written over a horizontal line. The signature is stylized and cursive.

From Saul Saravia <oawsp@yahoo.com>
to Meghan Agresto <magresto@gmail.com>

dateFri, Feb 5, 2010 at 5:57 PM
subjectRe: Linguine for Learning - this Friday. You're invited!

hide details Feb 5 (2 days ago)

Hi. I just got back from picking up my daughter, they had a hard time coming across because the strong winds in the sound. Lately we been having hard time everyday due to the weather conditions: two boats broke down. I personally lost two trucks going thru all the water and ice in the back roads.

I do know that many people will say "well you the one that chose to live there", true but not everyone does that. Some people like noise and be around lots of stores and some others like me like quiet life and simple w/o bothering anyone or being bothered.

Sorry that I missed a very important meeting but keep me in mind. My kids and I will join one of this days a very special community (ours). Never give up, never surrender, we will do it for our kids. There future is on our hands and those who make important decision like the school in Corolla that we're dreaming to get for them!

From Melynda Woody <melynda.woody@yahoo.com>
To Corolla Education Foundation <corollaeducation@gmail.com>

Date Fri, Feb 5, 2010 at 11:39 AM
Subject Re: Linguine for Learning - this Friday. You're invited!

Hi Meghan!

I was going to come up, but the weather is not so nice once again. I think I am going to stay up here in the Harbour tonight. I love that you are doing this though, and I am in full support!! Please keep me updated!

Looking forward to seeing you soon!

Melynda

at the
time
(now!!)

Hello,

My name is Alexis Campbell. I am nine years old. I am in the fourth grade. I have lived in Corolla and have went Griggs for two years. I think I am spending too much time on the bus, and not enough time at home with my family. I just have time to do homework and things I need to do - like Shower and dinner. I have no time to sit and relax (unless I don't have homework, which doesn't happen much.) As far as playing, I can only do that on weekends. A lot of times I sleep on the bus going to school. Since I get up at 5:00 AM every day it's hard to think in class sometimes. Then I don't get home until 5:30 pm, and my bed time is 8:00 pm. Sometimes that's not much sleep. I love where I live and I love school, but the trip really hurts day after day. Even taking time to write this takes valuable time.

I would really appreciate some one doing some thing to make things easier.

Thank you,
Alexis Campbell

FROM: Debbie

SHARP our edge

Hello:

I have a nine year old daughter in the 4th grade at Briggs. We have lived on the 4-wh drive area in Corolla for 2 years. Jeanette & I have taken Christian and Alexis down the beach every morning to meet the bus at Winks at 6 AM. ~~That was~~ Before we moved here I contacted the school board to get information about busing. I explained my husband accepted a job in Corolla the reply was "Can you make him change his mind." That was disturbing when you want to live somewhere and willing to do what it takes. Which is what we try to teach our daughter. Overall she adjusted very well and rose to the challenge w/ great success. However what we did not realize was unforeseen events that would occur. Off the top- the very limited time she has each evening to do homework, eat, & shower and rarely has time for down time. She has only 2 1/2 hours that can not be flexible in order for 8:00 bed time. In the mornings- up at 5:00. Bus at 6:00- then the trip to school, then to have to wait for the school to open. The trip is prolonged each way for picking up and discharging students from the bus. One evening- a wreck on the bridge- she did not arrive home until eight forty five. ~~She had to wait for the bus to get to the bridge for that evening.~~ The days really catch up w/ her sometimes. Twenty hours a week on the bus add up. Orientation at school- in August round trip 3 1/2 hours for a 10 min. visit.

Water's Edge Village School 2006

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JUNE 2006

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Water's Edge Village School 2006

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OCTOBER 2006

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NOVEMBER 2006

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DECEMBER 2006

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JANUARY 2007

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FEBRUARY 2007

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MARCH 2007

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APRIL 2007

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A field trip day- ride to school- ride to field trip- back to school- then ride bus back home.
 A function at school- starts at 6:00. Either ride home- to turn around go directly back- to arrive late. Or pick up from school- wait around for 2 hours, then afterwards, go home- late for bedtime- to get back up at 5:Am again for another trip and a whole day at school. I took a job near her school when we first moved here- in purpose that she wouldn't have to get up as early. The trip was still tiring for her- which didn't last for myself, traveling and working in between got old and expensive. The culprit as I see it is the distance and time involved. Being away from home for ~~the~~^{those} hours, it cripples any after school functions or activities. It is a hardship that can be made better.

Thank You! D. Campbell

An ironic twist. Alexis was asked to submit a paper of her own. She was very optimistic. Shortly after beginning she ended up in tears. It was 7:10 PM and too tired. The reason for the tears- she really wanted to have some say - she was just too tired to do it properly.

What realistic expectations can we anticipate and in what time frame?

SHARP our edge

From: Jeanette Lovell

My son is Christian Contrado. He is 13 and in the 7th grade at Currituck Middle. We moved to Corolla when Christian was 2. Christian went to Kitty Hawk for 2 years before they switched to Griggs. With promises of a ferry to make travel time shorter, I agreed. While we have waited my son has grown and need braces. Everytime he needs to go to the orthodontist he misses a day of school. Christian was a newer client, and could only get a mid day appt. It was impossible to leave from Corolla to get to Griggs to pick him up, then to go to Nags Head to get to his appointment, then back to Griggs to get credit for a full day. My son has only missed 3 days this year. 2 days - for a medical ~~spare~~ specialist - for a broken toe at the Nags Head Hospital and one for sickness. This same type of event occurred when the school nurse had called to tell me Christian had broke his nose. I left Corolla at that moment. It takes an hour + 25 minutes to get to the school from Corolla. The nurse informed Regional Beach medical I was on the way and told me that's where I should go. That was another 45 minutes to get there, and when I did they told me they had no X-ray machine.

Water's Edge Village School 2006

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OCTOBER 2006

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SHARP our edge

We finally got to a hospital that could treat him 3 hours after the accident occurred. My son can never participate in any after school activities. No dances, sports, clubs, tutoring due to the fact there is no activity bus that comes to Corolla, after school. By the time I got off work to get there to get him it would be very late, and just would not work. He can not even serve his after school detention, and has to serve a full day of ISS.

No one has addressed this problem since the ferry has fallen through. It is in the Childrens best interest educationally and medically that we save this problem as promised.

Thank You
Jeanette Lovell
Mother of Christian
Contrado

Water's Edge Village School

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Comments after May 2009 Meeting

- I would consider having kids if there were a school in Corolla! Ha!
- Moved because of having child/school, Would move back if school a reality, am curriculum developer for Scholastic and would LOVE to be involved (and my husband is a 501c3 account and would like to volunteer)
- I have an MA in curriculum and instruction, Certified K-6 and ESL, recent tragedy and current pregnancy means I don't have a lot to give, but can try
- Want more info on being on board
- I currently home-school and would like to support this community effort
- After that meeting I went home and told my husband that if this works, we're moving to Corolla
- Need this school so we can have young, support personnel for county who don't have to commute away from their families
- Actively considering moving to Kitty Hawk where I own a house as my kid has just turned 4
- Actively considering moving to Southern Shores because of lack of educational opportunities here/drive to Dare for school
- I would love to see you all succeed because I miss having little people around me
- Let me know how I can help, I'd be happy to do anything
- I haven't signed up for anything yet, but do want to help. I only showed up to the meeting to support Meghan but left thinking "Heck yeah, we need a school."

back to the mainland to go to work for 8 hours and then ride the bus for two more hours and then arrive in Corolla t5 pm or later. Then continue your day (dinner, homework, shower and getting ready for the next day). You will have to be in bed by no later than 8pm and then get up at 5am. Please understand that you have no activities for 5 days out of the week. And your parents must do the same. When will you have time for yourself? How will you have time to go to a school dance or a football game? It is time for all of us to think about the kids. This has been going on long enough. It is 2010 and you guys treat this problem like the bridge idea [it'll happen one day...]. Now you have the nerve to ask parents to pay money like the kids are going to private schools. We pay taxes, we have been for a long time and still you have done nothing. It is Time For A Major Chance!!! What right do you have to say where we live or raise our children? Why do our kids have to suffer when you build new schools all the time? You got new busses and Jarvisburg Elementary and Kitty Hawk Elementary has been built and up and running and we presented this problem and still it is not solved. Now, will we have fight until you build more schools and buy more buses? You believe we will stop. Until children is no longer conceived, we will fight!!! Please realize this is very important to us and future families of Corolla. While your eyes are open "we are here," close them and open them again and we will still be here! One solution: give us our school! Treat us fairly! And think of our kids. Your kids.

- I am due in August so it will be a few years - but I am very interested!
- VERY interest in hearing more about the Corolla Education Foundation. I live in Southern Shores but work in Corolla.
- Own restaurant in Corolla "prob" not send kids, but want a school to foster a local family community. Reason for probably not sending kids = sports team availability

----- Forwarded message -----

From: Bob Green <bobgreenphd@embarqmail.com>

Date: Wed, Feb 3, 2010 at 10:55 AM

Subject: RE: Linguine for Learning: You're Invited! 02/05/10

To: Meghan Agresto <magresto@gmail.com>

Hey Meghan,

Your website and your organization look great!

I especially appreciate the way in which you began organizing this from the bottom up (Saul Alinsky, Barack Obama, Community Organization 101, etc.) rather than applying the preferred method in Corolla ("top down"). Your ability to deal with diversity is exceptional. I admire your patience.

