



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Ridgeview Charter School

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	<u>Grade Levels Served and Total Student Enrollment:</u>	5
II.	<u>MISSION and PURPOSES</u>	7
	<u>Mission:</u>	7
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	7
	<u>Purposes of the Proposed Charter School:</u>	9
	<u>Goals for the Proposed Charter School:</u>	10
III.	<u>EDUCATION PLAN</u>	13
	<u>Instructional Program:</u>	13
	<u>C</u>	
	<u>K-5 Curriculum and Instructional Design:</u>	14
	<u>C</u>	
	<u>6-8 Curriculum and Instructional Design:</u>	17
	<u>C</u>	
	<u>Special Programs and "At-Risk" Students</u>	20
	<u>Exceptional Children</u>	22
	<u>Student Performance Standards</u>	24
	<u>Student Conduct:</u>	25
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	27
	<u>Governance:</u>	27
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	27
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	33
	<u>Private School Conversions: complete</u>	33
	<u>C</u>	
	<u>Projected Staff:</u>	33
	<u>Staffing Plans, Hiring, and Management</u>	33
	<u>Staff Evaluation and Professional Development</u>	38
	<u>Enrollment and Marketing:</u>	40
	<u>Marketing Plan</u>	41
	<u>Parent and Community Involvement</u>	41
	<u>Admissions Policy</u>	42
	<u>PROJECTED ENROLLMENT 2015-16 through 2019-2020</u>	44
	<u>Transportation Plan:</u>	45
	<u>School Lunch Plan:</u>	45
	<u>Civil Liability and Insurance</u>	45
	<u>Health and Safety Requirements:</u>	46
	<u>Facility:</u>	
	<u>Facility Contingency Plan:</u>	47
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2015-16</u>	48
	<u>Total Budget: Revenue Projections 2015-16 through 2019-2020</u>	49
	<u>Personnel Budget: Expenditure Projections 2015-16 through 2019-2020</u>	50
	<u>Operations Budget: Expenditure Projections 2015-16 through 2019-2020</u>	52
	<u>Overall Budget:</u>	54
	<u>Budget Narrative:</u>	54
	<u>Financial Audits:</u>	58
VI.	<u>AGREEMENT PAGE</u>	

<u>LEA Impact Statement:</u>	60
<u>Applicant Signature:</u>	60

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Ridgeview Charter School

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: *Ridgeview Charter School, Inc.*

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: *Johnnie Williams*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 15207 Gathering Court
Charlotte NC 28278

Primary telephone: 980-225-3227 Alternative telephone: 980-253-6396

E-Mail address: johnnie.williams@daimler.com

Name of county and local education agency (LEA) in which charter school will reside:

County: GASTON

LEA: 360-Gaston County Schools

Is this application a Conversion from a traditional public school or private school?

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Ridgeview Charter School, Inc.

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	360
Second Year	K,01,02,03,04,05,06	432
Third Year	K,01,02,03,04,05,06,07	504
Fourth Year	K,01,02,03,04,05,06,07,08	576
Fifth Year	K,01,02,03,04,05,06,07,08	588
Sixth Year	K,01,02,03,04,05,06,07,08	588
Seventh Year	K,01,02,03,04,05,06,07,08	588
Eight Year	K,01,02,03,04,05,06,07,08	588
Ninth Year	K,01,02,03,04,05,06,07,08	588
Tenth Year	K,01,02,03,04,05,06,07,08	588

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will 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 non-profit organization.

jaydub49
Signature

Board Chairperson
Title

jaydub49
Printed Name

12/05/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

Ridgeview Charter School's mission is to create outstanding educational achievement through rigorous classroom instruction and an appreciation for the arts and sciences.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Ridgeview Charter School will target students who are at-risk and/or part of minority communities who are attending underperforming schools or who are underperforming in the school in which they are enrolled.

GASTON COUNTY

While Gaston County's population has remained stable since 2010 census, the median household income has declined by almost 13% over the past seven years. Job losses and the exodus of industry have taken a severe economic toll on the county. Nearly 20% of the residents of Gaston County are living at or below poverty level. The majority of the labor force in Gaston County is working-class. One-in-ten workers is unemployed and three-in-ten are underemployed. Fewer than 30% of residents hold a college degree or higher.

The average student-to-teacher ratio in Gaston County is 1:22. Overall End Of Grade test performance lags behind the state average by approximately 6% in both reading & math and the average SAT score (52% of high school seniors taking SAT) was 974, 3% lower than the state average and 4% lower than the national average. In the most recent available data, the Gaston County School District did not make AYP with 67 of 71 performance targets met. For the most recent analyzed school year, 69% of students in grades 3-8 were reading at or above grade level compared to 73% of students in the greater Charlotte area schools analyzed. For the same time period, 80% of students in grades 3-8 in Gaston County Schools completed math EOG tests at or above grade level versus 84% in all greater Charlotte area schools analyzed. Carolina School Hub ranks Gaston County Schools at #12 of the 14 school systems scored in the greater Charlotte metro area.

CITY OF GASTONIA

In Gastonia, black students lag behind white students by 28% on EOGs (71.3%

vs. 43.3%) and Hispanic students lag behind white students by 21% on EOGs (71.3 vs. 50.6%). 30% of the population in Gastonia is non-white Latino with a median household income of \$39,427. 21% of residents in the city live at or below the poverty level.

SUMMARY OF NEED

There is a definite need for a high-quality school of choice in Gaston County and, more specifically, in Gastonia. The statistics reflect a growing achievement gap in Gaston County and minority students falling farther behind. While Gaston County already has a charter school, that charter school has over 400 students on its waiting list. In addition, another charter school that was operating in Gaston County that primarily served the minority community recently had its charter revoked. Ridgeview Charter School intends to provide opportunity for those students who otherwise might not have the opportunity to enter a high-quality charter school due to waiting lists and a lack of additional schools of choice.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The 2015-2016 total projected enrollment at the charter school as a percentage of Gaston County, North Carolina public schools will be 2.5% based on 2012-2013 data reflecting 14,233 students enrolled in grades K-5.

- 3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

The heart of Ridgeview Charter School's education plan will be the blending of Common Core State Standards and Essential Standards into a sequential, rigorous, and comprehensive program from Kindergarten through middle school graduation allowing for natural transitions from elementary school to middle school. However, the school will enhance the fundamentals of Common Core and the Essential Standards by highlighting subject areas and topics that emphasize science, technology, engineering, arts appreciation and math across all grades. In addition, since children must be culturally and globally aware in today's society, Ridgeview Charter School will incorporate certain elements of an International Program Curriculum (IPC) into the instructional program.

Ridgeview Charter School believes in offering parents the choice of placing their child in a single gender classroom in middle school and intends to offer that option beginning in the second year of operation. Offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females, where students are not achieving at expected levels. Single-sex education has been growing in popularity since the 2002 No Child Left Behind Act was passed, allowing local educational agencies to use public education funds to support same-gender schools and classrooms "consistent with existing law." The U.S. Department of Education loosened its Title IX regulation in 2006 to diminish prohibitions on single-sex education. Today, there are over 100 single-sex public schools nationwide, according to the National Association for Single Sex Public Education (NASSPE). In addition, more than 445 public coed public schools offer single-sex classrooms across grade levels. The benefit of

single-sex classrooms is that they offer the dynamic of having only one sex in the classroom at a time, creating opportunities that don't exist in the coed classroom. Teachers, therefore, can use strategies in the all-girls classroom and in the all-boys classroom that don't work as well or don't work at all in the coed classroom. For example, despite performing as well as boys in math courses, girls often doubt their ability to develop their math skills when faced with difficult material, according to research by Stanford University. This mindset appears to contribute to substantial gender gaps in math scores that emerge during and after middle school, so to help students learn that ability can be improved through effort, teachers at might provide grade-level appropriate science lessons about how the brain creates new connections when its learning challenging material. Teachers can also draw parallels between brain and muscle development, reminding struggling students that the mind strengthens with effort, and that practice makes the work easier.

