



CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

Waddell Elementary International Charter School

CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Waddell Elementary International Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Waddell International Partners for Education, Inc.

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

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

NAME OF CONTACT PERSON: James E. Armstrong

TITLE/RELATIONSHIP TO NONPROFIT: President of the Board

MAILING ADDRESS: 1804 Wilpar Terrace, Greensboro, NC 27406

PRIMARY TELEPHONE: (336) 271-8187 **ALTERNATE TELEPHONE:** (336) 617-6433

E-MAIL ADDRESS: edwardjea@triad.rr.com

Location Proposed Charter School (LEA): Randolph, Robeson, and Scotland Counties

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: N/A

If a public school, give the name and six-digit identifier of the school being converted: N/A

Description of Targeted Population: Waddell Elementary International Charter School will target and serve underserved students in counties that have limited/no presence of charter schools (racial/ethnic minority and/or low-income).

Proposed Grades Served: K-5

Proposed Total Enrollment: 1399

Projected School Opening Year: 2013

Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3 rd	675		X
Second Year	K-4 th	810		X
Third Year	K-5 th	972		X
Fourth Year	K-5 th	972		X
Fifth Year	K-5 th	972		X

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

Signature

President
Title

James E. Armstrong

Printed Name

4/10/12

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION:

The mission of the proposed charter school is as follows:

The Waddell Elementary International Charter School (WEICS) will provide each student a global learning environment with emphasis on Science, Technology, Character Education, Math, Reading, and a special Spanish Immersion Program along with parental and community involvement.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

Waddell Elementary International Charter Schools are a charter network in three counties, Randolph, Roberson and Scotland. We are stakeholders in these counties through educational employment, birth, citizenship and relationships. This network has been formed to reduce the overall expenditures on indirect cost and to strengthen direct educational cost. Our charter is parent, teacher, administration, agency, legislator, and community driven charter school network.

The non-profit parent company, Waddell International Partners for Education, Inc. was formed to oversee the charter network and is legally responsible for all transaction of the charter schools. The non-profit is the culmination of non-profits specialists who together have more than 100 years of educational work, community, armed service, Federal and State education, audit, grant review and volunteer service. The strategy of the centralization of the administrative office for our three county charter schools is to maximize the expenditure of the budget that is spent directly for teacher salaries, educational supplies, technology and equipment.

The board members are experienced administrators and a Federal contract and grants auditor who will understand separation of funds for each school. The Board will hire a GCC approved Certified Accounting Firm to oversee the financial funds regulations, guidelines, and audit requirements.

The network also provides an extensive pool of education, technological, administrative talent and resources that will provide a strong certainty of growth and success. The strong community stakeholders' support will ensure the oversight and positive direction of the schools. The Universities' support will provide on-going research for new and innovative instructional materials, technology, and methodology.

Our goal is to decrease the number of at-risk students by fortifying them with a strong Character Education aligned with the North Carolina State Board of Education's ABC's Accountability Model, STEM, Common Core, and NC Essential Standard Education. Our strategy is to send our students into middle school with a strong academic and character education. Statistically middle school is where the academic and behavior issues show the gap for successful completion of high school.

The Board of Directors for Waddell International Partners for Education, Inc. is comprised of individuals with deep roots in the communities where Charter Schools have been proposed. These individuals have firsthand knowledge of the achievement gaps, the extreme economic need, and the disparity between ethnic groups of the various communities. Tables I & II provides demographic data and illustrates the socioeconomic needs of the target communities for the three county areas that will be served.

Table I: Population & Ethnic Composition of Persons with Incomes Below Poverty in Selected North Carolina Counties

Category	Scotland County	Percent of the Ethnic Group Represented	Randolph County	Percent of the Ethnic Group Represented	Robeson County	Percent of the Ethnic Group Represented
Total Population Basis	34,667		136,253		124,635	
Total Number below poverty	9839		22,693		37,469	
# White	2977	17%	16,950	14.3%	8,854	21.6%
#Black	5385	40.8%	7,904	22.8%	12,086	41.6%
#American Indian	1058	31.9%	673	22.0%	12,600	27.5%
#Asian	13	9.6%	1,194	49.2%	105	12%
#Hispanic/Latino	311	70.7%	13,775	39.4%	5307	52%

Source: U. S. Census Bureau 2005-2009, American Community Survey

The data for Table I offer an analysis of the populations below the poverty level for the three-county area, and indicates a significant part of the minority population comprised the group of persons with incomes below the poverty level. As an example, African American comprised 5,385 of the 9,839 persons in poverty in Scotland County which represented 40.8 percent of the African American population for the county. Similarly, 41.6 percent of the African American population in Robeson County had incomes below the poverty level, and 22.8 percent of the population in Randolph County.

The poverty levels were also high among other minority groups in the three-county area when compared to non-minority populations. More than seventy percent (70.7%) of the Hispanic/Latino population in Scotland County (311 individuals), and over thirty percent (31.9%) of the American Indian population were poor. In Robeson County, 52% of the Hispanic/Latino population (5,307 persons) and 27.5% of the American Indian population (12,600 persons) lived in poverty in 2009. While Non-Hispanic Whites represented a large population of the impoverished in the three counties, ethnic minority groups were clearly overrepresented among those living in poverty.

Educational Attainment

A number of studies have established links between poverty and a variety of unsatisfactory outcomes among children and youth, including a profound impact on educational attainment of children.

Table II: Educational Attainment in Select North Carolina Counties

Category	Scotland County	Randolph County	Robeson County
18 – 24 years	3737	10995	12,942
Less than H.S Diploma	26.5%	23.4%	31.5%
High School Grad.	45.1%	36.4%	37.2%

Some College (Associates)	26.9%	35.7%	28.7%
Bachelor degree or Higher	1.5 %	4.6%	2.6%

Source: U. S. Census Bureau 2005-2009, American Community Survey

Data for the population of 18 -24 year olds for the three counties offer a snapshot for the educational attainment levels in the communities that will be served by the Charter School. Although thirty percent or more of the youth in each county were high school graduates, a significant pool of students in each county did not complete high school. The individuals without a diploma will typically earn a lower level of income and are more likely to be unemployed when compared to high school graduates and others with higher educational levels, (U.S. Census Report, 2011). Further, the inter-relatedness of education, income, and occupational status suggest that children in households where parents do not have a basic education are at greater risk of low achievement themselves.

However, parental involvement during the early years of a child's education has shown promise as an effective intervention strategy for promoting students' achievement, (Fan & Chen, 2001), (Marzano, 2004). Additionally, Thomas Friedman (Columnist for The New York Times) has suggested that better parent involvement can also "make every teacher more effective", (Greensboro News & Record, 2011).

Waddell International Charter Schools will provide the families of these communities a much needed choice in public education. The Charter Schools will be available without entrance requirements and will be tuition free.

The Board of Directors worked very closely with community leaders and stakeholders from the target communities to develop and refine the direction for the Charter Schools. Initially, a small work group gathered to draft ideas for the school, and these ideas were shared with a broad group of representatives from the community including parents, former teachers, elected officials, ministers, former administrators, community advocates, social workers, business owners, and investors to review and evaluate the focus for the school. Following these meetings and the necessary revisions to the school's plan, follow-up meetings were staged in each county that would be served by the school. The Town Council Meeting in one community served as a forum along with opportunities to speak at a local church service. In other communities the informational sessions were scheduled and advertised by flyers, public service announcement in the local media, direct mailings, telephone calls, and personal invitations. All meetings involved an open and thorough discussion of the school after which several individuals volunteered to serve on the local advisory board for the school. Signature sheets and electronic surveys were used to further determine the interests for the Charter School. Table III offers the dates and locations for meetings held in the various communities.

Table III: Community Meetings

Date	Location	Time	
December 4, 2012	St. Stephen A.M.E. Church	11:00 A.M.	
December 8, 2012	Liberty Town Council Bldg 239 S. Fayetteville Street Liberty, NC	7:00 P.M.	
January 18, 2012	2703 Kilpatrick-White Court Greensboro, NC	6:00 P.M.	Legal Questions
January 14, 2012	Golden Corral	9:00 A. M.	

	904 US 401 Bypass N Laurinburg, NC		
January 25, 2012	2703 Kilpatrick-White Court Greensboro, NC	6:00 P.M.	
January 28, 2012	Golden Corral 2618 South Horner Blvd. Sanford, NC	1:00 P.M.	
February 3, 2012	2703 Kilpatrick-White Court Greensboro, NC	6:00 P.M.	Feaster
February 4, 2012	2703 Kilpatrick-White Court Greensboro, NC	12:00 P.M.	Shefi
February 18, 2012	Clinton Inn Conference Room 1609 US !5 Laurinburg, NC	10:00 A.M	
February 18, 2012	Robeson County Public Library 101 N. Chestnut Street Lumberton, NC	2:00 P.M.	
March 10, 2012	Liberty Town Council Bldg. 239 S. Fayetteville Street Liberty, NC	10:00 A.M. & 1:00 P.M.	



See appendices for survey information.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Waddell Elementary International Charter Schools consider three major points when setting achievement goals:

- Be Positive
- Be Realistic
- Use Objectives

Goals	Objectives	Outcomes/Measurement	Timeline
To show academic improvement	All students will make at least one or more years academic growth in reading and math	Students will use assessments, benchmarks, EOG, diagnostic test; at least 75% will demonstrate one or more years of growth	End of the academic year
To assess students' strengths and weaknesses in reading and math	Prepare a PEP for all students in reading and math at end of first nine weeks	All students will participate in a guided level reading/ accelerated reading program and demonstrate grade level appropriate vocabulary, fluency and comprehension	End of the academic year
To broaden students' Spanish language competency	95% or more of the students will develop the skills and confidence to communicate Fluently	Students will successfully pass the written and oral Spanish assessments	Weekly
To expand students appreciation for cultural arts	Each student will participate in art and music classes	Students will participate in a school wide performance and display their art exhibits	Quarterly
To increase students' interest in the STEM Program	All students will participate in appropriate grade level instructions and hands-on activities in the STEM Program	Students will participate in using the science and technology lab, receive differentiated instruction, and cooperative learning; at least 85% of students will demonstrate academic growth in STEM	End of the academic year

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS115C-238.29A, and the proposed school's operations.

1. Improve Student Learning

Waddell Elementary International Charter School will improve student learning by implementing the new North Carolina Common Core Standards and Essential Standards for elementary schools with an infusion of curriculum mapping, looping, life skills and project based learning. WEICS will provide a school within a school with an inclusion of Spanish Immersion program starting at kindergarten.

We will engage our students in global environments of other cultures to encourage global exchanges. WEICS's curriculum will enable each student to think critically and logically.

2. Increase Learning Opportunities for all students with special emphasis on expanded learning experiences from students who are identified as exceptional at-risk of academic failure or academically gifted.

The WEICS curriculum will consist of four important areas that are good ingredients for learning: (1) Smaller classroom sizes; smaller classrooms will enable all students to receive more individualized instruction from the teacher, and immediate feedback. (2) The use of hands on learning involving nature and natural science experiences in technology, math, music, and art; (3) Age and developmental appropriate instructional activities and support for students with disabilities, at-risk students, as well as academically gifted students; (4) Looping teachers into the next grade with the students who they taught in the previous grade.

This will allow the teacher to learn the student's learning style and place accountability on the student and teacher for three years. Life skills and project based experiences will be implemented throughout the curriculum.

3. Encourage the use of different and innovative teaching methods:

Instructional practices of the Waddell Elementary International Charter School will fuel students' natural passion for learning, develop their capacity to work cooperatively, and encourage success in and out of the classroom. Teachers will provide unique tools, quality instruction, proven strategies; research methodologies, curriculum mapping and individualized services that lead to success for all students, regardless of ability. Our curriculum is the NC Core Standards and Essential Standards with the infusion of curriculum mapping, teacher looping, STEM and Spanish Immersion. Technology will be used through project based learning, and on-line learning in mathematics and science.

Waddell Elementary International Charter School will include the following innovative teaching methods:

- Carnegie Mellon has partnered with WEICS to provide online courses (www.alice.org), an on-line interactive computer program that teaches children beginners computer programming. Khan Academy (www.khanacademy.org) an online math instructional program will be integrated into the core math curriculum.
- (Mechanics and Farmers Bank will implement its financial literacy program into our curriculum.
- Massachusetts Institute of Technology (www.scratch.mit.edu) has an online reading, writing, and arts program that will be integrated into the project based and life skills learning.
- North Carolina Agricultural and Technical State University's School of Technology will send education interns to our schools. The interns will assist the teachers implementing new instructional technology.

- A doctoral candidate from the University of North Carolina at Pembroke will collaborate with our Robeson and Scotland County Schools to assist teachers in implementing new instructional technology.

4. Create new professional opportunities for teachers including the opportunities to be responsible for the learning program at the school site:

Waddell Elementary International Charter School will provide:

- Internal and external professional development for our teachers and support staff.
- Administrators, teachers and staff will attend programs and activities to enhance the schools learning program.
- Allow common planning time for teaching and learning sessions and for sharing and implementing innovative ideas and strategies.
- Administration will give full attention to our teacher's suggestions and implementing these ideas after a feasibility study has been done.
- Teachers will be able to create their own skills assessment test in math, reading and science.
- Curriculum mapping will provide an excellent opportunity for teachers to provide innovative ideas and techniques; instill ownership in teaching styles, and a sense of inclusion in the development of our curriculum and the school.

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

- Students will be instructed by certified, well trained and innovated teachers who will have at their disposal the administration's support, technology and materials to teach.
- Provide kindergarten students Spanish as a second language and Spanish Immersion School within a school.
- In classroom on-line computer programming courses
- Smaller student-teacher ratio
- Parents will be kept abreast of new technology, teaching and educational materials that they can access on-line and community events.
- Parents will be privy to learning opportunities for themselves that will expand their knowledge.
- Provide after school tutoring through the Supplemental Educational Support (SES) Tutorial Program.

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.)

The Waddell Elementary International Charter School is accountable to its parents, students, teachers, the community, and the State Board of Education. WEICS is a performance based schools network that utilizes curriculum mapping accountability, technology, research and a teacher evaluation system. These strategies translate into administration accountability to meet the benchmarks, ABC's AYP and EOG measurable student achievement results under the Federal *No Child Left Behind* mandate. Each grade level teachers at WEICS will meet on a regular basis to discuss corrective instructional strategies for students who are not performing on their level.

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 Waddell Elementary International Charter Schools will not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability and the schools will not limit admissions to the students on the basis of intellectual ability, measures of achievement or aptitude or athletic ability, disability, race, creed, gender, national origin, religion.

Waddell International Partners for Education, Inc. is a parent non-profit organization for Waddell Elementary International Charter Schools.

Waddell Elementary International Charter Schools (WEICS) will provide academic learning for students in grades kindergarten through fifth grades, in a multi-cultural environment with a global awareness. Students will learn the importance of character building through the emphasis on community involvement. WEICS is committed to a safe and supportive environment that will provide our students with an early direction for their purpose with a community engaged character. Waddell Elementary International Charter Schools Board will foster excellence and equity in its leadership and community involvement. Our focus will be:

- Core Curriculum and NC Essential Standards with curriculum mapping.
- Science, Technology, Engineering, Mathematics (STEM) with project based learning.
- Spanish Immersion
- Character Education
- Teacher support, development, and retention



Scratch makes it easy to create your own interactive stories, games, animations, music, and art and share your creations online. From single frames to navigable worlds, this is a collection of my favorite stories told with Scratch.

IV. GOVERNANCE

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

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: Waddell International Partners for Education, Inc.

Mailing Address: 1804 Wilpar Terrace

City/State/Zip: Greensboro, NC 27406

Street Address: 1804 Wilpar Terrace

Phone: (336) 271-8187

Fax: (336) 271-8187

Name of registered agent and address: James Armstrong, 1804 Wilpar Terrace, Greensboro, NC 27406

FEDERAL TAX ID: 45-4707128

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 OR CMO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

Waddell International Partners for Education, Inc. has an attached letter of support from Partners for Developing Futures. PFDF has awarded Waddell Elementary International Charter Schools a start-op grant pending NCDPI approval of our charter schools.

Partners for Developing Futures
850 Colorado Boulevard, Suite 103
Los Angeles, CA 90041



Partners For Developing Futures
Funding the next generation of charter school leaders.

April 6, 2012

Shirley B. Foster
CEO
Waddell Elementary International Charter School
338 N. Elm Street
#316
Greensboro, NC 27401

To Whom It May Concern:

Partners for Developing Futures (“Partners”) is pleased to offer this letter in support of the charter application developed by the founding team of Waddell Elementary International Charter School. Partners is a nonprofit social venture investment fund that primarily invests in high-potential, early stage minority-led charter schools and charter school networks that educate underserved students.

Last fall, Partners held a competitive process for financial and technical assistance to support the Creation of high quality charter schools by leaders of color in high need communities in North Carolina. We were overwhelmed with the positive response to our request for proposals and received a total of 87 applications for the first phase in the selection process. 30 applicants were invited to submit a follow-up proposal of which 14 were selected for a capacity interview.

We are pleased to confirm that staff will make a recommendation to the Partners Board for a planning grant to support the development of Waddell Elementary International Charter School. Due to Partners’ limited resources, staff only recommends the highest quality applicants for funding to our Board. The Partners’ Board makes the final decision regarding investments.

We wish Waddell Elementary International Charter School luck as they embark on the charter approval process. While the school awaits a decision about our recommendation to the Board, the school’s development team will have access to our staff who have deep experience and knowledge in creating, replicating, and scaling high quality schools serving traditionally underserved students and our national network of minority leaders who are already closing the achievement gap for students in places like New York City, New Orleans, Los Angeles, Chicago, and Albuquerque.

Should you have any questions about Partners and/or our commitment and support for Waddell Elementary International Charter School, please do not hesitate to contact our Vice President, Dr. Angela Bass, at abass@partnersdevelopingfutures.org.

Sincerely,

A handwritten signature in black ink that reads "Ref Rodriguez". The signature is stylized and cursive.

Ref Rodriguez
President & CEO

850 Colorado Boulevard, Suite 103 • Los Angeles, CA 90041 • t: 877-516-8076

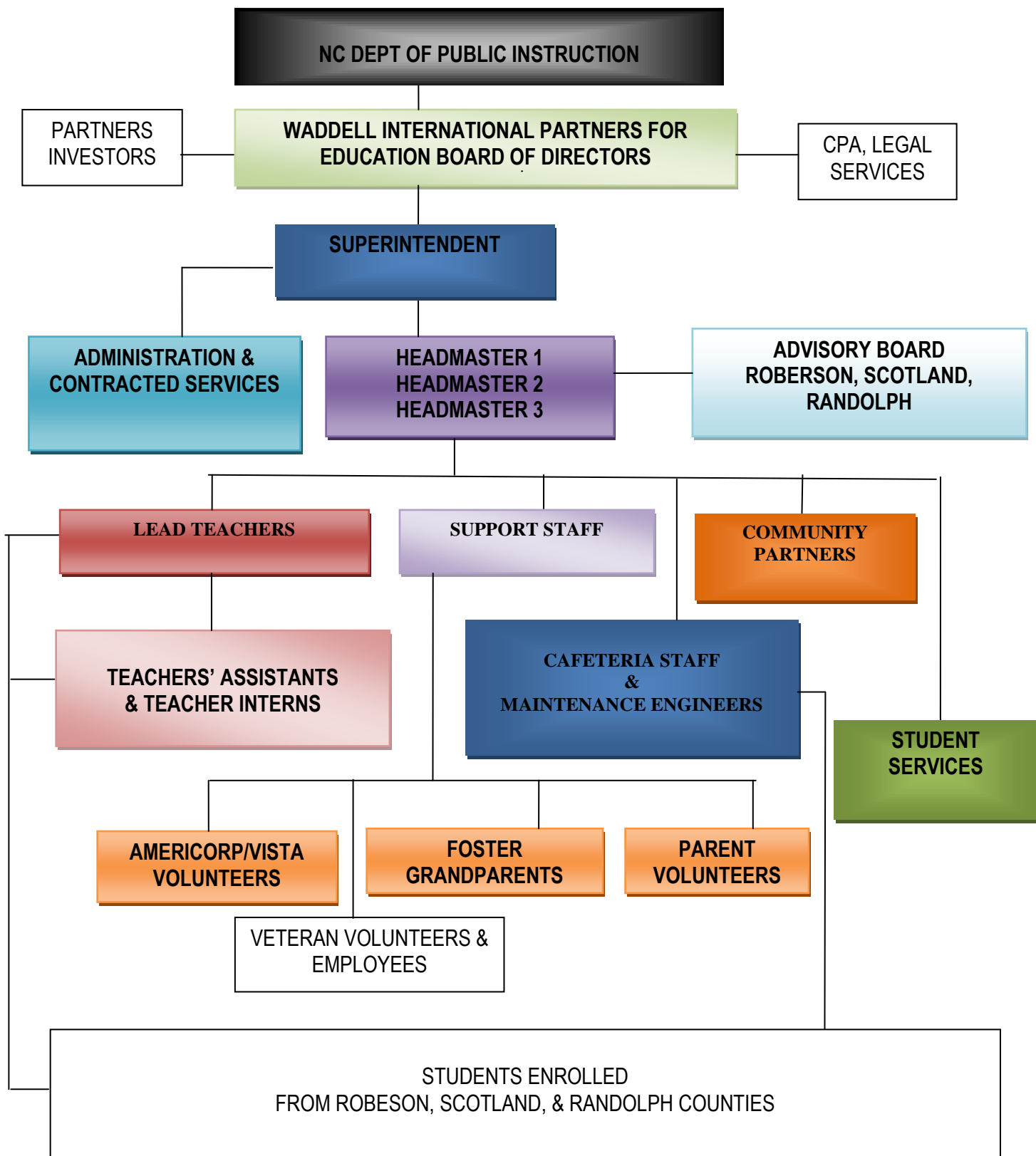
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. N/A
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. N/A
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students N/A
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included. N/A
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. 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.