Bob

	Name	Email Address	Phone Number	Town of Residence
1.	Elva Bales	atmeanshadow@live.com	453-6877	Carova
2.	JEFF FOSTER	FRESMEDIC@NETSCAPE.COM	255-8250	Corolla
3.	MARY ELLEN GLYNN	MARYELLENMCGLYNN@AOL.COM	453-8638	Corolla
4.	Bob Brummer		453-8638	Corolla
5.	Norris Austin		453-2473	Corolla
6	Herb Robbins	seastardays@aol.com	453-3774	Corolla
7	Rossi Winn	rossanna@charter.net	453-3269	Corolla
8	Sandy Kinzel	skinzel@currituck.k12.nc.us	232-2465	Currituck
9.	Meghan Doyle	msdoyle@currituck.k12.nc.us	232-2223	Currituck
10	Mike Wauer	mwauer@currituck.k12.nc.us		Currituck
11	Ed Cox	NONE	453-8606	COROLLA
12	Carol Franco	franco@place@aol.com	757-407-5669	Corolla
13	mj larue	mariajose@larue@gmail.com	252-202-1044	corolla
14	Sandy LaRue	sandy@corolla-beach-realty.com	435-5379	Corolla
15	Kristina McLean	krodatz@hotmail.com	(480) 277-5499	Sanctuary Shores
16	Andrea YULASEK	ADAYULASEK@CHARS.COM	252-453-4050	COROLLA
17	DAVID H. KAPCHI	forchtina@charter.net	252-256-0982	Corolla
	Karen Clark	karen.clarke@ncwildlife.org	252-305-5057	Duck
	Nanci Baker		252-453-2597	Corolla

Name	Email Address	Phone Number	Town of Residence
Leanne Smith	law9283@yahoo.com	453-2395	Corolla
Christina Myeres	corollawinks@embarkmail.com	722-2231 453-2948	Capeva Beach
Sarah Keating	skeatingdb@yahoo.com	646-673-3044	wanted - moved because of daughter's school
Jessica Lenhart	jessicalenhart@hotmail.com	489-1026	Corolla

May 2009 Meeting Roster

					Would send email updates	be Board member	Help task force	volunteer @ scl	Help Curriculum	Help grant	Other
Frieda	Harris	friedaeh@yahoo.com	336-202-8879	Currituck	1	1	1	1	1	1	0
Karen	Clark	karen.clark@ncwildlife.org	305-5057	Duck	1	0	0	1	0	1	0
Ben	Woody	bwoody@co.currituck.nc.us	232-6029	Currituck	1	0	1	1	0	0	0
MJ	LaRue	Marajoselarue@gmail.com	202-1044	Corolla	1	1	0	1	0	0	0
Sandy	LaRue	sandy@corollabeachrealty.com	435-5379	Corolla	0	1	0	1	1	0	0
Sarah	Keating	skeating_obx@yahoo.com	646-673-3044	Manteo	1	1	1	0	1	1	0
Jessica	Lenhart	jessicalenhart@hotmail.com	488-1026	Corolla	1	1	0	0	0	1	0
MaryEllen	Glynn	Maryellenmeglynn@aol.com	453-8638	Corolla	0	0	0	0	1	1	0
Edna	Baden	atmoonshadow@live.com	453-6874	Carova	0	1	1	0	1	0	0
Carol	Franco	francoplace@aol.com	757-407-5669	Corolla	1	1	0	0	1	0	1
Kristina	McCleary	krodatz@hotmail.com	480-277-5499	Southern E	1	1	0	0	1	0	0
Jeff	Foster	fresmedic@netscape.com	255-8250	Corolla	1	1	0	0	1	0	0
Christina	Myers	corollawinks@embarqmail.com	722-2231 & 45	Carova	1	0	0	0	0	0	0
Andrea	Yurasek	Adayurasek@aol.com	453-4050	Corolla	1	0	0	0	0	0	0
Ed	Cox		453-8606	Corolla	0	0	0	0	1	0	0
Nanci	Baker		453-2591	Corolla	0	0	0	0	0	0	0
Laurie	Smith	lau9283@yahoo.com	453-2395	Corolla	0	0	0	0	0	0	0
Bob	Brummer		453-8638	Corolla							
Norris	Austin		453-2473	Corolla							
Herb	Robbins	seastardays@aol.com	453-3274	Corolla							
Rossi	Winn	rossanna@charter.net	453-3269	Corolla							
Sandy	Kinzel	skinzel@currituck.k12.nc.us	232-2465	Currituck							
Meghan	Doyle	msdoyle@currituck.k12.nc.us	232-2223	Currituck							
Mike	Warren	mwarren@currituck.k12.nc.us		Currituck							
David	Knoch	porchtime@charter.net	256-0982	Corolla							

MISSING FROM MEETING

Saul Saravia 618-4513 Carova 1

Saul's friend with two kids

Andrea's friend with 2 kids

Fosters


Mary Riley

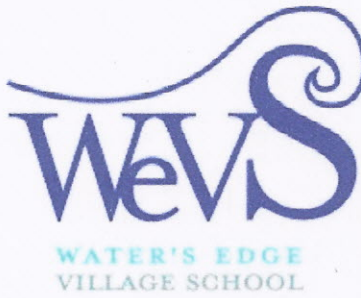
John Herlig

I will help in any way to make this a reality

Let me know what I can do to help, Corolla needs a school to survive.

PLEASE SIGN IN

	Public Information Session	Friday February 5 th 2010	Pine Island Fire Station, Corolla, NC
Name	Email Address	Phone Number	Town of Residence
Debbie Campbell ⁺	ddeluxe20@hotmail.com	489-3669	Corolla
Andrea Yurasuk ⁺			Corolla
MARK A McCLARY ¹³	krodatz@hotmail.com CHEPSTITCH@yahoo.com	252-738-1619 (480) 877 5499	Southern Shores
Johanna + Andy Tucker	Atucker@twiddy.com Jtucker@twiddy.com	597-1072	Corolla
Skye Largent ⁺²	skyebox@hotmail.com	331-9474	Southern Shores
Will Taylor	psporces16@earthlink.net	252-438797	Corolla
Julia Jordan	WTC		
Shannon O'Sullivan	WTC		
Luis Garcia	louismax@yahoo.com	252-690093	Corolla
Denise Gonzalez	sadyo530@hotmail.com	252-4896691	Corolla
Bonita John Doman	b1b639@yahoo.com	252-597-1097	Corolla
Denny & Mary Kaye Ambrose	@charter.net	252-453-2592	Corolla
Gary & Lois Stulke	Gary N. Stulke	453-6394	Corolla



Water's Edge Village School

School · Corolla, North Carolina · [Edit Info](#)



Wall

Water's Edge Village School · Everyone (Most Recent)

Share: [Status](#) [Photo](#) [Link](#) [Video](#) [Question](#)

Write something...

Wall

Hidden Posts

[Info](#)

[Friend Activity \(1+\)](#)

[Photos](#)

[Discussions](#)

[EDIT](#)

About

[Edit](#)

WEVS encourages students to explore their emerging strengths and potential...

[More](#)

295

like this

6

talking about this

Likes



Currituck Beach Light Station

[Add to My Page's Favorites](#)

[Get Updates via SMS](#)

[Get Updates via RSS](#)

[Unlike](#)

[Share](#)



Water's Edge Village School

Hoping to finalize our application in the next few days, hand-deliver it to the Currituck County superintendent (who has already written a letter of support for WEVS; thank you, Allison Sholar), get a cover sheet on it and get it linked to our website. Will be finalizing a date/time for our Send Off Party soon.

284 Impressions · 2.46% Feedback

[Like](#) · [Comment](#) · [Share](#) · Yesterday at 9:02am

[4](#) people like this.



Jessie Sanchez Tucker Fingers crossed for you!

Yesterday at 9:06am · [Like](#)



Kendall Lamm is it too late to take a survey!???

13 hours ago · [Like](#)



Water's Edge Village School Kendall, I am laughing out loud, hard! We'll let you know when our Send off Party is and I'll get info from you there I hope!

about an hour ago · [Like](#)



Water's Edge Village School

The link to our survey results: http://www.surveymonkey.com/sr.aspx?sm=W563D5811s2a4WrFkvxXygFZ7sFTJnGE5h53M_2fvbQp8_3d

Our basic analysis: Corolla Education Foundation 2011 Survey Results

Two hundred and fourteen (214) Corolla locals and stakeholders responded to the survey conducted by the Corolla Education Foundation a few weeks ago. Results strongly supported our belief that a local eleme...

[See More](#)

Survey Results

www.surveymonkey.com

SurveyMonkey.com is a revolutionary tool to create and publish custom surveys in minutes, and then view results graphically and in real time.

271 Impressions · 1.11% Feedback

[Chat \(Offline\)](#)

APPENDIX C

Letters of Support from Community Organizations



☒ North Carolina Wildlife Resources Commission ☒

Gordon Myers, Executive Director

27 January 2010

Dear Corolla Education Foundation,

The Outer Banks Center for Wildlife Education is pleased to hear about your efforts to establish a charter school in Corolla and would like to offer our support. As an entity within the Division of Conservation Education of the NC Wildlife Resources Commission, our mission is to facilitate conservation of the state's wildlife and interrelated natural resources. We are committed to providing experiences that empower individuals to make environmentally sound decisions. We feel that we could enhance your learning environment by:

- 1) providing curriculum materials and educator training through our NC CATCH program,
- 2) providing admission for your students to our facility,
- 3) offering NCSCOS-correlated programs for your students,
- 4) offering continuing education opportunities for your teachers.

Because your site would be near the Center for Wildlife Education, we could potentially work with your teachers to develop a program of progressive experiences where each visit builds upon the last to meet shared educational goals.

We hope that your application will be successful and look forward to forging a strong partnership in the near future.

Sincerely,

Karen Clark

Karen Clark
Program Coordinator
Outer Banks Center for Wildlife Education
NC Wildlife Resources Commission



**NORTH CAROLINA
AQUARIUMS**

North Carolina Aquarium on Roanoke Island

PO Box 967, Manteo NC 27954 • (252) 473-3494 • Fax: (252) 473-1980
www.ncaquariums.com

3 February 2010

Dear Corolla Education Foundation:

The North Carolina Aquarium on Roanoke Island is pleased to hear about your efforts to establish a charter school in Corolla and would like to offer our support. Our mission is to “inspire appreciation and conservation of North Carolina’s aquatic environments” so there is much that we can provide to your teachers and students! North Carolina school groups that preregister receive free admission and can attend any of our free programs. We offer more in-depth programming and field trips for nominal fees. We can also come out to Corolla through our outreach program.

Should you have any questions please contact our education staff at 473-3494. We wish you luck with this endeavor.

Sincerely,

Pat Raves
Curator of Education

DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES
• BEVERLY EAVES PERDUE, GOVERNOR • DEE FREEMAN, SECRETARY • DAVID R. GRIFFIN, DIVISION DIRECTOR •





DONAL C. O'BRIEN, JR.
Audubon SANCTUARY
AT PINE ISLAND

8 February 2010

Dear Corolla Education Foundation,

The Pine Island Audubon Sanctuary and Center supports your efforts to establish a charter school in Corolla and would like to offer our support. Our mission within Audubon North Carolina is to help conserve and restore the North Carolina habitats we share with all wildlife, focusing on the needs of birds. Audubon North Carolina achieves its mission through a blend of science-based research and conservation, education and outreach, and advocacy.

Although Audubon has owned 2600 acres in Corolla for more than 30 years, Audubon's management and operation of the property commenced on January 1, 2010. Currently, school programs are not offered at the site. However, in the near future, Audubon plans to allow public access to the property, provide education programs and institute scientific research initiatives to enhance our conservation efforts.

I anticipate that the Pine Island Audubon Sanctuary and Center will be able to provide:

- a. A site that will supplement your teachers' curriculum
- b. Professional Development opportunities for your teachers
- c. Curricular materials from the National Audubon Society
- d. Educational programs and activities for your students
- e. Opportunities for student involvement in our scientific research efforts
- f. Opportunities for volunteerism and internships

I hope that you will also consider us to provide input as you develop your curriculum. Please let me know if you need any additional assistance or support. I look forward to a prosperous partnership in the future.