Ridgeview Charter School, while not a dedicated STEM school, school of the arts or IPC school, will nevertheless introduce children to key components of these instructional programs. Studies show children exposed to STEM education in elementary and middle school perform better in high school courses that require advanced analytical and problem solving skills. In addition, children who have had instruction in the visual and performing arts in the primary years demonstrate increased competencies in abstract thought and reasoning. Lastly, the addition of international studies is geared toward creating scholars who are globally aware and civic minded.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Teachers at Ridgeview Charter School will have numerous professional

development opportunities through Professional Learning Communities, courses offered at the North Carolina Department of Public Instruction, webinars, partnerships, and conferences. Teachers will also have the opportunity to work with their specific department and collaborate about curriculum, lessons, student advancement, and the ultimate goal of academic growth. Teachers that show exemplary leadership, knowledge, and professional development will have the opportunity to serve as a lead teacher or a department head.

2. Ridgeview will follow the North Carolina Accountability Model to ensure that students are meeting measurable achievement results. Quarterly benchmarks, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to certify students are making growth and ultimately meeting and exceeding achievement goals.

3. Ridgeview will provide the families in Gaston County and the surrounding counties an additional educational choice for students in grades Kindergarten through 8th grade.

4. The Ridgeview community is dedicated to improving student learning. In order for students to learn, the learning environment needs to be safe, nurturing, and free from distractions. Teachers will take responsibility of their classrooms, keeping them clean, safe, and orderly. Ridgeview will use many different instructional methods and strategies including differentiation in the classrooms to ensure all learning styles are touched upon allowing all students to master skills and concepts regardless of their background and learning style and gender specific classrooms will be incorporated into the middle grades. Ridgeview's facility will be equipped with WiFi, allowing technology and the use of the internet to be incorporated into lessons keeping students current with technology literacy and the most advanced information.

5. Ridgeview will increase learning opportunities for all students by providing a rigorous and comprehensive academic program that incorporates multiple facets of education into their lessons. There will be pre-screening and placement assessments to ensure students are achieving their academic potential and will be grouped accordingly. Identified at-risk students will have the opportunity to attend remedial and additional tutoring sessions and will participate in the second and third tiers of the North Carolina Response to Intervention program. Gifted students will have the opportunity to transition to more advanced classes as well as participate in enrichment activities, lessons, and projects. Ridgeview will also provide honors courses.

6. Ridgeview supports and encourages teachers to collaborate through Professional Learning Communities and share innovative teaching methods that will support Ridgeview's mission and vision.

Goals for the Proposed Charter School:

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be*

communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

Ridgeview has chosen three specific and measurable student achievement performance goals for the school's educational program.

1. After three years of operation, the percentage of students in grades 3-8 who meet or exceed state proficiency standards will be 5% over the state average.

2. By the fifth year of operation, at least 75% of 8th graders will have completed Algebra I upon graduation in preparation for advanced mathematics courses in high school.

3. Within the first three years of Ridgeview Charter School's operation, 85% of students will have completed an arts-integrated elective and have attended or participated in a community, arts-based production or exhibition.

BOARD AND STAKEHOLDER COMMUNICATION

The lead administrator of Ridgeview Charter School will be present at all board meetings to communicate and report to the board all data, updates, events, and information pertaining to the above goals. Quarterly newsletters will be sent home as well as posted on the website to inform parents and any other stakeholders of any events, data, results, and information that is pertinent to the Ridgeview community. A phone call and email system will also be in place for daily or weekly notifications, which will be used to notify stakeholders of upcoming board meetings.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

An annual evaluation by the Ridgeview Charter School Board of Directors will focus on the following:

ACADEMIC-The board will examine annual academic scores and reports and monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency. The board will examine the Professional Development Program to ensure that the school's instructional staff is being supported in their charge to carry out the mission of the school.

GOVERNANCE-The board will perform an annual self-evaluation and will undergo annual training to ensure that board meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute. In addition, the board will require a monthly operations update from the school director highlighting the progress of certain administrative or committee projects and assignments and will annually conduct an evaluation of the School Director(s). Lastly, the board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

FINANCIAL-the board will monitor all financial transactions through the required accounting system via a set of monthly financial and transaction reports. The board will compare current spending and revenue flow with the

annual budget and identify any potential for overspending and take action to mitigate the negative effects of budget variances. The board will also review the annual budget with the independent auditor to identify areas for increased efficiencies and improvements in financial management, thereby ensuring sufficient resources to support the school's core curriculum and mission.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

OVERALL INSTRUCTIONAL PROGRAM

Ridgeview Charter School will provide students in Kindergarten through 8th grade with an integrated curriculum grounded in Common Core and Essential State Standards and enhanced with elements of the International Program Curriculum as well as science, technology, engineering, art and mathematics.

MAJOR INSTRUCTIONAL METHODS

In a world where countries are more reliant upon each others resources, it is evident that we must prepare our students for performance in the global marketplace. The IPC takes a 21st century approach to education that helps children learn effectively and integrates aspects of a classical education and the Multiple Intelligences theory. Multiple Intelligences validates the everyday academic experience. Students process information in different ways, therefore information will be presented to students in various ways to ensure an understanding of what is being taught. The International Program promotes

- * Three keys to economic success; knowing things, knowing how to do things, and understanding issues.
- * Develop resilience, inquisitiveness and skills to embrace change as well as stability.
- * Develop international perspective as well as reinforcing their own cultural heritage.
- * Exploration and development in their own personal growth in a context they understand. Values like honesty, respect and cooperation are developed and enhanced.
- * Focus on learning vs. meeting tasks.
- * Help the child see learning as pleasurable and challenging. Units are designed to be fun and rigorous to both children and teachers.

STEAM. The International Program also stresses the importance of science, technology, engineering and technology, STEM. In our effort to develop well-rounded citizens, Ridgeview has added arts to the STEM model. Our desire is to strongly promote appreciation for a diversity of art forms, including the visual and performing arts.

ASSESSMENT STRATEGIES

Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. Ridgeview Charter School will use a variety of methods for benchmarks, including in-house assessments,

curriculum program assessments, presentations, discussions, observations, rubrics, fluency checks, and standardized tests. Frequent formal and informal assessments will allow teachers to consistently check for understanding. Each students' progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

The International Program provides its members with two assessment processes. One is to assess if a child is beginning, developing or mastering expected performance and the other to audit the performance of the staff who must implement the curriculum. The assessment of the child is differentiated into two categories-- the "assessment of learning" that reports where children are and "assessment for learning" that offers a prescription to help children learn better.

Ridgeview will also use a nationally normed assessment such as the NWEA to identify grade level proficiency and create a data driven portfolio to manage the growth of each student's progress toward academic mastery. Ridgeview will also comply with the state by participating in the North Carolina testing and assessment schedule that is required of public K-12 schools. Ridgeview will administer the EOG and EOC, Third grade BOG, and any other tests/assessments scheduled during the academic year.

MEETING STUDENT NEEDS

As the targeted population is "at-risk," the primary goal of the Board is to produce successful, confident learners by moving students from basic skills to more sophisticated skills where they are able to apply their learning in new situations. When given a strong foundation in learning skills and comprehension, the future for our students is limitless.

K-5 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Ridgeview Charter School's elementary school's basic learning environment will be classroom-based where students will have a safe, positive, and clean atmosphere to learn, explore, and reach their potential.

CLASS SIZE AND STRUCTURE

Ridgeview supports the smaller classroom size approach, and will not exceed the state average of 21 students per classroom. The following are some of the benefits of fewer students in a classroom:

- * Students receive more individualized attention and interact more with the teacher.
- * Teachers have more flexibility to use different instructional approaches.
- * Fewer students are less distracting to each other than a large group of children.
- * Teachers have more time to teach because there are fewer discipline problems.
- * Students are more likely to participate in class and become more involved.
- * Teachers have more time to cover additional material and use more supplementary texts and enrichment activities.

In the elementary grade levels, classrooms will have a maximum of 20 students and will be set up to encourage many different styles of learning. Ridgeview will support collaboration, discussion, investigation, examination and small groups. Small groups in student led centers will be the basis for students working independently. Student centers include listening to books, math using manipulatives, reading leveled books, science and social studies research using nonfiction materials, computer games, and comprehension activities. Other small group instruction will be led by the teacher and will include reading groups, remediation, and assessment. Students will move between small group instruction with the teacher and student led centers. Academic learning in the elementary school revolving around the learning of facts; rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, the arts, and the facts of mathematics.