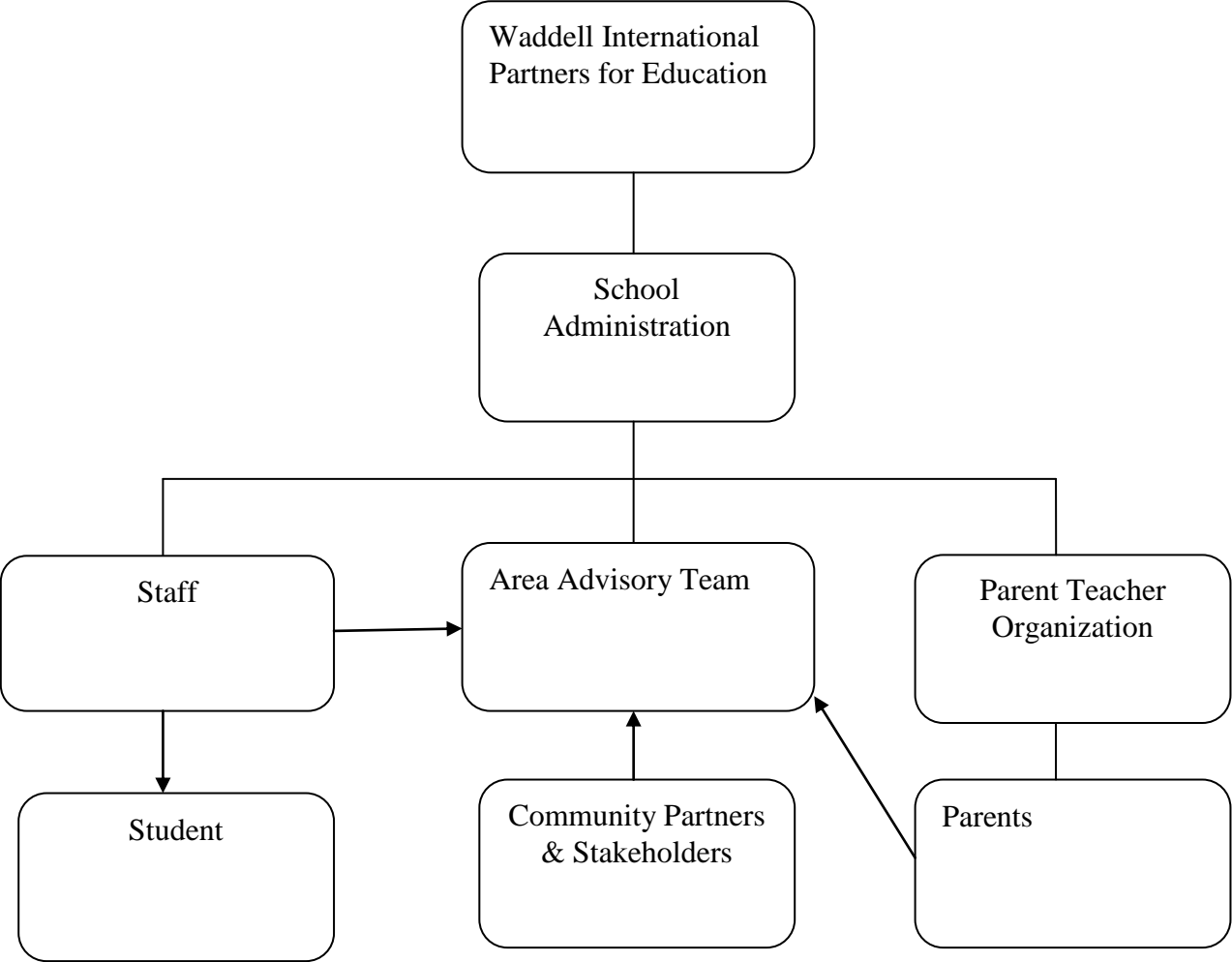
Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

WADDELL ELEMENTARY INTERNATIONAL CHARTER SCHOOL



**Waddell Elementary International Charter School
Area Organizational and Support Structure**



- 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.

James E. Armstrong

1804 Wilpar Terrace Greensboro, N. C. 27406 (336) 271-8187 (H), (336) 209-1522 (C)

Education:

University of North Carolina- Greensboro, Greensboro, N. C.

Master of Arts Degree (August 1982) Area of concentration: School Psychology

North Carolina A&T State University, Greensboro, N. C.

Bachelor of Science Degree (May 1973) - Magnum Cum Laude Major: Psychology

Work Experiences:

Youthbuild New Start Program formerly with SHARE of North Carolina, Inc., 2003 – 2006

One YWCA Place, Greensboro, N. C.

Program Coordinator/Counselor & Instructor

Duties: Proposal writing, multi-media presentations, project evaluations, staff oversight, report writing, student recruitment, individual needs assessments, and developed a plan of services for each client. Taught Math, Science, and Language Arts classes, and tracked student's academic progress.

Division of Student Affairs, 2000 –2003 (retired)

North Carolina A&T State University, Greensboro, N.C.

Associate Vice Chancellor for Student

Duties: Provided counseling, advisement, and mentoring to students. Developed and managed budgets and allocation of student activities funds, convened Organizational Management Meetings, evaluated and supervised EPA and SPA employees, served on major University Committees, and acted as Division liaison for the Continuous Quality Improvement Initiatives Program, updated the Student Handbook, chaired administrative hearings. Assisted with the development of policy and procedures for the Division.

Memorial Union, March, 1992 - 2000

North Carolina A&T State University, Greensboro, N.C.

Director Duties included: On-site coordination of the Union's Management Team Members, the oversight of vended services, the facilitation of interdepartmental staff efforts, the development and management of budgets and expenditures, responsible for the recruitment, supervision and evaluation of employees, program planning, implementing, and evaluation.

Upward Bound Program, 1981 - 1992

North Carolina A&T State University & University of NC – Greensboro, Greensboro, N.C.

Project Director

Duties included: Developed and administered a Title IV proposal for services to low-income and potential first generation college students. Responsibilities involved an assessment of needs in the target community, designing and implementing services, and assessing program effectiveness. Advised and mentored students, recruited orientated and supervising staff.

Program Manager

Upward Bound Program, 1979 - 1981

Duties included: Assisted with the designing of program services, and the writing of the program proposal. Provided day-to-day management of program activities, requisitioned expenditures, assisted with staff screening, provided first line supervision of staff members.

Shirley Ballard Foster

4 Queenanne Court, Greensboro, North Carolina 27406 (336) 210-1865

Email: sfoster784@aol.com

Education: Birth - Kindergarten Teacher Certification/Licensure, 2010
Greensboro College, Greensboro, NC

Early Childhood Credentials, 2006
Guilford Technical Community College, Greensboro, NC

Masters of Science in Public Management, 1986
Carnegie-Mellon University, Pittsburgh, PA

Bachelor of Science in Business Administration, 1981
North Carolina A&T State University, Greensboro, NC

Experience: Guilford County Public Schools 2010- present

Tutor and Substitute Teacher

Duties: Substitute Teacher and Tutor students in grades K-12 in all subjects, tutor students meet Average Year Progress “No Child Left Behind”, and serve as Proctor for testing.

Greensboro Lifeskills Center (GLC), Inc 1998-2009

Founder/ Executive Director

Duties: Implementation of a 501 c3 non-profit agency to service at risk youth and families, developed, managed and monitored program budget and expenditures, recruited, hired, supervised and evaluated staff, wrote grant proposals and submitted performance reports , on going collaboration with other non-profits, universities, Department of Public Instruction, Governor’s Crime Commission, Juvenile Justice, Community Foundation, Welfare Liaison and AmeriCorps /Vista, on-going liaison with parents interaction and agencies that affect and/or contribute to their well-being, partnered with Guilford County Public schools to develop IEPs and/ or guidance plans for public school students attending GLC, and developed and implemented training workshops for parents.

North Carolina A&T State University 1990-2001

Contracts and Grants Auditor

Duties: Responsible for the compliance, reporting and auditing of grants, financial reports, and contracts , maintained a portfolio of grants in excess of \$20 millions in funding, proficiency in the A-133; A-122; and A-21 circulars; rules, regulatory, compliance and laws affecting the implementation and execution of grants and contracts, interaction for compliance, regulatory and statute with NASA, The Department of Education, Governor’s Crime Commission, NC Department of Public Instruction, US Agriculture Department, HUD and other agencies, audited financial reports of subcontracting Universities, contractors and vendors and created reports for compliance, and serve as liaison for the University and Granting Agencies.

OPHELIA F. ARMSTRONG

1804 Wilpar Terrace
Greensboro, North Carolina 27406

(336) 271-8187 (h)
(336) 312-4150 ©

CAREER OBJECTIVE: To continue to provide counseling and career awareness services to middle and high school students so that they can make informed decisions about their educational and career choices.

EDUCATION:

Principal's Certification, 1979
North Carolina A&T State University

M. S. degree – Guidance & Counseling, 1978
North Carolina A&T State University, Greensboro, N. C.

B. A. – Psychology, 1976
Bennett College, Greensboro, N.C.

EMPLOYMENT HISTORY:

2007 – Present: Counselor – High School Ahead Academy, Greensboro, N.C.

Duties: Provide individual and group counseling, testing coordinator, parent and staff consultation, and coordinate student enrichment programs and activities

2008 – Present: Advanced Placement Consultant for the College Board

Duties: Conduct workshops for new and experienced Advanced Placement Test Coordinators

1992 – 2007: Counselor – Southeast Guilford High School, Greensboro, NC

Duties: Department Chairperson, provided individual, group, and career counseling, assisted students with college and scholarship applications

1986 – 1992: Counselor (grades 6-8) – Turrentine Middle School, Burlington, N.C.

Duties: Provided individual and group counseling, conflict mediation, assisted with 8th graders registration, coordinated programs and activities

1985 – 1986: Counselor (grade 9) – Triton High School, Erwin, N.C.

Duties: Provided individual and group counseling and career counseling, assisted with the testing program

1979 – 1985: Counselor (grades 4-8) - Harnett Middle School, Dunn, N.C.

Duties: Provided individual and group counseling, testing coordinator

PROFESSIONAL ASSOCIATIONS:

North Carolina Association of Educators (NCAE), Guilford County
Association of Educators (GCAE), National Education Association (NEA)

Shefi S. Arias

510 Leitzel Avenue
Greensboro, NC 27406

(336) 254-6180
shefisvm@hotmail.com

Objective

Seeking part-time / full-time position in field of human services

Education

The University of North Carolina at Greensboro (UNCG)

- **Bachelor of Arts in Psychology** December 2008

Guilford Technical Community College (GTCC) Jamestown, NC

- **Associate degree in Criminal Justice** December 2004
- GPA: 3.0 Dean's List , Fall 2003

Internship

Greensboro Lifeskills Center, INC Summer 2008

Lead Teacher

- Responsible of supervising 18 children (age range 6-12)
- Successfully worked with children diagnosed with ADHD, Autism, OCD, and aggressive behavior problems
- Independently taught Spanish lessons to children
- Conducted group discussions challenging them to develop cognitive awareness

Work Experience

United Parcel Service (UPS) Greensboro, NC
Bagger and sorter (2001- present)

- Consistently meet and exceed monthly error-free goals
- Effectively work in group to ensure approximately 1,500 packages get processed to proper locations
- Accurately bag packages coming from twenty-seven different locations
- Memorize hundreds of zip code listings

Family Services of the Piedmont Greensboro, NC
Healthy Start Case Worker II (2010-present)

- Provides direct services to participating families by providing information and activities designed to develop positive parenting skills and healthy children
- Consistently networking with other agencies to refer participants to other community agencies and programs to effectively advocate for services
- Constantly participating in training opportunities to promote professional growth

Related Skills

Language: Speak and write both Spanish (fluently) and English

Computer: MS Office 2003 (Word, Access, Excel, PowerPoint), Internet, and type 45 words per minute

BETTY JO WILSON

2703 Kilpatrick-White Road
Greensboro, North Carolina

Home Phone: (336) 370-9882
Cell Phone: (336) 508-8255

EMPLOYMENT HISTORY:

Guilford County Public Schools Greensboro, North Carolina Reading Specialist	1973-2011
<i>SCHOLASTIC READ 180 PROGRAM</i>	2008-2011
<ul style="list-style-type: none"> Implemented an intense intervention reading strategy integrated with technology for delayed and failing readers. 	
<i>COLLEGE BOARD, SPRINGBOARD PROGRAM</i>	2006-2008
<ul style="list-style-type: none"> Developed and encouraged critical thinking skills in reading, writing and oral presentation to prepare students for college. 	
<i>READING IMPACT PROGRAM</i>	2006-2000
<ul style="list-style-type: none"> Individualized, adjusted and differentiated reading instruction leveraging student performance data. 	
<i>GUILFORD COUNTY KIDS VOTING PROGRAM</i>	1995-2000
<ul style="list-style-type: none"> Facilitated workshops for teachers on how to effectively establish Guilford County Kids Voting. 	
University Of North Carolina at Greensboro Board Certified Teacher Research Consultant	1997
<ul style="list-style-type: none"> Complied findings to determine if National Board Certified Teachers or Non-Certified Teachers were more effective. 	
Lincoln Middle School Greensboro, North Carolina Reading Specialist	1975-1995
<ul style="list-style-type: none"> Provided enrichment reading instruction for above average students and remediation for delayed and failing readers. 	
Guilford County City Schools ESSA Federal Reading Program - Reading School Reading Specialist	1973-1975
<ul style="list-style-type: none"> Taught students two or more years below grade level. 	
Frazier Elementary School Greensboro, North Carolina Non-Graded Teacher	1971-1973

- 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*)

**WADDELL INTERNATIONAL PARTNERSHIP FOR EDUCATION, INC.
By-Laws**

ARTICLE I

Section 1: Name

The name of the non-profit corporation is Waddell International Partners for Education, Inc. (the Corporation), duly authorized under the statutes of the State of North Carolina.

Section 2: Principal Office

The principal office of the Corporation is located in the City of Greensboro, Guilford County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 1804 Wilpar Terrace, Greensboro, NC 27406. The Board of Directors may change the principle office from time to time.

ARTICLE II: Purposes

The purpose of the Waddell International Partners for Education, Inc. is to establish a charter under the North Carolina Charter School Statutes and to pursue related educational endeavors. The elementary school(s) established under the charter for Waddell International Partners for Education, Inc. are named Waddell Elementary International Charter Schools (WEICS).

ARTICLE III: Membership in the Corporation

The Corporation shall have no members.

ARTICLE IV: Board of Directors

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Mission

The mission of the Board of Directors is to provide Waddell International Partners for Education, Inc. with oversight of the day-to-day management of operations.

Sections 3: Number

The business of the Corporation shall be conducted by a Board of Directors consisting of 5 to 7 persons, the actual number may be changed from time to time by a vote of the Directors.

Section 4: Terms

The terms of the founding Directors shall be one year from the date of the first annual meeting. After the first full year, the terms of the Directors shall be three (3) years with no Director serving for more than three consecutive full terms. The terms of the Directors shall be staggered so that no more than three Director's terms expire in one year.

Section 5: Appointments

Directors shall be appointed at the annual meeting of the Board of Directors.

Section 6: Vacancies

When a vacancy or vacancies occur, either by death, resignation, removal from office or for any reason other than the end of a term, the vacancy shall be filled by a 2/3 vote of the remaining Board of Directors. The Board may require an application, a letter of interest, resume, and interview for an individual seeking to become a Director. If an applicant is approved as a new Director, she/he shall serve out the term of the Director that she/he succeeds.

Section 7: Qualifications

A minimum age of eighteen years is required to meet the qualification as a Director. At least one Director shall be a parent or guardian of an enrolled student of the Waddell Elementary International Charter School. At no time shall an individual on the Board of Directors be a full-time employee of the Corporation. Board members may be compensated for the actual or reasonable expenses incurred from serving on the Board or for other services to the Corporation as permitted by a vote of the Directors at any meeting.

Section 8: Removal

Any Director maybe removed with or without cause by a 2/3 vote of the Directors serving at the time.

Section 9: Resignation of Board of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Board of Directors. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

Article V: Meetings

Section 1: Regular Meetings

The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board. Annual meetings of the Directors shall take place in May or June of each year. All meetings of the Board of Directors shall comply with the North Carolina Open Meetings Laws.

Section 2: Substitute Regular Meetings

If any regular meeting shall not be held as designated in Section 1, above, a substitute meeting may be called by the Chairperson or by a majority of the Board of Directors. This meeting may be designated as a regular meeting. When substituting regular meetings, the Board of Directors will follow the NC Open Meetings Laws.

Section 3: Special Meetings

The persons authorized to call Special Meetings of the Board of Directors are the Chairperson and/or a majority of the Board of Directors. All Directors must be notified no less than four (4) days in advance of the place and time of a Special Board of Directors Meeting, such notice to be made pursuant to Section 4, below.

Section 4: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors shall be given to the public and Board of Directors at least one-week (seven days) prior thereto. Notice of any special meeting of the Board of Directors shall be communicated to the Board of Directors

by mail, email, or fax, and the public by the news media or school website and posting at a central location in the school.

Section 5: Quorum

A quorum for conducting business of the Board of Directors shall consist of a majority of the Directors.

Section 6: Participation

At any meeting, Directors may participate by any electronic means that allows all participating individuals to simultaneously hear and speak to one another during the meeting. A Director participating in the meeting in this manner shall be considered present at the meeting.

Section 7: Voting

Except as otherwise, expressly provided by statute, or by the Charter of the Corporation, or by these by-laws, the action of a majority of the Board of Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors. A Director, who is present at a meeting where there is a vote to be taken on corporate matter, shall be presumed to have assented to the action taken unless a contrary vote is recorded or otherwise entered into the minutes of the meeting.

Section 8: Certain Director Liability

A Board of Director shall be subject to the liabilities imposed by law upon Board of Directors. In addition, all Board of Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the by-laws, shall be jointly and severally liable of the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the corporation.

ARTICLE VI: Officers

Section 1: Designation of Officers

The officers of the Board of Directors of this Corporation shall include the: Chairperson, Vice-Chairperson, Secretary/Historian, and Treasurer. The Board of Directors may designate and fill other corporate offices as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Sections 2: Elections, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board of Directors at the Annual Meeting.

Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents to chair committees, each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their 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.

Section 5: Removal

The officers specifically designated in Section 1 may be removed either with cause, by vote of the majority of the Board of Directors present at any regular meeting; or at a special meeting of the Board of Directors called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this article may be removed, with cause, by the Board of Directors, by a majority vote of the Directors present at any meeting.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary of Waddell International Partnership for Education, Inc.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these by-laws for regular elections to such offices.

Section 8: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 9: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of, and be subject to all the restrictions upon, the Chairperson.

Section 10: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these by-laws or as required by the law. The Secretary shall be the custodian of the statements, books, records, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 11: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 12: Historian

The Historian (or designee) shall compile a Board of Directors history by saving and documenting evidence of significant board of Directors activity. Evidence may exist in the form of documentation, photographs, audio or videotape, a scrapbook, etc. The Historian shall also

orient his/her successor and turn over all material. The Board of Directors may direct the Historian's activities.

Section 13: Duties of Officers May be Delegated

In case of absence of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate authority of duties of such officer to any officer or to any Director provided a majority of the entire Board of Directors concurs therein.

ARTICLE VII: Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these by-laws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may affect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or a may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the Secretary or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal of Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational proposes of Waddell International Partnership for Education, Inc.

ARTICLE VII: General Provisions

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be established by resolution of the Board of Directors.

Section 3: Amendments to By-laws

These by-laws may be altered, amended, or repealed, and new by-laws may be adopted at any regular or special meeting upon a minimum of a two-thirds vote of the Board of Directors then in office; provided however, that notice shall be given of the intention to alter, amend, or repeal or to adopt new by-laws at such meeting at least seven (7) days prior to such meeting in writing delivered personally or sent by mail, email, telegram or fax to the address of each Board of Director as shown on the records of the Corporation.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 5: Conflict of Interest

No Director, officer or employee of the corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the corporation, and the corporation shall not employ an individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for contractual services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Board of Directors of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Board of Directors in connection with any action, suit or proceeding in which that the Board of Director is made or threatened to be made a party by reason of being or having been such Board of Directors or officer, except in relation to matters as to which the Board of Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-173 or North Carolina Statutes or as authorized in these by-laws.

The Corporation may purchase and maintain insurance on behalf of any person who is or was on the Board of Directors, an officer, an employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Board of Director, officer, employee or agent in defending a civil or criminal action suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or

agent to repay such amount unless it shall be ultimately be determined that the person is entitles to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these by-laws.

Section 7: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by Robert's Rules of Order.

Section 8: Gender

The masculine gender used in these by-laws shall include both the feminine and the masculine persons.

Section 9: Prohibited Activities

The Corporation shall comply with 501©3 prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its Board of Directors or officers.

Section 10: Disposal of Assets

Upon the dissolution of the Corporation, the board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as directed pursuant to the North Carolina General Statutes.

Section 11: Superintendent

The Board of Directors shall appoint a Superintendent for the Waddell Elementary International Charter Schools who shall have general charge of the business and affairs of the schools and control over its employees. The Superintendent reports to the authority of the Board of Directors and shall receive compensation as the Board may direct. The Superintendent is responsible for the management of the day-to-day operations of the Waddell Elementary International Charter Schools and shall perform other such duties as may be assigned by the Board for the oversight and success of the schools.

Section 12: Headmasters

The Board of Directors for Waddell International Partners for Education, the Superintendent, and the Local Advisory Board for Waddell Elementary International Charter Schools shall assemble the appropriate applicant review and screening committees for identifying top candidates for the Headmaster positions. The Board of Directors acting on the recommendations of the Superintendent shall employ a Headmaster for each school to carry out the policies established by the Board. The Headmasters for the school reports to the Superintendent and is responsible for the general management of the artistic, academic, and administrative operations of the school. Additionally, the Headmaster directs the course of study, the discipline to be observed, the assessment of student performances, and the preparation of reports required by the State of North Carolina. He/she works collaboratively with the Local Advisory Board, the Superintendent, school staff, and parents, and other community stakeholders to guide and direct the operation of the school.

The Headmasters with support of the Local Advisory Board and other community stakeholders shall identify faculty and staff candidates and make recommendations to the Board of Directors for employment. The Headmaster shall oversee all school personnel, prescribe their duties, set their salaries within the minimum and maximum limits established by the Board of Directors and conduct the annual performance reviews of all school personnel.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

WADDELL INTERNATIONAL PARTNERS FOR EDUCATION

the original of which was filed in this office on the 13th day of February, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 13th day of February, 2012

Elaine F. Marshall
Secretary of State

Document Id: C201203900033

SOSID: 1243558
Date Filed: 2/13/2012 12:38:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201203900033

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: Waddell International Partners for Education
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:
 Number and Street 1804 Wilpar Terrace
 City, State, Zip Code Greensboro, North Carolina 27406 County Guilford
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
James E. Armstrong
6. The name and address of each incorporator is as follows: James E. Armstrong
1804 Wilpar Terrace, Greensboro, NC 27406
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 1804 Wilpar Terrace
 City, State, Zip Code Greensboro, NC 27406 County Guilford
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01


CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

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

This is the 4th day of February, 20 12.



