

### CHARTER SCHOOL APPLICATION

Due by 5:00 p.m. Friday, February 19, 2010  
North Carolina Department of Public Instruction  
NCDPI/ Office of Charter Schools  
301 N. Wilmington Street, Raleigh, NC 27601-2825 • 919.807.3491



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## I. Basic Information for the Proposed Charter School

Primary Contact Person: Meghan Agresto, Board President

Mailing Address: P.O. Box 215

City/State/Zip: Corolla NC 27927

Phone Number: 252.619-0015

Email: [watersedgekids@gmail.com](mailto:watersedgekids@gmail.com)

Website: <http://www.watersedgevillageschool.com/>

Fax: N.A.

Name of Proposed Charter School:

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

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

Proposed Grade Levels:

2011-12: **K-6**; 2012-13: **K-6**; 2012-14: **K-6**; 2014-15: **K-6**; 2015-16: **K-6**

Projected Enrollment:

2011-12: **25**; 2012-13: **28**; 2012-14: **28**; 2014-15: **31**; 2015-16: **32**

### Targeted Population:

After the local lighthouse was automated and the nearby hunting lodge owners died, there were few families left in Corolla to support the local industries. By the 1950s, the one-room schoolhouse had closed. Since then, little has changed for local children and there still exists a need in this small community for nearby educational opportunities. The children currently have three options for schooling:

- Currituck County Public School System, whose nearest school is two hours away by school bus or by a combination of motorboat/bus/ferry/bus
- Dare County public school requiring a 40 minute drive one-way and a \$1,500 fee (the difference between per-student allotments) per student per year
- Home schooling, a choice people make to avoid the hardship of commuting

These children, as well as the children of parents who commute to Corolla for work, are Water's Edge Village School's targeted population. (See Appendix A for information on local children and regional demographics and Appendix F for history of local school in Corolla).

### Conversion:

No: X

Yes: If so, Public or Private:

### Summary of Educational Mission:

Fifty years after Corolla's one room schoolhouse closed its doors, Water's Edge Village School brings a local education option back 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.

## II. GOVERNANCE

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

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

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

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

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

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

Street Address: **716 Mainsail Arch**

Phone: **(252) 202-8142**

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

Name of registered agent and address:

**Susan Taylor 716 Mainsail Arch Corolla, NC 27927**

FEDERAL TAX ID: n/a

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

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

Yes (copy of letter from federal government attached)

No

Note:

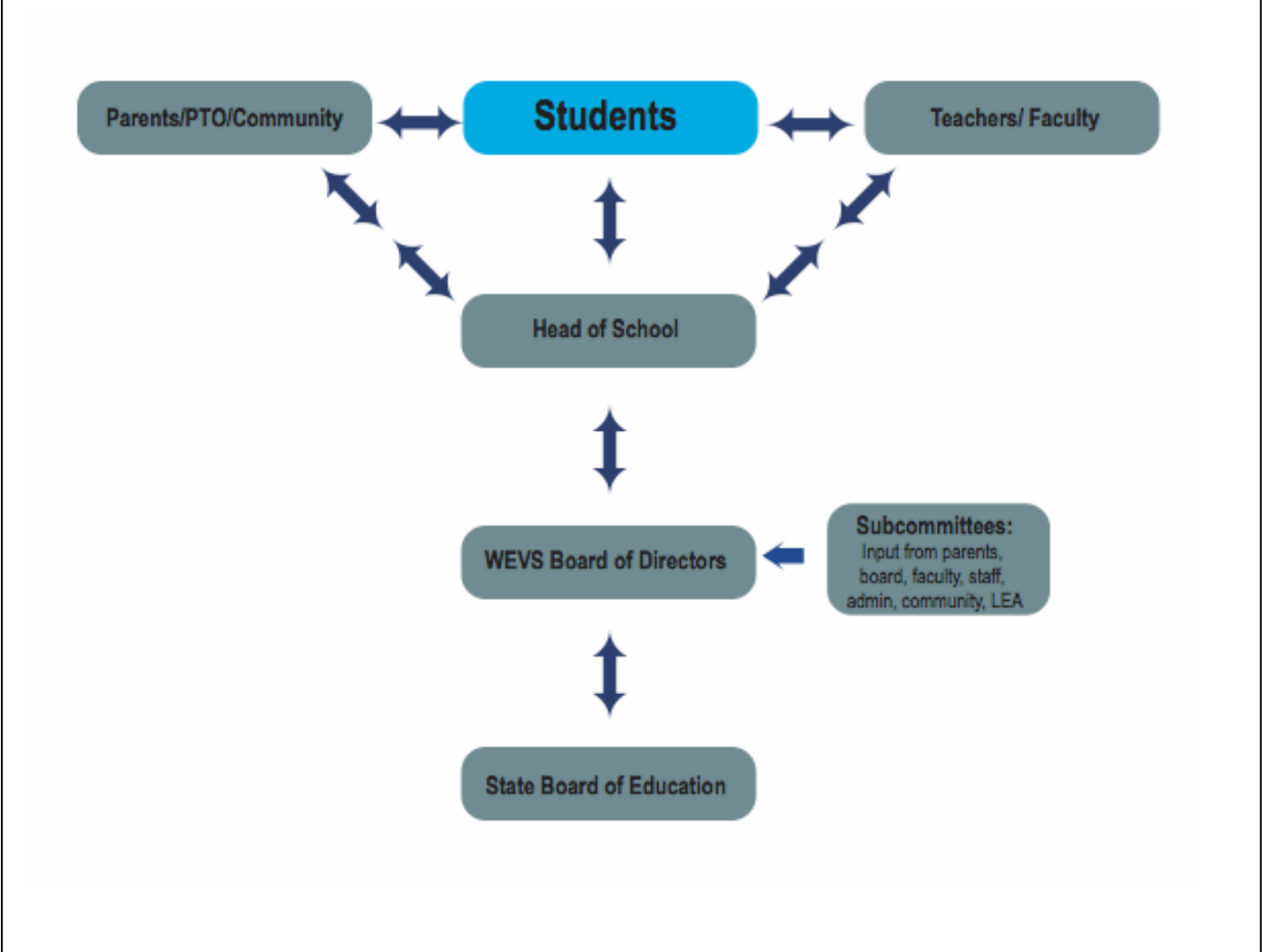
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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