Sincerely,

Mark Buckler
Director
Donal C. O'Brien, Jr. Audubon Sanctuary and Center at Pine Island
300 Audubon Drive
Corolla, NC 27927



Water's Edge Village School
UNITED STATES DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NATIONAL OCEAN SERVICE
Monitor National Marine Sanctuary
100 Museum Drive
Newport News, VA 23606

February 5, 2010

Dear Corolla Education Foundation,

The *Monitor* National Marine Sanctuary is pleased to learn of your efforts to establish a charter school in Corolla and would like to offer our support. As an entity with NOAA's Office of National Marine Sanctuaries, our mission is to serve as the trustee for the nation's system of marine protected areas and to conserve, protect, and enhance their biodiversity, ecological integrity, and cultural legacy. Our organization is dedicated to providing learning experiences which empower individuals to make environmentally sound decisions and are encouraged to have a school with similar goals. We feel that we could enhance your learning environment by:

- 1) Providing curriculum material
- 2) Offering environmental programs for your students
- 4) Offering professional development opportunities for your educators

We hope that your application will be successful and look forward to forging a strong partnership in the near future.

Sincerely,

Shannon S. Ricles
Education and Outreach Coordinator
NOAA's *Monitor* National Marine Sanctuary





Corolla Ocean Rescue
827 Whalehead Drive Corolla, NC 27927
252-453-3242 fax 252-453-3082
corollaoceanrescue@yahoo.com



12 January 2010

Dear Corolla Education Foundation,

We are writing to express our support for your efforts to begin a charter school in Corolla. We would like to assist in any way we can. We support public instruction and we believe our educational principles are paralleled. After reviewing your mission and educational vision, we would like to offer to supplement your curriculum in the following areas:

- We can provide swimming instruction year round for your physical education program.
- We offer a junior lifeguard program in the summer months that students may either participate in fully, or we can work together to cater the material to meet your curriculum needs. Topics include:
 - Water safety
 - Marine wildlife
 - Healthy life habits
 - Ocean conditions and their factors (i.e. wind, currents, weather, etc)
 - CPR
 - Physical activity

We can provide the instructors and materials for the program.

We wish you the best of luck in your efforts and ask that you keep us posted during the application process.

Sincerely,

Sylvia Wolff
Division Chief
Corolla Ocean Rescue

APPENDIX D

Newspaper Coverage

WATER'S EDGE SCHOOL

More than 50 years after the one-room school house in Corolla closed its doors, the Outer Banks community has further reason to press for another school of its own instead of having to send children on a two-hour trip to classrooms elsewhere.

That's because the North Carolina House and Senate resolved their differences Thursday and voted overwhelmingly to remove the 100-limit cap on state approved charter schools.

Led by Meghan Agresto of Corolla, a former Fulbright scholar; Sylvia Wolff, a substitute Dare County teacher; Frieda Harris, another educator; and others, the isolated but thriving community already had an application in the works for Water's Edge Village School — "Waves," for short — to serve kindergarten through 6th grade.

It would be the first charter school in Currituck or Dare counties, and one of the first — if not the first — in northeastern North Carolina.

But the bid will have to be resubmitted under Thursday's revised legislation, which takes effect July 1. Gone is the idea of a new state commission to govern the approval and performance of non-profit, non-sectarian charter schools. That will be handled by the state Board of Education.

Not that Water's Edge elementary is a sure thing. The proposed size may continue to

raise questions. At present, Corolla has only 15 to 20 youngsters who would attend, though projections envision an eventual enrollment of 45 or so, if all goes well.

Possible financing is another challenge. Recent fund-raisers have been encouraging but Agresto, president of local charter school board, says, "We don't have \$100,000." Not yet, anyway.

Still, she and others are determined in her words to "get education closer to the kids out here. We keep losing people," she explained, due to the necessity of sending youngsters on a lengthy ferry trip to the Currituck mainland, or down the road to school in Dare County for a fee of \$1,500 per student.

All the more reason Thursday's elimination of the cap on charter schools has brightened Corolla's hopes of creating a "first" in this area — Water's Edge Village School.

TODAY IN HISTORY

Today is Sunday, June 12, the 163rd day of 2011. There are 202 days left in the year.

Today's Highlight in History: On June 12, 1963, civil rights leader Medgar Evers, 37, was shot and killed outside his home in Jackson, Miss. (In 1994, Byron De La Beckwith was convicted of murdering Evers and sentenced to life in prison; he died in 2001.)

On this date: In 1665, England installed a municipal government in New York, formerly the Dutch settlement of New

Amsterdam. In 1776, Virginia's colonial legislature became the first to adopt a Bill of Rights. In 1898, Philippine nationalists declared independence from Spain. In 1920, the Republican national convention, meeting in Chicago, nominated Warren G. Harding for president on the tenth ballot. Calvin Coolidge was nominated for vice president. In 1939, the National Baseball Hall of Fame and Museum was dedicated in Cooperstown, N.Y. In 1967, the Supreme Court, in *Loving vs. Virginia*, struck down state laws prohibiting interracial marriages. In 1971, Tricia Nixon

For Dare, the hit is \$1.42 million based on 4,905 students according to the state's department of public instruction. Fortunately Dare has already cut a million, so McGinnis is looking for \$400,000.

For Currituck with its 3,924 students, this cut amounts to \$1.14 million. For Tyrrell, the cut is \$168,585 based on 582 students and \$167,137 for Hyde County based on 577 students.

The state's department of public instruction calculates that 9,292 state-funded public school positions will be eliminated. Some 1,112 custodians will be eliminated, 502 assistant principals, 90 principals, 765 instructional support positions and 560 clerical positions, reports the department of public instruction.

The ratified budget puts funding for 1,124 teachers in the budget to reduce class size by one student in grades K-3. State law requires a teacher student ratio of one teacher for 21 students in these primary grades districtwide. A waiver can be sought for one teacher for up to 24 students in a K-3 classroom.

by The Associated Press

Amsterdam.

In 1776, Virginia's colonial legislature became the first to adopt a Bill of Rights.

In 1898, Philippine nationalists declared independence from Spain.

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In 1971, Tricia Nixon

mul- pub-ly's budget that is now sitting on Gov. Beverly Perdue's desk. The General Assembly's budget wants the state's local education administrations to cut \$124,271,542 out of the 2012 budget and \$198,293,574 out of the 2013 budget. The funding reductions are at the discretion of local administrators. For Dare, the hit is \$1.42 million based on 4,905 students according to the state's department of public instruction. Fortunately Dare has already cut a million, so McGinnis is looking for \$400,000. For Currituck with its 3,924 students, this cut amounts to \$1.14 million. For Tyrrell, the cut is \$168,585 based on 582 students and \$167,137 for Hyde County based on 577 students. The state's department of public instruction calculates that 9,292 state-funded public school positions will be eliminated. Some 1,112 custodians will be eliminated, 502 assistant principals, 90 principals, 765 instructional support positions and 560 clerical positions, reports the department of public instruction. The ratified budget puts funding for 1,124 teachers in the budget to reduce class size by one student in grades K-3. State law requires a teacher student ratio of one teacher for 21 students in these primary grades districtwide. A waiver can be sought for one teacher for up to 24 students in a K-3 classroom.

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LETTERS? Welcome!

THE COASTLAND TIMES welcomes letters to the editor expressing concern, criticism, praise, in matters of public interest, and they are published at no charge. We request that contents be limited to 300 words, although exceptions will be made on issues considered worthy of more consequential space. Personal feuding should be avoided. All letters are subject to editing and approval. All letters must include a return address, telephone number and e-mail address.

Published on HamptonRoads.com | PilotOnline.com (<http://hamptonroads.com>)

Group looks at starting school in Corolla, N.C.

COROLLA - Field trips to see wild horses romp in the surf are part of the plans for a new school proposed in Corolla.

A thriving tourist town for the past 20 years, Corolla has not had a school since 1957 when it was a tiny fishing village.

The old school house still sits near the Currituck Beach Lighthouse but now serves as headquarters and a museum for the Corolla Wild Horse Fund.

A committee of parents led by lighthouse site manager Meghan Agresto has formed a plan to start a small school, most likely a North Carolina charter school. The group is looking for support and ideas at a public meeting to be held May 17. If all goes well, the group will select a board, establish a nonprofit, apply to the state charter office in February 2010 and, if accepted, open in the fall of 2011, Agresto said.

"There are a lot of people here who want their kids to go to a small school," said Agresto, a mother of two. "So many people we have spoken to say, 'I'd be happy to lend you a hand.' "

Many of the organizers hold graduate and undergraduate degrees with backgrounds in education and nonprofits, she said.

About 15 children live in the area and could attend school there, but the doors will be open to anyone, she said. Many families have left Corolla to get closer to a school. In the past, parents have driven children to Dare County schools and paid the additional tuition.

Getting to school from the Currituck Outer Banks means a two-hour bus ride, a long drive or a boat ride across the sound to Knotts Island.

Caroline Foster, a second-grader, boards a bus at 6 a.m. within site of the lighthouse for a two-hour ride to Jarvisburg Elementary on the Currituck mainland. When the school day ends, she boards the bus again for the trek back, arriving at about 5 p.m. It's a grueling and time-consuming routine that her parents, Jeff and Amanda Foster, hope will end by the time she starts the fifth grade.

"Currituck sends a 40-some-passenger school bus every day to pick up exactly three children," said Jeff Foster, a fire fighter and paramedic in Corolla. "It's nonsensical."

Disadvantages could include a lack of after-school activities and sports, Agresto said.

Charter schools follow a theme that sets them apart from typical public schools, Agresto said. With the ocean, the sound, marshes, wild horses and a state wildlife center all close by, the curriculum there would focus on environmental science; a field trip could include a trip up to the four-wheel-drive area to watch and learn about the wild horses, she said.

The state plans to build a bridge from the mainland to Corolla by 2013, but the project has been delayed several times over the years. A bridge there would cut travel time to the mainland by about an hour. A school is still needed and the bridge could open the way for mainland students to attend, Agresto said.

Over the years, parents and the county have made attempts over the years to accommodate Outer Banks school children.

In 2004, the state bought a passenger-only ferry to carry Corolla students to mainland schools but the project failed. The Coast Guard found the vessel was not sea-worthy enough for the Currituck Sound, and ferry officials were charged with illegally dredging a channel to accommodate a landing area near the Whalehead Club.

In 1993, months-long discussions between the county and Corolla parents faltered after a determination that services would be limited, especially after-school activities, said John Barnes, a member of the board of education then and now.