Signature of Incorporator
James E. Armstrong **INCORPORATOR**

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

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

Purpose of Corporation

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

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

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

Prohibited Activities

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

Distributions Upon Dissolution

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

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

Waddell International Partners for Education, Inc. Board of Directors are a group of conscientious, committed parents, educators, and community leaders who developed and implemented the mission of Waddell Elementary International Charter Schools (WEICS). The Board will acknowledge the NC Open Meetings Law by giving proper public notice of all meetings and will keep accurate minutes of those meetings minutes. The minutes will be available to the public at all times. Waddell International Partners for Education, Inc. Board Members will hold themselves responsible for all transactions of the three charter schools. The Board will exercise reasonable care when it makes a decision as a steward of Waddell Elementary International Charter Schools It will follow the "Conflict of Interest" policy that is stated in our by-laws. Each Board of Director will sign a conflict of interest pledge statement regarding full disclosure of connections of anyone doing business with the information obtained for personal growth.

All board members will act in the best interest of the charter schools. Rotation of Board members will adhere to the specified period as outlined in our by-laws. All board members will attend a mandatory Board training workshop to ascertain that each board member is trained and understands their duties, full knowledge of responsibilities and are well versed in the North Carolina and Federal Charter School Laws, State Board Policy and operation procedures established by the State Board of Education and how it is implemented by the Department of Instruction. Robert's Rule of Order will be used to conduct our board meetings. We will meet monthly. The board will use principles of effective leaderships to conduct its meetings, business practices, financial planning and procedures, and management of the schools. In addition, Waddell International Partners for Education, Inc. are requiring:

1. Attend all board and committee meetings and functions, such as special events
2. Be informed about the organization's mission, services, policies, and programs
3. Review agenda and supporting materials prior to board and committee meetings
4. Serve on committees or task forces and offer to take on special assignments
5. Make a personal financial contribution to the school
6. Inform others (parents, potential donors, community leaders and corporations) about the school
7. Suggest possible nominees to the board who can make significant contributions to the work of the board and the school
8. Keep up-to-date on developments in the elementary school field.
9. Follow conflict-of-interest and confidentiality policies
10. Refrain from making special requests of the staff
11. Assist the board in carrying out its fiduciary responsibilities, such as reviewing the organization's annual financial statements

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

Waddell International Board of Directors are responsible for the operations and fiduciary duties of the charter. The board will empower the Superintendent to implement school-based decision-making.

School-based decision-making rests on three well-established propositions:

- The Head Masters, teachers, parents, students and community of the school are the primary decision-making unit within the schools
- Waddell International Partners for Education, Inc. emphasize accountability and ownership from all its stakeholders. Waddell Elementary International Charter Schools' mission statement and the school pledge set the tone for accountability and involvement of all stakeholders
- Waddell International Partners for Education, Inc. will promote ownership at all levels of stakeholders. We will give the opportunity to participate in change and the flexibility to adapt individual circumstances for students and teachers; the corollary is that change does not result from imposed procedures

Waddell International Partners for Education, Inc. decision-making process will be inclusive of its stakeholders. The development of the school's vision statement will be a school wide effort affording the stakeholders the opportunity to understand the power of their commitment to decisions.

- Portray how the board will involve parents and community members in governing the school.

The Waddell International Partners for Education, Inc. Board of Directors will consist of at least one parent whose child is enrolled or has been enrolled in at least one of the Waddell Elementary International Charter Schools. Community leaders and politicians are the supporters and members of our board and our advisory boards.

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

Waddell International Partners for Education, Inc. will set the cultural environment to ascertain accountability to our performance goals and measurable objectives.

WEICS will always align its performance-based goals and objectives with its mission statement. One can determine an organization's true goals not by reading their charter but by examining the resource allocation process. Waddell Elementary International Charter Schools are a network of charter schools that have formed a union for best practices, expenditures, and revenues.

Goal 1

Waddell Elementary International Charter School will begin operating under the Common Core and NC Essential Standards in the 2013-14 school years. We will have a student target population of at-risk students. Our goal will be to have 75% of our third grade students that will pass the End of Grade with at least a "3" on Reading and Math. Our goal for 2014-2015 will be to have 85% of our third grade students pass the EOG with at least a "3" on Reading and Math.

Performance Indicators for Goal #1:

The state's ABC's targets increase each year until 100% of students will be required to meet or exceed standards by the year 2014 WEICS will use a combination of the AYP requirement and the prior year (2013-14) test scores to set baseline data.

Goal 2

Students who enroll at the Waddell Elementary International Charter Schools and remain enrolled will show growth relative to state standards each year the student is enrolled at our schools.

Performance indicators for Goal #2:

The percentage of students not meeting expectations on each subject of the EOG in each group will decrease by twenty percent (20%) each year. In addition, the percentage of students exceeding standard in each group will increase by ten percent (10%) each year.

Goal 3

Each school year term (2013-2018), WEICS will retain its staff until the schools reach 90% or higher. WEICS will continue to renew yearly staff contracts.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
75% or higher will renew contracts	78% or higher will renew contracts	81% or higher will renew contracts	87% or higher will renew contracts	90% or higher will renew contracts

Performance Indicators for Goal #3

The retention of staff increases each year until WEICS staff retention is 90% or higher.

Goal 4

Each year of the charter term (2013-2018), 85% or higher of the parents will agree or strongly agree that Waddell International Charter Schools fulfill its mission as measured on an annual parent survey conducted at the end of the school year.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
75% or higher Agree or higher agree or strongly agree	78% or higher Agree or higher agree or strongly agree	81% or higher Agree or higher agree or strongly agree	84% or higher Agree or higher agree or strongly agree	87% or higher Agree or higher agree or strongly agree

Performance Indicators for Goal #4

There will be increased parent satisfaction as indicated by a parent survey and participation.

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

Waddell International Partners for Education, Inc. as the governing organization responsible for the charter will provide Board training to the first board members and all new board members as they agree to serve. If any director has an adverted interest or conflict of interest in a corporate transaction, he/she must make full disclosure to the Board of Directors concerning the matter.

As the matter places the Director between interest of the Corporation and the interest of the Director's family or business, the Director with the conflict shall be prohibited from participating in the discussion and vote on that matter. However, no such transaction of sections 4941 of the Internal Revenue code of 1985, of corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under corresponding provision of any later federal tax laws.

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, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

The school shall report electronically through the North Carolina Window on Student Education (NC WISE) the names and addresses of parents and guardians and ID numbers of all students enrolled. There will be a student head count after the first twenty days of school.

When a student withdraws from WEICS, WEICS will promptly notify the local Board of Education in their attendance area so that the local board may fulfill the legal obligation to verify the student's compliance with compulsory attendance laws.

In the event of a withdrawal or transfer, WEICS will determine the school the student is transferred to and make this information available to the local LEA.

Waddell International Partners for Education, Inc. has formed a network of collaborates with representatives from a variety of ethnic groups and socio-economic groups. Our marketing strategy has crossed all demographic groups because we are African Americans, Native Americans, Hispanic Americans, Caucasian Americans, Jewish Americans and other diverse ethnic groups. Marketing has been word of mouth, social media, and radio and TV announcements. Our committees have gone door-to-door passing flyers and getting petitions from interested parents, community leaders. Because of our diversity, we have included all demographic groups that reflect the make-up of our school should reflect the make-up of our counties.

In the recruitment process WEICS will not discriminate basis of race, ethnicity, national origin, gender, or disability, and the school will not limit admission to the students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. WEICS will use the "Child Find Act" to locate all students in our school areas.

It is the inherent right of every North Carolina child to a free and public education under our State's Constitution and NC Statues. Article IX, Sections 2 and 3; N.C. General Statue Section 115C-364,-366. WEICS admission age will be four-years old in accordance with N.C. General Statue Section 115C-364(a). WEICS will perform an Initial Entry during the first 120 days in accordance with N.C. General Statue 115-C 364 (a). Initial Entry after the first 120 days will be governed by General Statue Section 115C-364 (b).

Waddell Elementary International Charter School will hold an announced and advertised open enrollment meeting. Any interested applicants must attend an open house session during which the philosophy of the school and the application process will be explained. Parent/guardian of all potential enrollees must submit an application by the designated closing date. All applicants who submit an application prior to the enrollment deadline will be admitted, unless the number of applications for a grade level exceeds the number of openings at that grade level. If the number of applicants for a grade level exceeds the number of openings at that grade level, a public lottery will be held to determine the admissions for that grade level. All applicants that are not admitted after the lottery fulfills WEICS maximum enrollment will be placed on a waiting list.

Enrollment priority will be given to children of the School's staff, teachers and assistant teachers. After the initial year, enrollment priority will be given to siblings of existing and legacy students.

V. EDUCATION PLAN

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

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

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

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

It is Waddell Elementary International Charter School's belief that all children can learn according to their ability if given the proper environment and tools to work with. According to John Dewey's theory "Learn by Doing", students learn more from actual experiences than actual textbooks. WEICS will prepare and encourage students to become life-long learners by designing and developing a curriculum that will enable them to reach their full academic potential. WEICS students will become engaged learners through hands-on activities and interactions in the classroom which will provide a continuing framework for education. Students will be able to reflect upon their own ideas and opinions after their learning experience. All students will be respected and accepted regardless of different cultures, religions, and family backgrounds. As a class project, students will be encouraged to volunteer in the community.

WEICS will utilize different approaches and programs to advocate Dewey's theory of "Learn by Doing". Some of the approaches and programs include:

- **Project Based Learning:** Emphasis is placed on the learner and allows for in-depth study of what the students are learning, rather than having the students adhere to a set of the traditional lesson plans. The students are encouraged to construct personal and meaningful projects that motivate, maintain interest, have greater control over their learning experience, and demonstrate accountability throughout the process. The projects will involve presentations, plays, poems, and other differentiated learning experiences.
- **Science, Technology, Engineering, Math (STEM) and Reading:** Strong emphasis on the skills and guided experiences that will prepare students for the global market in science, technology, engineering, and math, as well as an emphasis on reading comprehension and literacy.
- **Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.**

The Waddell Elementary International Charter School will use the six pillars of character as a basis for WEICS character education curriculum. These pillars include trustworthiness, respect, responsibility, fairness, caring, and citizenship. WEICS will focus each month on a different pillar. Teachers will facilitate the lessons with a variety of activities such as stories, drama, demonstrations, poetry, writing, and music. By teaching the six pillars of character, WEICS will provide a positive learning environment for student success.

WEICS teaching approach will be centered around project based learning which will involve hands-on techniques, guided experiences, complex questions and real life tasks and challenges. The focus is on helping students move through an inquiry process that stimulates their thinking, engages them in authentic tasks, and demands demonstration of mastery. WEICS class structure will be self-contained in grades K-3 with a mixture of formal, informal, and teaming situations depending on the common core standard being taught. The self-contained class will include individualized learning, guided experiences, as well as collaborative groups to help address the common core standards. WEICS curriculum design will be based on NC Common Core Standards as well as some other innovative and on-line programs such as Khan Academy (on-line math instructional program), an on-line reading, writing, and arts program (www.scratch.mit.edu), and an on-line interactive computer program (www.Alice.org) that teaches children beginners computer programming.

WEICS instructional methodology will be based on project based learning that will help students academically in the core subjects as well as technology and global awareness in grades K-3.

Waddell Elementary International Charter Daily School Schedule

- | | |
|-------------------------------|---|
| 7:30 a.m. - 8:00 a.m. | Arrival of Students/Breakfast |
| 8:00 a.m. - 9:00 a.m. | <p>Mathematics</p> <ul style="list-style-type: none"> • Every twenty minutes, students will participate in different mathematics learning groups. • The students will build critical thinking skills and the ability to use, represent, and explain various mathematical concepts, emphasizing computational fluency. |
| 9:00 a.m. - 10:00 a.m. | <p>Language Arts</p> <ul style="list-style-type: none"> • Students will experience a developmental phonic based reading program in decoding, fluency and comprehension skills. • Students will learn different reading strategies. • The teacher will focus on guided reading, read aloud, literature circles, shared reading and independent reading. • Students will experience whole group, small group, and individual teaching instruction. • Writing, technology, and listening skills will be included in the class instruction. |

- An Accelerated Reading program (AR) will be used to encourage enjoyment of reading and increase stamina.

10:00 a.m. - 10:45 a.m.	<p>Physical Education (Organized Play)</p> <ul style="list-style-type: none"> • Students will engage in an organized physical education program to help combat and alleviate childhood obesity.
10:45 a.m. -11:30 a.m.	<p>Science</p> <ul style="list-style-type: none"> • Curious minds will engage in a variety of science lessons, projects, investigations, research, and field trips involving plants, soil, animals, weather, and ecosystem.
11:30 a.m. - 12:00 p.m.	<p>Staggered Lunch/Bathroom</p> <p>Students will learn how to converse quietly and use correct table manners.</p>
12:00 p.m. - 12:45 p.m.	<p>Rotation Spanish/Technology</p> <ul style="list-style-type: none"> • Each student will learn how to use the computer and other technology equipment (ie, Nook, Ipad). • Using A- Day/B- Day schedule, students will alternate technology and Spanish (as a second language).
12:45 p.m. - 1:30 p.m.	<p>Social Studies</p> <ul style="list-style-type: none"> • Students will learn different cultures of families and communities around the world. • They will participate in a variety of culture activities. • Also included in their lessons, will be citizenship, North Carolina history and local, State and world regions.
1:30 p.m. - 2:00 p.m.	<p>Cultural Arts, Music, Arts</p> <ul style="list-style-type: none"> • The students will have an opportunity to participate in music and art activities that will correlate with the social studies curriculum.
2: 00 p.m. -2:15 p.m.	<p>Character Education Development</p> <ul style="list-style-type: none"> • Students will engage in discussions and activities regarding character education. • They will focus on the seven character traits: respect, responsibility, kindness, integrity, self-discipline, courage, and perseverance.
2:15 p.m. - 2:30 p.m.	<p>Drop Everything and Read (DEAR)</p> <ul style="list-style-type: none"> • Students and teachers will bring closure to the day by reading for enjoyment. • This will enhance the students' reading stamina, improve their reading skills and enable them to become independent readers.
2:30 p.m. - 3:00 p.m.	<p>Snacks</p>
2:30 p.m. - 6:00 p.m.	<p>After school Care</p> <ul style="list-style-type: none"> • Battle of the Books

- **Academic Quiz Bowls**

3:00 p.m. - 4:30 p.m.

Tutorial Services (two days per week)

Spanish Immersion Program:

The kindergarten Spanish Immersion Curriculum will be the beginning of a total immersion language experience. The curriculum will focus on the language, customs and traditions of the Hispanic Culture. The students will utilize the language both in and out of the classroom. This will allow students to speak Spanish in their diverse communities. Each year, an additional grade level will be added to the Immersion curriculum during the second and third year of operation.

Kindergarten Spanish Immersion Schedule:

7:30 a.m.-8:00 a.m.

Arrival/Breakfast

8:05 a.m.-8:45 a.m.

Rotating Cultural Arts

- In Cultural Arts, opportunities to participate in music and art that will correlate with the Social Studies Curriculum

8:50 a.m.-9:00 a.m.

AR Books check out

- This will enhance students to become independent readers in English and Spanish

9:00 a.m.-9:55 a.m.

Mathematics

- Build computational skills in Spanish

10:00 a.m.-10:40 a.m.

Lunch / Bathroom

10:40 a.m.-11:30 a.m.

Language Arts / Science/Social Studies

- Developmental base reading program
- Have science lessons, projects and field trips, and experiments in Spanish
- Learn the Spanish culture and language of communities

11:30 a.m.-1:00 p.m.

Literacy Rotation

- Build conversational skills in Spanish

1:00 p.m.-1:30 p.m.

Physical Education

- Engage in physical activities to help combat and alleviate childhood obesity

1:30 p.m.-2:00 p.m.

Mathematics Centers

- Experiment with hands-on mathematical projects

2:00 p.m.-2:15 p.m.

Character Education Development

- Focus on the seven education character traits in Spanish

2:15 p.m.-2:30 p.m.

Drop Everything and Read (DEAR)

- Teachers will read to the students in Spanish
- Children will begin to read books in Spanish

Our daily schedule and curriculum are designed to prepare our students for the 21st Century, regardless of their socio-economic backgrounds.

- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

Waddell Elementary International Charter School students will attain one or more years of growth by the end of the school year. All students will be assessed at the beginning of the school year to determine the students' performance level. An academic diagnostic test will be administered to find out specific skills to be taught or reinforced. Data obtained from this test will be used to develop each student's personal education plan (PEP) and to follow each student's growth pattern during the school year.

Evaluation tools used during the year to demonstrate that students have attained the skills and knowledge specified for the goal include:

- Curriculum mapping
- Assessments
- Benchmarks
- Teacher made tests and observations
- Teacher checklist

Timeline:

At the beginning of the school year, parents, teachers, and students will meet to discuss the objectives to be obtained during the first semester.

At the end of each nine weeks, teachers will assess each student's growth and evaluate their strengths and weaknesses. Teachers will also review specific skills that need to be reinforced or mastered. At the end of each semester, parents, teachers, and students will meet for a formal evaluation of the student's objectives and accomplishments of their particular goal. At that time, the personal education plan will be re-evaluated and adjusted to the student's strengths and weaknesses. By the end of the school year, students will have achieved their objectives with one or more years of growth.

- Entrance and exit requirements as well as graduation requirements (if the school is to be high school). N/A
- The school calendar (must provide instruction for a minimum of 185 instructional days) (*G.S.115C-238.29F(d)(1)*) and how it coincides with the tenets of the proposed mission.

**Waddell Elementary International Charter School
2013-2014 Traditional Calendar**

AUGUST 2013

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20 ●	21 ●	22 ●	23 ●
26 ■	27	28	29	30

SEPTEMBER 2013

MON	TUE	WED	THU	FRI
2 ▼	3	4	5	6
9	10	11	12	13
16	17	18	19	20 ◆
23	24	25	26	27
30				

OCTOBER 2013

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17 ◆	18
21	22	23	24	25
28	29	30 GP47	31	

NOVEMBER 2013

MON	TUE	WED	THU	FRI
			1	2
4	5	9	10	11
11 ▼	12	16	17	18
18	19	23	24	25
25	26	27 ☒	28 ▼	29 ▼

DECEMBER 2013

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23 ☒	24 ▼	25 ▼	26 ▼	27 ☒
30 ☒	31 ☒			

JANUARY 2014

MON	TUE	WED	THU	FRI
		1 ▼	2	3
6	7	8	9	10
13	14	15	16	17 GP45
20 ▼	21	22	23	24
27	28	29	30	31

FEBRUARY 2014

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13 ◆	14
17	18	19	20	21
24	25	26	27	28

MARCH 2014

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13 ◆	14
17	18	19	20	21
24	25	26	27 GP48	28 I-1 ●
31				

APRIL 2014

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18 ▼
21 I-10 ☒	22 I-9 ☒	23 I-8 ☒	24 I-7 ☒	25 I-6 ☒
28				

MAY 2014

MON	TUE	WED	THU	FRI
			1	2
5	8	9	10	11
12	15	16	17	18
19	20	21	22	23
26 ▼	27	28	29	30

JUNE 2014

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10 ■ GP45	11 I-2 ●	12 I-3 ●	13 I-4 ●
16 I-5 ●	17	18	19	20
23	24	25	26	27
30				

■ First/Last Day for Students
● Optional Workday (5)
● Mandated Workday (4)
▼ Holiday (11)
☒ Vacation (10)
◆ Early release day for students (4)
I – Will become student days if other days are missed due to inclement weather in the order indicated.

- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Waddell Elementary International Charter School criteria for academic excellence and the academic maintenance of our premier schools will be measured through:

- Academic surveys completed by students, parents, and teachers
- Daily curriculum mapping tracking
- Teacher constructed tests and observations
- Reports from evaluator's performance audits
- WEICS students demonstrating a minimum of 70% proficiency in reading, math and science
- Students having an opportunity to conference with their parents on work completed in their academic portfolio

In addition to the state and federally mandated tests, WEICS will use these evaluation tools to help individualize each student's instruction and provide additional assistance according to the state standards.

- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

Waddell Elementary International Charter Schools will conduct a Staff Development Institute that will provide an orientation and training prior to the schools' opening. The institute will include: orientation to the Schools' mission and philosophy, state and federal requirements, school policies and procedures, equipment and technology, and an opportunity to organize instructional resources and materials regarding the schools' curriculum. During this institute, the School Leadership Team will be developed which will include some parents. During the school year, the Leadership Team will meet monthly to discuss the schools' needs and staff development will be offered to teachers to help improve academic learning.

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

Waddell Elementary International Charter School will identify low performing students using the STAR Diagnostic Reading Test and the Stanford Diagnostic Mathematics Test. These tests will enable teachers to identify those skills which a student is lacking, determine reading and math levels, and develop groups. Teachers will design a customized academic program that will provide individualized and differentiated instructions so that students will meet and exceed their educational goal. WEICS teachers will monitor students' progress to ensure they remain on track. Scaffold lessons will be used so that students will learn to use skills and apply strategies to master. This method of assessment and intervention will lead students to success.

The following chart is a depiction of how the WEICS teacher team will assess outcomes; allow the teachers to give one another tips and strategies on how he/she was successful in getting their students to master a subject. These strategies will be used to meet the appropriate instructional level of each student.

CORRECTIVE INSTRUCTION STRATEGIES

Non-Proficiency 39%	Partially Proficient 40-59%	Partially Proficient 60-69%	Mastery 70-100%
Consider the following.... <ul style="list-style-type: none"> • What was the student misconception? • Re-teach-remediation approach • Corrective instruction • Teacher gets coaching and mentoring • Volunteers for small groups and one-on-one tutoring 	Small groups/Tutoring <ul style="list-style-type: none"> • Intervention; Remediation • Sort students by assessment questions and scores 	Teacher directed Whole group <ul style="list-style-type: none"> • Daily Warm-ups • Problem of the day or activity 	Small Group/Individual Instruction <ul style="list-style-type: none"> • Does same activity as partially proficient students but individually • Peer Tutoring to other students

- Details in how the proposed charter plans to involve parents and community members within the school.

WEICS believe that an informed, involved public is necessary to strengthen the children’s sense of belonging and achieving lifelong goals in their communities. The involvement of the communities will benefit the children as well as the civic and economic growth of the communities, state, and country. Waddell Elementary International Charter School will be a community based school. The school will be open to community based meetings, projects, and events.