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

**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 parents and staff of the proposed charter school.



1. Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

## Meghan Agresto

PO Box 65; 1124 Carotank Road, Corolla, NC 27927    magresto@gmail.com    (c) (252) 453-8152

### EDUCATION

- University of North Carolina, Chapel Hill Masters, 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
- 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) – Hire/Manage/Train 15+ docents; 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

- Chair of local political precinct (2007-present) - Nominee to 2008 State convention
- Local responder – NC Underwater Archeology, Department of Cultural Resources – deploy identification tags on uncovered shipwrecks
- Translator (Spanish) – Local emergency rescue services
- Advisory member - Green Poll (2008-present) Identify pertinent community issues; Review and provide feedback about the quality and scope of polls; Point to new directions for the management of the Green Poll
- Member - Friends of the Corolla Library (2005-present)
- Companion to assisted-living resident (1998-2003) Visited weekly at Carol Woods Retirement Home
- Secretary, McGregor Homeowners Association, Chapel Hill (2004-2006)
- Big Buddy (1998-1999) Helped teach a 15-year old student to read
- Rowing Coach (spring 1995) Coached 3 boats of the UNC’s Novice Women’s team

## Sylvia Wolff

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

[DriftingSandsServices@gmail.com](mailto:DriftingSandsServices@gmail.com)

### Employment History:

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

Title: *Ocean Rescue Division Chief, EMT-I* Dates employed: May 2000 - current

Responsibilities include: Ensuring the safest beach environment possible by:

- Hiring, training, and supervising a staff of 45 seasonal employees,
- 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

Title: *Substitute Teacher* Dates employed: 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

Title: BLS Instructor Dates employed: 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

Title: *Sole Proprietor, Massage Therapist* Dates employed: 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

Title: *Mom, Step-mom, Wife* Dates employed: February 2002 - current

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

- Administering copious amounts of love every minute
- 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

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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:

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- 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.

## *Frieda Elizabeth Harris*

211 Augusta Drive  
Grandy, NC 27939

(336) 202-8879  
[friedaeh@yahoo.com](mailto:friedaeh@yahoo.com)

### *EDUCATION*

B. A. Guilford College, Greensboro NC May 2001

- Majors: Psychology and Elementary Education
- NC teaching licensure: Elementary Education K through 6<sup>th</sup>, December 2001

Post graduate classes, UNCG, Greensboro NC fall 2003 and spring 2004

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

### *WORK EXPERIENCE*

**4<sup>th</sup> grade Classroom Teacher**, Currituck, NC, fall 2008-spring 2009

- Taught in a diverse classroom with wide range of needs.

**Long-Term Substitute**, Currituck, NC, fall 2007- spring 2008

- Taught and planned lessons while teachers were on maternity leave.

**3<sup>rd</sup> Grade Classroom Teacher**, Burlington, NC, fall 2005 – summer 2007

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

**Nanny for two young children**, Greensboro, NC, fall 2002-fall 2005

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

**Office Assistant**, Neurofeedback Associates, Greensboro, NC, part time, fall 2002- fall 2004

- Organized and maintained clerical matters, including billing and scheduling.
- Greeted and prepared child and adult clients for treatment.

**Grader for standardized tests**, Measurement Incorporated, Greensboro, NC, summer 2002

- Read, graded and recorded 8<sup>th</sup> grade end of the year tests.

**Tutor**, Hampton Academy, Guilford County Schools, Greensboro, NC, spring 2002.

- Taught small groups of children in reading, writing and mathematics.
- Assisted in clerical work, including filing, grading, and office management.

**Student Teacher**, Guilford County Schools, Greensboro NC, fall 2001.

- Developed time management and organizing skills while teaching 3<sup>rd</sup> grade.
- Met with parents and communicated with them about their child's progress and needs.

**Interning Teacher's Assistant**, Jefferson Elementary School, Greensboro, NC, spring 2001.

- Researched various subject areas and developed appropriate lesson plans and materials.

### **ADDITIONAL INFORMATION**

- In-depth experience with Windows, Macintosh Applications, Microsoft Office, Word Perfect, Quicken, Photoshop, Adobe Illustrator, and Internet Applications.
- Excellent written and communication skills.
- 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.