A handful of small schools formed in Corolla in the late 1800s to accommodate families of locals, government officials and the lighthouse keeper. In 1905, the county stepped in to support a school there, hiring a teacher and standardizing grading, according to a stories in *The Virginian-Pilot*.

Students of all ages attended together. Attendance peaked during World War II to about 60 when the Coast Guard leased the Whalehead Club for training.

When the war ended, the population waned and the doors closed in 1957. The Corolla Wild Horse Fund moved into the old schoolhouse in 2006 to use it as their headquarters and one of their two museums.

Jeff Hampton (252) 338-0159, jeff.hampton@pilotonline.com

Source URL (retrieved on 01/10/2010 - 15:21):

<http://hamptonroads.com/2009/05/group-looks-starting-school-corolla-nc>



Published on HamptonRoads.com | PilotOnline.com (<http://hamptonroads.com>)

Outer Banks parents apply to open charter school

COROLLA

A group of parents tired of three-hour bus rides for their children has applied to open a charter school.

It would be the first school on the Currituck Outer Banks in 53 years. A public information meeting is scheduled for Friday at the Pine Island Fire Station from 5:30 to 7 p.m.

The group hopes to fill one spot open for a new charter school in North Carolina, stated Sylvia Wolff, vice president of the Corolla Education Foundation, in a statement. The state's education department is expected to make a decision in July. If the application is successful, the school would open in 2011.

To be named Water's Edge Village School, it would have about 30 students its first year, she said. Enrollment would be open to Currituck and Dare students. Currently, students ride a bus two to three hours to the Currituck mainland.

A few small schools formed in Corolla in the late 1800s to accommodate families of locals, government officials and the lighthouse keeper. In 1905, the county stepped in to support a school there, hiring a teacher and standardizing grading.

Students of all ages attended together. Attendance peaked during World War II to about 60 when the Coast Guard leased the Whalehead Club for training.

When the war ended, the population waned and the doors closed in 1957. The Corolla Wild Horse Fund moved into the old schoolhouse in 2006 to use as a headquarters and museum.

Source URL (retrieved on 02/02/2010 - 18:28): <http://hamptonroads.com/2010/02/outer-banks-parents-apply-open-charter-school>

Currituck Board Backs Charter School Effort

Thursday, June 4, 2009 at 3:26am

Currituck board backs charter school effort

Task force continues to develop plans

By Toby Tate
Staff Writer The Daily Advance

Tuesday, June 02, 2009

Currituck County commissioners have thrown their support behind a proposal to bring a charter school to the county's Outer Banks.

Board Chairman Owen Etheridge said Monday that commissioners are "committed" to seeing a charter school in Corolla, and will do whatever they can to support organizers' efforts.

"From what I've seen, charter schools have been successful in North Carolina," he said. "If they go about this the right way with organization and set up and find some good teachers, I think they will be able to get (the school) off the ground."

Etheridge and other commissioners discussed the idea of a charter school on the Outer Banks during a "town hall" meeting with Corolla residents several weeks ago.

Meghan Agresto, manager of the Currituck Beach Lighthouse and a parent spearheading the charter school effort, said she left the meeting "feeling incredibly positive" about commissioners' support.

"Three of them came up to me - (Vance) Aydlett, Etheridge, and (Paul) O'Neal - and they said they think this is an incredible idea and (to) let us know what we can do to help," Agresto said.

Agresto and several other Outer Banks residents, including Sylvia Wolff, Sharon Twiddy, Bren Robbins, Susan Taylor, Julie Allen and Ilze Drozds-Russano, make up the Corolla School Task Force. The group has been meeting since February to develop a plan for opening a charter school in Corolla by the fall of 2011.

Although charter schools are publicly funded, they're different from traditional schools in that they're not controlled by local public school districts. Usually charter schools are controlled by a local board of directors that is responsible for ensuring students meet the same educational standards as their peers in traditional schools.

Under state law, charter schools have to be approved by the N.C. Department of Public Instruction. So far, there are 98 charter schools in North Carolina, the closest being Washington Montessori School in Beaufort County.

Agresto said the Corolla charter school task force still needs to incorporate, apply for non-profit status and apply to DPI by February in order to meet its deadline of fall 2011.

One of the chief matters DPI will weigh before approving the task force's request is the proposed charter school's financial viability.

"In order to balance the budget, we have to prove to DPI that we can balance (our budget) with the money that follows the children the first year," she said.

The group also has to elect members to a non-profit board, have those board members receive training in school policy and administration, and find a site for the school.

"We have some good leads on locations" for a school building, she said. "We are communicating with people who are interested."

Since the school would be a nonprofit entity, any donations, such as a building, could be used as a tax credit, Agresto said.

Agresto believes the school could be more than an educational resource; it also could be another economic draw for the Outer Banks, she says.

"I think people here realize it would be good for commerce if school wasn't an impediment to living here," she said. "Even if people were commuting, they could bring their kids with them - people like to be close to their kids. We think that if we build it, they will come."

The task force plans to meet sometime next week to discuss its next move, Agresto said.

"We really need to meet and educate ourselves" about the charter-school process, she said. "But it looks like if we jump head first into this that the community will be behind us."

Contact Toby Tate at ttate@coxnc.com

Corolla eyeing charter school

<http://www.dailyadvance.com/news/corolla-eyeing-charter-school-14374>

By Toby Tate

Staff Writer

Monday, January 25, 2010

A proposed charter school in Corolla could be the 100th and last charter school approved in the state for some time if the N.C. Department of Public Instruction approves it in February, said Meghan Agresto, manager of the Currituck Beach Lighthouse and a parent who is spearheading the charter school effort.

"The (DCPI) Office of Charter Schools will be posting online their applications," she said. "Last year, they only allowed 100 applications, so they didn't post any applications. We said we'd wait for the next round."

Agresto said that apparently, one of the charter schools failed and the department again posted applications. According to the DCPI Web site, North Carolina has a cap of 100 charter schools placed on the state by the N.C. General Assembly.

The first thing required on the application, which is due by Feb. 19, Agresto said, is the number of potential children that will attend the Waters Edge Village School (WEVS, pronounced waves).

Agresto said that although a total of 65 children are required in North Carolina for a new school to open, there is an exemption for geographically isolated areas. She said that as of now, she has a total of about 19 people who are interested in going to the school.

"The school will probably start as K-6. I have 19 kids so far that will be between kindergarten and sixth grade for a start date of next year," she said. "On my survey I have 36 kids whose parents work up here. If we had a 2012 start date we would have five more kids who will be school aged."

Agresto said that many people in Corolla move away when their children reach school age and there are no private schools in the area, she said.

"Nobody wants their kids on a bus four hours a day," she said. "People are either home-schooling, moving or driving their kids to Dare County."

Agresto said the one thing a charter school has to show is that it's not just pulling kids out of public schools. Instead, she said the Corolla school wants to offer something that will fit the schedules of the people who live there and allow their kids to be in school during the summer.

The school year at WEVS would run September through November with time off, or a "summer break," in December and January. The second trimester would run from February through April, with a two-week "spring break" in April, then start in mid-May and go to the middle of Aug. with a week off in July.

Agresto said kids who go to schools with traditional schedules would be able to transfer easily, without losing any vacation time or academic time.

"It's a transfer schedule most kids could work with, so if you transfer in from a traditional school you would still have the traditional summer break," she said. "The parents I've spoken to like that calendar to work around vacations and it reflects the needs of the county. Because we want to be family centered we said, "What would be the ideal here?"

The emphasis for the school's curriculum, Agresto said, would be on hands-on, outdoor learning and its dependence on Corolla's natural resources and the nearby educational opportunities.

"We are hoping to keep (students) outside and keep them dirty," she said. "We're talking a lot of field learning. The resources up here are so abundant. We have a public library here, we have access to the sound — we have reason to be up and moving."

Agresto said that as far as a building being available for the school, she is confident that the community will find a way to support their efforts by possibly donating property.

"I might be over confident, but we're working towards that," she said.

Agresto said that with each child that attends the school from Corolla the school would receive about \$7,000 from the county and the state.

"It's with that money we'll have to balance a first year budget," she said. "That's why are looking to see if home-schoolers would be interested in coming to this school."

Agresto said that she and the Corolla School Task Force are in the process of incorporating a nonprofit organization, the Corolla Education Foundation, whose purpose is to implement, promote, and augment educational opportunities for Corolla and Northern Outer Banks primary and secondary school students.

She said they also have a board of directors, which consists of a mix of Corolla/Carova and mainland residents, some educators, some nonprofit people, and some local business people.

Agresto said public involvement is a key ingredient to the application process.

"We're planning a public event sometime in the next few weeks to get people excited for the send-off of the application," she said. "We're hoping to have a presentation for parents and community members about the innovative ideas we've come up with from their input and let them have a chance to see the application."

Contact Toby Tate at ttate@dailyadvance.com

Comments:

there is good and bad things with this charter school

Submitted by pippie on Tue, 01/26/2010 - 08:03.

the good thing is the child is not on a bus for so long. Putting a child on a bus at 6:15am with an arrival time of 7:45am and then 2:55pm with an arrival time home of 4:15pm is wrong to the child. It makes for a terrible learning environment. This has kids getting up at 5:30am. Granted, farmers

do that all the time, but these kids are not farmers, they are students. A world of difference. The bad is the county has a school system and most of them are struggling to keep their solvent. Taking \$7,000/child from one school to give to another does not help the mainline school. Since this boils down to money, charter schools are bad. As a single individual who pays more in taxes than a family for the same wages, I should have a say in where my taxes go. I want to support one school system. What I will support is the school developing a distance learning process. Something like video conferencing etc within the current school system for those students who fall into the Corrala concern of extended bus travels. The school sets up a large screen with multiple screens displaying the various distance children. They are part of the class (similar to that commercial where the class goes on a field trip to China). Those kids are part of the class taught by the teacher. It is incumbent of the parent to make the connection or to continue the existing method of delivering the child to school. We cannot afford to be building additional schools or partially funding private schools on public money because it is convenient for the parent. That hampers those students who utilize the public school system. Part of the responsibility of buying a home is to determine the school situation. Ever hear of the phrase, location location location? You chose to raise a family at that location, there is a method of getting your child taught, you made the choice, live with it. It is not the communities problem to fix your choices.

- Flag as offensive
- reply

Good ideas all around

Submitted by responsibleone on Tue, 01/26/2010 - 12:34.