WEICS will welcome the community, veterans, and parent volunteers, mentors, and lunch buddies. Volunteers will be used to assist with cafeteria duties, office duties, and media duties. Volunteers will also assist teachers in the classroom with filing and copying and other duties assigned by the teacher. The Leadership Team, and the Parent Advisory Board will also have parent representation. There will be some employment for parents.

Teams of talented, diverse community leaders and concerned parents are ready to meet the “No Child Left Behind” mandate and to close the educational gap for low performing students. WEICS will consider parents and community members a part of the WEICS family in helping to “build a firm foundation”.

- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

Gifted Students:

The WEICS family will include academically gifted students, English language learners, as well as other at risk students. WEICS is committed to providing unique programs and activities to motivate and inspire students to work to their full potential.

WEICS will begin the identification process for gifted students in the third grade using the following criteria:

- Achievement score of 85 percentile and above in math and/or reading
- Aptitude score of 85 percentile and above
- Teacher check list of 3 out of 5 categories of 60 percentile

Once identified as academically gifted, WEICS will provide an enrichment class for at least 90 minutes per week in the student's area of eligibility. Strategies to meet the needs of the gifted students include:

- Higher level thinking skills from Bloom's Taxonomy
- Use of exploratory learning
- Involvement in community service

English Language Learners:

WEICS will use the Wida-Acess Placement Test (W-APT), an English language proficiency test to identify and place English language learners (ELL). This test will assess students in listening, speaking, reading, and writing. Identified students will be pulled from their content classes and placed into their English as a Second Language (ESL) class based on their English language proficiency level. The length of these students' instruction will also depend on their level of English language proficiency.

In order to address the needs of the English language learners, WEICS will organize its classes into five possible language proficiency levels: Level I (Entering), Level II (Beginning), Level III (Developing), Level IV (Expanding), Level V (Bridging). This will allow the curriculum in the ESL classes to address the specific language needs for students at each level of language proficiency. If eligible, ESL students can receive testing accommodations which can include extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. WEICS will provide an environment that will continue to enhance the students' English language and enable them to acquire the necessary skills to be successful for life.

At-Risk Students:

Waddell Elementary International Charter School will identify at-risk students, including homeless students at the beginning of the school year. Waddell International Partners for, Inc., under the "No Child Left Behind" will adhere to the federal mandate of the Child Find Act to clearly identify homeless children. The law entitles children who are homeless to a free

appropriate education. WIPE will remove all barriers for their enrollment, attendance, and success in school.

WEICS will identify at-risk students using a variety of evaluation tools to include diagnostic tests, previous skill assessments, checklists, rubrics, teacher and parent concerns and recommendations. Performance levels will be identified and a personal education plan will be developed according to the data. A referral may also be made to the Intervention Support Team (IST) if necessary. In order to meet the needs of at-risk students, WEICS will provide:

- Teaching and re-teaching
- Individualized tutoring
- Guided instructions
- Study Island (reading skills program)
- Khan Academy (on-line instructional math program)
- Group tutoring
- Peer tutoring

At the end of the school year, data from state testing will show that the at-risk students will have gained one or more years of improvement as a result of remediation.

- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

Waddell Elementary International Charter Schools will offer an Area Cooperative Education Services (ACES) after school program that will operate between the hours of 2:30 p.m. and 6:00 p.m. This is a flexible scheduled program that will give students an opportunity to participate in dance, music and art programs as well as intramurals. Homework and other academic studies including reading and math tutorials are an option. Parent and community volunteers will be invited to work with interested students.

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 a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Waddell International Partners for Education, Inc. and Waddell Elementary International Charter School will 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, ancestry.

Waddell international Partners for Education, Inc. and Waddell Elementary International Charter Schools will comply with the requirement of “No Child Left Behind Act of 2001”.



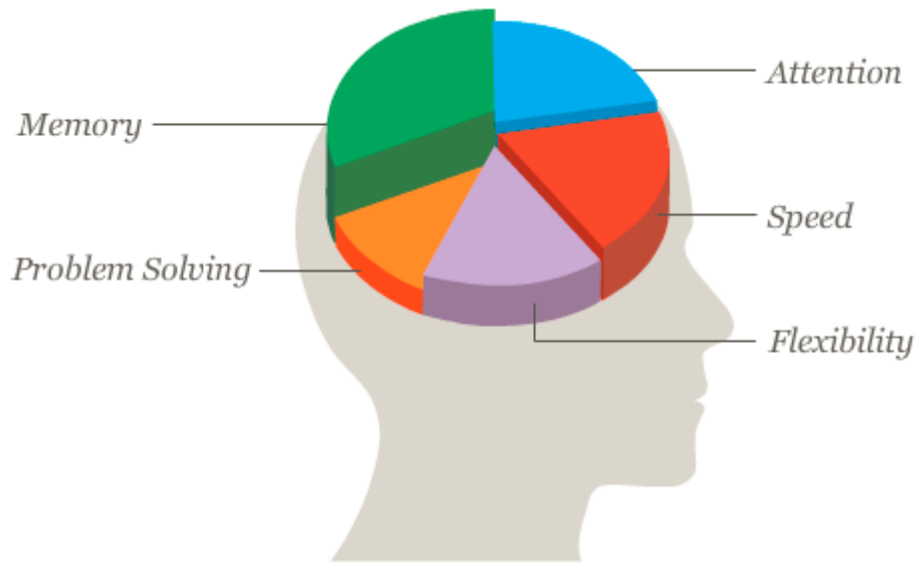
NCLB **supports standards-based education reform** based on the premise that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills. States must give these assessments to all.

These stakeholders (44 governors and 50 corporate CEOs) set the priorities for high academic standards and expectations for all students.

- Tests that are more rigorous and more challenging, to measure whether students are meeting those standards
- Accountability systems that provide incentives and rewards for educators, students, and parents to work together to help students reach these standards

We will follow the guidelines of “Child Find” for early identification of at-risk students. WEICS will locate these students in the counties where our schools are located.

Students who are at risk of academic failure usually need support to increase their self- efficacy and motivation to learn and to develop positive attitudes towards learning. Waddell Elementary International Charter School at-risk students will experience a caring, supportive, sustained relationship with their teachers. We will use a three-year education looping with teacher and student being looped starting in the first through third grades. We will provide our at-risk students with manageable and achievable tasks at their level and the difficulty level of the task will be increased as they accomplished more. These approaches will create a sense of accomplishment, prevent frustration and will help to increase students’ self-efficacy.



A three-tiered approach: Tier-1 refers to the instruction through the core program. Tier-2 is intended to providing supplemental and extended instruction. Tier-3, the final tier: explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth.

Waddell International Partners for Education, Inc. has studied the NCDPI guidelines for *Exceptional Children and section 504 and will implement these guidelines for our students*. The student's Individualized Education Program (IEP) team will make the decision about which type of assessment the student should take, as well as decisions about the need for any appropriate accommodations.

Decisions about how a student will participate in the state's accountability system are made on a student-by-student, assessment-by-assessment and year-by-year basis. In the case of a student who takes an alternate assessment, the student's IEP will include a statement of why the student cannot participate in the regular assessment (with appropriate accommodations, as necessary) and the particular alternate assessment selected.

WEICS will:

- Hire EC professionals (inclusive of bi-lingual)
- Provide assessments for Individual Education Plan
- Provide a continuous assessment plan for Exceptional Children
- Make the required adjustments to its facilities to accommodate our special need students.
- Have a posted evacuation plan for students with mobility disabilities
- Include parents./guardians of disabled students in review and make suggestions on how WEICS can and will improve its Special Needs Policies
- Adopt the Child Find policy
- Provide an Emergency Preparedness and Communication Access Policy for Special Needs students
- Solicit the assistance of the Universities such as UNCC, Fayetteville State, NC A&T State University, Bennett College, Greensboro College and the UNC at Pembroke for the latest research and best practices for Special Needs students.

The ever changing technology and pedagogical theory has allowed the flexibility for the inclusion of exceptional children.

WEICS will use tools to assist students with learning disabilities such as highlighters, color coding files or drawers, books on tape, tape recorders, calculators or a different paper color or background color on a computer screen, complex or high-tech, assistive technology devices include:

- Computers with print-recognition software that "read" text aloud
- Speech recognition systems that turn oral language into written text
- Talking calculators that assist people with math difficulties
- Software that predicts and edits words for people who are prone to spelling difficulties

.ACADEMICALLY GIFTED STUDENTS

These are the standard approved criteria that WEICS Administrators, Head Masters, and Staff will use to identify Academically Gifted Students. Identification for AG eligibility begins in third grade and uses the following criteria:

- Aptitude: 85 percentile and above*
- Achievement: 85 percentile and above
- Gifted Rating Scale score (t score) of 60 and above in four of five categories

The AG department partners, Head Master and staff will develop ways to recognize and document gifted characteristics in children beginning at 3rd grade using various research-based approaches. We will partner with the Education Department at NC A&T State University for research based approaches for all WEICS students.

English as a Second Language Formative Assessment Tasks

A team of EC professionals will assess tasks and instruments based on topics that would appeal to students, organized by the four skill areas (speaking, listening, writing and reading) that can easily be integrated into second language classroom activities. The tasks are provided as prototypes to serve as a starting point for teachers as they develop their own assessment tasks.

These support materials are consistent with a communicative/experiential approach and are designed to provide both the teacher and the learner with useful feedback on the student's progress in tasks requiring authentic communication of messages, ideas, feelings, and/or opinions. NCLB Act requires that additional required tests, WIDA ACCESS Placement Test (W-APT™)1 – Initial Testing for students identified as limited English proficient, ACCESS for ELLs assessment—Yearly assessment for students identified as limited English proficient.

Homeless and Migrant Students

The NCLB has a provision for children of school age who are homeless and/or migrant. The "Child Find Act" clearly identifies homeless and migrant children and the obligation of public and charter schools to locate them. The law entitles children who are homeless and migrant to a free, appropriate public education and requires schools to remove barriers to their enrollment,

attendance, and success in school. This Act protects all students who do not have a fixed, regular and adequate residence, such as students living in the following situations:

- doubled-up housing with other families or friends due to hardship
- runaway/homeless youth shelters (even if parents invite the youth home)
- hotels or motels
- shelters, including domestic violence shelters
- transitional housing shelters
- cars, abandoned buildings parks, the streets or other public spaces
- campgrounds or inadequate trailer homes
- awaiting foster care placement and/or
- abandoned in a hospital

Waddell International Partners for Education will make these key provisions in this federal law as listed below:

- WEICS social workers will be the homeless education liaison/coordinators to assist families and school personnel in ensuring that students who are homeless can enroll and succeed in school
- Waddell Elementary International Charter Schools will enroll students experiencing homelessness, even if they do not have proof of residency, school and immunization records, birth certificates or other documents, and even if they are not accompanied by an adult
- WEICS will provide the students experiencing homelessness, based on individual need, services provided to other students such as preschool, free or reduced school meals, services for English language learners, special education, vocational/technical education, gifted and talented services, and before- and after-school care
- Students in homeless situations are automatically eligible for Title I services
- If there is disagreement as to whether a student experiencing homelessness is eligible to attend the school he/she chooses, the school district is to provide a written explanation as to why they believe the student is not eligible and allow the student to go to the school he/she chooses while such disagreements are settled. The LEA liaison/ coordinator is responsible for settling such disagreements
- Students in homeless situations are to attend schools with children who are not experiencing homelessness rather than be placed in separate schools because they are homeless
- Students experiencing homelessness are to have the opportunity to meet the same high academic achievement standards as all students

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

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



Waddell Elementary International Charter School Handbook

Our School Pledge:

We, the students of Waddell Elementary International School,
Are the future
We are the brightest and the best
We pledge to create a world of love and peace
A world that is safe, clean and free of hunger throughout our universe
Our minds are open to receive knowledge and
Our words are kind to all we encounter

Dear Parent/Guardians, Students and Staff of Waddell Elementary Charter School:

Welcome to the 2013-2014 school year. This year's handbook includes some vital information including the Student Conduct of Code that explains maintaining a safe and secure learning environment within our schools. This handbook is your guide and resource for understanding your accountability as a stakeholder in our schools.

As a member of WEICS community, it is your responsibility (students, parents/guardians and teachers) to read, understand and follow the policies and guidelines that are set forth in this handbook. Please use this handbook as a guideline, outline and tool for students to become great learners.

Character Education, accountability and educational excellence are our expectations for all of our stakeholders (students, parents/guardians and teachers) and external stakeholders (community leaders, NCDPI, etc). As stakeholders, we will all achieve our goal of creating great citizens of the world.

In addition to meeting the requirements of the law, the Waddell Elementary International Charter School, expects all school personnel to instruct and discipline through fair and non-discriminatory treatment of all students; to display an attitude of respect for all students; to lead by example through cooperative working relationships with all students and parents/guardians, and to seek parental/guardian input in planning and implementing discipline plans. It is the responsibility of all school personnel to consistently and impartially enforce the rules and regulations of the school and classroom while protecting the rights of the students.

Sincerely,

Superintendent

Manual Escolar de la Escuela Charter Elementaria Internacional Waddell

Estimados padres/ guardianes, estudiantes y empleados de la Escuela Charter Elementaria Internacional Waddell;

Bienvenidos al año escolar 2013-2014. El manual escolar de este año incluye información primordial incluyendo el Código de Conducta del Estudiante el cual señala como mantener un ambiente de aprendizaje seguro y sano en nuestras escuelas. Este manual es una guía y un recurso para el entendimiento de sus obligaciones al promover interés en su escuela.

Como miembro de la comunidad WEICS, es su responsabilidad (estudiantes, padres/ guardianes, y profesores) leer, y entender las siguientes pólizas y reglas escritas en este manual escolar. Favor de utilizar este manual como guía, delimitación y herramienta para los estudiantes para convertirse en grandes aprendices.

Educación de carácter, responsabilidad y educación de excelencia son nuestras expectativas para todos los participantes (estudiantes, padres/ guardianes y profesores) y entre otros participes (líderes en nuestra comunidad, NCDPI, etc). Siendo un participante interesado, nosotros alcanzaremos nuestra meta de fomentar grandes ciudadanos en el mundo.

Además, también seguiremos los requerimientos legales, la Escuela Charter Elementaria Internacional Waddell; espera que los empleados instruyan y disciplinen mediante un trato justo y libre de discriminación a todos los estudiantes; mostrar una actitud de respeto a los estudiantes; el demostrar como ejemplo a través de relaciones cooperativas de trabajo con los estudiantes y padres/ guardianes, y buscar en los padres/ guardianes ideas de planificar e implementar tácticas de disciplina. Es la responsabilidad del personal escolar de enforzar consistentemente y parcialmente las reglas y regulaciones de la escuela y en los salones mientras se protegen los derechos de los estudiantes.

Sinceramente,

Superintendente

Our entire handbook and other significant student documents will be available in Spanish.

Discipline

Waddell Elementary International Charter Schools (WEICS) are committed to maintaining an environment of discipline in order to establish positive learning environments that ensure every student receives an appropriate education. State law addresses the responsibilities of teachers and principals as follows:

“It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers and teacher assistants when given authority over some part of the school program by

the principal or supervising teacher, to maintain good order and discipline in their respective schools.” (G.S. 115C-307)

“The principal shall have the authority to exercise discipline over the pupils of the school pursuant to policies adopted by the local Board of Education as prescribed by G.S. 115C-391.” (G.S. 115C-288)

The students of Waddell Elementary International Charter Schools are expected to conduct themselves in a manner that represents the “Six Pillars of Character.” We encourage our parents/guardians to express any concerns they have about their child’s education and/or learning environment.

Preventive Measures

Waddell Elementary International Charter Schools Board, Superintendent, Head Masters, Teachers and all school personnel, when necessary, make reasonable efforts to initiate preventive measures when it is recognized that a student is behaving in a manner that indicates potential disciplinary problems.

Possible preventive intervention procedures may include, but are not limited to:

- Conferences with the student
- Conferences with the parents/guardians
- Periodic follow-up reports to parents/guardians and
- Referral to appropriate support personnel

Our School policy encourage all school personnel , as stakeholders, to actively seek effective, positive methods and strategies to encourage and assist each student to behave in a manner that is positive to learning and that respects the rights of others. Each school Head Master will identify potential problem areas within his/her school that may contribute to and maintain a positive school environment to minimize discipline problems.

Corporal Punishment, Use of Reasonable Force, Seclusion and Restraint

It is WEICS responsibility and policy to maintain safety in our schools. During a time when our cities have faced violence in schools, our goal is to recognize any potential behavior that will disrupt a peaceful learning environment.

Waddell Elementary International Charter School believes and encourages that discipline can be maintained without the use of corporal punishment. Therefore, WEICS prohibits the use of corporal punishment by Head Masters, teachers, substitute teachers, student teachers or volunteers and any other school personnel

While WEICS prohibits the use of corporal punishment as a means of discipline, school personnel may use reasonable force to control behavior or to remove a person from the scene in the following situations:

- To prevent any disturbance threatening injury to others
- To obtain possession of weapons or other dangerous objects on the person or within the control of a student for self-defense
- For the protection of persons or property, and
- To maintain order on school property, in the classroom, or at a school-related activity on

or off school property

Schools shall not use seclusion or restraint as a means of discipline except as provided by law. The Superintendent is directed to develop procedures regarding the use of seclusion, restraint and isolation.

SUSPENSION AND EXPULSION

While the teacher has the major responsibility for classroom discipline, some disruptive behavior may require the attention of the Head Master or his/her designee. State law assigns the Head Master the authority to suspend for 10 days or less, or with prior approval of the Superintendent, for more than 10 days (G.S. 115C-391). Special statutory provisions apply in the event that a student enrolled in an exceptional children's program exhibits behavior which might result in suspension or expulsion (G.S. 115C-112). The Board expects the Head Master to treat any suspension or expulsion as a very serious matter and in such instances the Head Master should utilize resources at his/her disposal in an effort to affect another solution. In the event a student must be suspended or excluded, the Board expects such action will be in full compliance with the provisions of the law and with the schools' administrative policies and/or procedures.

A right to a hearing before the WEICS Board or a panel thereof as provided in N.C.G.S. §115C-45(c), the student has the right to be represented at the hearing by legal counsel; provided, however, if the student intends to be represented, he/she must notify the Superintendent for the Waddell Elementary International Charter Schools prior to the date set for the hearing. *A full statement of the appeal process will be included in the school handbook*

Year-Long Suspension– Students who bring weapons or explosives or physically assault teachers, other adults or students or who participate in a bomb threat or hoax may be suspended up to 365 days or placed in an alternative setting if the criteria set out in N.C.G.S. 115C-391 are met. In some instances, a suspension for 365 days is mandatory. Students may be placed in alternative settings at the expiration of their long-term suspensions if re-entry into the regular education program could not reasonably result in appropriate academic progress.

STANDARD FOR EXPULSION

TWO-TIERED TEST

1. Did the student commit the act that forms the basis for the recommendation for expulsion?
2. Is the student's continued presence a clear threat to the safety of other students or and employees sufficient to justify expulsion from all school programs?

STRUCTURE OF PROCESS

N.C.G.S. §115C-391(d) provides that a student can be expelled from Waddell Elementary International Charter Schools if the Head Master and Superintendent recommend expulsion to the Waddell Elementary International Charter School Board and the Board finds, based on clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Therefore, the Head Master and Superintendent or designees need to conduct an investigation and hearing to finalize their

recommendation to the Board. Then a panel of the Board shall convene and determine whether to expel the student.

PARENTS/GUARDIANS RIGHTS TO APPEAL

PROCEDURE FOR DISCIPLINARY ACTIONS AND APPEALS

(In-School Suspension/ISS and Out-of-School Suspensions/OSS for 10 days or less)

North Carolina General Statute 115C-391 states that “the principal (head master), or his delegate, shall have the authority to suspend for a period of up to 10 days or less any student who willfully violates policies of conduct established by the local board of education.” A disciplinary action of any suspension in-school or a suspension out-of-school for 10 days or less shall be determined by the principal. Parents are encouraged to seek any clarification or explanation of any disciplinary action from the principal within two days of the assignment of the consequences.

(Out-of-School Suspensions/OSS of 10 days or more)

The following procedure will be utilized when a student is recommended for a long-term suspension by the principal:

The head master or designee shall investigate the alleged violation as it relates to the student;

- a) A conference will be held with all parties involved in the situation including parent(s)/guardian(s), if they can be reached within a reasonable time,
- b) The evidence related to the situation will be presented and reviewed during the conference,
- c) If the investigation is complete at the conclusion of the conference, the parent/student will be informed of the long-term recommendation and given appeal information, and
- d) If the investigation is incomplete at the conclusion of the conference, then the head master will render a decision as soon as the investigation is complete.

Appeal of the Superintendent’s Decision to the Board of Waddell International Partners for Education, Inc.

The parent/student may appeal the decision of the Superintendent to Waddell Elementary International Charter School Board. If the parent/student wishes to pursue an appeal to a panel of the Board, the written request must be received by the Board within two (2) school days upon receipt of the written decision of the Superintendent. A Board panel, composed of not less than three (3) members of the Board, will hear and act upon the Superintendent’s recommendation in the name of and on behalf of the Board.

1. The school administration and the parent/student will have the opportunity to present their case(s) to the Panel. The hearing will be recorded.
2. The student is entitled to have legal representation (at the student’s expense), to present evidence, to present and examine witnesses, including witnesses for the administration.
3. The Panel will render a decision in a timely fashion
4. The parent/student may request a copy of the recording of the proceedings at cost.
(Student Expulsion)

N.C.G.S. §115C-391 provides that a student can be expelled from Waddell Elementary International Charter Schools if the Headmaster and Superintendent recommend expulsion

to the WEICS Board and the Board finds, based on clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or employees

Disciplinary Procedures for STUDENTS WITH DISABILITIES of the General Statutes WEICS will agree to the compliance of all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S. C. Sec. 706(8).

Students receiving services pursuant to IDEA may have additional or different procedures and outcomes for suspensions of more than 10 days. (WEICS will develop guidelines for Long-Term Suspension of Students with Disabilities) Additionally, WEICS will use the Handbook of Parents' Rights, published by the State of North Carolina, provides information about the process of suspending students who receive special education.

Education of Expelled students

Parents should review your child's Individualized Education Plan and Behavior Intervention Plan if the child is in a special education program. There will be a determination hearing that takes place before the expulsion hearing to ensure the parent/guardian, designated representative that the school has followed the procedures delineated in your child's special education paperwork.

All parents will be advised to talk with the school counselor to receive instruction at home. WEICS students can continue much of their coursework on-line in that we are using Khan Academy, MIT University's "Scratch" for art, music and writing.