Teachers in elementary school will ensure each student has the foundational facts to be successful in middle school. Student work will be proudly displayed in classrooms and hallways. The walls and classrooms will be filled with language rich materials which directly relates to the Common Core Standards. Technology literacy will begin in kindergarten and grow increasingly important with each grade level. All teachers will have the training and support they need to help students learn using the computers and the programs that Ridgeview will adopt to assist student learning.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Ridgeview's curriculum plan is a direct reflection of its mission statement, targeted population and the North Carolina Accountability Model.

As stated in our mission, we will provide outstanding educational achievement through rigorous classroom instruction and an appreciation for the arts and sciences and follow all state and federal testing and accountability requirements. The North Carolina Accountability Model centers on the state's move to more rigorous standards and measures designed to help students be ready for anything they choose to pursue after high school graduation. To reflect this, Ridgeview will incorporate STEAM in grades K-8 aimed at improving competitiveness in technology development and appreciation of the arts through integration.

Ridgeview has studied performance data of schools utilizing similar instructional programs in order to ensure that the program, the method of delivery, and the differentiation of instruction will meet the needs of our targeted population.

As our targeted population is "at-risk," Ridgeview is committed to helping our students become confident and successful learners by:

1. Early identification of at-risk students through screenings, benchmarks, data meetings, and assessments and differentiating instruction based on the

student needs.

2. Providing a curriculum that addresses the economic, social, academic, and suburban contributors to dropout.
3. Following the Common Core State Standards and Essential Standards with the integration of International Program Curriculum and an emphasis on the STEAM courses.
4. Following K-8 READY Accountability Model Components which include all state assessments and meeting AMO targets.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

PRIMARY INSTRUCTIONAL STRATEGIES

In the elementary grades, the main academic objective is to get the basic foundational building blocks of education taught through inquiry and brain based learning. The primary strategies Ridgeview educators will use for the targeted student population will be:

DIFFERENTIATION: Teachers will use an early identification tool through a screening assessment, grades, teacher recommendations, etc. to detect at-risk students and achievement levels. Teachers will need to differentiate lessons based on these levels to ensure all students can achieve their educational goals and feel successful. Classes will be heterogeneously grouped, so teachers will need to be highly effective at teaching the lesson, allowing for independent work and meeting with students in small groups based on frequent assessments allowing students to follow different approaches toward the same goal. Teachers will need to scaffold instruction to support a variety of learners using strategies such as guided practice, extended time, read aloud, and enrichment opportunities.

TECHNOLOGY LITERACY: Teachers will embed technology in lessons and encourage students to research, analyze, and learn using the most recent technological advances.

COMPUTER-ASSISTED INSTRUCTION (CAI): Students learn at own pace with interactive computer programs.

Field Trips: Any activity that occurs outside the classroom for the purpose of providing hands-on experience with objects or people that only occur in certain places. Target locations for field trips can include museums, zoos, places of business, farms, nearby colleges, theaters, historical monuments or buildings, forests, wetlands, nature parks, or the grounds of the school itself.

GUIDED PRACTICE: Allowing learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction. In computer based or Internet based learning, guided practice has come to mean instructions presented on the learner's computer screen on which they can act. This action may be to perform some task using a program that is running at the same time, or it may be to interact with a simulation that is embedded in the program or web page.

LEADERSHIP/CHARACTER EDUCATION: Instruction that will teach students to not only be productive, contributing citizens but also leaders within their communities both local and digital.

Ridgeview instructors will use diagnostic pre-Assessment with pre-teaching to determine student needs and guide their instruction.

PROGRESS MONITORING: Regular formative assessments that will allow Ridgeview instructors to effectively adjust their instruction, guide future lessons and place students appropriately during the RTI process.

Ridgeview instructors will use high-quality corrective instruction approaches that accommodate differences in students' learning styles, learning modalities, or types of intelligence and the educators will continually monitor the instructional strategies to ensure sustaining and extending success for all students.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Ridgeview's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. Ridgeview's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all Ridgeview students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

6-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

In the middle grades, students will be moving throughout the day into different subject based classrooms. As a kindergarten through 8th grade school, the transition to middle school will not change their environment and students will be able to focus on academics and move naturally into middle school. Classrooms will have a maximum of 20 students, which will be gender specific. While Ridgeview respects the public school philosophy of nonselective enrollment, we support the concept of gender specific classes for students grade 6 and above. Offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females in middle school, where students are not achieving at

expected levels. Classes for grades 6-8, therefore, will be divided by gender to improve the culture for academic growth of all students. Staffing for the classes will demonstrate diversity in gender.

Classrooms will be set up to allow for the flexibility of varying lessons and activities. Each class will be structured with a quick inquiry based review activity, followed by the lesson, discussion, and/or note taking, with a culmination of an independent, partner, or group activity.

Students will rotate through English, History, Science and Math each school day. In addition, all students will have the opportunity to take foreign languages, engineering, robotics, art, music, and multiple other diverse electives. Each grade level will have a Grade Level Chair, who will act as a lead teacher and work closely with the principal on issues such as student culture and academic performance.

Ridgeview Charter School will incorporate technology into lessons as well as encourage higher levels of thinking, questioning, and analyzing.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.*

2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The middle school's curriculum is a continuation of the K-5 curriculum, which will support Ridgeview's mission by providing a rigorous and comprehensive academic experience to students in grades 6-8. Students will master the goals and objectives set forth by the Common Core and Essential Standards as well demonstrating proficiency in the state's accountability assessments and meeting AMO targets.

The targeted population for Ridgeview charter school is an "at-risk" population. Ridgeview will ensure that the curriculum will meet the needs of all students by following the North Carolina Accountability components, using the research-based, quality curriculum resources provided by NCDPI in the classroom and by modifying the curriculum to accommodate varying student learning styles.

Ridgeview Charter School will follow the K-8 READY Accountability Model which includes all state assessments and meeting AMO targets.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

In the middle grades, the following instructional strategies will be used in addition to those implemented in the elementary grades:

INTERACTIVE (FACILITATIVE) INSTRUCTION: relying heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. Debates, Role Playing, Panels, Brainstorming,

Peer Partner Learning, Discussion, Laboratory Groups, Think, Pair, Share, Cooperative Learning, Jigsaw, Problem Solving, Structured, Controversy, Tutorial Groups, Interviewing, and Conferencing.

BLOOMS TAXONOMY: demonstrating the hierarchy of synthesizing information in a structured manner that results in a student who is well equipped to process information beyond short term recall. Staff is required to demonstrate that each unit incorporates a matriculation up the hierarchy culminating with a creative expression of what has been learned. Daily lesson plans will also identify the level of rigor the student experiences as a result of the daily exercise.

CHARACTER DEVELOPMENT: students personal growth will be supported by the tenets of the JROTC curriculum which teaches students the value of citizenship, service to the community, appreciation of their American heritage, patriotism, military history, first aid, communication skills and most importantly, teamwork and leadership. While the JROTC is written for high schools the spirit of the program will serve to guide the character development component of the International Program to ensure Ridgeview students have a strong sense of country and value American history.

CORRECTIVE INSTRUCTION: approaches that accommodate differences in students' learning styles, learning modalities, or types of intelligence (Sternberg, 1994). These strategies may include peer tutoring or utilizing an instructional aide (teacher assistant, computer based instruction, etc)

ENRICHMENT: Instructors will use effective enrichment activities that provide valuable, challenging, and rewarding learning experiences for learners who have mastered the material and do not need corrective instruction.

STRATEGIC QUESTIONING: Teachers will encourage 21st century thinking to arouse student curiosity and help students think critically about complex topics, especially at the "logic" stage of learning. Teachers will use Blooms Taxonomy to stimulate questioning.

CRITIQUE AND FEEDBACK: Teachers will use tools to help students assess their own work and the work of their peers. Classrooms will serve as a safe environment where students can openly express their ideas, theories, and inquiries. They will provide students the opportunity for discussion, debate, collaboration and observations.

All teachers will need to exhibit leadership skills, curriculum development skills, collaboration skills, and continuous technology professional development.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Ridgeview's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development

time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. Ridgeview's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all Ridgeview students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Ridgeview Charter School will use North Carolina's Responsiveness to Instruction model (NCRtI) to ensure all students are progressing and meeting academic growth goals so students will be able to comfortably and confidently pursue higher learning.

NCRtI is a multi-tiered framework which promotes school improvement through engaging high quality instruction using a team approach to guide educational practices.