In response to article and comment: We Currituck County residents have been lucky to have a resort community developed with the purpose of supporting us for almost the past 50 years (Currituck Comprehensive Plan). We can't expect that people who need jobs will not live where they are employed or that they won't procreate. Developers in other counties assume that their development will result in year-round residents and are usually obliged to pay something to the school systems. I wonder if that is the case for developers in Corolla. My guess is that we're assuming that the families who live there are rich, though I speculate that if that were the case they would have moved to Southern Shores instead where there is a great school system. I think we're talking about kids whose parents work seasonal jobs to support a tourist industry and may in fact be on the lower side of the socio-economic scale. I think we need to be careful not to think "privileged families being demanding." We knew when we moved here that the Moyock schools were overcrowded and the County "fixed our choices" by doing the right thing: they quickly built two new elementary schools (Shawboro and Jarvisburg). The county has a fiduciary responsibility to all its citizens. Since seniors have started to live on the Currituck Outer Banks, they have paid for our children to be educated with no choice in the matter. Now people there want something for their community, which strikes me as fair. We have, to name only a few resources, the Moyock Library, an animal shelter, and a horse farm thanks to occupancy taxes from our resort community. Should our neighbors to the east who support this system have nothing? I believe that

comment calling a charter school "private" is inaccurate. Charter schools are public schools, just not run by the local board of education. If those kids who might have another public option are currently being sent to Dare County Public Schools or being homeschooled due to the distance of their current public option, our school system benefits not at all from them anyway. In fact, in case of homeschooled kids, no system gets any state funds for them. It might be in the Board of Education's best interest to get a school out there, keep the kids there, draw the homeschooled kids into the system and school - a state of the art one with distance learning is certainly an neat suggestion! In the meantime, I think a charter school may be just the thing to get these kids services, keep them from having sleep-loss due to long bus rides, get state funds for them, and save the board of education from having those teachers on its payroll.

- [edit](#)
- [reply](#)

APPENDIX E

Public Relations

Events - Microsoft Internet Explorer provided by Yahoo!

http://www.watersedgevillageschool.com/Events.html

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WeV'S

WATER'S EDGE VILLAGE SCHOOL


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Events

Linguini for Learning

Friday, February 5th
Pine Island Fire Station, Corolla
5:30 p.m. to 7:00 p.m.

Bring the kids for free pasta and live music while members of the Corolla Education Foundation are on hand to answer questions about Water's Edge Village School: a proposed tuition-free charter school in Corolla. There will be information to take home as well as a short presentation for parents while we keep the kids busy with a fun, hands-on art project!



"Growing healthy bodies and minds by infusing the learning process with a sense of adventure."

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WebSite TOWN

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Events - Microsoft Int...

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SCHOOL IN COROLLA

WHAT: Meet to learn about and discuss the development of a charter school in Corolla

WHO: Parents, employees, commuter employees, employers, educators, residents

WHEN: Sunday, May 17, 3:00 p.m.

WHERE: Corolla Public Library

For more information: 252-619-0015



Linguine for Learning

CHARTER SCHOOL INFORMATION NIGHT

FRIDAY, FEBRUARY 5th
Pine Island Fire Station in Corolla
5:30 P.M. - 7:00 P.M.

Free pasta

Live music

Activities for kids

School Info

Water's Edge Village School would be a tuition-free, public charter school where hands-on learning and an academically challenging curriculum would provide the best environment for its students. A school could keep Corolla kids from their current 3 hour bus ride and support our coastal community by retaining and developing our youth.


COME LEARN MORE!

For more information:

corollaeducation@gmail.com or 252.202.8142

www.watersedgevillageschool.com

sponsored by:


Corolla Education Foundation

FAMILY FIRE SAFETY

COOKIE DECORATING PARTY!

KIDS & PARENTS:

Come kick off the official start of the holiday season by baking & decorating yummy cookies and learning basic fire safety to make sure your holidays sparkle (and don't spark).

WHEN: Day after Thanksgiving, Friday, Nov. 26
3:00 p.m. – 4:30 p.m.

WHERE: Corolla Light Sportcenter, upstairs.

WHAT: A real firetruck and firefighter on site to teach kids & parents how to avoid holiday fire hazards. And of course lots of cookie fun!
(cookie supplies provided)

For information call 252.202.8142 or e-mail
corollaeducation@gmail.com

sponsored by:



Come get glittered at Corolla Education Foundation's

KIDS' ECO-FRIENDLY CHRISTMAS WORKSHOP

Calling all kids & parents! Come make your own gift wrap & holiday ornament and make this Christmas a little more green and a lot more festive. We have all the fixins' for kids to make their own eco-friendly, home-made decorations. Come join the fun!

WEDNESDAY DECEMBER 23rd

Choose from two locations:

Southern Corolla:

Pine Island Fire Station

10:30 a.m. – Noon

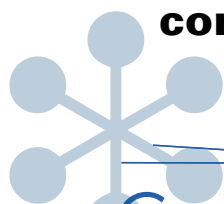
Northern Corolla:

Corolla Light Sportcenter (upstairs)

2:00–3:30 p.m.

**For information call 252.202.8142 or e-mail
corollaeducation@gmail.com**

sponsored by:



Corolla Education Foundation



Join us for free pasta, fun activities for kids, and a discussion about educational opportunities for local children.

Sponsored by:



The Corolla Education Foundation creates educational opportunities for school aged residents and visitors of the community by drawing upon our unique resources and coastal environment.

For more information please email corollaeducation@gmail.com or call 242.455.9449.

**Linguini
for
Learning**

**Friday March 11th
Pine Island Fire Station in Corolla
5:00 P.M. – 7:00 P.M.**



ABOUT CHARTER SCHOOLS

Charter schools are tuition-free public schools that provide new options to students and their families. They are independent from the county board of education and are run by incorporated non-profit organizations. They control their own curriculum, staffing, organization, and budget. They must meet the same academic standards that traditional public schools meet. They have no access to State funds for buildings and or NC Education Lottery funds.

FUNDING

The state allocates the same average per-pupil allotment that is given to the local district in which the school is located. When the local students choose public charter schools over the district school, the local funding is re-allocated to the school (even if the school is located in a different county).

FAQs

Why do people move here when they know there are no schools?

Our target populations are the working class who make up the backbone of our tourist economy. We need these dedicated workers to become live-in stakeholders in our community to ensure that our visitors are receiving the very best Currituck Outer Banks experience. If our community thrives, so do our children and vice versa. We believe that people who support the tourist economy, which helps to support the entire county should be able to live where they work. We believe a charter school serves Currituck County's best interest as the project has been fully executed by local concerned citizens and educational professionals volunteering time. This relieves strain on public resources while offering a solution to a county problem.

What is your plan for after school activities and sports teams?

Water's Edge Village School will have an after school program that might include: karate, yoga, swimming, tennis, board games, chess, surfing, kayaking and civic engagement (trail maintenance, fire truck washing, etc) – in other words, all activities that use the excellent local resources and opportunities. Given the size and the mixed-aged groups we'll have initially at the school, we predict that we will not be home to the next State champions in competitive sports teams.

Do you think your application has a chance of filling the last spot?

The overwhelming support from the community and the innovative ideas of people who contributed have been everything we could have asked for. We think we have compelling argument for creating another option for Corolla kids. We can only hope the Office of Charter Schools feels the same way. That said, if we are unsuccessful we would continue the process of applying for a non-profit education foundation and our advocacy to the public school system. If nothing gives we will apply again when a space becomes available.

If you have more questions or concerns, please contact us at 252.202.8142 or email: watersedgekids@gmail.com. Also, visit us at:

www.watersedgevillageschool.com



**WATER'S EDGE
VILLAGE SCHOOL**

“Encouraging students to explore their emerging strengths and potential through active participation in the learning process.”

OUR MISSION:

Water's Edge Village School (WEVS) provides a child-centered environment grounded by strong partnerships with family and our unique coastal community. Leadership principles and an academically challenging, integrated, hands-on curriculum empower students by instilling a sense of social and environmental responsibility while nurturing both body and mind.

“Guiding students on a path to life-long learning.”

OUR PHILOSOPHY

Water's Edge Village School's educational philosophy was developed around a child-centered and challenging education, multi-age classrooms, leadership principles, and healthy mind and bodies.

Growing healthy bodies and minds by infusing the learning process with a sense of adventure.

CALENDAR YEAR

A unique education for a unique location! Using feedback from parents who support our tourist economy, we came up with the idea of having kids out of school when parents would have the most time to spend with them and in school when parents have the most work to do. After much research and survey analysis, we decided that a trimester system with a long break after the first trimester (so out of school from Thanksgiving through mid-January) was an innovation that could work better than the traditional calendar, both for the parents and the school. A break in the middle of the year actually lends stability for transitioning grades, a concern many parents have with a traditional school and summer break. So that kids can enjoy our excellent resources in a more unstructured fashion, there are still about four summer vacation weeks incorporated into the calendar. We hope to be able to provide remedial and childcare options during those weeks and possibly even camp!

EDUCATIONAL THEORY

We believe in:

- In the empowerment of children by participating actively in the learning process
- Education as a progressive compilation of interpreted experiences
- Setting individual goals, while acknowledging and celebrating when those goals are accomplished
- As much physical activity and exploration as possible!
- A challenging, integrated academic experience. building core knowledge
- A code of behavior that promotes integrity and honesty, respect for others and yourself.
- Encouraging students to ask questions, to speculate and hypothesize, to observe, to explore, interact with nature and to get dirt under their fingernails!
- Drawing techniques from other successful organizations that are pioneering new and effective ways of ensuring the health and well-being of children such as:

Expeditionary Learning Schools (ELS)

www.elschools.org

Alice Water's Edible Schoolyard

<http://www.edibleschoolyard.org>

Slow Food in Schools

www.slowfoodusa.org

The Leader in Me by Stephen R. Covey

<http://www.theleaderinme.org/>

No Child Left Inside

Questions Frequently Asked to the Corolla Education Foundation

What is a charter school?

Charter schools are tuition-free public schools that provide new options to students and their families. They are independent from the county board of education and are run by incorporated non-profit organizations. They control their own curriculum, staffing, organization, and budget. They must meet the same academic standards that traditional public schools meet. They have no access to State funds for buildings and or NC Education Lottery funds.

How many charter schools are there in NC?

Right now there are 99. State legislation allows for no more than 100.

How does a charter school become official?

The non-profit that wants to start a school must submit an application to the NC State Board of Education. The State Board issues a charter, or contract, to those groups that submit successful applications. The contract explains the mission, the goals, the governance and the financial plans.

What are a charter school's obligations when enrolling a child with a disability? Public charter schools must serve any child that enters the school with an individual education plan (IEP).

Is there a minimum number of students required?

State law says that there is a minimum requirement of 65 students except if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.

How are charter schools funded?

The state allocates the same average per-pupil allotment that is given to the local district in which the school is located. When the local students choose public charter schools over the district school, the local funding is re-allocated to the school (even if the school is located in a different county).

How did you all decide to start the charter process?