Parent and Student Honor Code Agreement Form

The Waddell Elementary International Schools will exist:



- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students
- To imbed the curriculum with the Common core Curriculum and NC Essential Standards
 - To promote hands-on, project-based learning
 - To support the development of 21st century skills integrating the use of technology
 - To build relationships with parents that encourages an understanding of their role in their child's education
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning

We/I have read and understand the Waddell Elementary International Charter Schools Honor Agreement

Parent signature _____ Date _____

Student signature _____ Date _____

APPLICATION FOR ADMISSION TO WADDELL ELEMENTARY INTERNATIONAL CHARTER SCHOOLS

Please list the names and ages of siblings who also wish to attend:

Name _____ Age _____

Name _____ Age _____

Name _____ Age _____

Grade child will be entering _____

Does the child have any physical or other health limitations? _____

If so, please explain: _____

Has your child ever served under Exceptional Children’s Services at a previous school?

Please include the following with the application:

1. A utility bill, verifying North Carolina residence

2. A copy of the previous school year’s report card

If you have not attended an informative session or met with Waddell Elementary International Charter School Head Master or a designated employee, you need to schedule a meeting in order to learn about the school’s mission, curriculum, philosophy, and the responsibilities of each stakeholder.

/we understand this application does not guarantee admission and that students are selected by lottery procedure.

Parent/guardian name _____ (Signature)

Parent/guardian name _____ (Signature)

Day time telephone _____

Email _____

TIMELINES

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

See attached charts for important timelines for Waddell Elementary International Charter School

Waddell Elementary International Charter Schools Timeline

year	2012				2012				2013				2013				2013																							
Month	September		October		November		December		January		February		March		April		May		June		July		Aug																	
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. SBE Issue Charter	0-----0																																							
2. Facility Planning	0-----BOD-----0																																							
3. Financing Arranged	0-----BOD-----0																																							
4. Property Development	0-----BOD-----0																																							
5. Hire Superintendent	0---BOD---0																																							
6. Identify/Hire Headmasters	0-----SUPT & BOD & AB-----0																																							
7. Secure Equipment	0-----SUPT & BOD & HM-----0																																							
8. Secure Instructional Resources & Materials	0-----HM & LT -----0																																							
9. Identify/Hire Instructional Staff	0-----HM & SUPT-----0																																							
10. Identify/Hire Non-instructional Staff	0-----HM & SUPT-----0																																							
11. Faculty/Staff Development Institute	BOD & HM & EDC July 22 nd – Aug 9 th 0-----0																																							
12. Student Recruitment & Selection	0-----HM & SUPT-----0																																							
13. Food Services	0---BOD---0																																							
14. Transportation	0---BOD---0																																							
15. Website Launched	0---BOD---0																																							
16. Move-In /Start Up	0-----0																																							
17. First Class Day	August 26--X																																							

*Board of Directors (BOD), Superintendent (SUPT), Head Master (HM), Lead Teacher (LT), Advisory Board (AB), Consultants (EDC)

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- Provide a detailed description of the existing private school's financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school). N/A
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

VI. 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.).

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Waddell International Partner for Education, Inc. will create a Facility and Staff Development Institute that will provide a two-week orientation and training in the second week in July 22, 2013 and the first week of August, 09, 2013. The institute will include: Orientation to the Schools' mission and philosophy, corporate policies, state and federal requirements, school policies and procedures equipment and technology, an opportunity to organize instructional resources and material.

The area Universities and colleges will provide WEICS with teacher interns. The interns will stay with WEICS for one full semester. During this time, the interns will be included in formative monthly teacher planning meetings, and given an opportunity to teach throughout the semester under our teachers' watchful eyes. WEICS will inform the university or college from which the intern will graduate that we are interested in the intern. The criteria that we will use is the observation and written reports from the teachers, surveys from parents and students and the formal report from the Head Master.

All teachers and staff that WEICS will hire are more likely to remain with us. Our up front training and commitment to the development of leadership training for our Head Masters, in creating the school climate, mentoring program for our teachers and staff. WEICS will give our Head Masters the support that they need to create the school climate to retain well qualified teachers.

Teachers and staff will have weekly meetings to discuss accomplishments and strategies that have worked in their classrooms. Waddell International Partners for Education, Inc. will provide training session and workshops throughout the year with a minimum of four a year. Teachers and staff will be given quarterly written evaluations. The evaluations will address job performance, based on observation and quantitative information; review of any newly implemented materials, technology or instructions. The employee will be given the opportunity to express any concerns or ideas. The employee will know what is expected of them and will be given a copy of his/her evaluation. If there is a need for a development plan, the Head Master and lead teacher will develop a plan for our instructional staff and will administer the plan with input from the teacher. The develop plan for support staff will be administered by the Head Master.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school

Waddell International Partners for Education, Inc. will use all forms of media to advertise employment for open positions within our organization. We will accept employment recommendations from our existing employees. We will post open positions at the State Employment Commission, professional publications and employment applications that our organization has on file and word of mouth.

In addition to this grievance procedure the Director of Operations Office has responsibility for the sexual harassment grievance procedure which is a separate and distinct process. Sexual harassment is a form of sex discrimination and therefore a violation of federal and state laws and University regulations.

Sexual harassment is defined as:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work; 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment.

All complaints will be handled in accordance with inapplicable policies established by the Board of Directors

- Procedures for grievance and/or termination

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Director of Operations, or their supervisor, at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The official notified of the complaint, will be subject to an investigation.

A grievance is an actual or perceived cause for protest or complaint arising out of some perceived or actual harm due to some action taken by Waddell International Partners, Inc. or Waddell Elementary International Charter Schools or member(s) of the organization community. This alleged action has the impact of imposing on the individual his or her legal rights, or has or its impact of imposing on an individual's right to pursue an education or the right to work at the WIPE or WEICS without fear or intimidation

- Sample employment policies to be implemented by the proposed charter school



Employee Manual (Sample)

It is the policy of Waddell International Partners for Education, Inc. to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and school employees and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

Waddell International Partners for Education, Inc. hires administrators, teachers, all supporting staff, and contractors on an at-will contracts, and negotiable personnel salaries.

Upon employment by Waddell International Partners for Education, Inc. all employees are required to complete all necessary financial forms and benefit applications as deemed necessary by the Director of Operations or by his or her designee. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize and employee's standing with this organization or a prospective employee's likelihood of being hired.

Employees may be hired as regular full-time employees, and will be placed on the organization's payroll. They will be eligible for all benefits as described in this administrative framework.

The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per workweek. Time off work without pay for part-time employees may be granted by the Head Masters or if the employee is a school administrator by the Superintendent.

The Director of Operations may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges or other personnel policies for any employee either upwards or downwards in accordance with any applicable collective bargaining agreements. An adjustment to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

An employee who is absent for a period of at least twenty-one (21) consecutive work hours (three days) without notifying their supervisor and/or the Director of Operations will be considered to have resigned without giving the required thirty days' notice. Such resignations shall be effective on the initial date of absence. The determination of unauthorized absence will be made by the Director of Operations.

An employee who wishes to resign is required to give to the Local School Board or the Director of Operations in writing, a minimum of thirty days' notice prior to the desired resignation date, unless an exception is made by the Director of Operations.

No time used for any personal endeavor within the workday is to be counted towards the daily or weekly minimum work hour requirements. Furthermore, any employee wishing to engage in such personal activities must receive the prior approval of the Director of Operations or his or her designee.

BENEFITS: PAID LEAVE/UNPAID LEAVE

All leaves, and unused leave accrual, will be granted in accordance with Waddell International Partners for Education, Inc. Those full time employees not covered by existing organizational agreements will be granted leave and accrual of leave as stipulated in their individual contracts with Waddell International Partners for Education, Inc. employment policies.

The W.I.P.E. Board retains the right at any time, in accordance with any applicable employment policies and procedures to declare a "School Holiday". The office(s) of the organization may be officially closed and all employees are entitled to that day off of work with pay and without charge to any leave category or any other leave accruals. The declaration of any "School Holiday" shall be communicated by the Director of Operations to all employees.

BENEFITS:

I. Insurance and Other Benefits

Insurance and other benefits will be granted according to state laws. Those fulltime employees not covered will be granted benefits as stipulated in their individual contracts and state law.

II. Reservation of Rights

Waddell International Partners for Education, Inc. reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws and contract agreements. Each employee will be notified of any alterations in the benefits package.

REIMBURSEMENTS:

I. Travel

Employees are eligible for reimbursement from the organization for expenses incurred while in travel status on official business for the organization. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Director of Operations or his or her designee. All requests for travel reimbursement must appear on a form provided by the Director of Operations or his or her designee for such purpose.

Unless otherwise provided for by the Director of Operations, all employees traveling on approved business are required to abide by the following guidelines:

Transportation

The most reasonable mode and class of travel considering factors such as cost, time efficiency, and convenience should be selected by each employee at all times. All such expenses must be listed on a form provided by the Director of Operations for such purposes.

Lodging

Reasonable charges for lodging while in approved travel status will be paid by the W. I. P. E.

organization, subject to the approval of the Director of Operations. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the organization. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Director of Operations for such purposes upon approval.

Meals

To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Director of Operations. Employees seeking reimbursement for meal expenses must list of a form provided by the Director of Operations all reasonable and appropriate expenses.

II. Mileage

Business Use of Personal Automobile

Employees are eligible for reimbursement from the organization for business use of their personal automobile while in travel status on official business for the organization. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Director of Operations or his or her designee. Such reimbursement shall be at the IRS and/or state rate as determined by the Director of Operations. All requests for travel reimbursement must be listed on a form provided for such purpose by the Director of Operations, unless an exception is made by the Director of Operations.

Employees are liable for reimbursement to the organization for personal use of an automobile owned, leased, or otherwise provided by the organization. Such liability to the organization shall reflect the IRS and/or state rate as determined by the Director of Operations. Any employee incurring such liabilities is required to reimburse the organization in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the Director of Operations.

Personal mileage incurred by an employee on an automobile owned, leased, or otherwise provided by the organization must be documented on a form provided for such purpose by the Director of Operations, unless an exception is made by the Director of Operations.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the organization. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the organization.

IV. Other Reimbursements

Employees are eligible for reimbursement from the organization for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the director of Operations or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Director of Operations or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Director of Operations or his or her designee.

V. Credit Cards

Any employee who is authorized to use a Waddell International Partners for Education, Inc. credit card is not allowed to charge personal expenses of any kind on the card.

SEXUAL HARASSMENT:**I. School Policy**

It is the policy of Waddell International Partners for Education, Inc. to prohibit sexual harassment from occurring in the workplace or at any other place where an organization sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this organization;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Director of Operations or, his or her designee.

All reports of sexual harassment will be promptly investigated by the Director of Operations, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an investigation confirms that harassment has occurred, the Director of Operations, as directed by the Local School Board, shall take appropriate corrective action which may, upon a determination by the Director of Operations, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM SOLVING PROCEDURES:**I. Employee Evaluations**

Written evaluations of employees will be performed at least twice per year. Evaluations of teachers will be conducted by the Headmaster. Evaluations of support staff will also be conducted by the Headmaster. Evaluation of the Operations Director will be conducted by the Local School Board. These evaluations will be maintained in the personnel file for each employee. The format of the evaluation will be determined by the Local School Board. Such evaluations should include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Director of Operations, at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The official notified of the complaint, or his or her designee, will be the investigator of all such grievances upon the agreement of the Local School Board and in accordance with state law.

All complaints will be handled in accordance with in applicable policies established by the Board of Directors.

MISCELLANEOUS:

I. Confidentiality

Employees of this organization shall not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by Waddell International Partners for Education, Inc. School Board. No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Waddell International Partners for Education, Inc. School Board. Any document or other material containing such information is required to be returned to the Director of Operations upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this organization other than the W.I.P.E. School Board members, or the Director of Operations is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

III. Return Of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Director of Operations. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the Director of Operations

IV. Acceptance Of Gifts

Acceptance of gifts shall be according to guidelines established by the North Carolina State Ethics Commission. Not all gifts are acceptable under the ethics code. The State Ethics Code prohibits officials or employees to accept any gift under circumstances in which it can reasonably be inferred that the gift is intended to influence or reward official action. Officials of the school, employees or members of the W.I.P.E. School Board are not permitted to accept gifts of any kind of a value exceeding two hundred dollars (\$200.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from:

- individuals, organizations, or companies serving as vendors or potential vendors for this organization;
- elected officials or their representatives;
- candidates for public office or their representatives;
- officials or their representatives; or
- lobbyists.

Offers of such gifts in excess of \$200.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of Operations.

Exempted Gifts:

- Gifts received by will or interstate succession;
- Gifts received by distribution of any inter vivos or testamentary trust established by a spouse or ancestor;
- Gifts from a spouse, fiancé or fiancée, any relative within four degrees of consanguinity, or the spouse, fiancé or fiancée of such a relative. A gift from any such relative is a reportable gift if the person is acting as an agent or intermediary for someone who is not covered by this paragraph. For purposes of this exemption, relatives within four degrees of consanguinity include the following: parents, grandparents, and brothers/sisters, uncles/aunts, great uncles/aunts, nephews/nieces, grand nephews/nieces, and first cousins;
- Political campaign contributions that comply with state law;
- Anything available to the public generally without regard to the official status of the recipient;
- Gifts that, within thirty days after receipt, are returned to the giver or delivered to a public body or to a bona fide educational or charitable organization without the donation being claimed as a charitable contribution for tax purposes; and
- Exchanges of approximately equal value on holidays, birthdays, or special occasions.

V. Change Of Personnel Status

Employees are required to notify as immediately as possible the Director of Operations and any other person designated by the Director of Operations of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this organization.

VI. Examination Of Personnel Files

Any employee may examine his or her personnel file(s) at any time in accordance with any applicable agreements, or as approved by the Director of Operations. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file, or contents of that file, is to be removed from the office.

VII. Copyrights

Copyrights, payments and/or royalties, which occur as a result of a project of any employee or employees of this organization, remain the property of the organization. The Director of Operations may assign copyrights, royalties, or other payments to the author or authors or project participants.

Employee Performance Evaluation Policy

It is the policy of the Board of Trustees of Waddell Elementary International Charter School that all employees shall be provided an opportunity for individual development and increased effectiveness. The maintenance and improvement of a competent student oriented staff is essential to assure a high quality of elementary educational services to our students, parents/guardian and community. Such evaluations will be constructive, objective, and consistent, be implemented throughout the district, and serve the following purpose:

- To provide a clear understanding by all employees on what they are expected to achieve
- To encourage performance which will contribute to a high level of service
- To encourage development of individual skills and provide a reasonable basis for individual improvement
- To provide an opportunity for administrative review, individual self-evaluation, student evaluation and to the extent feasible colleague evaluation all of which will become the basis for the establishment of objectives aimed at improved performance and effectiveness through self
- development and district supported employee development

Licensing Requirements. In accordance with 115C-238.28F(e), at least seven-five (75) percent of the teachers hired by Waddell International Partners for Education, Inc (whether full or part-time) in grades kindergarten through five will hold teacher certificates. Prior to each academic year, as required by the SBE, the School will report the total number of employed teachers and the total number of employed teachers who hold valid licenses.

Waddell International Partners for Education, Inc. will hire teachers at a lateral level. These teachers must agree to enroll in a State approved coursework to receive a North Carolina Teacher Licensure within two years of employment.

Waddell International Partners for Education Inc. will not employ or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. As per G.S. 115C-238.29F (e) or any successor statutes, Waddell International Partners for Education, Inc. will notify the local school board if the employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or conduct. We will provide the local school board with any information requested concerning such employees.

Required documentation for employment: To be considered for employment at Waddell Elementary International Charter School, prospective employees are required to complete and submit an application package to the School Headmaster that includes the following:

- ✓ W-4 and 1-9 forms
- ✓ Personnel Application
- ✓ Two sets of fingerprints
- ✓ TB Test Results
- ✓ Curriculum Vitae/ Resume

- ✓ Official Transcripts
- ✓ 2 Letters of Recommendation
- ✓ Current North Carolina Teaching Credential (faculty)
- ✓ 2 valid forms of identification

Criminal Background Checks: In accordance with 115C-238.29K (c), Waddell International Partners for Education, Inc. will check references of prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice’s criminal history records. All of the information received by Waddell International Partners for Education, Inc. in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the Administration. The cost of conducting criminal history checks will be born by the School.

Waddell International Partners for Education, Inc. will not hire individuals who have a “criminal history” which is defined as county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.
N/A

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

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

Staffing Patterns & Qualifications

Area	Position	Department	Years of Experience	No. of Positions	Role/Responsibility	Qualifications	Licensure/Certifications
	Superintendent	WIPE	10	1	Oversight & Administration of School	Masters Degree	
K-6	Head Master	WEICS	5	3	Onsite Administration & Leadership of School	Masters Degree Education	Principal Certification First Aide/CPR Certification
K-6	Lead Teacher	WEICS	4	3	Assist with Onsite Administration & Teach in Specialty Area	BS/BA 2 yrs. Adm. Experience	State Teacher Certification First Aide/CPR
K-6	Teachers	WEICS			Classroom Instructions	BS/BA in education or related area	State Teacher Certification First Aide/CPR
K-6	Teacher Assistants	WEICS			Follow Directives of Lead Teacher & Assist with Instructions	Associate’s	First Aide/CPR
K-6	EC Instructor	WEICS	1	3	Provide Support & Meet Student Academic Needs	BS/BA Special Education	State Teacher Certification First Aide, CPR
4-6	Music Instructor	WEICS		3	Provide Instructions in	BA/BS related	State Teacher Certification

						discipline	
4-6	Art Instructor (Part time)	WEICS		3		BA/BS related area	State Teacher Certification
K-6	Spanish Instructors	WEICS			Instructions	BA/BS in related area	State Teacher Certification
K-6	Librarian/Media Instructor	WEICS	3	3	Instructional support	BA/BS in related area	
K-6	Social Worker	WEICS	3	3	Support	Masters Social Work	SBE Certification First aide, CPR
K-6	Guidance Counselor	WEICS	3	3	Support	Masters Guidance & Counseling	SBE Certification First Aide, CPR
	Administrative Assistant	WEICS	4	3	Support Office Operations	BA/BS Bus. Ed. or related area	Proficiency in (Excel, word, power point, Publisher, etc.)
	Custodial staff Member	WEICS	2	3	Cleanliness and upkeep of facility	High School diploma	
	Food Service Coordinator	WEICS	1	3	Oversee food services	Associates	

	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
Superintendent*	0	0	0	0	0
Head Masters	3	3	3	3	3
Admin Assistant	3	3	3	3	3
Teacher	60	63	63	63	63
EC Teacher	6	6	9	9	9
Teacher Assistant	21	21	21	21	21
Social Worker	3	3	3	3	3
Guidance Counselor	3	3	3	3	3
Librarian (PT)	3	3	3	3	3
Nurse (PT)*	0	0	0	0	0
Custodian*	0	0	0	0	0
Driver*	0	0	0	0	0
TOTAL	102	105	108	108	108

*Contracted Services

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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

Waddell International Partners for Education, Inc. has formed a network of collaborators with representatives from a variety of ethnic groups, socio-economic groups and community leaders. Our marketing strategy has crossed all demographic groups because we are African Americans, Native Americans, Hispanic Americans, Caucasian Americans, Jewish Americans and other diverse ethnic groups.

Our staff will be reflective of the schools' communities. We believe that this is the first indicator to our potential students and parents that they are welcomed in our schools. We will have

interpreters in Spanish for our Hispanic parents and students. We have involved parents and community leaders in the planning stages of the schools. Veterans, politicians, and community leaders, have attended our meetings, and signed letters of endorsements.

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

Marketing has been word of mouth, churches, social organizations, social media, radio and TV announcements. Our committees have gone door-to-door informing, passing flyer and getting petitions from interested parents, community leaders. Because of our diversity, we have included all demographic groups with the idea that the make-up of our school should reflect the make up of our counties.

Waddell International Partners for Education, Inc. has held town hall meetings to form advisory boards in every county to empower the interested citizens to create a vision of their school. We provide power point presentations stating the mission, outlining the curriculum and statistics. (See Power Point in the appendices)

MARKETING A FIVE YEAR PLAN *Reaching Our Audience and Selling Our Value*

Core objectives

Our marketing plan strategic framework builds on our mission statement and school environment, focusing efforts on four key objectives and corresponding strategies:

1. Expand a diversified community and county wide marketing platform
2. Enrich our brand within our school counties
3. Deepen community engagement
4. Grow parent and community visitations and contributions to our schools

These objectives form the backbone for the framework of our multi-year marketing plan

We will conduct a comprehensive demographic study of projected future enrollment trends, using data already collected by our administrative Office for WEICS Schools .From this, we can develop recommendations on potential market share.

Marketing at the school level

Marketing plans

Our Superintendent and Head Masters will identify and understand their target markets (including students at private schools) and the best way to reach them. As part of our marketing plan, WEICS schools will:

- Create an annual marketing/public relations calendar
- Coordinate written communications aimed at various constituencies
- Create a media plan using news releases, ads, publications, brochures, etc.

- Design a personal communication plan to reach community, business, civic and educational leaders

Recruitment and retention strategies

Each elementary school Head Master and staff will include an enrollment and retention plan in its overall advancement plan.

Effective recruitment messages have started since the inception of our charter schools. We will continue to repeat the recruitment messages often. Marketing for the WEICS schools will begin with kindergarten for first grade with marriage and birth announcements. Our schools will invite parents and students onsite as one of our strategies to recruit students.

WEICS Schools will also reach out to those who are not choosing Charter schools.

Retention strategies begin with a welcoming atmosphere at WEICS Schools

Waddell International Partners for Education, Inc. and Waddell Elementary International Schools will develop an outreach program for new families and young parents, by holding special events for them.

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 approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

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 over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Randolph

List LEA #2 – Robeson

List LEA #3 – Scotland

GRADES	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
	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	
Kindergarten	K	<u>75</u>	<u>75</u>	<u>75</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>54</u>	<u>54</u>	<u>54</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
First	1	<u>50</u>	<u>50</u>	<u>50</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>54</u>	<u>54</u>	<u>54</u>	<u>54</u>	<u>54</u>	<u>54</u>
Second	2	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>45</u>
Third	3	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>75</u>
Fourth	4	<u>0</u>	<u>0</u>	<u>0</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Fifth	5	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Sixth	6	<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>

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	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>225</u>	<u>225</u>	<u>225</u>	<u>270</u>	<u>270</u>	<u>270</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>	<u>324</u>
Overall Total Enrollment		<u>675</u>			<u>810</u>			<u>975</u>			<u>975</u>			<u>975</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$3,480,363</u>	<u>\$4,176,436</u>	<u>\$5,011,723</u>	<u>\$5,011,723</u>	<u>\$5,011,723</u>
--Local Per Pupil Funds	<u>\$1,204,497</u>	<u>\$1,445,396</u>	<u>\$1,734,476</u>	<u>\$1,734,476</u>	<u>\$1,734,476</u>
--Federal Funds	<u>\$1,324,010</u>	<u>\$1,320,624</u>	<u>\$1,320,624</u>	<u>\$1,320,624</u>	<u>\$1,320,624</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$6,008,870</u>	<u>\$6,942,456</u>	<u>\$8,066,823</u>	<u>\$8,066,823</u>	<u>\$8,066,823</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 2013-14 through 2017-2018**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.