# Adam J Hess

829 Whalehead Dr. ● Corolla NC 95062 ● 252.619.4961 ● adamjhess@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

***B. Gary McGee***  
**1123 Village Lane; P.O. Box 508**  
**Corolla, NC 27927**  
**Telephone: 252-453-4470**

**Status:** Retired North Carolina City and County Manager after 32 years; married to Judge Linda McGee, North Carolina Court of Appeals Raleigh, NC; two sons, Scott and Jeffrey

**Education:**

BA, University of North Carolina, Chapel Hill, NC - 1970

MPA, North Carolina State University, Raleigh, NC -1974

**Experience:**

1970-1974—Editor, *The Clayton, NC News*

1972-1974—Part-time Editor, *The Retailer*, NC Merchants Association

1974-1977—Town Manager, Town of Pittsboro, NC

1977-1984—County Manager, County of Watauga, Boone, NC

1984-2004—City Manager, Hickory, NC

2004-2006—Contracted Manager, Kitty Hawk, NC (owner/manager of Innovative Management Services LLC, which contracted with Town of Kitty Hawk, NC)

**Professional Activities and Recognitions:** Served on numerous local, county, and state boards, advisory councils, and committees

NC City/County Managers Association: Various committees and speaker International

City County Management Association: Various committees and speaker

Carolinas Innovation Group: Chairman and speaker

National Innovation Groups: Board Member

“One of Four NC Managers Making a National Contribution to the Profession”

School of Government, University of North Carolina at Chapel Hill

“Profile in Innovation in Local Government,” John Locke Foundation, Raleigh

**Current Activities:**

Outer Banks Presbyterian Church, Kill Devil Hills, NC

Elder

Moderator: Administration & Personnel Committee; Publicity Committee

UNC Coastal Studies Institute, Manteo, NC - Foundation Board Member

NC Coastal Management Advisory Council - Board member representing Currituck County

First Flight Society, Kitty Hawk, NC - Board Member

NC Democratic Party, Raleigh, NC - State Executive Committee Member

Currituck County, NC Democratic Party - First Vice-Chairman

**TERESA BELL**  
2013 Midland Road PO Box 397 Corolla, NC 27927  
(252) 453-9566 (H) email: tmbell5@yahoo.com

*EDUCATION*

- \* GEORGE MASON UNIVERSITY, Fairfax, VA  
Bachelor of Science Degree, May 1977  
Economics Major  
Masters Degree of Education, May, 1993  
Special Education Major (Learning Disabilities)

Completion of coursework and internship requirements for endorsement in Educational Administration (Summer, 2002)

- \* Teaching certification in Learning Disabilities, Emotional Disabilities, and Economics (VA)
- \* Endorsement in Educational Administration

**WORK EXPERIENCE**

**COROLLA, NORTH CAROLINA (OFF-ROAD AREA)**

**SELF-EMPLOYED** Across the Board Construction, LLC; 7/07-present; *Administrative Assistant*

**FAIRFAX COUNTY, VIRGINIA**

**ELEVEN OAKS SPECIAL EDUCATION OFFICE** Fairfax County, VA; July, 2001- June, 2007;

*Inclusive Schools Resource Teacher*

- \*Serve as a resource to and collaborate with teachers, administrators, and parents to meet the needs of special needs students
- \*Facilitate and mediate school-based teams to build capacity for inclusion of special needs students in neighborhood schools and in general education setting
- \*Problem-solve in the scheduling process to maximize opportunities for instructional time, for inclusion of special education students, for distribution of caseloads, and for planning time between special ed and general ed teachers
- \*Develop instructional/behavioral strategies for classroom teachers, coaching and modeling for classroom teachers as needed
- \*Conduct Functional Behavior Assessments and write behavior intervention plans
- \*Research, develop and deliver staff development on a variety of topics, as requested by schools
- \*Advise school personnel on legal issues surrounding identification of students with disabilities, IEPs, testing, and classroom accommodations and modifications
- \*Determine appropriate program options during the transition process for special needs students
- \*Oversee special education service delivery to students with low-incident disabilities
- \*Support and advise teachers in successful completion of state alternative assessments
- \*Attend LSSC meetings and IEP meetings as requested
- \*Organize and lead Behavior Support Team at base school
- \*Attend TAT meetings at base school

**BELVEDERE ELEMENTARY SCHOOL** Fairfax County, VA; August 1999 - July 2001

**Special Education Lead Teacher**

**PRINCE WILLIAM COUNTY, VA Marumsc Hill Elementary School; August, 1998 - July, 1999; Neabsco Elementary School; July, 1990 – July, 1998**

*Administrative Designee, Special Education Teacher*

- \*Coordinate, schedule, and attend LSSC meetings; organize evaluation paperwork and confidential student files; attend area Special Education meetings; parent contact; staff communication; conduct educational evaluations (complete testing, scoring, and writing of reports and present results at eligibility); informal training of staff regarding Special Education regulations and procedures
- \*Assist administration in arrangement of master schedule and distribution of caseloads
- \*Case manager for a variety of special education students
- \*Member of the SOL Lead Teacher Team
- \*Special Education representative on CORE (develop instructional and behavioral strategies to assist classroom teachers in meeting the needs of diverse learners in their classrooms.)

# Sharon Twiddy

P.O. Box 2085 Kitty Hawk, NC 27949  
252-261-3142 [stwiddy@charter.net](mailto: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.
  - Specific projects:
    - Collaborates to design and produce the vacation home brochure: a 180 page publication that prints and mails over 50,000 copies
    - Designs the Guest Directory: a 40-page publication that prints over 25,000 copies
- Collaborated to develop and design 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 three remarkable children

# KAREN CLARK

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

## EMPLOYMENT

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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

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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

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NC Environmental Education Certification 2007

*NC Office of Environmental Education North Carolina*

## ***Susan Taylor***

[beachgarden@embarqmail.com](mailto: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

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 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 another non-profit benefit corporation whose primary purpose is education, as directed pursuant to North Carolina General Statutes and its Articles of Incorporation.