Meghan and Sylvia were put off by a comment that a commissioner candidate made to both of them separately about his doubts for the real need of providing a school in Corolla. Knowing that there was a lot of frustration among Corolla/Carova parents having to get their kids to school on the mainland, an annual exodus of people to Dare County or the mainland when their kids started nearing age 5, and lots of anecdotal evidence of people deciding not to move here because of the no-school situation, they decided to investigate what it would take to start one. That was a year ago. Since then a group of motivated, intelligent, and local-education-minded people has met about three times a month to hold information sessions, gather ideas, study numbers, and work out everything from school's name to mission to understanding incorporation and tax numbers.

What does the Currituck Superintendent of Schools think about this? Meghan Doyle is our new superintendent and she too believes that educating children in their community is best for them. She recognizes that the charter application is competitive, that properly funding an adequate building can be difficult, and that running a small school has its challenges. We are sharing our innovations with her so that all hands are on deck trying to find another option for our kids.

Why are you applying for a k-6 only?

Given that funds follow kids, given that we don't have even the minimum of 65 for the application, and given that after 6th grade teachers need to be certified in one of four major subjects, we recognized that we could never have the funds initially to hire enough teachers for a k-8 or a k-12. We hope to work something out, either with the County soon or by expanding the school eventually, to help the kids headed for 7th grade+.

How many kids live in Corolla/Carova?

In the 27927 zip code we know there are at least 28 kids aged 0-18 and quite a bit more on their way. Of them, about 19 are age-appropriate for the school. Currently many of them are home schooled.

How do you expect to start a k-6 with 19 kids?

We have spoken with many people who live out of town but who work here and many of them, lots of moms who work at real estate companies with fairly regular hours and families where both parents work up here, indicated that they would like to work near their kids' schools. We also think that our unique curriculum and small classes will make us attractive to many of the Dare county parents whose kids are currently in classes with 30 other kids and one teacher.

But I thought you were doing this for the Corolla kids?

We are. We also know that the funding for 19 kids isn't sufficient for paying teacher and maintaining a building. Priority is given to Currituck County students and we believe that families will stop leaving the area once an excellent school is established here.

Why do people move here when they know there are no schools?

We get the "but you knew there were no schools when you moved here" retort occasionally though the community has been overwhelmingly supportive of our efforts. We know that people who support the tourist economy which supports the whole county want to live where they work. We know that most of them aren't rich. We don't think they should have to, and know that many can't and don't want to, move if they have children. When people moved to the mainland when the elementary schools were overcrowded, as far as we know no one said (as someone did in response to a recent article about our efforts), "It's not the community's problem to fix your choices" and in fact the County did the right thing and built new schools for their students. People move to where they need to work and there they live and procreate and there's not a lot people can do to stop that human tendency. So we see this as local concerned citizens trying to help the county out by doing the planning, paying the teachers, trying to find a location, and innovating ideas.

Could you explain the application process?

The State posted an application four weeks ago. We had been preparing an application from the 2009 application posting and so were not caught unprepared. The taskforce for the Corolla Education Foundation has been hammering out details since then (finagling policies/manual drafts/bylaws etc). After this meeting we hope to incorporate your feedback and then must get a final application to Raleigh by February 19th. The Office of Charter Schools will let us know whether they'll even consider our application sometime in April and if we pass that round we'll know by July 4th whether we were chosen. If we are, we'll spend a year attending trainings and await final approval in March 2011 for a school opening in September 2011.

Do you think your application has a chance of filling the last spot?

The support, the buy-in, the innovative ideas, and the diversity of people who contributed have been everything we could have asked for. We think we have compelling innovations for creating another option for Corolla kids. We can only hope the Office of Charter Schools feels the same way. Please let us know if you have input for the application before we send it off in a week!

What will you do if your application isn't successful?

We will continue the process of applying for a non-profit education foundation, we will continue our advocacy to the public school system, and if nothing gives we will apply again when a space becomes available (either because another school failed or because the 100-school cap gets raised)

I noticed that your big break comes in the middle of your school year. Why?

Using feedback from parents who support our tourist economy, we came up with the idea of having kids out of school when parents would have the most time to spend with them and to have the kids in school when parents have the most work to do. A unique education for a unique location!

Outer Banks public schools struggle when kids leave for extended periods, due to their parents' businesses being closed or parents following seasonal work. After looking at how many days kids need to be in school, how many mandatory teacher work days there are, where holidays fall, etc. we decided that a trimester system with a long break after the first trimester (so out of school from Thanksgiving through mid- January) was an innovation that could work better than the traditional calendar, both for the parents and the school. That the break comes in the

middle of the year actually lends stability for transitioning grades, a concern many parents have with a traditional school and summer break.

So that kids can enjoy our excellent resources in a more unstructured fashion, we have allowed for about four summer vacation weeks as well. We hope to be able to provide remedial and childcare options during those weeks and possibly even camp!

I'd love to send my kid to you but am worried about extra-curriculars. What is your plan for after school activities and sports teams? WATER'S EDGE VILLAGE SCHOOL will have an after school program that might include: karate, yoga, swimming, tennis, board games, chess, surfing, kayaking and civic engagement (trail maintenance, fire truck washing, etc) – in other words, all activities that use the excellent local resources and opportunities. Given the size and the mixed-aged groups we'll have initially at the school, we predict that we will not t be home to the next State champions in competitive sports teams.

How can you work an after-school program like that into your budget? Our application and our mission make it very clear that this is going to be an incredible school based on community resources and support. Our board, our task force, and our town are full of able-bodied, talented folks and we're know that people will be moved to donate a few hours of their time to help our kids and to have fun with them!

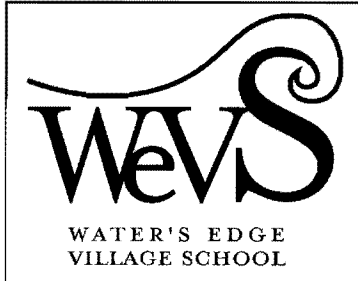
What are you all going to do about a building?

We have a plan and a timeline to discuss various options with the County and individuals and are confident that we will have worked something out by the time the school would open. That said if you are hoping to donate a chunk of land or a building to an education foundation, talk to us.

PRESS RELEASE

FEBRUARY 2, 2010

FOR IMMEDIATE RELEASE FROM: WATER'S EDGE VILLAGE SCHOOL, COROLLA, NC



Contact: **Sylvia Wolff**
252.202.8142
Water's Edge Village School
PO Box 215, Corolla, NC 27927
watersedgekids@gmail.com
www.watersedgevillageschool.com

Proposed Charter School in Corolla could keep kids off the bus and in the Know

Water's Edge Village School is applying to become a tuition-free public charter school in Corolla. Over the past year, a group of parents, educators, and children's advocates has been meeting to discuss the feasibility of starting a school in Corolla. At this time, students must ride the bus for three hours to attend school in Currituck County, making for long days that don't allow for extra-curricular activities or a healthy homework/free-time schedule. After surveying local parents, holding a public information meeting, and investigating options, the group decided to form a non-profit education foundation, the Corolla Education Foundation. Then, after drafting a comprehensive plan including an integrated curriculum and a hands-on approach to learning, the proposal for Water's Edge Village School was prepared to submit the State Department of Public Instruction. WEVS will know by July whether they were chosen to fill the spot of the remaining space for a NC Charter School. The new school would open in 2011.

By enrolling kids who live in Corolla and Carova, kids of parents who work in Corolla year-round, and kids of interested Dare County parents, it is projected the school would have approximately 30 students its first year. Businesses in Corolla often have trouble retaining a consistent workforce, as new families tend to move into Dare County when their children reach school age. In addition, homeowners who want to offer housing to their extended families/ grandchildren cannot do so because of the limited access to education. Data from surveys show that a school could draw children who are currently home schooled into the public system through a small charter such as WEVS, that provides a learning environment with ample attention to each individual child.

A public information meeting will be held at the Pine Island Fire Station in Corolla on Friday, February 5th from 5:30 p.m.-7:00 p.m. Community members are encouraged to come for information, kids' activities, free pasta, and live music. There will be a short presentation and Corolla Education Foundation members will be on hand to answer questions. For more information go to www.watersedgevillageschool.com or call 252.202.8142.

APPENDIX F

History of Corolla School and Schoolhouse

Water's Edge Village School



ADDRESS ALL COMMUNICATIONS TO
LIGHTHOUSE INSPECTOR
BALTIMORE, MD.

Department of Commerce and Labor
LIGHTHOUSE SERVICE

RECEIVED	OCT
Water's Edge Village School	20
	1912

FIFTH DISTRICT

Cape Henry Light Station
(Station, Depot, or Vessel.)
Oct. 19-1912, 1912



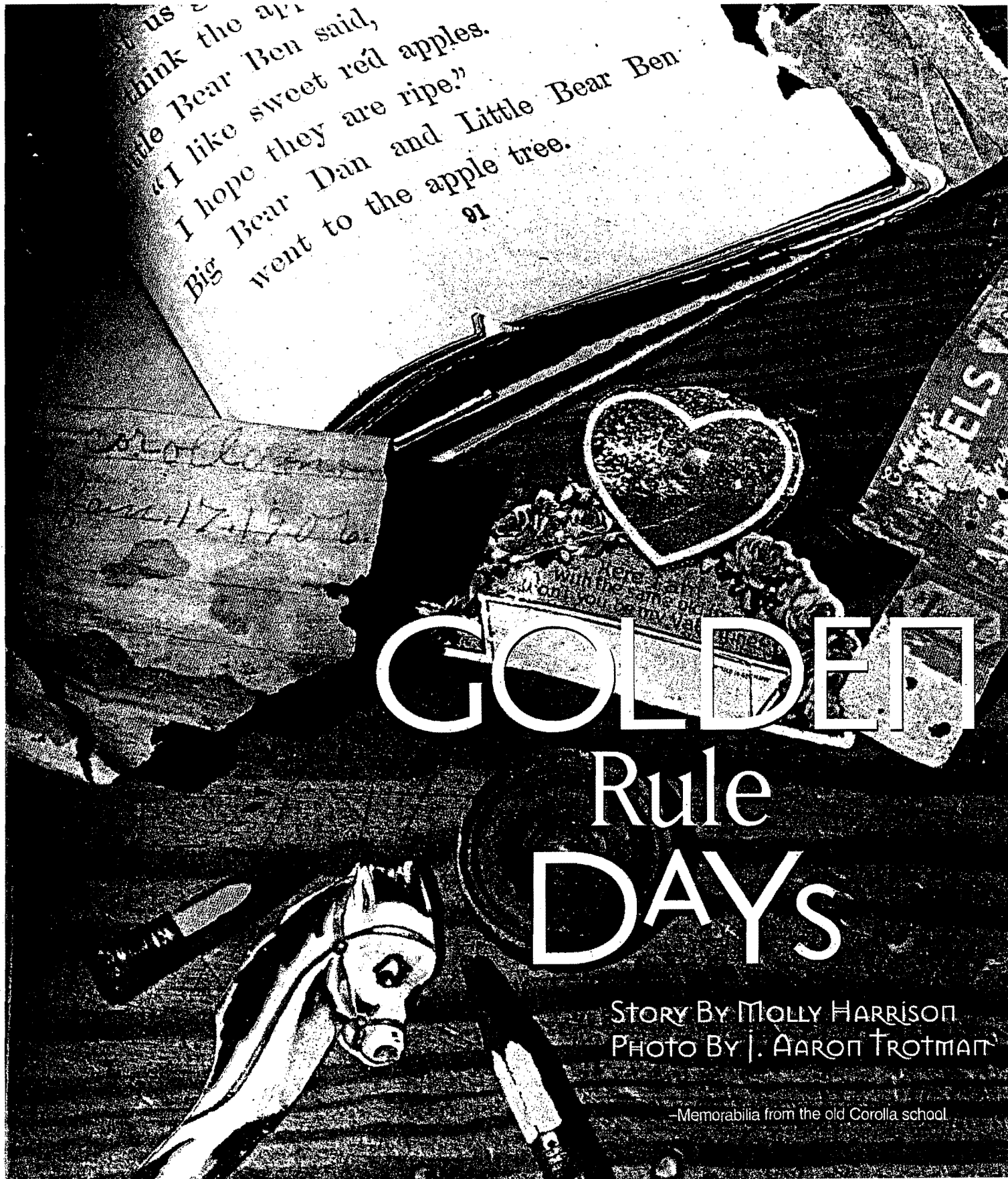
The Light House Inspector
Baltimore md.