Ridgeview Charter School understands that NCRtI is a shared responsibility by all stakeholders and is a continuous process of assessment and reflection using the five key components:

- * Tiered organization of supports and services
- * Early intervention prior to "formal" identification for special education
- * Screening, assessment, and progress monitoring (collecting data)
- * Standard protocol/evidence-based practices
- * Collaborative problem-solving

The three tiers are as follows:

Tier 1 Intervention: The primary level of prevention requires universal screening of all students to determine the best educational strategies and also identify any students who may need more targeted interventions.

Tier 2: The second tier calls for targeted assessment and explicit instruction for students who have shown to be at risk for behavior or learning problems.

Tier 3: The third Tier, the tertiary level of prevention, defines intensive interventions for students who need the most assistance to succeed with the core curricula.

The model is typically presented as a triangle, with the primary level at the bottom affecting most students and the tertiary at the top affecting the fewest.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

IDENTIFICATION

Ridgeview Charter School will administer home language surveys in their enrollment packets for all students and will be maintained in the students file. If a language other than English is spoken in the students home, the student will be scheduled for administration of the state identified English language proficiency screening test, the W-APT. The results of the W-APT will identify if the student is an ELL student and need additional services.

Ridgeview Charter School will have an ESL teacher that will develop LEP plans for all students identified as ELL and will vary in intensity based on the tier level achieved on the W-APT. LEP plans will be developed with the collaboration of the students teachers, parents, and EC staff and will provide accommodations to ensure they are given equal and comparable lessons in amount, scope, sequence, and quality that is provided to non-ELL students. Accommodations can include, but are not limited to: read aloud, separate setting, extended time, chunked text, one item per page.

MONITORING, EVALUATION AND EXIT

ELL students will be monitored through collaboration from the ESL teacher, class teacher, and parents using class work, assessments, fluency checks, and one-on-one time with the ESL teacher.

ELL students will be evaluated annually using the state and federally required WIDA ACCESS for ELLs assessment. The school will comply with the states exiting requirements from ELL services. The criteria is 1) a minimum score of 4.8 Composite and 2) a minimum score of 4.0 Reading and 3) a minimum score of 4.0 writing.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Ridgeview Charter School will provide a rigorous curriculum that will support gifted and high ability learners through achievement grouping, honors classes, advanced placement courses, self-paced computer programs, and designated "curriculum paths" geared to motivate students towards higher

learning. Curricular modifications for higher achievement groups include more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction and a higher focus on 21st century thinking.

MONITORING AND EVALUATING:

Ridgeview Charter School will monitor and evaluate intellectually gifted students based on the same criteria as all students; which is mentioned in the student performance standards section.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1. Upon enrollment at Ridgeview Charter School, parents will be required to fill out enrollment packets, which will inquire about any services their student may have received at a previous school or any diagnosis that may affect the students learning.

In addition to this, Ridgeview will request this information upon receipt of the students prior school records.

Ridgeview will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act.

Identification

2. Ridgeview will comply with the federal Child Find mandate to identify and evaluate all students who either have, or are suspected of having disabilities and need special education services. Teachers, parents, support staff, the student, and school administrators will be an integral part of the identification process as students may exhibit behaviors or disabilities only in certain areas. Once a child has been identified the teacher will recommend the student to the Student Intervention Team (SIT) with parental permission.

Evaluation

The SIT team will consist of the students, teachers, resource teachers, administration, exceptional children teachers, and support staff and will

conduct the initial evaluation within ninety days of receipt of a written referral. The team will evaluate the student through a wide variety of assessment tools including gathering data, observations, and trying different accommodations.

Determination of eligibility

Upon completion of the evaluation, the SIT team will determine whether the student is qualified for a 504 plan or an Individualized Education Plan and will work with the parents on their findings and recommendations.

3 a. Requesting Records: Within 30 days of student enrollment, Ridgeview will request the students prior records, including IEPs and supporting documents and/or 504 Accommodation plans from previous schools. The students name, date of birth, and district ID number will also be requested.

b. Record Confidentiality (on-site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance with NC 1505-2.5.

c. Record Compliance (on-site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with chapters 121 and 132 of the North Carolina General Statutes after records have exceeded expiration.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. Ridgeview Charter School will comply with IDEA and provide all accommodations and special education services for any exceptional child based on the child's IEP. Ridgeview Charter School will educate students with disabilities in the least restrictive environment, but will have an EC room to allow pull-out time, one-on-one time, or allow space for other services. Highly qualified and certified EC teachers will be on staff.

2. Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The school shall provide a special education program with varying services to meet the needs of all students.

Ridgeview Charter School will follow an inclusion model, unless the severity of the disability is such that education in a regular class with the use of supplementary aides and services cannot be achieved satisfactorily.

Placement will be decided in accordance with least restrictive environment (LRE) provisions with input from parents, professionals, and any/all documentation.

3. EC teachers will monitor students with disabilities to ensure they achieve the goals specified on their IEP and will update and report to parents via progress reports throughout the quarter. EC teacher will

collaborate with classroom teachers to make certain the student is performing in the classroom and in other academic settings. IEPs will be reviewed by EC team, teachers and parents annually and re-evaluated every 3 years to determine if the student still qualifies as a student with disabilities in accordance with IDEA.

4. Related services, such as speech-language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy will be provided as needed through contracted companies with qualified providers.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. Ridgeview Charter School's student performance standards will be that every student achieves annual growth and will be proficient in grade level standards meeting or exceeding the Common Core State Standards and NC Accountability Model upon promotion to the next grade level. Growth will be evaluated and monitored using benchmark assessments as well as EOY assessments, grades, and teacher input.

2. Students will also have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. Ridgeview will use a variety of methods for benchmarks, including; drills, presentations, discussions, observations, rubrics, fluency checks, STAR assessments, and standardized testing. Formal and informal assessments will allow teachers to consistently check for understanding. Each student's progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth. Ridgeview Charter School will require students to take the required state assessments and any additional testing necessary to ensure Future-Ready students.

3. Promotion decisions will be based on a variety and combination of factors including classroom performance, assessment results, and teacher recommendations. Decisions regarding retention will be made by a team consisting of teachers, parents, and administration and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied.

4. Any student that satisfies Ridgeview's promotion requirements will be permitted to advance to the next level of curriculum. In order to exit the last grade served, students must achieve a 70% or higher in the course and

pass the EOY assessment and meet the attendance requirements set forth by the state. Students with 504s or IEPs will need to meet their individual goals.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
 - 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
 - 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
 - 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*
1. A central aspect of Ridgeview Charter School's mission is to provide young people a safe and healthy environment to learn. This requires that all members of our community participate cooperatively in a culture that values civility, order, and respect for others. The school's expectations of students applies whenever a student is on campus, at a school function, or otherwise under the jurisdiction of the school. Parents are expected to respect and cooperate with the implementation of the school's disciplinary policies.

DEMERIT SYSTEM

The demerit system is used by individual teachers and throughout the school by school officials. Every effort will be made to notify the student who receives a demerit, understanding that this is sometimes not always possible. Accumulated demerits determine how many days of morning detention are assigned. Attendance at morning detention, once assigned, is mandatory, and any student who misses detention will be assigned an additional day of detention. Morning detention involves one hour of attendance under the supervision of a designated teacher. Students must be on time for morning detention which begins at 7:00 a.m.

2. The following is a preliminary list of offenses which may result in suspension or expulsion:

- * any actions that could jeopardize the safety and well-being of others
- * possession of illegal drugs
- * possession of a weapon
- * repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge
- * aggressive and/or repeated bullying

3. If a student served under the Exceptional Children's program participates in one of the actions listed above, a manifestation determination to ascertain whether or not the violation is linked to the student's disability

will be conducted within 10 days of the incident and the consequence will be reviewed as required by IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, parents will be apprised of any decision and provided the Procedural Safeguard Notice.

4. Any parent or legal guardian may appeal the school's decision when a student is suspended or expelled. A written appeal should be formally directed to the Board of Trustees within three business days of the student's dismissal.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Ridgeview Charter School, Inc.

Mailing Address: 15207 Gathering Court

City/State/Zip: Charlotte NC 28278

Street Address: 15207 Gathering Court

Phone: 980-253-6396

Fax: 704-990-8639

Name of registered agent and address: Johnnie Williams
15207 Gathering Court
Charlotte, NC 28278

FEDERAL TAX ID: 46-4246150

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix E)
 No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, 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.