**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

- 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 the undersigned is the Secretary of Corolla Education Foundation, Inc., 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.

\_\_\_\_\_, Secretary \_\_\_\_\_ Date

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

Dated: \_\_\_\_\_

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

STATE OF North Carolina

COUNTY OF CURRITUCK

3. A copy of the articles of incorporation, if available.

State of North Carolina  
Department of the Secretary of State

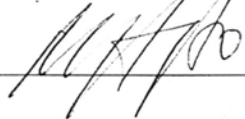
ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

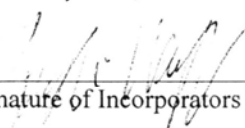
Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

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  
PO Box 65/1124 Carotank Road  
Corolla, NC 27927**  
**Sylvia Wolff  
160 Beech Tree Trail  
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.

9. Any other provisions which the corporation elects to include are attached: Corporation's purpose (Article II of bylaws)
10. The street address and county of the principal office of the corporation is:  
Same as registered office:  
716 Mainsail Arch,  
Corolla, NC 27927  
Currituck County
11. The mailing address *if different from the street address* of the principal office is:  
PO Box 215  
Corolla, NC 27927
12. These articles will be effective upon filing, unless a later time and/or date is specified.

This is the 3<sup>rd</sup> day of February, 2010.

  
\_\_\_\_\_

  
\_\_\_\_\_

Signature of Incorporators

Meghan Agresto and Sylvia Wolff

Type or print Incorporators' name and title, if any

NOTES:

1. Filing fee is \$60. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

Revised January 2000  
01

Form N

CORPORATIONS DIVISION  
0622

P. O. BOX 29622

RALEIGH, NC 27626-

p. 2



**APPENDIX  
for THE COROLLA EDUCATION FOUNDATION**

**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.

p.3 (appendix)

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

#### MISSION:

The mission of the proposed charter school is as follows:

WATER'S EDGE VILLAGE SCHOOL offers a unique education to students on the Northern Outer Banks, an isolated coastal community rich in natural resources and environmentally focused organizations. With the support of a community deeply invested in the success of a local school and grounded in partnerships with children and families WEVS provided 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.

#### 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

- WATER'S EDGE VILLAGE SCHOOL allows students the opportunity to participate in their own education as the driver. Because much of the curriculum is project-based, instead of textbook based, students can experience learning through all of their senses; this way, all types of learners are reached, and the learning is not just conceptual, it is experienced.
- Small student/ teacher ratios and strong parent involvement allows student, teacher, and parent to design challenging yet attainable individual goals for each student.
- The local resources allow for much of the learning to be done outside of the classroom, which enhances the learning experience in that it provides a real-life setting to apply concepts. For example:
  - The eco-systems studied in fifth grade are observed and studied by Education Specialists of the Outer Banks Center for Wildlife Education in Corolla.
  - 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.
  - 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 sunken ships off the coast.
  - The relationship between geography and the needs of a community studied in third grade can be applied through the investigation of the Currituck Lighthouse, the Whalehead Club, 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), SurfRider Foundation, Corolla Wild Horse Fund, Corolla Volunteer Fire Department, etc.
- The teacher to student ratio is small enough to ensure each student receives the individual attention he or she deserves. The parent involvement will allow for even more individual attention, which permits the teacher to conduct more accurate assessments of each student's strengths, weaknesses and academic needs.
- The size of the classes and the use of a wide variety of resources in addition to textbooks allow teachers the freedom to create lessons catering to specific learning levels, individual interests of students, and current events at the time of the class.
- A non-traditional calendar allows for higher retention of information and less time spent on review. It allows teachers to quickly identify and assist students in overcoming their learning challenges as they move forward.
- A school garden allows students to take pride in their work; something that they take care of is important to the school and all of those in it. Team projects encourage cooperation and the experience of being an active participant in a community.
- WATER'S EDGE VILLAGE SCHOOL provides a local educational opportunity for students of Corolla and Carova whose geographical remoteness currently obligates lengthy bus and/or boat-to-ferry rides for students, allowing students more time for greater self care, be it for family time, outdoor play, or sleep.

**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 the 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 among the student, parents, and teacher. This allows students to create their own successes, regardless of ability compared to others.
- Small classes and a non-traditional calendar allow the teachers the ability to assess students, help them set individual goals, and identify a need for remediation which can be addressed in the breaks allotted by the non-traditional calendar. Gifted students may also complete extra challenges outside 'classroom time' during these periods.
- 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 variety of occupations, specialties, personalities, 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 encouraged to be 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. (i.e. the Wildlife Education Center, the Field Research Facility, the NC Aquarium...)
- Multi-age classrooms allow teachers to broaden the 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 leadership principles into all facets of school life, from the academic to the interpersonal, gives students ample opportunity for setting and meeting goals within a multi-age classroom, while fostering daily successes.

### **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 while using a wide array of resources.
- Teachers are offered the opportunity to expand the educational horizons by utilizing diverse community resources
- Teachers will create networks with other multi-aged classroom instructors globally as part of their ongoing professional development.
- Multi-grade classrooms will allow teachers to become adept at designing lessons that appeal to the various developmental levels of the students.

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

- WATER'S EDGE VILLAGE SCHOOL allows parents to select an education that is different than other local educational opportunities in that the curriculum is 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 small teacher-to-student ratio promotes the personal relationships that will provide individualized attention to students.
- 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 and family interaction.
- The calendar reflects the schedules of the families that support our tourist-based economy by providing extended breaks in the off-season that allow for greater family interaction. Additionally this scheduling allows for students who require remediation to receive it when necessary throughout the school year.