In case of a vacancy in the
Position of 2nd asst keeper at Currituck
Beach Light Station. No.

I would thank you very much
if you would transfer me to
that station, & have 3 small
children with i would like to
send to school but i can not send
them here for the nearest school
is six miles from here i thought i
would give you my reason why i
would like to be transferred to
Currituck Beach Light Station, the
school is near there and I have
served under the keeper there and
I think i give him satisfaction.

Hoping you may approve of this
 I am Respectfully G. B. Johnson
 2nd asst keeper

The old Corolla schoolhouse started sharing its stories the moment restoration began in the winter of 1999. Little bits of life emerged from behind the beaded-board walls and beneath the tongue-and-groove floors. First, ruffled Valentines. Then an old chalkboard, a Daily Reader, little nubs of overworked pencils, a yellowed sheet of schoolwork dated 1906. A candy wrapper advertising seven caramels for one cent. A Currituck County Library book stamped 1927. And



think the app
Little Bear Ben said,
"I like sweet red apples.
I hope they are ripe."
Big Bear Dan and Little Bear Ben
went to the apple tree.
91

GOLDEN Rule DAYS

STORY BY MOLLY HARRISON
PHOTO BY J. AARON TROTMAN

Memorabilia from the old Corolla school.



Old school photo from The Mariner's Museum collection.

At left, the restored schoolhouse, photographed by Howard Faunce; above, students in front of the school in 1952; opposite page left, Norris Austin in a skeleton suit, surrounded by classmates after the 1952 Halloween carnival; right, teacher Rupert Duncan, who lasted the full 1946-47 term.

from the belfry, rocks that had been thrown from below in attempt to clang the bell.

Before the last students scurried out its doors into the summer of 1958, the school had been the center of life in Corolla for more than 50 years, the home of not only reading and arithmetic, but also town meetings, cakewalks and dances. This was long before thousands of people started making Corolla their summertime home away from home, when Corolla was an isolated village, an oasis of activity set among the desert-like dunes

and untamed lands of the remote Currituck Outer Banks. At its peak in the 1940s, the village was home to almost 1,000 year-round residents, most of them Coast Guardsmen and sailors stationed at a training base at the Whalehead Club. The community was settled beneath the sweep of the Currituck Beach Light, oriented toward the sound, with its back deliberately to the harsh conditions along the oceanfront.

By the 1940s, the original 1890s school building had been lengthened by 10 feet, which was a good thing. There was just enough room for the desks — all-in-one

units with chairs, armrests, desktops and an under-seat bookshelf — to be arranged so that everyone could see the L-shaped blackboard.

In September 1944, the school's single 15- by 30-foot room was packed with children. Among them was first-grader Norris Austin, who has lived in Corolla for all but two years of his life. Austin remembers that first year, and the ones that followed, vividly. It was a simpler time. The village was like a safe cocoon, where everyone knew each other and helped one another out, and where a one-room school was big enough to contain a

he first Corolla schools

Corolla village began to grow after the lighthouse was built in 1875, with people moving in gradually until there were about 200 residents in 1890. At that time, the self-sufficient boat builders, farmers, fishermen, lifesaving crewmen, hunting guides and light keepers spent their own money to educate their children in private schools. The Corolla schoolhouse was built sometime in the mid- to late 1890s as a private school, says lifelong local resident Norris Austin, whose father first attended it in 1897. A wealthy hunt club owner donated the land, and local government employees and lighthouse keepers paid for the building and the teacher. The children of fishermen, hunting guides, boat builders and carpenters had their own private school, also paid for by their fathers. Sometime in the late 1890s the two schools were consolidated at the government employees' schoolhouse, says Austin. In 1905, Currituck County took over the school, providing a teacher and textbooks and introducing the county's standardized grading system. Former resident Nellie Swain, daughter of lighthouse keeper Nathan Swain, told her grandchildren that her father supplemented the teacher's salary that first year so that the county could hire someone who could also give her piano lessons.



small boy's
dreams.

"I'd always thought the schoolhouse felt enormous," Austin says now. "But when I grew up and went back there, it's like it had shrunk."

By modern standards, the school day started late in the 1940s. It wasn't until almost 9 a.m. — long after the sunrise — that the teacher would give the belfry rope a few hard pulls, clanging the iron school bell.

Dozens of children scurried out of all the corners of the village, gathering their belongings and making it into their desks by the final clang. Others hopped off a school bus that had just made its rounds to Penny's Hill, Seagull and Wash Woods several miles north. Norris Austin's father drove the bus, up the beach past miles and miles of undeveloped dunes, never getting stuck, even when high tides required maneuvering

in deep, soft sand. There were no paved roads into the village until 1985, and all of the locals seemed to have an innate knack for driving in sand, even without four-wheel-drive, Austin says.

The first day was usually very suspenseful because everyone had spent the summer months wondering how the new teacher—for there was almost always a new teacher at the start of a new year—was going to fare at simultaneously teaching 12 grade levels.

In order to succeed, teachers had to get the upper hand early on, explains Austin. They had to start out right on

Memory Lane

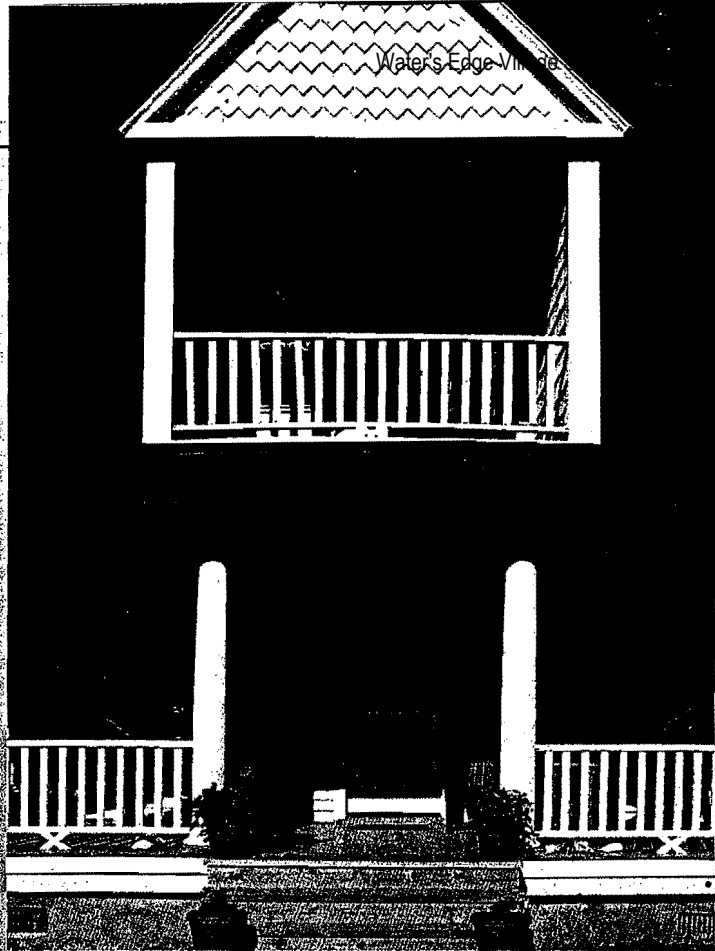
THE COROLLA SCHOOLHOUSE IS ONE OF SEVERAL OLD Corolla village buildings that have recently been restored by local preservationists Doug and Sharon Twiddy. The restored buildings, on an unpaved road behind Currituck Beach Light, provide an opportunity for present-day visitors to get a feel for the history of Corolla while walking about in the cool shade of oak trees, stopping every now and then to browse in a shop or get a cold drink.

Few visitors realize that Corolla was once an isolated Outer Banks community thriving with self-sufficient families. With the modern face of Corolla what it is, the history of the village was being forgotten, except for a few deteriorating buildings and the memories of former residents. The Twiddys, who also have restored several buildings elsewhere on the Outer Banks, wanted to keep a small part of Corolla's history alive by restoring the structures that remain from the old village center.

"It's a way to see a complete picture of Corolla Village as it was," says Sharon Twiddy. "Now you can see the lighthouse, the Whalehead Club and also the remote community that supported them."

The Old Corolla Village project includes restorations of the schoolhouse, two former residences, an outbuilding and a small store plus a re-creation of the old Callie Parker store. All of these buildings are on the shady, undeveloped west side of N.C. 12, near the 105-year-old Corolla chapel and down the dirt road from the lighthouse complex, which is a restoration project of Outer Banks Conservationists. Just to the south is the Whalehead Club, now owned by Currituck County and being restored as a museum with monies raised by private funds and occupancy tax revenues.

The Parker Residence (c. 1930) and the Lewark Residence (c. 1895) and its outbuilding have been converted into three shops stocked with fine clothes, gifts, house and garden accessories and furniture.



The doorless second-floor porch at the 1890s Lewark cottage.

The schoolhouse is now being used as a conference and meeting center, although Sharon Twiddy says it may one day become something the public can enjoy. Another small old building has been converted into a refreshment stand, and the building patterned after Callie Parker's store will house a bookstore and another retail shop, open by July.

the very first day. One poor fellow, a young preacher, was just too nice and meek and was run off right away. But the students got what they deserved with the next teacher, a lady Austin still calls "hell on wheels." One young man named Mr. Smith, fresh out of World War II and minus a foot, had trouble controlling the children because he was so young but he managed to stick it out for a whole year. Mrs. Coward, the teacher in September 1944, proved herself worthy; altogether she taught seven and a half years before leaving in 1945.