Governance and Organizational Structure of Private Non-Profit Organization:

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 complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Brian Edwards	Board Member	MECKLENBURG	Educator,

			Retired Military
Johnnie Williams	Board Member	MECKLENBURG	Manufacturing
David Keane	Treasurer	MECKLENBURG	Entrepreneur, Retired Military
Demetrius Watson	Secretary	MECKLENBURG	Engineer
Shezarra Keane	Vice Chair	MECKLENBURG	Human Resource Consultant, Retired Military
Reshall L. Williams	Chair	MECKLENBURG	Educator

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

In accordance with NCGS 115C-238.29E(d) the primary function of the Board of Directors of Ridgeview Charter School will be to "...decide matters rRCSted to the operation of the school, including budgeting, curriculum and operating procedures." The Board of Directors has been established in conventional fashion with non-compensated officers and directors and shall operate in accordance with ratified bylaws. The board will retain ultimate and final authority and responsibility for decision-making with regard to policy, procedure, finance, curriculum and other operating, instructional and non-instructional matters. That said, the Board of Directors will observe the boundary between governance and management, delegating management tasks and charges to the lead administrator. The lead administrator will be hired by the board after a careful review of qualifications, experience and integrity are duly considered. The lead administrator will be subject to an employment agreement specifying terms of employment, including provisions specifying the chain of command. The lead administrator will be evaluated annually by the board or committee thereof via a process that will include official and unofficial feedback surveys from teachers and parents as well as a quantitative and qualitative analysis and review of academic, financial and operational performance. The Board may also utilize established, market-based modules and tools such as the Marzano Leadership Evaluation Model to evaluate its lead administrator.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Since membership on the governing board of RCS will not be a passive position, the board is and will be populated with directors who are committed to active participation in the governance of a charter school. The board will always strive to have directors who possess personal and professional backgrounds in areas such as education, government, law, accounting, childcare, medicine, parenting, counseling and other skills that are relevant to serving on a charter school board. Board members should be engaged in community or public service and committed to the success of public education. Constituencies represented on the board include taxpayers,

parents, merchants, educators and community leaders. The board will, pursuant to its bylaws, have a minimum membership of three and a maximum membership of eleven.

The board will be charged with the organizational, pedagogical, oversight, risk management, long range planning and other duties required to open and operate a functional, successful public charter school. The Board of Directors is legally accountable for all aspects of the operation of RCS and will be required to answer to stakeholders for the academic, financial, and operational performance of RCS. The responsibilities of the Board as described above shall include but not be limited to: facilitating the development of fiscal, operating and personnel policies and procedures; hiring, supervising and evaluating the lead administrator; negotiating contracts with vendors, compliance with the terms and conditions of the Charter contract; compliance with applicable state and federal laws; development of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit. The Board of Directors will not engage in the day-to-day management of RCS, but will empower and provide direction to the lead administrator who will oversee the management of the school.

The diverse composition of the board will contribute to the operational and educational success of the school. Each board member will bring his/her unique knowledge, talents, experiences and networks to the table to create a synergistic process from which a framework of integrated policy, procedure, strategic planning, successful implementation and periodic evaluation will emerge. This framework will serve as the drivetrain for the mission, vision and operational and educational goals of RCS.

The RCS Board of Directors will facilitate the annual evaluation of the lead administrator. The evaluation process will utilize tools designed to produce a measurable, specific assessment of performance, in both quantitative and qualitative terms, in key areas such as academic performance, financial performance, operational performance, staff satisfaction, parent satisfaction, etc.

The Board will conduct an annual self-evaluation as well. This evaluation process will employ a systematic means for gathering input from the various stakeholders (staff, faculty, parents, etc.) with a vested interest in the success of RCS and its leadership combined with specific data driven components from the annual financial audit, student testing performance and enrollment/retention statistics. The results of the evaluation will provide a basis for assessment, ongoing improvement, goal-setting, planning and realignment.

The Board will invite and welcome input from key stakeholders and will set aside time during each board meeting for public comment during which stakeholders can speak directly to the board as to the school's perceived successes and shortcomings, the effects of proposed or ratified policies and procedures and general concerns. In addition, the board will actively encourage stakeholders to become part of the school leadership process through service on subcommittees of the board.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to*

the board?

The founding board of RCS is a diverse cross-section of educators, professionals and community leaders who have subscribed to the mission of RCS and are committed to opening and operating a successful charter school that will have a positive impact on the education landscape in the community. Board members have been recruited based on their interest and enthusiasm for working collaboratively to open a high quality school of choice and the talents and experience that they bring to the table. In the event that a board members seat becomes vacant, the remainder of the board will endeavor to seek applications from interested parties and select an individual to fill the vacancy who can contribute constructively to the opening and ongoing operation of RCS.

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The board will meet at least 8 times per year in addition to an annual meeting.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

New board members will take part in a 1/2 day orientation within 30 days of joining the Board. The orientation will address board policy and procedure, board member responsibilities and expectations and the fundamentals of governance. Annually, the entire Board of Directors will undergo a full day of board training. Topics covered will include governance vs. management, keys to effective governance, the qualitative aspects of charter school leadership, conducting effective meetings, managing legal matters, managing parent matters, conflict resolution and an SBE Policy review. The first board training will take place within 90-days of charter approval by the SBE.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

The board realizes the gravity of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire board. The Ridgeview Charter School Board of Directors is committed to preserving the public trust by taking proactive measures to ensure the highest ethical standards are observed and practiced by every board member and, in turn, the board as a whole. Specifically, the board has adopted a comprehensive conflict of interest policy with the purpose of avoiding conflicts of interest and potential conflicts of interest between a board member's private interests and the board member's public duties. The policy requires that current and prospective covered persons examine, evaluate, and disclose those personal and financial interests that could be or cause a conflict of interest or potential conflict of interest between the board member's private interests and their public duties. Every board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

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

Adoption of school policy by a quorum of the board at a legally called

meeting will be the culmination of a process that seeks (via a subcommittee of the board) input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, the subcommittee will make a policy recommendation to the Board of Directors which will give the matter consideration and either ratify the recommendation, take no action or refer the matter back to the subcommittee for additional input, research, study and deliberation.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The RCS Board of Directors is ultimately responsible and accountable for the actions, performance and success of the charter school. It will, therefore, not utilize advisory boards, councils or associations within its organizational chart. The organizational chart for RCS reflects a clear decision-making authority at every level which is accountable to the level above. That notwithstanding, the RCS board will welcome input and feedback from constituent groups (parents, faculty, staff, community members, regulators) as part of the process of developing and evaluating policies and identifying areas of improvement.

9. *Discuss the school's grievance process for parents and staff members.*

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

STAFF:

First Step - Seek resolution of the matter with whom the staff member has the disagreement

Second Step - Seek resolution via the employee's immediate supervisor

Third Step - Seek resolution via the Chief Administrator

Assuming no resolution, the staff member may file a grievance with the Board.

PARENTS:

First Step - Seek resolution with the child's teacher

Second Step - Seek resolution with the teacher's department chair or supervisor (if applicable)

Third Step - Seek resolution with the Chief Administrator

Assuming no resolution, the parent may file a grievance with the Board.

Grievance forms (see Appendices) are to be provided without cost by the Chief Administrator within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the Chief Administrator as a condition of receiving the grievance forms. The forms must be completed and submitted to the Grievance Committee Chairperson per the address and/or email prominently displayed on the grievance forms. Multiple grievances may not be combined on one form, however, multiple grievances may be submitted concurrently on separate forms. Grievances must be individually submitted and individually reviewed by the Grievance

Committee.

The aggrieved party has a right to an expeditious, objective and through review of the grievance. Upon receipt of the grievance, the Chairperson of the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.

The Grievance Committee will consider all available evidence but is neither required to conduct hearings nor to hear verbal testimony. Upon thoughtful review, the Committee may elect to dismiss the grievance (i.e. take no action), request additional information or recommend action to the Board of Directors.

If the Committee chooses to dismiss the grievance, the Chairperson of the Committee will issue a letter to the aggrieved notifying them that the committee has chosen to dismiss the grievance and indicating the reason for dismissal. The letter must explicitly state that the aggrieved may appeal the matter directly to the Board of Directors by submitting a letter to the Secretary of the Board stating "I appeal the decision of the Grievance Committee" and providing the basis of the appeal. The findings of the Board of Directors upon appeal by the aggrieved shall be final.