- The nutritional focus and the requirement that all students bring their lunches at WATER'S EDGE VILLAGE SCHOOL allows parents the opportunity to be very aware of the nutritional value of the food consumed at school, and allows 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.)**
- WATER'S EDGE VILLAGE SCHOOL will follow the 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, also 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 maintaining a level of progression that allows the child to recognize and maximize his or her learning potential.

## **EDUCATIONAL FOCUS:**

**Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.**

The vision for WATER'S EDGE VILLAGE SCHOOL materialized when the need for a school in the secluded area of Northeastern Currituck County met the aspiration of local residents. They realized that the Corolla area, rich in natural resources, community support, and various environmentally-focused, education-oriented organizations could support an academically-rigorous, child-centered school with an emphasis on social responsibility and environmental awareness. The WEVS vision was developed to provide a hands-on approach to an integrated curriculum that allows students to acknowledge and develop a strong sense of self and a positive and harmonious relationship with both the environment and the community through interaction and exploration. Such a relationship will cultivate the students to be socially and environmentally conscious and responsible leaders who are aware of their role as proactive participants of society.

Utilizing natural resources and community support, WATER'S EDGE VILLAGE SCHOOL instruction occurs in and out of the classroom and always involves a hands-on component. As a result, children employ all senses in the learning process. Exploratory learning lets students' curiosities motivate their pursuit of knowledge; they learn at their own pace and make connections as they go. They pursue paths of learning relevant to their own individual learning styles and interests and they become confident in their abilities to reason, deduce, and conclude. Because learning is not limited to one discipline at a time, integrated learning allows students a larger palette from which to derive their reasoning and critical thinking skills as they recognize concepts are not necessarily specific to one single subject. In accordance with NC Standard Course of Study, WEVS proposes a curriculum that is project-based, permitting students to derive material from all subjects to reach a final conclusion, or create a final product unique to their individual paths of investigation. The limited 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.

WATER'S EDGE VILLAGE SCHOOL encourages active, healthy students by emphasizing physical activity and exploration outdoors. In an area where much effort is devoted to protecting wildlife and natural habitat, students are encouraged to recognize the importance of respecting the environment and understanding how to take from it to maintain survival and yet nurture and cultivate it so that it may continue to thrive and provide. The educational program of WEVS emphasizes how local resources affect local lifestyle and how to utilize those resources responsibly. Along those lines, WEVS will maintain a school garden that will grant students the opportunity to witness the ability of a natural resource to 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 allows students to interact with a diverse background of people and interests. Parents are encouraged to participate in their child's education through programs within the school, volunteering time in fields of specialties, and through conferences with the teachers to ensure that each child's interests and strengths are being recognized and reinforced at home. Corolla, a location rich in natural history and diverse in community composition, lends itself to many opportunities for students as they are exposed to various elements of society. WEVS strives to foster the development of the whole child by nurturing his or her curiosity, then guiding him or her to explore that curiosity in every facet of his or her environment.

#### IV. EDUCATION PLAN

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

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

##### 1. Educational theory and foundation of the model.

WATER'S EDGE VILLAGE SCHOOL'S excellence will rest on a foundation of: child-centered and child-driven education, multi-age classrooms, all children as leaders, and healthy mind and bodies.

As the original task force discussed their educational ideals, they included the notion that education is a progressive compilation of interpreted experiences. Jean Piaget acknowledged this as well, also emphasizing that everyone learns at a unique pace, an ideal that has become widely accepted as a supporting theory for multi-age classrooms.

Paralleling that concept of the need for 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. These concepts, based on Covey's "seven habits" grant the student the control over their school experience. This can be a source of great confidence, especially when goals are accomplished and successes are acknowledged and celebrated.

Another aspect of empowerment for children comes in the form of physical health. Children are full of energy and curiosity, which inspires movement. In an effort to encourage instead of thwart that instinct, WATER'S EDGE VILLAGE SCHOOL supports as much physical activity and exploration as possible. In accordance with such national programs as No Child Left Inside and Slow Foods USA, much of the curriculum takes classes outside and gets students moving. They are encouraged to: interact with nature, help nourish the school garden, ask questions, speculate and hypothesize, observe, explore, and get dirt under their fingernails.

In realizing that the proposed theories were not unique, WATER'S EDGE VILLAGE SCHOOL has set out to combine some of these crucial roots to cultivate an education that is hands-on.

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## 2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

### SOCIAL STUDIES

The students of WATER'S EDGE VILLAGE SCHOOL will be guided to explore and develop their roles in the community, the environment, and their own classroom, and realize the importance of those who participated in and helped to establish societies before them to pave the way for the here and now. Students will be asked to derive 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 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

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 WATER'S EDGE VILLAGE SCHOOL, 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 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

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WATER'S EDGE VILLAGE SCHOOL 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. 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.

WATER'S EDGE VILLAGE SCHOOL 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](http://www.slowfoodusa.org)), WATER'S EDGE VILLAGE SCHOOL 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 raw state 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.

WATER'S EDGE VILLAGE SCHOOL 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

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As society continues to incorporate technology into daily life and because Corolla is a remote community, WATER'S EDGE VILLAGE SCHOOL 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. Students will help submit materials to and maintain the school website.

Additionally, WATER'S EDGE VILLAGE SCHOOL 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, WATER'S EDGE VILLAGE SCHOOL 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.
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## MATHEMATICS

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One of the foundations for the educational theory at WATER'S EDGE VILLAGE SCHOOL 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
- Peer consultation and evaluation so that students may develop cooperative skills
- 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

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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, WATER'S EDGE VILLAGE SCHOOL 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 or a 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.