AY 2013-14 ADM

Randolph \$4,738.00 x 225 = \$ 1,066,050.00

Robeson \$5,180.53 x 225 = \$1,165,619.25

Scotland \$5,549.75 x 225 = \$1,248,693.75

AY 2013-14 Local

Randolph *\$1,739.73 x 225 = \$391,439.00

Robeson *\$1,875.79 x 225 = \$422,052.75

Scotland *\$1,737.80 x 225 = \$391,005.00

*Local contribution extrapolated from 2010 data.

AY 2014-15 ADM

Randolph \$4,738.00 x 270 = \$1,279,260.00

Robeson \$5,180.53 x 270 = \$1,398,743.10

Scotland \$5,549.75 x 270 = \$1,498,432.50

AY 2014-15 Local

Randolph \$1,739.73 x 270 = \$469,727.10

Robeson \$1,875.79 x 270 = \$506,463.30

Scotland \$1,737.80 x 270 = \$469,206.00

AY 2015-16 ADM

Randolph \$4,738.00 x 324 = \$1,535,112.00

Robeson \$5,180.53 x 324 = \$1,678,491.72

Scotland \$5,549.75 x 324 = \$1,798,119.00

AY 2015-16 Local

Randolph \$1,739.73 x 324 = \$563,672.52

Robeson \$1,875.79 x 324 = \$607,755.96

Scotland \$1,737.80 x 324 = \$563,047.20

AY 2016-17 ADM

Randolph \$1,739.73 x 324 = \$563,672.52

Robeson \$1,875.79 x 324 = \$607,755.96
Scotland \$1,737.80 x 324 = \$563,047.20

AY 2016-17 Local
Randolph \$1,739.73 x 324 = \$563,672.52
Robeson \$1,875.79 x 324 = \$607,755.96
Scotland \$1,737.80 x 324 = \$563,047.20

AY 2017-18 ADM
Randolph \$1,739.73 x 324 = \$563,672.52
Robeson \$1,875.79 x 324 = \$607,755.96
Scotland \$1,737.80 x 324 = \$563,047.20

AY 2017-18 Local
Randolph \$1,739.73 x 324 = \$563,672.52
Robeson \$1,875.79 x 324 = \$607,755.96
Scotland \$1,737.80 x 324 = \$563,047.20

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#102	\$3,174,804	#105	\$3,316,176	#108	\$3,537,491	#108	\$3,537,491	#108	\$3,537,491
--Administrator(s)	#3	\$165,000	#3	\$165,000	#3	\$173,250	#3	\$173,250	#3	\$173,250
--Clerical	#3	\$64,500	#3	\$64,500	#3	\$70,950	#3	\$70,950	#3	\$70,950
--Teachers	#66	\$2,241,750	#69	\$2,383,122	#72	\$2,524,494	#72	\$2,524,494	#72	\$2,524,494
--Librarians	#3	\$102,240	#3	\$102,240	#3	\$107,352	#3	\$107,352	#3	\$107,352
--Guidance & /Soc. Wk	#6	\$231,000	#6	\$231,000	#6	\$254,100	#6	\$254,100	#6	\$254,100
--Teacher Assistants	#21	\$370,314	#21	\$370,314	#21	\$407,345	#21	\$407,345	#21	\$407,345
--Custodian	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Maintenance	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Food Service	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Bus Driver										
--Other										
Contracted Services	\$432,400		\$454,020		\$499,422		\$549,364		\$549,364	
	\$0		\$0		\$0		\$0		\$0	
	\$0		\$0		\$0		\$0		\$0	
<i>EMPLOYEE BENEFITS</i>	\$988,496		\$1,052,011		\$1,115,526		\$1,115,526		\$1,115,526	
<i>STAFF DEVELOPMENT</i>	\$21,000		\$23,000		\$25,000		\$25,000		\$25,000	
<i>MATERIALS AND SUPPLIES</i>	\$177,000		\$177,000		\$150,000		\$150,000		\$150,000	
<i>OFFICE SUPPLIES</i>	\$7,500		\$8,000		\$8,500		\$8,500		\$8,500	
<i>INSTRUCTIONAL EQUIPMENT</i>	\$150,000		\$150,000		\$150,000		\$125,000		\$125,000	
<i>OFFICE EQUIPMENT</i>	\$75,000		\$75,000		\$75,000		\$50,000		\$50,000	

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$2,500</u>	<u>\$3,000</u>	<u>\$3,500</u>	<u>\$3,500</u>	<u>\$3,500</u>
<i>INSURANCE</i>	<u>\$20,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<i>UTILITIES</i>	<u>\$104,000</u>	<u>\$104,000</u>	<u>\$110,000</u>	<u>\$110,000</u>	<u>\$110,000</u>
<i>RENT</i>	<u>\$360,000</u>	<u>\$360,000</u>	<u>\$370,000</u>	<u>\$375,000</u>	<u>\$375,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>TRANSPORTATION</i>	<u>\$9,000</u>	<u>\$9,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>MARKETING</i>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	\$0	\$0	\$0	\$0	\$0
<i>PROFESSIONAL DEVELOPMENT</i>	<u>\$21,000</u>	<u>25,000</u>	<u>25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
TOTALS	\$5,592,700	\$5,831,207	\$6,119,439	\$6,149,381	\$6,149,381

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Years 2 through 5 enrollments will be stable. Each year a kindergarten class will be added with a projection of 20% increase in enrollment from 2013-2016. The change in teacher cost during these years is due to an increase and enrollment. Marketing cost will decrease in years 2015 – 2018 based on retention of our students, our excellence curriculum, and parent and community involvement.

Personnel Cost

Title	No. Positions	Annual Salaries	Total Cost
Headmasters	3	\$55,000	\$165,000
Lead Teachers	3	\$45,000	\$135,000
Core Area Teachers	39	\$34,500	\$1,345,000
Teacher Assistants	21	\$17,634	\$370,314
Spanish Instructors	6	\$34,550	\$207,300
Exceptional Children's Instructors	9	\$34,550	\$310,950
Guidance Counselors	3	\$38,500	\$115,650
Librarian/Media Specialists	3	\$34,080	\$102,240
Art Instructors	3	\$27,000	\$81,000
Music Instructors	3	\$27,000	\$81,000
Physical Ed. Teachers	3	\$27,000	\$81,000
Receptions/Admin	3	\$21,500	\$64,500
Social Workers	3	\$38,500	\$115,650
Total Personnel	102		
Total Direct Compensations			\$3,175,104
*Employee Benefits			\$988,496
Total Personnel Cost			\$4,163,600
Contracted Services			\$432,400

Budget Narrative: Personnel Cost

1. One (1) **Superintendent** position hired as an independent contractor.
2. Three (3) **Head Master** positions with one assigned to each school.
3. Three (3) **Lead Teacher** Positions, one per school.
4. Twelve to Thirteen (12-13) **Core Area Teachers** assigned to each school for a total of Thirty-nine (39) Teachers.
5. Seven (7) **Teacher Assistants** assigned to the Core Instructional Areas at each school for a total of twenty-one (21).
6. Two Teachers of the **Spanish Language** assigned to each school for a total of six teachers.
7. Two **Exceptional Children Teacher** positions assigned to each school for a total of six teachers.
8. One **Guidance Counselor** position assigned to each school for a total of three positions.
9. One **Librarian/Media Specialist** assigned to each school for a total of three positions.
10. One **Art Teacher** assigned to each school for a total of three positions.
11. One **Music Teacher** assigned to each school for a total of three positions.
12. One **Physical Education Instructor** assigned to each school for a total of three positions.
13. One **Receptionist/Administrative Assistant** assigned to each school for a total of three positions.
14. One **Social Worker** assigned to each school for a total of three positions.
15. Employee Benefits will include the following FICA @ 7.65%; Unemployment Compensation @ 1.2% of \$20,400; Workmen's Compensation Insurance @ \$1.50 per \$100.00 of payroll;

Health Insurance @ \$2,514.00 annually per employee; and Retirement Contributions @ 13.12%.

16. Contracted Services include the following areas: Superintendent, Director of Operations, Coordinator of Counseling Services, and Reading Trainer.

Budget Narrative: Non-Personnel Cost

Instructional Material & Supplies.....	\$177,000.00
Instructional materials and supplies allotted @ \$59,000 per school and a per student cost of \$262.22	
Instructional Equipment.....	\$150,000.00
\$50,000.00 allotted per school or \$3,846.15 per classroom.	
Test Materials.....	\$2,500.00
Purchase of standardize test materials for the assessment of student achievement and growth.	
Insurance.....	\$20,000.00
Purchase of liability & bonding insurance	
Utilities.....	\$104,000.00
Estimated monthly cost per school \$2,888.89	
Rent	\$360,000.00
Estimated facility rental @ \$10,000.00 per month x three schools	
Maintenance/Repair.....	\$30,000.00
Budgeted \$10,000 annually per school for essential repairs and maintenance	
Transportation.....	\$5,000.00
Budgeted amount for required student transportation	
Marketing.....	\$20,000.00
Estimated cost to maintain and promote awareness for the schools in each target community.	
Food Service.....	\$96,000.00
Estimated cost for providing breakfast, lunch, and snacks for eligible free and reduce meals in each school.	
Professional Development.....	\$21,000.00
Estimated budget is \$7,000.00 per school to provide staff training activities, workshops, and seminars, and to support staff attendance to relevant conferences, etc.	
Travel.....	\$4,000.00
Projected cost for staff travel throughout the target communities for meetings, programs, and the coordination, oversight of activities at each school. Also travel to required development activities and reimbursement of expenses.	
Office Supplies.....	\$7,500.00

Purchase of paper, printer cartridges & ink, file folders, envelopes, staples, note pads, notebooks, and other materials necessary for effective office operations in each of the schools and the administrative unit.

Office Equipment..... \$75,000.00
 Purchase of computers, file cabinets, work desk, chairs, book shelves, printers, lamps, telephones and other such equipment to support office operations in the schools and the administrative unit.

Total Non-personnel **\$1,072,000.00**

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>
TOTAL	\$<u>0</u>

ADDITIONAL NOTES:

Waddell International Partners for Education, Inc. has been awarded a guaranteed \$50,000 in start up funds by Partners for Developing Futures, a non-profit educational funding agency for minority led charity schools. This funding is predicated on the states approval of our application.

SCHOOL AUDITS:

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

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

The primary role of a board is to ensure that the School Mission Statement is adhered to at all levels though the establishment of policies and procedures and employing a qualified staff and service providers to carry them out. Waddell International Partner for Education Inc. has provided Sample Bylaws, excerpts from the Employee Manual, etc. detailing that the infrastructure will be in place to adhere to NCDPI and Federal regulations to manage our schools, their curriculum and academic endeavors at the highest levels. Waddell International Partners for Education, Inc. hiring practices will be in congruent to our mission. All contract service providers and hire employees to carry our mission as the policies detailed in the Governance Related Document. All management processes are also validated by the annual audit prepared by a NCDPI approved Certified Public Accountant. The Board of Directors wick make the audit finding available upon request to constituents with authorization.

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

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

At the end of each fiscal year, The Waddell International Partners for Education, Inc. Directors will select an independent auditor (CPA) for the annual audit of the school’s financial practices and records.

The Waddell International Partners for Education, Inc. will contract with a licensed North Carolina CPA, authorized by LGC to conduct financial audits for charter schools. The audit conducted will verify the accuracy of the School’s financial statement, attendance and enrollment accounting practices, and review the School’s internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by the LGC.

The Waddell International Partners for Education Inc. Financial Board Committee and Administration will review any audit exceptions or deficiencies and report to the School’s Board of Directors with recommendations on how to resolve them.

In accordance with GS 115C238.29F(f), the School will comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

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

State the proposed coverage for:

Comprehensive General Liability	\$3,000,000
Officers and Directors/Errors and Omissions	\$3,000,000
Property Insurance	The appraised value of the property and content.
Motor Vehicle Liability	N/A
Bonding	\$750,000
Minimum amount:	\$750,000
Maximum amount:	\$750,000
Other	N/A

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

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

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

Waddell International Partners for Education, Inc. will provide transportation or transportation cost as outlined in the IDEA and the Homeless Child Act. We will contract with an approved transportation service and parents will car pool.

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

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

The Waddell International Partners for Education, Inc has looked at several locations and options for our three schools. We have several options to choose from. We have used the services of realtors, community leaders and citizens. (See appendices for pictures)

Waddell International Partners for Education, Inc. will take into consideration the safety of the facility and its effectiveness for the use of educating our students, costs for renovation/retrofitting or construction, rent/mortgage payments and location.

Waddell international Partners for Education, Inc. will submit to the school planning section of the Department of Public Instruction all plans for any additions, or renovations of the public schools facilities we have viewed. If W.I.P.E. decides to construct a school, it will also seek the advice of the NCDI.

As per NCGS 115C-238.29F WEICS will meet the health and safety guidelines required of a local school unit. Our school will have the required insurance and local building codes administered by NC Department of Insurance.

Name of the facility (if known): N/A

Address: N/A

City/State/Zip: N/A

Description of the Facility:

Total square feet:	N/A
Number of Classrooms:	N/A
Number of Restrooms:	N/A
Other Rooms:	N/A
Auditorium:	N/A
Gymnasium:	N/A
Music Room:	N/A
Art Room:	N/A
Laboratory:	N/A

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: N/A

- (b) Type of Lease: N/A
- (c) Rent: \$ N/A per month

Name of Landlord: N/A

Address: N/A

City/State/Zip: N/A

Phone: N/A

Fax: N/A

Document inspections for the following:

- (a) Fire: N/A
- (b) Safety: N/A
- (c) Handicapped accessibility? N/A

Describe how the maintenance will be provided for the facility.

Waddell International Partners for Education, Inc. will get the required certificate of occupancy for our educational facilities prior to opening. The certificates will be submitted to the Office of Charter Schools prior to the opening of our schools. Any building of 10,000 square feet or a space for 300 or more occupants that our students will occupy will be sent to NCDI for approval.

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

The Waddell International Partners for Education, Inc has looked at several locations and options for our three schools. We have several options to choose from. We have used the services of realtors, community leaders and citizens. (See appendices for pictures)

Waddell International Partners for Education, Inc. will take into consideration the safety of the facility and its effectiveness for the use of educating our students, costs for renovation/retrofitting or construction, rent/mortgage payments and location.

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

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

- **Safety**

Waddell International Partners for Education, Inc. and Waddell Elementary International Charter Schools will have monthly facility inspections and yearly OSHA inspections. However, any immediate dangers that will pose a problem for our students will be repaired immediately. All Waddell Elementary International Charter Schools will receive an initial health and fire inspection prior to opening. All occupancy permits will be in force prior to the opening of our schools.

- **Immunization of Students**

Waddell Elementary International Charter Schools will require proof and date of immunizations as part of the application process. All students' immunization records must

be current prior to enrollment. Waddell Elementary International Charter Schools will direct students in need of immunizations to resources made accessible by the local health department. All students must have full immunizations within thirty days of enrollment or the student will be suspended until he/she is in compliance.

- **Fire and Safety Regulations**

Waddell International Partners for Education, Inc. and Waddell Elementary International Charter Schools will adhere to all federal, state and local fire department official regulations, guidelines, and/ or inspection of premises or operations of our schools. Our school premises will be open for inspection from both the local health inspectors and fire departments. WEICS buildings will meet the necessary safety codes, including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system. The Head Masters will schedule, hold, and report monthly fire drills. Exits and fire evacuation plans will be posted in each room and hallways of the building. The schools' building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. WEICS schools will have all of the occupancy permits prior to the opening of our schools. Head Masters will call upon the local fire chief for staff and student fire and terrorist evacuation trainings. All employees, staff and volunteers will attend a training workshop at the beginning of each school year. New employees who are employed afterwards will receive individual training.

Waddell Elementary International Charter Schools will address and protect the health and safety of all students and staff by developing and implementing a School Safety Plan including a Crisis Intervention and Response Policy. (See sample below) All employees, staff, volunteers will attend a training workshop at the beginning of each school year. New employees who are employed afterwards will receive individual training.

Events Requiring Crisis Intervention

- Crisis Intervention events are unanticipated, catastrophic incidents which affect all or a majority of the student body. Examples of the types of qualifying events include natural disasters such as fires and earthquakes, evacuations, hostage or gunman situations, terrorist attacks, death of a teacher or student, and any other threat that directly targets the safety of students.

Crisis Intervention Teams

- The Waddell Elementary Charter Schools crisis intervention plan will identify responders at all levels of the organization. There will be a school response team, at each school comprised of teachers and staff members from the individual schools. These individuals will deal with the emergent situation and the immediate crisis. Larger crisis intervention teams, made up of individuals from the school district and local community within the counties can help in the aftermath of a crisis. Community mental health providers or the school can provide counseling services to staff and students. Community leaders, fire departments and hospitals may help to facilitate sharing of equipment, buildings and other resources in the event a particular school is damaged by a natural disaster.

Situation Specific Plans

- The Waddell Elementary International Charter Schools will have details about the procedures for each type of emergency situation. Handling an evacuation due to a fire will require very different steps than dealing with a hostage situation inside the school. For example, the evacuation procedures will need to include details such as the meeting point, entrances and exits from the building, who is responsible for checking the building to ensure no student is left behind, and who coordinates with the fire department. In the case of a hostage/gunman scenario, the plan should cover who will handle negotiations (ideally, only trained professionals or the police), the procedures for alerting the police, and what to do with students who remain in the building (remain in their classrooms with the doors closed and secured).

Roles and Responsibilities

- The crisis intervention plan will clearly delineate individual staff members' roles and responsibilities during a crisis. The Head Master's designated employee in the event of the Head Master's absences or inability to function in the lead role of the school. Phone tree information should be maintained, and staff should be aware of the order of the phone tree, as well as contingency plans if a link in the tree is unavailable. The plan should state who has overall decision-making authority during a crisis, who will serve as a spokesperson, who is in charge of communicating with parents, and who should report in the event of a natural disaster. Scripts or step-by-step procedures for general events such as notifying parents or evacuating the building will be available.

Post-Crisis Debriefing

- Our plan will not stop at addressing the crisis itself. WEICS administrators and staff will have a list of contact information for available resources such as mental health professionals and community organizations who can work with specific situation plans. The plan will not stop at addressing the crisis itself. It will also list contact information for available resources such as mental health professionals and community organizations who can work with staff, students and parents to process the events and deal with the trauma.

• Food Inspections

WEICS will not have on-site preparation of food. All breakfasts, lunch and snacks will be catered in each day by a state approved catering service. WEICS will not store any left-over foods or give away any foods that were prepared consumption on a daily basis. Food will be maintained at the required health department temperature and storage requirements.

• Hazardous Chemicals

All hazardous chemicals will be identified with a hazardous chemical label and maintained out of the reach of our students in a locked closet that only designated employees have access. Waddell International Partners for Education, Inc. has the responsibility to inform and adequately train its employees who work with hazardous substances and to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. Material Safety Data Sheets (MSDS) will be on site and available for review of anyone coming in contact with chemicals. A central file will be kept in the main office of MSDS. OSHA's Hazard Communication Standard applies to schools

because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all.

- **Bloodborne Pathogens**

All staff of WEICS will be trained in blood borne pathogen, CPR and first aid. WEICS will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials containing cell or tissue cultures, organs, or other tissue from experimental animals infected with HIV or HBV. WEICS will have a written Exposure Control Plan that is accessible to all employees. The Plan will include:

1. Designated job classifications, tasks and procedures which involve potential exposure;
2. Indications of required engineering and work practice controls and
3. Specifications of necessary personal protective equipment

Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risk
- Post-exposure reporting

- **Diabetes care plans**

Waddell Elementary International Charter Schools' personnel will be trained by the school nurse to assist students with routine and emergency diabetic issues.

ADA recommends the following related to school staff training:

- All school staff members who have responsibility for a student with diabetes should receive training that provides a basic understanding of the disease and know who to contact in an emergency.
- A small group of school staff members should receive training from a school nurse or another qualified health care professional such as a physician or a nurse with expertise in diabetes, and also in student-specific routine and emergency care.
- The school nurse or another qualified health professional should be involved with training of appropriate staff and providing ongoing professional supervision and consultation regarding routine and emergency care of students with diabetes.

- Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn
N/A
- Providing parents and guardians with information about:
 - Meningococcal meningitis and influenza and their vaccines at the beginning of each year:
We will give information to parents and guardians at the beginning of each year with information about meningococcal meningitis and influenza. These handouts will include information about vaccines, causes, and symptoms, how they are spread and where parents can get more information and vaccines for their children.

WEICS will provide the vaccination statement as per the U.S. Department of Health and Human Services Center for Disease Control and Prevention.

- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases:
WEICS will give parents and guardians of students in grade 5, information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year, and will include causes, symptoms, how these diseases are transmitted, vaccines that can prevent them, benefits and possible side effects of vaccines, and where parents and guardians can get more information.

VII. APPENDICES

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

OLIVER W. BOWIE, CPA, PA
Certified Public Accountant/Management Consultant

1014 Homeland Avenue
Suite 102
Greensboro, North Carolina 27405
Telephone 336/273-9461

Member
American Institute of Certified
Public Accountants
North Carolina Association of
Certified Public Accountants

Mailing Address: Post Office Box 22052, Greensboro, North Carolina 27422

Fax Number: 336/273-9494

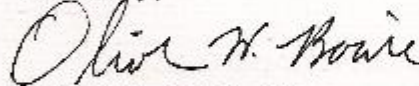
April 6, 2012

Shirley B. Foster, Vice Chairperson
Waddell International Partners for Education Inc.
1804 Wilpar Terrace
Greensboro, North Carolina 27406

Dear Mrs. Foster:

I am pleased to confirm my commitment to serve as the CPA for Waddell International Partners for Education, Inc. As the CPA for Waddell International Partners for Education Inc., my Firm will be able to fulfill the accounting or audit needs of the Organization. We appreciate the opportunity to serve your Organization.