If the Grievance Committee chooses to recommend action to the Board of Directors, the Chairperson will issue a letter to the aggrieved stating that the grievance has been referred to the Board of Directors for further action. In addition, the Committee Chairperson will issue a letter to the Board detailing the specific action that the Committee is recommending to the Board of Directors. The Board may accept the recommendation of the Grievance Committee, take action in a manner that it deems fit regardless of the recommendation of the Grievance Committee or take no action. The Board's decision upon recommendation of an action by the Grievance Committee shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the school's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published or released in full or in part. Grievance Committee members may not make any comment regarding the grievance deliberations or final outcome.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 (Appendix H).

4. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)*
5. *Copy of any board policies if adopted already (Appendix J).*
6. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.
Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Although it goes without saying that every school must make the quantitative offerings of competitive salaries and benefits an integral part of its recruitment plan, Ridgeview Charter School will also actively promote its engaging, collaborative work environment and its commitment to every teachers' professional development. These more qualitative characteristics of working at RCS will serve as the cornerstone of its strategy to recruit and retain a quality instructional staff at every level of experience. RCS will reach out to the colleges and universities in North Carolina as well as the Charlotte office of Teach for America to provide teaching opportunities for newly certified teachers. RCS will also recruit experienced, highly regarded, mid and late career teachers who are seeking new opportunities in their career by emphasizing the freedom that RCS teachers have to innovate and apply their experience to classroom instruction and by providing seasoned school teachers the opportunity to share their knowledge and mentor to the more novice teachers who are in the early stages of their teaching career. RCS will conduct a nationwide search, advertising available teaching positions in local media as well as national publications such as The Chronicle of Higher Education, Education Week and commercial job search sites. RCS will also work with the NCDPI Educator Effectiveness division to

assist in recruiting high quality teachers, particularly from the North Carolina Teacher Corps program. Lastly, RCS will seek and pursue referrals from parents and members of the community who have knowledge or existing relationships with quality educators who would positively contribute to the RCS team.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

Although the board retains final authority over all faculty and staff at RCS, it will delegate the duties of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) to the Chief Administrator. The Chief Administrator will remain accountable to the board for all decisions made with regard to personnel.

Every member of the faculty and staff of RCS will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the Chief Administrator.

Employees will elect a staff representative annually to serve as a liaison to the board of directors. This liaison will attend board meetings, provide faculty and staff insights on issues of importance and provide feedback to the board with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the board.

The Board of Directors is responsible for reviewing and, if satisfactory, approving the terms and conditions of all employment contracts recommended to the Board by the Chief Administrator.

- 4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances: Initial applications for employment will be screened by designated personnel for appropriate experience, certification, education, credentials and other stated pre-requisites for the position. A qualitative review of applications will then be conducted by the personnel committee or other designated team and qualified candidates will be granted a first-round interview. First-round interviews will be conducted with the Chief Administrator and any other relevant designees of the board. A candidate chosen from the first-round interviews to proceed to a second interview will undergo an examination and verification of the candidate's education, certification, achievements and references and will be required to submit to a multi-state criminal background check and pre-employment drug screening (using protocol provided by a professional drug screening company such as LabCorp). Assuming a successful second interview and the return of a favorable background check, satisfactory references, verified credentials and licensure and clean drug screen, an offer of employment will be extended to the candidate.

RCS will establish a comprehensive protocol for evaluating employees. In instances where staff or faculty members are identified as underperforming

the staff/faculty member will be counseled by the Chief Administrator and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or remediation.

5. *Outline the school's proposed salary range and employment benefits for all levels of employment.*

SALARIES

Average teacher salary: \$36,000-\$40,000 with adjustments up or down for experience and credentials

Average teacher assistant salary: \$20,000- \$22,000

Average non-executive administrative and support staff salary: \$22,000 - \$55,000 depending upon job requirements, experience and credentials

Chief Administrator salary: \$75,000 - \$85,000

Assistant Chief Administrator Salary: \$45,000 to \$55,000

BENEFITS:

Employees will receive major medical insurance through the state health program. RCS intends to pay a portion of the premium cost (for the sake of conservatism, the budget assumes 100% of employee premium costs, but economic conditions and uncertain market dynamics -- particularly related to the implementation of the Affordable Care Act -- may not make it economically feasible for the school to fund the entire premium).

RCS will also make supplemental insurance available through a Section 125 cafeteria plan. Such coverage includes cancer, dental, short/long term disability, life, vision and other insurance. The Section 125 plan premiums would be the employee's responsibility.

RCS will offer participation in a tax-deferred, defined contribution retirement plan. RCS will provide a dollar-for-dollar match (or portion thereof) for employee contributions up to a maximum amount as defined in the plan documents.

Employee eligibility and vesting with certain benefits will be determined by prevailing law, status of employment (full/part time), plan mandates and years of service.

RCS will also provide each full-time employee with a fixed number of personal leave days that can be used for illness, vacation, bereavement and other personal time. RCS will be subject to the Family Medical Leave Act (29 USC 2601 et seq.; 29 CFR Part 825)

6. *Provide the procedures for employee grievance and/or termination.*

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a member of the faculty or staff and to possibly make a

recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

First Step - Seek resolution of the matter with whom the staff member has the disagreement

Second Step - Seek resolution via the staff member's immediate supervisor

Third Step - Seek resolution via the Chief Administrator

Assuming no resolution, the staff member may file a grievance with the Board. In accordance with federal law, RCS forbids retaliation when it comes to any aspect of employment, including grievances and complaints.

RCS will establish a comprehensive protocol for evaluating, remediating, and terminating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Chief Administrator and may be required to participate in a written corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress.

Employees convicted of or pleading nolo contendere to a felony or to certain Class A1, 1 or 2 misdemeanors may be discharged without notice to the extent that the law permits. Employees who are charged with a felony or certain Class A1, 1 or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who commit acts of violence, assault, endangerment or other behaviors on school property or during school-sponsored events that compromise student and workplace safety may be discharged without notice.

7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

The school is not planning to hire employees with dual responsibility roles.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

Assuming special education enrollment at 12% of the total student population, the initial special education staff will include 1 Special Education Director, 1 Special Education Teacher and up to 3 special education teacher assistants. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate.

The faculty will include at least one certified teacher with ESOL/ELL certification or endorsement.

Special education teachers will have a Bachelors degree in education, curriculum and instruction, or related field from an accredited college or university and will hold a teachers certification reflecting mastery of the principles of exceptional child education, special education curriculum and instructional theory and use of data to drive student progress and program improvement.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Faculty and staff will be required to hold the appropriate licenses, certifications, endorsements and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the School, the needs of every student and the expectations of all stakeholders.

TEACHERS:

In accordance with State law, 50% of classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educators License and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in North Carolina will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

CHIEF ADMINISTRATOR:

The Chief Administrator will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. The Chief Administrator is accountable to the Board of Directors. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

ASSISTANT ADMINISTRATOR

Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator and reports to the Chief Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

BUSINESS/FINANCE OFFICER

The Business/Finance Officer is responsible for managing the requisition, purchasing, accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with the accounting staff, provide regular financial and budget reports to the board as requested, assist in drafting the annual budget and coordinate the annual audit. Qualifications include a bachelor's degree in finance, accounting or a related field. In lieu of a bachelor's degree, candidates may qualify by demonstrating extensive experience and success in school business.

GUIDANCE COUNSELOR

The primary function of the Guidance Counselor is to provide a comprehensive

competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. The Guidance Counselor will possess a Master Degree in Guidance and/or School Counseling and hold a current license for position as required by the NCDPI. The Guidance Counselor will have a minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired.

OTHER ADMINISTRATIVE/SUPPORT PERSONNEL

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Chief Administrator and will require applicable credentials and requisite experience based on the position's duties and responsibilities.

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The Assistant Administrator, directed by the Chief Administrator and assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

RCS will model the North Carolina Teacher Evaluation Process which is based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards in order to assess the teachers performance in relation to those standards and to design a plan for professional growth. In addition, the school will develop an evaluation rubric modeled after the Rubric for Evaluating North Carolina Teachers. The Chief Administrator or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self- assessment, reflection, presentation of artifacts, and classroom demonstration(s).