WATER'S EDGE VILLAGE SCHOOL encourages the development of a diverse student by introducing various artistic techniques to education. Studying musical, performing, and visual arts allows students to identify associations with certain characteristics of specific cultures and eras. 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 WATER'S EDGE VILLAGE SCHOOL 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.

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

#### **Serving Exceptional Children:**

WATER'S EDGE VILLAGE SCHOOL 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. WATER'S EDGE VILLAGE SCHOOL will work closely with Currituck County's special education professionals, 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 trimester 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 31<sup>st</sup> of the school year beginning the following month:
  - Proof of a physical examination

#### **Exit Requirements:**

Students completing the sixth grade must have:

- Completed all necessary assessments for grade progression within the school
- Completed all required state tests
- Have completed the 6<sup>th</sup> grade service project

5. The school calendar (must provide instruction for a minimum of 180 instructional days);  
 (G.S. 115C-238.29F(d)(1)):

School Calendar - Trimester Starting in Sept.

Month	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
<b>Sep-11</b>		28 W	29	30	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
<b>Oct-11</b>	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
<b>Nov-11</b>			1	2	3	4	5
	6	7	8	9	10	11 H	12
	13	14	15	16	17	18	19
	20	21	22	23 H	24 H	25 H	26
	27	28 A	29 A	30 A			
<b>Dec-11</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1 A	2 A	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26 H	27 H	28 H	29 H	30 H	31
<b>Jan-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2 H	3	4 W	5 W	6 W	7
	8	9	10	11	12	13	14
	15	16 H	17 W	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
<b>Feb-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	19	20	21	22	23	24	25
	26	27	28	29			
<b>Mar-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
<b>Apr-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16 A	17 A	18 A	19 A	20 A	21
	22	23	24	25	26	27	28
	29	30 W					
<b>May-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1 W	2 W	3 W	4 W	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
<b>Jun-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
<b>Jul-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
<b>Aug-12</b>	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3	4
	5	6 W	7 W	8 W	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

6. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.

For each unit, students will have a project to complete incorporating all subjects. Students will have to complete, summarize and present the projects as the year progresses. 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 if appropriate.

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.

**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.**

WEVS believes that setting and meeting goals is important in student development. Students will meet the following criteria:

- Completion of mandated state tests
- Completion of 6<sup>th</sup> grade service project
- Meeting the academic, social, and personal goals set collaboratively by students, parents and teachers

Student achievement goals will correspond directly with NC Standard Course of Study requirements.

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

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

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

Provide an explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

WATER'S EDGE VILLAGE SCHOOL 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. WATER'S EDGE VILLAGE SCHOOL recognizes the need for a partnership to exist among teaching staff, parents, and students in order to meet the needs of exceptional children.

**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.

Policies:

- WATER'S EDGE VILLAGE SCHOOL 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 WATER'S EDGE VILLAGE SCHOOL is part of what makes it uniquely tailored for local students. As such, WEVS strives 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:**

When it receives final approval in March 2011, WATER'S EDGE VILLAGE SCHOOL will announce its preliminary registration. The enrollment time-period shall be reasonable in length (~3 weeks) and advertised throughout the village and beyond via the posting of information in local businesses and 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 free or reduced lunch/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.

**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 (do not include as an appendices), 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.

The Code of Conduct/Discipline Policy 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 and internally motivated by self-respect. To this end, WEVS stands committed to the practice of both positive discipline and conflict resolution grounded in the principles of restorative justice. At WATER'S EDGE VILLAGE SCHOOL, 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.

Children, like adults, make mistakes. WATER'S EDGE VILLAGE SCHOOL will provide the appropriate boundaries, corrections and consequences to turn every mistake 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 it will occasionally require a collaboration of families, teachers and administrators to resolve disciplinary problems that present special challenges to the educational mission of the school.

The information provided here will be further developed in the 2011-2012 school year with the involvement of the school 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 lessons. 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.

Students are involved at the beginning of every year in establishing behavioral expectations. These are then reinforced through teaching and discussion in the classroom. WATER'S EDGE VILLAGE SCHOOL has high expectations of students and is committed to helping children learn, respond to, and ultimately meet those expectations. We will do our best to make sure they have an opportunity to learn that there are times that our respect and love for them must be expressed in terms of boundaries, correction, and consequences.

Correction might include:

- Positive instruction
- Interruption or redirection
- Reminding students of expectations and consequences
- Restrictions on, 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 will advise the Board of Directors of the decision. The student's parents may follow a grievance process with the board if they feel the findings are unsatisfactory.

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.

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

- Fighting
- Intimidating and/or bullying
- Stealing
- Vulgar, profane or obscene language
- Defiance of authority
- Insolence or rudeness
- Arson
- Possession of a real, look alike, or pretend firearm, 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 Principal 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.

While we will strive to avoid these kinds of decisions, the administration reserves the right to make them.

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

## V. 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).

- (1) Executive Director
  - (2) NC Certified teachers full-time
- Unlimited volunteers as:  
Teaching assistants  
Clerical assistants in the classroom

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

List the qualifications and 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.

WATER'S EDGE VILLAGE SCHOOL 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 WATER'S EDGE VILLAGE SCHOOL's 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
- Is adept at procuring funding sources and providing staff development
- Is able to create budget and financial statements
- 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

### *Desired*

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

## **ENROLLMENT**

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.