Sincerely,



Oliver W. Bowie, CPA
President

Donald McCoy and Associates, L.L.C.

Mailing Address: P.O. Box # 14631 Durham, NC 27709-4631
Business Address: 4913 Victoria Drive Durham, NC 27713-8023
(919) 489-5209 (Office); (919) 623-1932 (Mobile)
E-mail: thempitman@gmail.com



April 9, 2012

Shirley Foster
Education Executive
Waddell International Partners for Education
1804 Wilpar Terrace Greensboro, N. C. 27406


Dear Ms. Foster:

I am writing this letter in support of the Waddell International Partners for Education entity in association with the Waddell Elementary International Charter Schools (WEICS) education programs and outreach initiatives. I believe my education and professional experiences will help strengthen WEICS with an increase focus on Science, Technology, Engineering, and Mathematics (STEM) education and career readiness. This includes STEM curriculum support, career awareness, critical thinking and problem-solving projects using leading-edge technologies, and soft skills, such as communications and team building. Supporting professional development training and pedagogy best practices for educators and administrators will advance WEICS achievement goals. In addition, supporting administrators with Grants opportunities and other funding sources will be included in my support to the best of my ability.

In 2009, Mr. McCoy retired from the IBM Corporation with thirty years of service with experiences as a senior engineer and responsibilities in people, project, and program management. His career includes corporate headquarters assignments, product development, manufacturing product test, consulting services, marketing, and human resources. The last decade at IBM was spent in corporate headquarters focused on K-to-College STEM initiatives and outreach programs designed to increase the representation of diverse technical talent and workforce readiness. Programs and projects included diversity strategy, budget management, facilitating workshops, summer camps, career fairs, conferences, and mentoring programs. Mr. McCoy graduated from Old Dominion University in Norfolk, VA with a B.S. degree in Electrical & Electronics Technology in 1979. In 1975, he earned an A.A.S. degree in Electrical & Electronics Technology from the College of the Albemarle Community College in Elizabeth City, NC.

Launched in 2010, Donald McCoy and Associates, L.L.C. is providing K-to-College STEM Education Consulting Services to learning institutions and community programs across the country. Projects include classroom instruction, workshops, careers fairs, conferences, mentoring, and advisory boards.

Regards,
Donald



Donald McCoy and Associates, L.L.C.
K-to-College Education STEM Consultant



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN
PROCTOR HALL
1601 E. MARKET STREET
GREENSBORO, NC 27411

PHONE 336-334-7735
FAX 336-334-7332

April 4, 2012

Ms. Shirley Foster, Vice President, Waddell International Partners for Education
1804 Wilpar Terrace
Greensboro, NC 27406

Dear Ms. Shirley Foster:

Thank you for your inquiry regarding collaborating with the School of Education at North Carolina A&T State University with respect to placing interns in Waddell Elementary International Charter School in Liberty, NC. Upon reviewing your request, the School of Education will agree to the placement of PIC One/Level One Interns in Waddell Elementary International Charter School. At this point in the collaboration, we feel that it is more feasible to place interns who also reside in the area.

When entering into new collaborations, we always begin with initial steps, conduct assessments to determine if candidate and school goals are being met and grow the partnership.

We look forward to working with you.

Sincerely,

William Harvey, Dean

- Cc: Dr. Larry Powers, Associate Dean
- Dr. Lorry Floyd, Assistant Dean
- Dr. Karen Guy, Director, Center for Internships and Study Abroad

EXPLORE
DISCOVER
BECOME

A Land-Grant University and A Constituent Institution of The University of North Carolina



January 26, 2012

Ms. Shirley Foster
 Waddell Elementary International Charter School
 4 Queenanne Court
 Greensboro, NC 27406

Dear Ms. Foster

Thank you for your interest in MassMutual's LifeBridge free life insurance program. Through LifeBridge, the Massachusetts Mutual Life Insurance Company (MassMutual) insures the lives of qualified income eligible people for the benefit of their children. A 10-year term life insurance policy, with a death benefit of \$50,000, is provided. If the insured should die during the 10 years of coverage, the \$50,000 is paid into a trust, administered by the MassMutual Trust Company, FSB, and used to cover educational expenses of their dependent children.

MassMutual has joined forces with non-profit organizations across the country to roll out this initiative. We are also working with faith organizations, schools, municipal offices, day care centers and employers and invite the participation of all organizations that can help us reach out to eligible participants. From our conversations, it seems like some of the families who will be involved with the Waddell Elementary International Charter School may be eligible for LifeBridge.

Please let me know when the school is up and running and when you are ready to help us find eligible families. I look forward to working with you.

Sincerely,

Cindie St. George
 Director, LifeBridge
 Community Responsibility

MassMutual Financial Group is a marketing name for Massachusetts Mutual Life Insurance Company, 100 State Street, Boston, MA 02109. This is not a contract. For more information, please contact your representative.

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01/26/12

APPENDIX B

Mary T. Goodwin

12521 Acacia Street Laurinburg, NC 28352 Home: (910) 318-1248 Cell: (910) 318-3405
marythelmagoodwin@yahoo.com

Objective: Obtain a position where my experiences in education and teaching will be beneficial to Waddell International Elementary Charter School.

Summary of Qualifications:

- Classroom teacher with 38 years of experience
- 3 of those years in Special Education (Orthopedically Handicap, Intellectual Disabled)
- 2 of those years in Gifted and Talented
- Taught Social Studies and Science with an integration into Language Arts and Reading
- Served as Human Relations person for Scotland County Youth Development and helped to bring, “Cultural Expo” to Scotland County through the Youth Development Group
- Tutored students through my church and also serve on Scotland County’s” Closing the Gap Committee” Center in Greensboro, N.C
- Teach 6 grade science in Marlboro County, South Carolina
- Co-president of The School Improvement Team for Scotland Early College High School

Academic Preparation:

University of North Carolina@ Pembroke K-6, Master’s degree in Education
 North Carolina A&T State University- Early Childhood K-3, BS degree

Professional Experience:

Grade 6, science, 2007-2011
 Marlboro County, South Carolina

5th Grade, Science and Social Studies 2004-2007
 Grades 1-4 1977-2004
 Special Education 1975-1977

Teacher, Marlboro County Schools
 5th and 6th grade team teaching with 7th and 8th grade
 Orthopedically Handicapped and Learning Disabled, ages 7-11

Special Education 1973-1975
 Teacher, Scotland County, grades 5-8

Accomplishments:

Merit Certificate-for services to the Education Association, A&T State University
 Human Relations Award- The Scotland County Education Association, an affiliate of National Education Association (NEA)
 Summit Award, Scotland County Schools
 President -Scotland County Branch of National Education Association
 President -Marlboro County Branch of Education Association

Bobby W. Allen

12521 Acacia Street Laurinburg, NC 28352 Home: (910) 318-1248 Cell: (910) 318-3405

Education History

Real Estate License

Masters of Arts Degree - Sociology, Fayetteville State University, 1996
Fayetteville, NC

B.S. Management Studies, University of Maryland, 1993
Baltimore, MD

Professional Experience

Sandhills Community College, Pinehurst, North Carolina 1996-2011
Professor of Sociology - retired

St. John Holiness Church 2008-2009
Tutoring Class

United States Army

28 years of Military Service, 1966-1993 1996 - 1993
Command Sergeant Major - retired

Cheneta Allen-Johnson, DDS
1410 Phifer-Luther Ct, Greensboro, NC 27406
(336)389-1468 (HM), cadds96@aol.com

Objective: To serve the public and make the dental experience as pleasant as possible to all patients.

Education:

NCA&T State University - 8/1987-5/1992, BA - Professional Biology, Dean's List

Meharry Medical College - 6/1992-6/1996, Doctor of Dental Surgery (DDS), Dean's List
Omicron Kappa Upsilon Dental Honor Society- inducted spring 1996

Work Experience:

12/07- Present: Smile Junction Pediatric Dental Office, Co- Owner

3 /10/08 – present: Smile Starters, Winston Salem, NC

7/2003-12/2007: Dr. Perry L. Jeffries, Pediatric Dentist, Greensboro, NC and
Winston- Salem, NC

10/1997-07/2003: Guilford County Department of Public Health, Greensboro, NC

Organizations:

Member of the Greensboro Medical Society
Member of Alamance/Caswell Dental Society
Member of Alpha Kappa Alpha Sorority, INC.

Nikki G. Tucker, DDS

834 Blazingwood Drive, Greensboro, North Carolina 27406

Phone: (336) 373-0171(H); (336) 601-0735(C); Email: chaosngt@rocketmail.com**OBJECTIVE:** Enthusiastic and highly-trained pediatric dentist interested in developing a teaching career.**EDUCATION**

- July 2001-June 2003 Bronx-Lebanon Hospital Center, Bronx, NY
Advanced Education Pediatric Dental Program
- July 2000-June 2001 Bronx-Lebanon Hospital Center, Bronx, NY
General Practice Residency
- Aug.1996-May 2000 Howard University College of Dentistry, Washington, DC
Doctor of Dental Surgery
- Aug. 1990-May 1994 North Carolina Agricultural and Technical State University Greensboro, NC
Bachelor of Science in Chemistry

Work Experience

- Sept 2007-present Smile Junction, Co-Owner, Burlington, NC
- August 2007-present Dentemps, Cary, NC
- August 2003- 2007 Private Practice Associateship, Greensboro/Winston-Salem, NC
- July 2001-June 2003 Bronx-Lebanon Hospital Center, Bronx, NY
Advanced Education Pediatric Dental Program
- July 2000-June 2001 Bronx-Lebanon Hospital Center, Bronx, NY
General Practice Residency

Licensure

- Issued June 2002 North Carolina #7497
Issued May 2001 New York #049957

Activities

- July 2002-June 2003 **Chief Resident**
Bronx-Lebanon Hospital Center

Professional Memberships

Diplomate, American Board of Pediatric Dentistry
American Academy of Pediatric Dentistry; American Dental Association
North Carolina Dental Society; North Carolina Pediatric Dental Society
Greensboro Medical Society

Taniya D. Reaves
 1422 Miltonwood Road
 Browns Summit, NC 27214
 (336) 375-7819
 joi321@bellsouth.net

OBJECTIVE:

A challenging, professional position with a team-oriented foundation commensurate with my qualifications.

CAREER PATH:

The Law Office of Thomas F. Roupas, Jr.

Senior Paralegal

Assist and provide a range of legal support and administration to lawyers and other legal professionals engaged in criminal, civil or administrative law. Perform legal and factual research, records research; identify relevant judicial decisions, statutes, legal articles, codes and other pertinent material; organize and analyze information; cross-check and validate information; prepare written reports; draft legal documents including briefs, appeals, wills, contracts and legal agreements; help prepare legal arguments, applications, declarations and motions; prepare correspondence; check legal forms and documents for accuracy; maintain reference files; organize and track case files; review and monitor new and updated regulations; coordinate law office activities such as subpoena delivery; locate and communicate with witnesses; interact with clients; assist the lawyer in the courtroom; trust account tracking and billing. Supervisor: Thomas F. Roupas, Jr.

Guilford Technical Community College (October 2010 – Present)

Teaching Assistant for Paralegal Studies
 Assistant Program Coordinator

Assist departmental chairman and lead professor in restructuring curriculum and programming as necessary to meet internal and external instructional and administrative requirements. Also provide services as teaching assistant and provide tutoring services to students. Supervisors: Samuel L. Richardson III and Robert S. Payne.

UNC-Chapel Hill: School of Education (Nov. 2009 – August 2010)

Evaluation, Assessment and Policy Connections (EvAP) Lab

Researcher
 Statistician

Conduct research and evaluation of projects concerning the field of education for non- public, nonprofit, and private organizations to meet the challenges of developing and sustaining successful programs necessary for positive student achievement. Assist stakeholders in setting goals, determining outcomes, and identifying methods to measure programs, enabling them to use evaluation results to make informed decisions about future paths. Supervisor: Rita O'Sullivan

Greensboro Lifeskills Center, Inc. (July 2003 to present)

Lead Teacher
 President of the Board

Lead Teacher duties include preparing lesson plans, meal plans and classroom layout in age appropriation. I have experience with children between the ages of two and five.
 As President of the Board, my responsibilities include overseeing administrative issues affecting the non-profit organization and coordinating internal audits with federal and state officials for continuation of grant programs.
 Supervisor: Shirley B. Foster

L' Elagueur Design Studio, Greensboro, NC (January 1996 – July 2003)

Onyxologist (Licensed Nail Technician)
 Owner

CAT Enterprises, Inc., Greensboro, NC (January 1995 - January 1996)

Director of Safety
Office Manager

As Safety Director, I was responsible for the corporation's entire safety program from implementation to enforcement for three (3) office locations: Eden, Belmont and High Point. This job stressed the hazards of unsafe working conditions as well as unsafe actions. I performed job site inspections and equipment inspections. I oversaw safety meetings and tracked weekly "toolbox" talks attendance administered by superintendents. Other aspects of this job entailed enhancement of the Safety Program, creation of the Company's Policy and Procedures Manual, Hazard Communications, Drug and Alcohol Abuse Policy and Enforcement, Criminal Record Checks, Insurance Claims, Drivers' License Checks, Worker's Compensation Reviews and Reports and False Claim "Bird-dogging".

As Office Manager, I performed job tracking, account set-ups, accounts payable and receivable records, document creation, business form creation, brochures, editor of the company newsletter and various other aspects of desktop publishing including manuals and handbooks. I have extensive knowledge of various types of software including desktop publishing software, CAD programs and word processors. General duties included typing for four project managers, the regional manager, the chief estimator and assorted assignments from the President and Vice-President.

North Carolina Central University, Durham, NC (January 1994 - December 1994)

Special Projects Assistant
Clerk III

As a Special Projects Assistant, I created such items as brochures for Customer Service information/evaluation and Feasibility Studies used to justify the employment of additional staff or equipment; recording and submitting work orders from the MainSaver Work Order Program as well as recording minutes, developing cost reports and efficiency reports for each trade shop of the Physical Plant Office. Shops included in this department are Carpentry, Electrical, Plumbing, Locksmith, Grounds, Housekeeping, HVAC, Boiler Plant and Auto shops. Billing was also part of the responsibility. As Computer Operator, I was responsible for the maintenance of time records, charts and graphs, troubleshooting, software set-ups, printing covers and graphics, binding and basic computer operation.

Greensboro Police Department, Greensboro, NC (March 1986 - August 1988)

Records Clerk II

As a Records Clerk II, duties included bulk record maintenance, criminal record checks, city towing information, driving record checks, NCIC and ID photos for employee badges. General office duties involved filing, light typing, answering phones and civilian assistance (customer service). I also assisted the Staff Duty Officer with clerical issues.

EDUCATION:**Guilford Technical Community College:** August 2010 – Present

Associate's Degree in Paralegal Studies
Anticipated Graduation Date May 2012
4.0 GPA

University of North Carolina at Chapel Hill: May 2011

Master's Degree in Education
Concentration in Early Childhood Intervention and Family Services

University of North Carolina at Chapel Hill: December 2008

Bachelor of Arts in Psychology,
Concentration in Child Development and Disorders

HONORS, CERTIFICATIONS AND LICENSES:

North Carolina Certified Paralegal: In Progress

North Carolina Notary Public: March 7, 1995 – March 6, 2000
June 15, 2000 – June 14, 2005
June 16, 2011 – June 15, 2016

Kappa Delta Pi International Honor Society (UNC-Chapel Hill): May 2011

N.C. Licensed Manicurist: August 1991 - Present

Elizabeth Ann Oxendine

198 Dark Water Rd. Pembroke, North Carolina 28372

910-633-9037

libbaoxendine@aol.com

overview

I am a committed and loyal individual who has an ambition to succeed in the educational field. I uphold academic excellence and demonstrate consistency and fairness in responding to the needs of students and co-workers. I am compassionate, yet firm as I analyze situations, assess factors and develop logical conclusions. I am a dependable person.

The following are skills in which I have experience:

- Mission Statements
- Problem Solving
- Organizational Skills
- Computer Literacy
- Work as Team Player
- Site Coordinator
- Finance and Budget
- Classroom Management Skills
- Communication Skills
- Time Management Skills
- Research Abilities

education

Bachelor of Arts Degree: Sociology

University of North Carolina, Pembroke, North Carolina

- (2000-2006)

Masters of Arts Degree: Education; Curriculum and Instruction

University of Phoenix, Phoenix, Arizona

GPA: 3.67

- (2009-2011)

Doctorate of Education Degree: Instructional Leadership

Grand Canyon University, Phoenix, Arizona

GPA: 4.0

- (2011-current student)

computer skills

- Mac Literate
- Microsoft Word
- Microsoft Excel, Microsoft Access, Powerpoint
- Word Processing
- Spreadsheet, Database
- Search Skills
- Multimedia
- Desktop Publishing

PROFESSIONAL EXPERIENCE

Teacher

2009 - 2012

Middle Grades Social Studies Teacher

- Track student progress
- Plan differentiated instruction by implementing student centers
- Establish rapport with students and communicate with parents
- Incorporate Positive Actions Curriculum
- Participate in leadership training Establish rules and procedures of the classroom

Accomplishments

- Site Coordinator for 21st Century Community Century
- PTO President
- PTO Treasurer
- Music Leader at local church (FAC)
- Youth Director at FAC
- Parent Liaison for youth activities
- Employee of the month

Special interests

Instructional Leadership, Educational advancement

references

See attached reference list

REFERENCES:

Crystal McDonald

Teacher/Employee of 21st Century
5900 Water's Edge Drive
Fayetteville, N.C. 28314
(910)476-7018
Mszeta14@yahoo.com

Heather Hunt

Teacher/Employee of 21st Century
539 Boone Road
Lumberton, N.C. 28360
(910) 258-9086
hshunt001@gmail.com

Robert D. Locklear

St. Paul's Elementary School Principal
222 Martin Luther King Jr. Drive
St. Paul's, N.C.
(910) 827-4482
robert.locklear@roberson.k12.nc.us

April C. Locklear

Research Partner/Friend/Teacher
(910)-703-9985
april.locklear@rocketmail.com

Marques A. Goodwin

183 Samp Rd. Pembroke, NC 28372
Home: (910) 208-9684 Cell: (910) 318 5598
marques.goodwin@gmail.com

Summary of Qualifications

:

Organizational Skills
Decision Making
Records Management

Problem Solving
Writing and Editing
Excellent Investigation Skills

Training and Instruction
Administrative Skills
Quality Control

Professional Experience

COUNTERINTELLIGENCE SPECIAL AGENT

United States Army,

ARMY RESERVE

Oct 2006 to Present

Education and Training

Pursuing, Bachelor of Arts (Criminal Justice), University of North Carolina at Pembroke
anticipated graduation date, May, 2012

Graduated High School: Scotland High School, Scotland County, N.C.

Vera Brooks Andrews
1472 Highway 49N
Ramseur, NC 27316
(336) 824-6999

OBJECTIVE

My ultimate objective is to own and operate my own facility for severely, profoundly handicapped children and or adults.

EDUCATION

1978-present North Carolina A & T State University, Greensboro, NC Major: Child Development/Special Education
1998-2001 Randolph Community College, Asheboro, NC Courses: Early Childhood 1 and 2 and Administrative Credentials 1 & 2
1985 Randolph Community College, Asheboro, NC Course: Home Daycare
1958-1962 Graduate of Former Randolph High School, Liberty, N.C.