It's hard now to imagine how one teacher could handle 12 grades, with some of the students barely old enough to take care of themselves and some of them almost as old as the teacher. Austin says the teachers would get one group, usually the high school students, started on something, then move on to the next group and the next until all the grades had assignments to keep them busy. Then one grade level at a time would get up to work at the blackboard or recite lessons. Educators

have called the one-room schoolhouse system highly ineffective, but Austin remembers it differently.

"You couldn't help but pay attention to the other lessons," he says. "The younger kids learned more just by being in the same room with the older students."

The teachers had one good thing going for them: Students usually didn't dare talk or make too much trouble. The children of Corolla were raised to respect their elders, plus the threat to send for their daddies, who were usually working just around the corner somewhere, was enough to keep them in line. Parents supported the authority of the teacher, which meant everyone was on his or her best behavior.

"I don't know which was worse, your dad coming down there or the other kids laughing at you," says Austin, who admits to remembering at least one time when his own father was summoned.

When the will to talk while the teacher wasn't looking became just too strong, there was punishment. Violators

had to wear the dunce cap and sit on a stool in the front corner, or write "I Will Not Talk" on the chalkboard 50 times.

Every school day started with recitation of The Pledge of Allegiance and the Lord's Prayer in lilting singsong. Around noon, Mrs. Cora Twiford brought lunch. All heads turned as the smells of homemade biscuits and melting butter wafted from the little lunchroom in back. Children would start digging in their pockets for the nickel that would buy them a healthy meal, something like ham and cabbage. In later years, when the high school students took over the back room, everyone scattered for lunch — some running home for Mama's homemade meals, others eating sandwiches from brown paper bags — and there were no more wonderful smells to look forward to at noon.

After lunch, the littlest children took naps. Space was tight, and Austin remembers going into the cloakroom to lie down on a tiny cot. Two cupboards, one on either side of the door, served as the

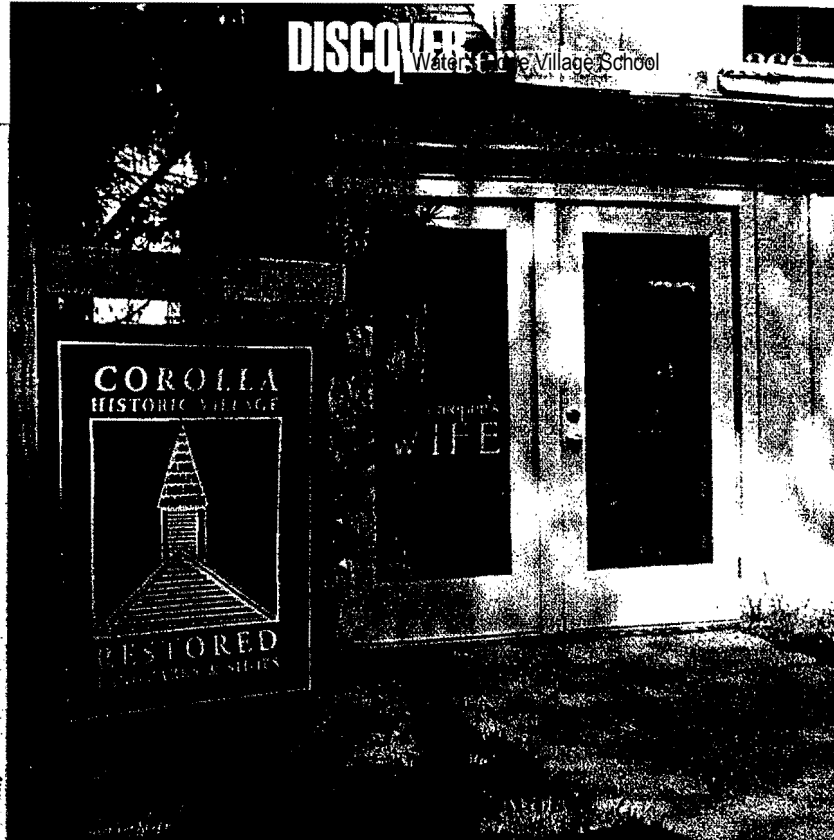
Details of the Old Corolla Village buildings provide a fascinating look into Corolla's past. The bright white clapboard exteriors simply gleam in contrast to the green roofs. Inside, beaded board walls and wide-plank floors reflect the old villagers' use of available materials, and steep, skinny stairwells and strange nooks show their creative use of space. (No reverse floor plans or marble-topped counters here.) One of the best details is an eave-style porch that's tucked into the roof of the Lewark Cottage. There are chairs on the porch, but no door to get to it. Locals remember that the residents of the house just crawled out the window to pass an evening there. The cottage has pocket windows that retreat into the walls when you lift them.

The Twiddys are careful to make their restorations historically accurate, using as many of the original materials as possible and going to great lengths to get similar materials if the old ones must be replaced.

The schoolhouse required a great deal of work. The previous owners had painted the clapboard exterior red and covered the former cedar roof with asphalt shingles. Sheetrock, wallpaper and other modern materials covered the well-worn and crumbling interior pine walls and floors. The school bell had rusted in the salty ocean air. Most of the foundation was rotten.

"It would have been easier to tear the schoolhouse down and start over," says contractor Jim Andrews. "But that's not the way they [the Twiddys] do things. You have to really love what you're doing, because financially it just doesn't make sense."

Andrews, the Twiddys and members of the staff at Twiddy & Co. Realtors used old photographs and the memories of residents to re-create the look and feel of the school and the other village buildings. The school is again wearing white, with cedar on the roof, and a new bell, similar to the



Photos by Howard Fames

A village outbuilding, refurbished and adapted to modern use.

original, is in the belfry. The interior has been restored using materials similar to the original ones. Special bits had to be ordered to match the woodworking, and the original pine doors had to be replaced with new replicas. Surprisingly, the old ship's timbers that had been used to build the foundation were not rotten and were kept in place.

"When a building is restored, the story starts to tell itself again," says Sharon Twiddy. "The history speaks to you so much more clearly."

—Molly Harrison

library and supply closet. The privies were out back, in two outhouses, a five-holer for girls and a four-holer for boys.

For a long time the schoolhouse was heated with a big coal stove. The bus driver would come by to light it on winter mornings before he started his route. By the time the bell rang, the school was toasty. Austin remembers mischievous children throwing bits of rubber erasers on the stovetop, where they would melt and create such a stink that everyone would be shuffled out of doors into the cold. The coal stove was later replaced with kerosene heaters.

In the spring, the teacher would fling the windows open, letting in warm breezes and all manner of bugs. As an April Fools' Day prank, says Austin, students would catch as many wasps as they could lure down from the ceiling and put them in a box. They wrapped the box up like a present and put it on the teacher's desk. They got away with this several times, since there was always a new teacher.

"It was all just fun," says Austin. "No one was ever stung."

The village children were close, like brothers and sisters, says Austin, who still keeps in touch with many of his old friends. The children learned to appreciate nature at an early age and found creative ways to entertain themselves.

"The only thing we missed out on was sports," says Austin. But even though there was no inter-school competition, children competed against each other in softball and volleyball, each team consisting of a fair number of tiny kids among the older ones.

Everyone was concerned that the children get a good education so everyone helped raise money for the school.

"The county provided the teacher and the textbooks but little else, so things like the library went lacking," says Austin. "We learned how to work together to get by."

The children held fund-raisers to buy library books and playground equipment. One Saturday a night a month in the fall and winter, a country-western band came down from Virginia to entertain villagers, hunt-club visitors and Coast Guardsmen,

with all the proceeds going to the school. Every October the students held a Halloween carnival fund-raiser, with apple bobbing, cakewalks and a "go-fish" pond. And every couple of months they put on plays—comedies and dramas they wrote themselves.

The students would rehearse for weeks. They used the back room as a dressing room, and created a stage out front with a curtain made by Austin's mother. The whole community would turn up to watch, even visitors at the nearby hunt clubs. One night the take was \$200. Austin remembers once playing Johnny Appleseed's father, his hair white with a fresh dusting of flour. Austin's older brother, Ottley, wrote and directed many of the plays in those years.

"Everyone thought he was going to end up in Hollywood," says Austin, though as it turned out Ottley joined the Coast Guard service.

In the early 1950s, Austin and other older kids were socializing with students at Oceana High School in Virginia Beach,

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Open Daily

Summer Hours: 10 am-9 pm
Hours Vary By Season

Corolla, NC

www.TimBuckii.com

Water's Edge Village School

driving to attend dances and movies there on the weekends. Before a fence was put up at the state line, where it remains to this day, Virginia Beach was just a straight shot up the coast.

"I'd always considered us part of Virginia Beach," says Austin. "It was really one and the same [before the fence]. But it was always good to come home to the quietness."

After World War II, the number of villagers had begun to dwindle as the Coast Guard base closed and families left to find jobs. In the early 1950s, a group of German students outnumbered the Corolla children. The owner of the Whalehead Club, Ray Adams of Washington, D.C., who used the club for hunting parties and as a guesthouse in summer, had sponsored the German families to come to the United States. They lived in the former Coast Guard tenement houses surrounding the main house. They spoke no English at first, but they got along well with the Corolla children and learned the language rapidly. The German families later headed to the Midwest. Austin still keeps in touch with some of them.

By the mid-'50s, the schoolhouse floorboards no longer strained under the weight of dozens of desks. The school bus was replaced with a three-seater Willys station wagon. In 1955, only five students were enrolled, and three of them were from Penny's Hill. That year 17-year-old Norris Austin left Corolla to finish up the last half of his senior year at P.T. Griggs High School on the mainland, getting his chance to take exams, go to the prom and graduate with a larger class.

Three years later, the school closed. The Currituck County Board of Education minutes from May 28, 1958, record the event succinctly: "The State Board of Education did not allot a teacher for Corolla. The board stated that the parents of the two children in attendance be informed of this."

The next year, boys from Corolla Academy, a private summer program held at the Whalehead Club, used the vacant schoolhouse as a recreation and billiards hall. They stopped coming in 1963, and after that the building just sat empty and alone on the corner of Schoolhouse Road and Corolla Village Road until it was bought as a private vacation cottage in the 1970s.

Since 1958, any school-age children living in Corolla have traveled to Dare County schools, which are up to an hour away on the bus, but still closer than the Currituck County schools across the sound. Norris Austin says he sees the high school students, who have to go all the way to Manteo, waiting to catch the 5:30 a.m. bus, which picks them up just a block over from the Corolla schoolhouse.

<<152>>



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