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 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).*

**PROJECTED ENROLLMENT  
2011-12 through 2015-2016**

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

List LEA #1 – Currituck County

List LEA #2 – Dare County

List LEA #3 – Home-schooled

GRADES		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		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	4	1	0	3	0	2	0	2	0	3	1	0	4	2	0
First	1	3	1	2	4	1	0	3	0	2	0	2	0	3	1	0
Second	2	3	2	0	3	1	2	4	1	0	3	0	2	0	2	0
Third	3	0	1	3	3	2	0	3	1	2	4	1	0	3	0	2
Fourth	4	1	0	0	0	1	3	3	2	0	3	1	2	4	1	0
Fifth	5	2	0	0	1	0	0	0	1	3	3	2	0	3	1	2
Sixth	6	0	0	2	2	0	0	1	0	0	0	1	3	1	3	0

PROJECTED ENROLLMENT 2011-12 through 2015-2016 (continued)

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		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>13</u>	<u>5</u>	<u>7</u>	<u>16</u>	<u>5</u>	<u>7</u>	<u>14</u>	<u>7</u>	<u>7</u>	<u>16</u>	<u>8</u>	<u>7</u>	<u>18</u>	<u>10</u>	<u>4</u>
Overall Total Enrollment		<u>25</u>			<u>28</u>			<u>28</u>			<u>31</u>			<u>32</u>		

Budget: Revenue Projections 2011-12 through 2015-2016

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
--State ADM Funds	<u>\$113894</u>	<u>\$127561</u>	<u>\$127561</u>	<u>\$141229</u>	<u>\$145784</u>
--Local Per Pupil Funds	<u>\$53992</u>	<u>\$60471</u>	<u>\$60471</u>	<u>\$66951</u>	<u>\$69110</u>
--Federal Funds	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Grants*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Foundations*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Private Funds*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Other Funds*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>TOTAL INCOME</b>	<u>\$167886</u>	<u>\$188032</u>	<u>\$188032</u>	<u>\$208180</u>	<u>\$214894</u>
<p>*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.</p>					

Budget (continued): Revenue Projections 2011-12 through 2015-2016

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.

NC State funds-	4555.78	x 25 =	113894
Currituck County funds-	2159.71	x25 =	<u>53992</u>
<b>Total 2011</b>			<b>167886</b>

NC State funds -	4555.78	x 28 =	127561
Currituck County funds -	2159.71	x28 =	<u>60471</u>
<b>Total 2012/ 2013</b>			<b>188032</b>

NC State -	4555.78	x 31 =	141229
Currituck County -	2159.71	x31 =	<u>66951</u>
<b>Total 2014</b>			<b>208180</b>

NC State-	4555.78	x 32 =	145784
Currituck County -	2159.71	x32 =	<u>69110</u>
<b>Total 2015</b>			<b>214894</b>



Budget (continued): Expenditure Projections 2011-12 through 2015-2016

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff <u>3</u>	\$ <u>\$107000</u>	\$ <u>\$107000</u>	\$ <u>\$110210</u>	\$ <u>\$113515</u>	\$ <u>\$116919</u>
--Administrator(s) # <u>1</u>	\$ <u>41000</u>	\$ <u>41000</u>	\$ <u>42230</u>	\$ <u>43496</u>	\$ <u>44800</u>
--Clerical* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Teachers # <u>2</u>	\$ <u>66000</u>	\$ <u>66000</u>	\$ <u>67980</u>	\$ <u>70019</u>	\$ <u>72119</u>
--Librarians* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Guidance* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Teacher Assistants* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Custodian* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Maintenance* # _____	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Food Service* # _____	\$ <u>0</u>	<u>0</u>	\$ <u>0</u>	\$ <u>0</u>	<u>0</u>
--Bus Driver* # _____	\$ <u>0</u>		\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Other _____	\$ <u>0</u>		\$ <u>0</u>	\$ <u>0</u>	
_____					
_____					
_____					
<i>EMPLOYEE BENEFITS</i>	\$ <u>9600</u>	\$ <u>9600</u>	\$ <u>9600</u>	\$ <u>9600</u>	\$ <u>9600</u>
<i>STAFF DEVELOPMENT</i>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>
<i>MATERIALS AND SUPPLIES</i>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>
<i>OFFICE SUPPLIES</i>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>	\$ <u>500</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>	\$ <u>200</u>
<i>OFFICE EQUIPMENT</i>	\$ <u>500</u>	\$ <u>100</u>	\$ <u>100</u>	\$ <u>100</u>	\$ <u>100</u>
* = Many of these roles will be filled by Volunteers and community resources.					

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>TESTING MATERIALS</i>	<u>\$350</u>	<u>\$100</u>	<u>\$100</u>	<u>\$700</u>	<u>\$100</u>
<i>INSURANCE</i>	<u>\$15000</u>	<u>\$15000</u>	<u>\$15000</u>	<u>\$15000</u>	<u>\$15000</u>
<i>UTILITIES</i>	<u>\$3000</u>	<u>\$3000</u>	<u>\$3000</u>	<u>\$3000</u>	<u>\$3000</u>
<i>RENT</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>MAINTENANCE &amp; REPAIR</i>	<u>\$12000</u>	<u>\$12000</u>	<u>\$12000</u>	<u>\$12000</u>	<u>\$12000</u>
<i>TRANSPORTATION</i>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>
<i>MARKETING</i>	<u>\$600</u>	<u>\$600</u>	<u>\$600</u>	<u>\$600</u>	<u>\$600</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<b>TOTALS</b>	<u>\$149950</u>	<u>\$149500</u>	<u>\$152510</u>	<u>\$155815</u>	<u>\$159219</u>

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

Cash on Hand	\$ <u>0</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>
<b>TOTAL</b>	<b>\$<u>0</u></b>

**ADDITIONAL NOTES:**

**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, WATER’S EDGE VILLAGE SCHOOL 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.