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE (Leadership, Establishing a Respectful Environment, Content Knowledge, Facilitation of Learning, Critical Reflection, Contribute to Academic Success).

The evaluation process will include the following components:

Component 1: TRAINING

Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of a teachers first day of work in any school year, the Chief Administrator will provide teachers with the evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Component 3: SELF-ASSESSMENT

Using the evaluation rubric along with feedback, growth and improvement plans from previous evaluations, the teacher will conduct a performance

self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the Chief Administrator will meet with the teacher to review and discuss the self-assessment, the teachers most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the Chief Administrator with a written lesson plan. The goal of this conference is to prepare the Chief Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

Formal observations by the Chief Administrator will be made for a minimum of 45 minutes or the entire class period. If a class period is less than 45 minutes, then the evaluation will be made over two class periods to fulfill the minimum time requirement. Those teachers who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Chief Administrator. Career teachers will be evaluated no fewer than two times per year. During observations, the Chief Administrator and the peer will note, in writing, the teachers performance in relation to the standards contained in the evaluation rubric.

Component 6: POST-OBSERVATION CONFERENCE

The Chief Administrator (and peer for probationary teachers) shall conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Chief Administrator and teacher shall discuss and document on the evaluation rubric the performance strengths and weaknesses during the observed lesson.

Component 7: PROFESSIONAL DEVELOPMENT PLAN

Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met and a timeline for re-evaluation.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

The RCS professional development plan has as its nucleus a commitment to a mission-driven charter school, high quality instruction and constant improvement of student learning. Through the use of qualified contractors, trained in-house staff, professional conferences, guest speakers and online learning the professional development program will include topics of current interest and contemporary relevance such as effective classroom management, evidence-based instructional strategies, engaging parents and families in the educational process, technology in the classroom and other applicable topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective

communication, preventing sexual harassment and cultivating a culture of diversity in the workplace.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Pre-opening professional development will begin 1 weeks (5 weekdays) prior to the first day of school for students. Faculty and staff will report to school at 8am and remain until 3pm. Each day will include approximately 60-90 minutes for classroom setup and readying and 30 minutes for lunch. The remaining 35-40 hours will be used for professional development. Approximately 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, managing/reporting workplace violence (including sexual harassment) and other procedural, safety and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through ice-breakers, team building exercises, simulations and small-group problem solving. The remaining time will be used to orient the staff toward school-wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program for instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team-wide instructional strategies, create action-plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grade.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The school calendar provides 14 teacher workdays, in which 12 will be considered mandatory professional development days throughout the school year. There will be 5 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum and classroom management and 9 days throughout the year providing continuous support and training for the faculty and staff. Approximately 20-25 hours of additional designated staff development time will be in the form of 6 half-days, which will be incorporated into the calendar in September, October, November, January, February and April. School will not be in session for students during these days but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending hot-topics and needs identified by the board, administration and/or faculty and staff. In addition, the school will advise teachers of short (1-2 hour) topic-specific online and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the teacher is participating in staff development.

Enrollment and Marketing:

- 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.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The School will use a variety of methods to promote the school and attract students and families. Some of these methods may include, but are not limited to the following: 1) Holding periodic informational meetings with local community, civic and religious organizations along with individual meetings with local business and civic leaders and other people who may be able to inform and/or influence families and students to enroll at the School; 2) Creating a referral network by fostering relationships with local childcare centers, the Boys and Girls Club of Gaston County, community sporting leagues and the Gaston County YMCA ; 3) Advertisements throughout the community; 4) Creation and promotion of online marketing videos and 5) Promotion of the school website where parents can find enrollment and recruitment literature.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.). We anticipate that the majority of students will live within a 25-mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

Parent and Community Involvement

- 1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
- 2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

RCS sees volunteers, parents and community members as much more than a source of free labor, monetary support or potential customers. The school believes that engaging these groups creates meaningful ways to include individuals in emotional experiences that help them connect to the school's mission and core values. We value them for what they can do as evangelists for the cause of public education, specifically public charter schools. To that end, drawing parents and community members into the everyday work, progress, disappointments and victories is crucial. To achieve this level of engagement, RCS will host community events, public forums and information meetings where the communication is two-way. We will utilize parental suggestions and guidance when developing certain aspects of the school's

instructional and non-instructional programming and we will actively welcome and enlist volunteers to share the message and mission of RCS. In addition, RCS will seek to nurture partnerships and relationships with other area charter schools and non-profit organizations committed to student learning by sharing information, expertise and talent as a means of fostering mutual support.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Except as otherwise provided by law or the mission of the school as set out in this charter, Ridgeview Charter 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.

Pre-admission activities will be limited to providing interested parents with a letter of interest that will include the child's name, grade and contact information for the parents. The letter of intent will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2015-2016 school year, beginning the day following final approval by the NCSBE and continuing through April 2015. At that time, the determination will be made regarding a necessary lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in late April 2015.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, Ridgeview Charter School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school

enrollment, current grade.

Following the first year of operations, Ridgeview Charter School may give enrollment priority to siblings of currently enrolled students who were admitted to Ridgeview Charter School Preparatory in the previous year and to children of the school employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C238.29F(g)(6), the charter school will capitulate with prevailing law regarding admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A waitlist will be maintained in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a later time, they must go back through the school's admission process.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Gaston County Schools
 LEA #2 Charlotte-Mecklenburg Schools
 LEA #3

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 360	LEA 600	LEA 000	LEA 360	LEA 600	LEA 000	LEA 360	LEA 600	LEA 000	LEA 360	LEA 600	LEA 000	LEA 360	LEA 600	LEA 000
Kindergarten	48	12	0	58	14	0	58	14	0	58	14	0	58	14	0
Grade 01	48	12	0	48	12	0	58	14	0	58	14	0	58	14	0
Grade 02	48	12	0	48	12	0	48	12	0	58	14	0	58	14	0
Grade 03	48	12	0	48	12	0	48	12	0	48	12	0	58	14	0
Grade 04	48	12	0	48	12	0	48	12	0	48	12	0	48	12	0
Grade 05	48	12	0	48	12	0	48	12	0	48	12	0	48	12	0
Grade 06	0	0	0	48	12	0	48	12	0	48	12	0	48	12	0
Grade 07	0	0	0	0	0	0	48	12	0	48	12	0	48	12	0
Grade 08	0	0	0	0	0	0	0	0	0	48	12	0	48	12	0
	288	72		346	86		404	100		462	114		472	116	

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

In accordance with state law, Ridgeview Charter School will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at RCS. RCS will actively encourage parents to create a car-pooling network. In addition, Ridgeview Charter School will explore available school bus chartering companies (such as Frontline Transportation or Laidlaw) that would be willing to work directly with parents to establish drop-off and pick-up locations for children and will encourage the parents to work directly with the charter company to provide service. Lastly, RCS will reach out to Gaston County Schools to open a dialogue regarding the options available for shared busing of students, including possibly compensating Gaston County Schools for the transport of students to RCS.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

School Lunch Plan

Each student at RCS will be expected to bring a bag lunch to school. RCS also intends to participate in the USDA National School Lunch Program (often referred to as the free and reduced lunch program) as a means of ensuring that no child who meets income eligibility guidelines for the program is lacking a daily meal. However, if a child who does not qualify for the free and reduced lunch program does not have a bag lunch on any given day the school will provide a lunch for that child. The budget includes a \$30/day provision to ensure that no child lacks a daily meal. If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which RCS will determine the affordability of lunch for the child. If a child's parents do not qualify for free and reduced lunch but, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made on a case-by-case basis to furnish the child with a nutritional meal.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed	Proposed amount of coverage	Cost (Quote)
------------------	-----------------------------	--------------

coverage			
Comprehensive General Liability		\$1,000,000	\$10,000.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$1,250.00
Property Insurance		\$4,000,000	\$7,800.00
Motor Vehicle Liability		\$1,000,000	\$1,500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$500.00
Other		\$2,500,000	\$12,700.00
Total Cost			\$33,750.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

jaydub49 12/06/2013

(Board Chair Signature) (Date)

Facility:

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 valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

RCS's current facility plan is to locate the school in space created by the redevelopment project for the former Loray Mills in downtown Gastonia, NC. RCS's board has met with California-based JBS Ventures, the development company that is renovating and rebuilding the 600,000 square foot facility. The project is already well underway (see photos) and project completion is scheduled for late 2014. The Loray Mills building will include 190 loft apartments, 79,000 square feet of commercial space and 34,000 square feet of amenities. The redevelopment company as well as the local political leadership of Gaston County and Gastonia have expressed their desire to have a charter school residing as a tenant within the facility. The project is still at a stage where Ridgeview Charter School could customize and direct the layout of the school.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

In the event that RCS's first location choice does not pan out, is not completed or acceptable lease terms cannot be established, an alternate facility will be located within the same, general vicinity. RCS will monitor the progress of the original site each month and, regardless of the stage of completion or lease negotiation, will identify at least one viable contingency site and concurrently make plans to occupy the alternate site should circumstances warrant. Ideally, the contingency site will meet all space requirements and will minimize the need to eliminate or curtail any programming.