RELEVANT EMPLOYMENT EXPERIENCE

1977-1980 Teacher Assistant, Randolph County Schools, Liberty Elementary School
1980-1985 Educational Development Aide for moderately, severely and profoundly disabled children, Orange/Person County Mental Health Center, Chapel Hill, NC
1985-2003 Daycare Owner and Operator of Vera's Kiddie Kare, Liberty, NC
2003-present Owner/Director of Vera's Before & Afterschool & Summer Camp
2004-present Substitute Teacher/Personal Care Assistant, Guilford County Schools

RELEVANT SKILLS

- Caring for Special Needs infants, children and adults
- Home Healthcare
- CPR & First Aid Courses
- 23 Years of Childcare Experience in Daycare and School-age Children

REFERENCES

Patricia Foust, Assistant Superintendent, Randolph County Schools, 2222 South Fayetteville Street, Asheboro, NC 27203 (336) 218-4200
Russell Harper, Principal, Millis Road Elementary School, 4310 Millis Road, Jamestown, NC 27282 Guilford County Schools, (336) 819-2125
Kristy Parsons, Teacher, Guilford County Schools, 6246 Apartment G, Nile Place, Greensboro NC 27409, (336) 632-0950
Dee Fulton, Director, Heavenly Home Healthcare, 611 Summit Avenue Greensboro, NC 27405 (336) 230-0808

COMMUNITY AFFILIATIONS

Democratic Party of Randolph County, Poll Transport Volunteer
NAACP, Randolph County Member
Randolph High Alumni Association Officer
Past Brownie, Girl Scout Troop Volunteer
Past Cub Scout and Boy Scout Volunteer

Lifelong Denominational Member of the AME Zion Church

Active Member for 50 Years of Oliver's Chapel, AME Zion Church

- Presently, Preacher's Steward, Oliver's Chapel AME Zion Church
- Sunday School Teacher
- Missionary President, 30 years, Life Matron
- Class Leader
- Lay Council Member, Local and District
- Member of Senior, Gospel and Fellowship Choirs
- Past President, Community Against Drugs, Staley, NC

DISTRICT AFFILIATIONS

- Secretary of Youth, Durham District

AWARDS AND RECOGNITIONS

Past Recipient, Rural Minority Women Award, 1985-1988

Past Recipient, Martin Luther King, Jr Service Award, 1995

Past Recipient, Communities in our Schools Award, 2000-2003

APPENDIX C



Waddell International Partners for Education
 Robeson County, North Carolina
 February 18, 2012 at 2:00 p.m.
 SIGN-IN SHEET

NAME	MAILING ADDRESS	EMAIL ADDRESS	TELEPHONE NUMBER	COMPANY/AFFILIATION
1. Cynthia Johnson	203 W. Scotland St Maxton, NC 28364	<i>Waddell International Partners for Education</i> cynsjohnson@aol.com	(910) 844-1950	
2. Effie McEachin	301 Storm Rd. Maxton, N.C.		910-844-3166	
3. Yvette Baldwin	3083 Westminster Rd Lumberton, N.C. 28350	plbdst01@att.net	910-671-1139	
4. JAMES McEACHIN	301 CROOKED, MAXTON, N.C.		910-844-3166 <i>364-2774</i>	MAXTON
5.				
6.				
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Waddell Elementary International Charter School
 Laurinburg, North Carolina
 March 31, 2012 at 10:00 a.m.
 SIGN-IN SHEET

PARENT'S NAME	MAILING ADDRESS	EMAIL ADDRESS	TELEPHONE NUMBER	AGE OF STUDENTS IN HOUSEHOLD
1. Susan E. Kuyper	1709 Anita Dr. Lbg, NC 28352	PGRAYMON@comcast.net	910-777-0621	10, 2, 3
2. Velma McNeill	2750 Harold Morris Rd Waynes 28394	ladybugvelma@gmail.com	910-277-0066	8, 5
3. Zack McNeill	" "	" "	" "	" "
4. Randolph Davis	P.O. Box 22 Laurel Hill N.C. 28351	" "	504-920-1584	5
5. Mary Evans	401 SUGAR RD Lbg	m.evans349@yahoo.com	" "	" "
6. Barbara Alford	1424 Hillcrest Ave Laurinburg, N.C. 28352	Barbarathome@live.com	910-276-3069	4, 7
7. Sherlene Alford	12501 Blake Circle Lbg, NC 28352	" "	910-610-1305	11
8. Keasha Campbell	831 Covenant Way Laurinburg, NC 28352	kescampbe@yahoo.com	(910) 384-7775	3, 6
9. Rena McNeil	P.O. Box 823, Laurinburg, NC 28352	" "	(910) 277-8976	7
10. Shakira James	300 Lenora Ave Apt 3 Lbg, NC 28352	shakirajames@yahoo.com	90-280-7609	14
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Proposed Charter School-Scotland County

Waddell Elementary International Charter School: Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

Marisol Dalbreath Malloy
Melina McLean
Marcia Bryant
Kari McLean

Proposed Charter School-Scotland County

Waddell Elementary International Charter School: Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

Alicia Hedges
 Tanisha McQueen
 Mary Campbell
 Jacqueline Moore
 Peggy McRavin
 Vakeri Allen
 Dallas Leggett
 Shaly Allen Prince
 Brentis Campbell
 Angela Adams
 Jerry Allen
 Andrew Allen
 Wanda Lenz
 Joel Lenz
 Yonip Morris
 Charles Morris

Annie Hawstein
 Pastor Jack & Mary Regen
 Bionna Wright
 Leroy McLeod
 C. Walker
 Paul Allen
 Annie Allen
 Betty Monrad
 Doris Williams
 Lonnie McRavin
 Debra Jerry
 Rose Buss
 Nettie MacKenzie
 Michael Monroe
 Lois Howard
 Hattie Wright Mc Donald

Proposed Charter School-Scotland County

Waddell Elementary International Charter School: Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

- | | | |
|----------------------|---|--------------------------|
| 1. Sharon McLeod | P.O. box 1053 Laurel 1511 N.C. 28351 | (910) 462-4718 |
| 2. Arthur Lee | P.O. Box 462 | 462 |
| 3. Evelyn Allen | | |
| 4. Cecilia L. Monroe | P.O. Box | 910-373-1559 |
| 5. Amy C. Spurr | 343 Laurel Hill 28351 | 910 462 3029 |
| 6. Tommy Jones | 693 Laurel Hill 28351 | |
| 7. Candace McRee | 403 Hood Dr. Lbg. N.C. 28352 | 843-535-1353 |
| 8. Ray York | 1420 Rail Road St
Gibson, N.C. 28343 | |
| 9. M. McLaughlin | P.O. Box 481
Gibson N.C. 28343 | 910-268-3363 |
| 10. Judy Moore | 1418 Quick St
Gibson N.C. 28343 | |
| 11. Anita Person | 14100 Quick St Gibson
4162 main St Apt 1-C
Gibson 28343 | 268-2600
910-268-4826 |
| 12. Renee Morrison | | |
| Sharon | | |

IA Support

Jennifer
 Elizabeth Ray
 Jennifer Garner
 Lula Brown

Mary Patterson
 C. L. Bunge

Pally Gilmer
 Kirk Williams

Tracy Rogers
 Shelia Linn

James Bennett
 Robert Wilson
 Norman Brown

Nelson Garner
 Brenda Enoch

Carolyn Leath
 Marie C. Smith

Peter Wilson

Betty Coale

Doug Beckwith

Michelle Daye

Reilani James

Ikaika Garner

Sherie B. Miller

Inda Milton

IA Support

Susan Compton

Joni Allen

Delphia Marshall

Evelyn Herbert

Clarence Cobb

Kellie Belton

Ffessie Mason

Gayle Jordan

Betty Mattheis

Jesse Garner

Annie Patterson

Deborah Enoch

Ruth Garner

Proposed Charter School-Scotland County

Waddell Elementary International Charter School: Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

1. Gloria Boulden

2. Vivian Monroe

3. Carrie D. Brauen

4. Samuel Monroe

5. Mamie Monroe Allen

6) Queen E. GAYMON

Proposed Charter School-Scotland County

Waddell Elementary International Charter School, Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

Fabiana Campbell
Benjamin Meyer
Laronda McCoy
Dyana Hall
Shokha B



Waddell Elementary International Charter School
 Liberty, North Carolina
 March 10, 2012 at 11:00 a.m.
 SIGN-IN SHEET

NAME	MAILING ADDRESS	EMAIL ADDRESS	TELEPHONE NUMBER	COMPANY/AFFILIATION
1. <i>Theresa Staley</i>	<i>2539 Oliviers Chapel Rd</i>	<i>Staley NC 27355</i>	<i>336-622-4088</i>	
2. <i>Jessie Staley</i>	<i>2704 Oliviers Chapel Rd</i>	<i>Staley, NC 27355</i>	<i>336-622-3789</i>	
3. <i>Keely Brooks</i>	<i>1883 Broadendale Rd.</i>	<i>Staley NC 27355</i>	<i>336-953-1299</i>	
4. <i>Jammy Jones</i>	<i>780 Gilmore Lodge Rd.</i>	<i>Staley NC 27344</i>	<i>919-545-4466</i>	
5. <i>Sheila Jones</i>	<i>780 Gilmore Lodge Rd.</i>	<i>Staley NC 27344</i>	<i>919-545-4466</i>	
6. <i>Breath Malpo</i>	<i>2560 Oliviers Chapel Rd</i>	<i>Staley NC 27355</i>	<i>336-449-5461</i>	
7. <i>Linda Mason</i>	<i>235 E. Demerolany apt N</i>	<i>Liberty NC 27298</i>	<i>336-622-7051</i>	
8. <i>Ruth McManis</i>	<i>6515 Brookside Rd</i>	<i>Staley NC 27355</i>	<i>336-622-8540</i>	
9. <i>Jessie McManis</i>	<i>6875 Brookside Rd</i>	<i>Staley NC 27355</i>	<i>336-622-4068</i>	
10. <i>Asha H. Harden</i>	<i>2601 Oliviers Chapel Rd.</i>	<i>Staley NC 27355</i>	<i>kshamartelco.net (336) 622-4088</i>	
11. <i>Lynette Wanda Harden</i>	<i>2530 Oliviers Chapel Rd</i>	<i>Staley NC 27355</i>	<i>(336) 622-5897</i>	
12.				
13.				
14.				
15.				
16.				
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Proposed Charter School-Scotland County

Waddell Elementary International Charter School: Spanish immersion; building a firm foundation, community based and small classes. The school will provide students with an elementary education that emphasizes community involvement, global awareness and a customized education. WEICS will focus on character traits, technology, engineering, math, reading and multi-cultural learning.

Sign petition

Mary Leach, Mary Leach
30860 N. Turnpike Rd
Wagram, NC 28396

James McLean
29821 Horseshoe Rd
Wagram, N.C. 28396

James McLean

Zanquavia McNeill
29006 Horseshoe Rd
Wagram NC 28396
Zanquavia McNeill

Sha-mara Davis
29040 Horseshoe Rd
Wagram, NC 28396

Eugene McLaughlin
2958 Horseshoe Rd
Wagram N.C.

Rev Michael Patterson
29460 North Turnpike Rd
Wagram N-C 28396

Janis Monroe
23700 N Turnpike Rd
Wagram N.C 28396
910-217-6447
910-369-0310

Savannah Fowler
910-728-9665

Elizabeth White
910 534 8009

Shaun Allen
910-258-9003
James Reed (910) 706 1087

Dana McQueen
P.O. Box 172
Wagram, NC
28396

Annie McQueen
26383 N. Turnpike Rd
Wagram, NC 28396

Vicky Robertson
27980 N. Turnpike Rd
Wagram NC 28396

We, the citizens of Randolph County, North Carolina endorse the opening of Waddell Elementary International Charter School.

Date: Name: Print /Signature Phone Number

Date	Name: Print	/Signature	Phone Number
	Eva B. Cheek	Eva B. Cheek	622-1552
	Jonya Shoffner	Jonya Shoffner	622-2585
	Melba M. Dark	Melba M. Dark	622-4078
	Stanley McDonald	Stanley McDonald	622-4962
	Kamona Marley	Kamona Marley	622-1237
	Melissa Shoffner	Melissa Shoffner	622-1876
	Becky Hooker	Becky Hooker	622-4582
	Frances P. Martin	Frances P. Martin	622-2045
	Sallie Cheek	Sallie Cheek	622-2700
	Larry Smith	Larry Smith	210-6525
	Frankie M. Cheek	Frankie M. Cheek	622-3339
	Alice E. Harris	Alice E. Harris	622-4432
	Eileen Johnson	Eileen Johnson	704-535-6591
	Robert McDonald	Robert McDonald	704-617-265
	Robert McDonald	Robert McDonald	336-622-5946
	Robert McDonald	Robert McDonald	336-622-4962
	Gerald Williams	Gerald Williams	336-622-3397
	Clara Marley	Clara Marley	625-5738
11/27	Victor L. Bartlett	Victor L. Bartlett	622-5458
11/27	Wade Tamm	Wade Tamm	621-3318
	Shamels E. Martin	Shamels E. Martin	622-3863
	Steven Thorne	Steven Thorne	622-7215
11/27	Gemine Gandy	Gemine Gandy	336-736-2025
11/27	HANNETTE DAVIS	HANNETTE DAVIS	336-552-6335
11/27	Sandra Thomas Sr.	Sandra Thomas Sr.	336-972-0619
11/27	Mary White	Mary White	336-625-5636
11/27	Gordon White	Gordon White	331-622-5926
11/27	Brandi Cheek	Brandi Cheek	336-622-5926
11/27	Germad Cheek	Germad Cheek	330-510-5273
11/27	Tan Jenkins	Tan Jenkins	336-510-5273
11/27	Donnell R. Davis	Donnell R. Davis	336-653-5511
11/27	Clara Goldston	Clara Goldston	5910-451-8373
11/27	Cynthia Thomas	Cynthia Thomas	336-7622-2332
11/27	Kianette Marley	Kianette Marley	336-824-1148
11/27	Selena Alston	Selena Alston	336-622-5468
11/27	MARLENE HALEIGH NOBLE	MARLENE HALEIGH NOBLE	919-663-2338
11/27	S. Sara Jefferson	S. Sara Jefferson	336-795-0030
11/27	KATRINA JEFFERSON	KATRINA JEFFERSON	336-770-4911
11/27	Regina Jefferson	Regina Jefferson	" "
	Jammy Jones	Jammy Jones	" "
	Jammy Jones	Jammy Jones	336-210-6663



Waddell Elementary International Charter School
 Liberty, North Carolina
 March 10, 2012 at 11:00 a.m.
 SIGN-IN SHEET

NAME	MAILING ADDRESS	EMAIL ADDRESS	TELEPHONE NUMBER
1. Joe L. Ambrose	1472 NCH Hwy 49N Ramseur, NC		(336) 824-6999
2. Vera Bandman	1472 NCH Hwy 49N Ramseur, NC		(336) 483-5397 (336) 824-6999
3. Richard L. Jenkins	P.O. Box 946 Liberty, NC		(336) 622-1756
4. Jamie C. Jenkins	P.O. Box 946 Liberty, N.C. 27298		(336) 622-1756
5. Harris M. J. J.	Liberty, NC		
6. Walter Staley			
7. Jamie Staley	2702 Oliver's Chapel Staley, NC 27355	JStaley35@jshou.com	336-622-8989
8. Eddie Header	207 W. Parker St. Graham, N.C. 27253		336 266-0689
9. Budgetta Silver			336-267-5362
10. Linda Elsey			336-824-8570
11. David Elsey			336-824-8570
12. Amanda Green	Asheboro, NC		336-672-0772
13. Leslie V. Greene	Asheboro, NC		336-672-0772
14. W. J. Brady	High Point, NC		336-291-5703
15. Justin Riddle	Asheboro, NC		336-267-9243
16. ANDRA BRADY	Asheboro, NC		336 736-4773
17. C. J. MURPHY	Asheboro, N.C.		
18. PEGGY BRADY	Asheboro, N.C.		
19. JOE BRADY	Silencity, NC		
20. MANA Lupo	Ramseur, NC		336-460-5582



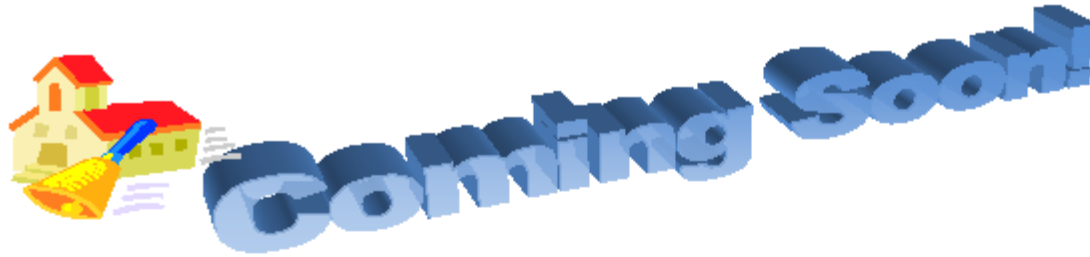
Waddell International Partners for Education
 Liberty, North Carolina
 March 10, 2012 at 11:00 a.m.
 SIGN-IN SHEET

NAME	MAILING ADDRESS	EMAIL ADDRESS	TELEPHONE NUMBER	COMPANY/AFFILIATION
1. <i>Minnie Bartlett-Turnage</i>	<i>P.O. Box 9164 Liberty, NC 27158</i>	<i>turnage.minnie@gmail.com</i>	<i>824-4053</i>	<i>Turnage Public Relations</i>
2. <i>Charlotte Feaster</i>	<i>361 Thornbrook Rd Raleigh, NC 27616</i>	<i>cfeaster12@triad.rr.com</i>	<i>824-4077</i>	<i>Relief Director + Vice School Director</i>
3. <i>Verse Anderson</i>	<i>1472 N.C. Hwy 491 W. Raleigh, NC 27616</i>	<i>7316</i>	<i>(336) 824-6099</i>	<i>Guilford Co Schools</i>
4.				

Waddell Elementary International Charter School
 Liberty, North Carolina
 March 10, 2012 1:00 P.M.
 Parent Sign-In Sheet

Name	Mailing Address	E-mail Address	Telephone	Age of Children in Household
1. <i>Anjana Souram</i>		<i>anjanasouram@yahoo.com</i>	<i>336-301-4898</i>	<i>8 YRS. 5 YRS</i>
2. <i>Phyllis Smith</i>	<i>13145 Justice St Charlotte, NC 28215</i>	<i>N/A</i>	<i>336-964-4827</i>	<i>18 yrs.</i>
3. <i>Mary Allred</i>	<i>8720.5 Ashbourn Rd Raleigh, NC 27617</i>	<i>maryallred@yahoo.com</i>	<i>336-653-4079</i>	<i>-</i>
4. <i>Evelyn Wilhite</i>	<i>5822 Willard Rd #127355 Raleigh, NC 27617</i>		<i>336-622-4015</i>	<i>11 yrs old</i>
5.				
6.				
7.				

APPENDIX D



**INTERESTED IN A FREE CHARTER SCHOOL?
SMALLER CLASSROOMS?
SPANISH IMMERSION?
UNIQUE PROGRAMS?
BUILT ON A FIRM FOUNDATION?**

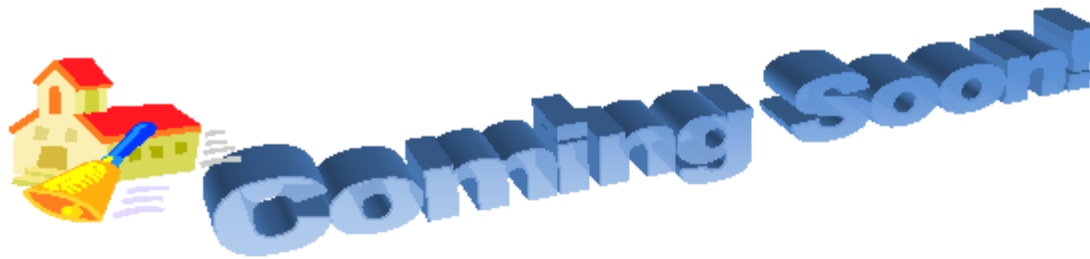


JOIN US!

**PARENTS/STUDENTS INFORMATION SESSION
SATURDAY, MARCH 3, 2012 @ 10:00 AM
CLINTON INN
1609 US HIGHWAY 15 401 BYPASS
LAURINBURG, NC 28352**

CONTACT FOR MORE INFORMATION:

Mary Thelma Goodwin: marythelmagoodwin@yahoo.com (910) 318-3405
Bobby Allen: (910) 944-9219



INTERESTED IN A FREE CHARTER SCHOOL?

SMALLER CLASSROOMS?

SPANISH IMMERSION?

UNIQUE PROGRAMS?

BUILT ON A FIRM FOUNDATION?



JOIN US!

PARENTS/STUDENTS INFORMATION SESSION

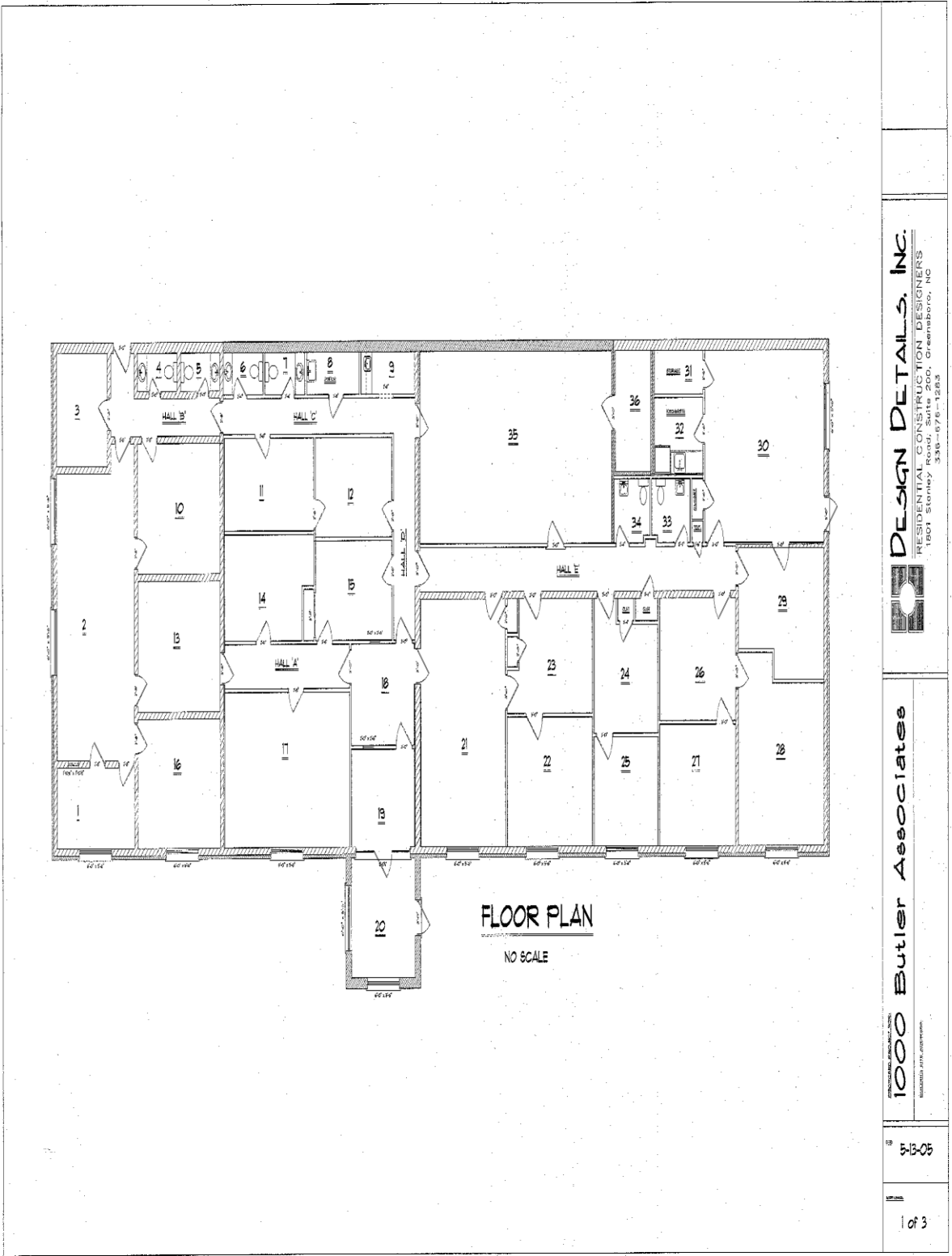
SATURDAY, MARCH 3, 2012 @2:00 PM

CONTACT FOR MORE INFORMATION:

Mary Thelma Goodwin: marythelmagoodwin@yahoo.com (910) 318-3405

Bobby Allen: (910) 944-9219

APPENDIX E



DESIGN DETAILS, INC.
RESIDENTIAL CONSTRUCTION DESIGNERS
1801 Stanley Road, Suite 200, Greensboro, NC
336-076-1283

1000 Butler Associates

5-13-05

1 of 3



Potential Charter School Facility –
Laurinburg, NC

VIII. SIGNATURE PAGE

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of Waddell International Partners for Education. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: James E. Armstrong

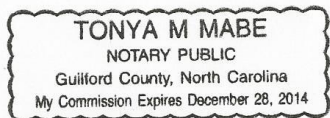
Position: President

Signature: *James E. Armstrong* Date: 4/10/12

Sworn to and subscribed before me this

10 day of April, 2012.

Tonya M. Mabe
Notary Public Official Seal



My commission expires: 12/28, 2014.