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 WATER’S EDGE VILLAGE SCHOOL 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 that will conduct the audit (must be approved by the State of North Carolina). Include the complete mailing address, telephone number and fax number.**

WATER'S EDGE VILLAGE SCHOOL 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))**

**Address how the proposed charter school will meet the requirements for the following:**

**Safety:**

Visitors will have to sign into and out of the school and will have to obtain and wear a visitors tag. Visitors without a tag will be asked to obtain one or leave campus. Individuals removing 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 on 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, notify families that the child will be unable to return to school until immunizations are complete.

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 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.

**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:**

WATER'S EDGE VILLAGE SCHOOL will make every effort to use non-toxic, and/or 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.

**Bloodborne Pathogens:**

Staff will be required to learn basic safety procedures for contact with hazardous chemicals through a required course in first-aid. 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.

**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

**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 WATER'S EDGE VILLAGE SCHOOL 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 method of finding a facility if one is not readily available at this time.

We have begun discussions with multiple interested private enterprises and foundations. We are confident that we will be able to finalize negotiations for a physical facility upon the granting of the school's charter.

**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 you will develop, a five-year minimum, market plan to specific populations (including various community and 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.

Corolla is a very small community with a socio-economically diverse population. We have employed a variety of methods to ensure that information about our efforts is readily accessible to all. Using personal, professional and digital measures, we have begun a successful marketing campaign (see Appendix E, Public Relations). Knowing everyone does not have access to the Internet, we have talked with people in the work place and have placed flyers in areas where locals congregate. We are also using large local email distribution lists to help us share our message with the community. Our website and Facebook page are up and running. We have strong local support and our area businesses have been more than willing to promote our cause to their employees. We use press releases to share information with local publications. Both The Virginian Pilot and The Daily Advance have published articles about our efforts to establish a charter school. We have used all of these methods to advertise our two informational meetings, both of which were very well attended.

Once our school has been chartered, we will continue our successful effort and make modifications as needed.

**Overview:**

The groundswell of excitement resulting from the proposed existence of WATER'S EDGE VILLAGE SCHOOL sparked widespread conversation and media coverage (see Appendices B, C, and D). Due to our unique geographic position, our initial marketing effort reaches out primarily to the population in our immediate area. After a school is established, we fully expect steady growth in enrollment, as it will help young families stay in our community. However, our marketing efforts also stress that WATER'S EDGE VILLAGE SCHOOL is open to all children, as every child should have access to a school that suits his or her individual needs.

**Advertising and Publications:**

Our initial marketing effort has and will continue to utilize low-cost methods of advertising, such as sending off public service announcements to the local radio stations, news papers, and television station and updating our large Facebook fan base. Our strong community support enables us to promote our school at local businesses. We also have access to local email distribution lists. A local professional graphic artist has volunteered services for logo, website and other visual marketing tools as the need arises.

**Website:**

WATER'S EDGE VILLAGE SCHOOL maintains an updated website which advertises upcoming events, information meetings, and general information. WEVS will expand the site as a tool for recruitment, advertising, and student applications as well as an information resource for faculty, students, families, and the community-at-large.

WATER'S EDGE VILLAGE SCHOOL also intends to have listings on websites such as: League of Charter Schools, the NC

Charter School Association, the North Carolina public directory of Charter Schools and the NC Alliance for Public Charter Schools.

**Print Media:**

Brochures and posters will be distributed to locations frequented by parents and children in our immediate and surrounding areas; the expanse of the effort is to be determined as enrollment numbers define the need.

**MONTHLY MARKETING PLAN:**

*March 2011*

- Issue a press release announcing the State's final approval of our charter. This shall include: our mission and a general overview of educational theory, projected enrollment, and information regarding the next two public information meetings which will explain the initiative to make quality primary education accessible to all children in Currituck County. It will include our availability to all children in North Carolina as prescribed by G.S. 115C-238.29B
- School opening will be announced on the website and updates will be sent to Facebook fans
- Dates of initial registration will be posted

*April 2011*

- During our three- to four- week application period, we will hold two informational meeting. If our targeted enrollment number is not reached by the end of the application period, we will issue another press release and hold additional meetings. We will also bolster our efforts by expanding our initial marketing zone to include more of the surrounding area, as well as employing strategies including but not limited to: additional promotional print materials, on-line media, and radio promotion. All promotion will be distributed to locations frequented by parents and children such as: libraries, YMCAs, sports club teams, toy stores, grocery stores, family practice and pediatricians' offices, and other related sites.
- Begin recruiting certified teachers by announcing positions
- Continue to update and expand the website to meet needs as they arise

*June 2011*

- School Academic Calendar posted on website to include opening events and orientation sessions

*July 2011*

- Send family information handbooks and enrollment packets

*August 2011*

- Issue press releases to announce school opening planned for September

*September 2011*

- Orientation and welcome sessions
- Community open house

## **VI. 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.

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

## **VII. 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.

Appendix A: Regional Demographics

Appendix B: Public Support and Interest

Appendix C: Letters of Support from Community Organizations

Appendix D: Newspaper Coverage

Appendix E: Public Relations

Appendix F: History of Corolla School and Schoolhouse