In addition to a contingency site, Ridgeview Charter School will identify a temporary facility where it can establish a short-term lease in case delays prevent immediate occupancy of the primary or alternate site. The facility will have to be very close to "move-in" ready. It is expected that such a facility might include a church facility with instructional classrooms, a community center or other such facility that will provide sufficient, interim space for instructional programming and daily operations.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 360 - Gaston County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,533.03	288	\$1,305,512.64
Local Funds	\$1,269.00	288	\$365,472.00
Federal EC Funds	\$3,743.48	37	\$138,508.76
Totals			\$1,809,493.40

LEA #2 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	72	\$329,959.44
Local Funds	\$2,262.96	72	\$162,933.12
Federal EC Funds	\$3,743.48	9	\$33,691.32
Totals			\$526,583.88

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,635,472	\$1,962,547	\$2,289,671	\$2,616,745	\$2,671,271
-Local Per Pupil Funds	\$528,405	\$633,688	\$739,966	\$845,249	\$863,062
-Exceptional Children Federal Funds	\$172,200	\$210,234	\$245,273	\$280,312	\$286,152
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,336,077	\$2,806,469	\$3,274,910	\$3,742,306	\$3,820,485

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$75,000	\$75,000	1	\$76,875	\$76,875	1	\$78,797	\$78,797	1	\$80,297	\$80,297	1	\$81,797	\$81,797
Assistant Principal	1	\$45,000	\$45,000	1	\$46,125	\$46,125	1	\$47,278	\$47,278	1	\$48,278	\$48,278	1	\$49,278	\$49,278
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$59,784	\$59,784
Office/Admin	1	\$22,000	\$22,000	2	\$22,550	\$45,100	2	\$23,114	\$46,228	2	\$23,807	\$47,614	2	\$24,521	\$49,042
Guidance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$43,286	\$43,286	1	\$44,584	\$44,584
Custodians	1	\$26,000	\$26,000	1	\$26,650	\$26,650	2	\$27,316	\$54,632	3	\$28,136	\$84,408	3	\$28,980	\$86,940
Nurse	1	\$32,000	\$32,000	1	\$32,800	\$32,800	1	\$33,620	\$33,620	1	\$34,629	\$34,629	1	\$35,667	\$35,667
A - Total Admin and Support:	5	\$200,000	\$200,000	6	\$205,000	\$227,550	7	\$210,125	\$260,555	9	\$258,433	\$338,512	10	\$324,611	\$407,092
Instructional Personnel:															
Core Content Teacher(s)	18	\$36,000	\$648,000	22	\$36,900	\$811,800	26	\$37,823	\$983,398	30	\$38,957	\$1,168,710	31	\$40,126	\$1,243,906
Electives/Specialty Teacher(s)	2	\$36,000	\$72,000	3	\$36,900	\$110,700	4	\$37,823	\$151,292	4	\$38,957	\$155,828	4	\$40,126	\$160,504
Exceptional Children Teacher(s)	2	\$38,000	\$76,000	2	\$38,950	\$77,900	3	\$39,223	\$117,669	3	\$40,400	\$121,200	3	\$41,612	\$124,836
Substitute (Days)	220	\$110	\$24,200	270	\$115	\$31,050	330	\$120	\$39,600	370	\$125	\$46,250	380	\$130	\$49,400
Teacher Assistants	7	\$22,286	\$156,002	9	\$23,006	\$207,054	10	\$23,534	\$235,340	12	\$24,348	\$292,176	12	\$25,079	\$300,948
B - Total Instructional Personnel:	249	\$132,396	\$976,202	306	\$135,871	\$1,238,504	373	\$138,523	\$1,527,299	419	\$142,787	\$1,784,164	430	\$147,073	\$1,879,594
A+B = C - Total Admin, Support and Instructional	254	\$332,396	\$1,176,202	312	\$340,871	\$1,466,054	380	\$348,648	\$1,787,854	428	\$401,220	\$2,122,676	440	\$471,684	\$2,286,686

Ridgeview Charter School

Personnel:															
Administrative & Support Benefits															
Health Insurance	5	\$5,200	\$26,000	6	\$5,720	\$34,320	7	\$6,292	\$44,044	9	\$6,921	\$62,289	10	\$7,613	\$76,130
Retirement Plan--Other	5	\$2,400	\$12,000	6	\$2,276	\$13,656	7	\$2,233	\$15,631	9	\$2,257	\$20,313	10	\$2,443	\$24,430
Medicare	5	\$580	\$2,900	6	\$550	\$3,300	7	\$540	\$3,780	9	\$545	\$4,905	10	\$590	\$5,900
Social Security	5	\$2,480	\$12,400	6	\$2,351	\$14,106	7	\$2,308	\$16,156	9	\$2,332	\$20,988	10	\$2,524	\$25,240
Unemployment	5	\$251	\$1,255	6	\$251	\$1,506	7	\$251	\$1,757	9	\$251	\$2,259	10	\$251	\$2,510
D - Total Admin and Support Benefits:	25	\$10,911	\$54,555	30	\$11,148	\$66,888	35	\$11,624	\$81,368	45	\$12,306	\$110,754	50	\$13,421	\$134,210
Instructional Personnel Benefits:															
Health Insurance	29	\$5,200	\$150,800	36	\$5,720	\$205,920	43	\$6,292	\$270,556	49	\$6,921	\$339,129	50	\$7,613	\$380,650
Retirement Plan--Other	29	\$2,020	\$58,580	36	\$2,064	\$74,304	43	\$2,131	\$91,633	49	\$2,185	\$107,065	50	\$2,256	\$112,800
Medicare	29	\$488	\$14,152	36	\$499	\$17,964	43	\$515	\$22,145	49	\$528	\$25,872	50	\$545	\$27,250
Social Security	29	\$2,087	\$60,523	36	\$2,133	\$76,788	43	\$2,202	\$94,686	49	\$2,258	\$110,642	50	\$2,331	\$116,550
Unemployment	29	\$279	\$8,091	36	\$277	\$9,972	43	\$278	\$11,954	49	\$279	\$13,671	50	\$280	\$14,000
E - Total Instructional Personnel Benefits:	145	\$10,074	\$292,146	180	\$10,693	\$384,948	215	\$11,418	\$490,974	245	\$12,171	\$596,379	250	\$13,025	\$651,250
D+E = F - Total Personnel Benefits	170	\$20,985	\$346,701	210	\$21,841	\$451,836	250	\$23,042	\$572,342	290	\$24,477	\$707,133	300	\$26,446	\$785,460
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30	\$852,375	\$254,555	36	\$914,952	\$294,438	42	\$980,634	\$341,923	54	\$926,219	\$449,266	60	\$920,778	\$541,302
B+E = H - Total Instructional Personnel (Salary & Benefits)	394	\$282,400	\$1,268,348	486	\$238,848	\$1,623,452	588	\$257,285	\$2,018,273	664	\$322,947	\$2,380,543	680	\$289,406	\$2,530,844
G+H = J - TOTAL PERSONNEL	424	\$1,134,775	\$1,522,903	522	\$1,153,800	\$1,917,890	630	\$1,237,919	\$2,360,196	718	\$1,249,166	\$2,829,809	740	\$1,210,184	\$3,072,146

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Books And Supplies	Board Of Director Supplies	\$200	\$200	\$200	\$200	\$200
Office:	Computers & Software	\$16,500	\$5,000	\$4,500	\$18,500	\$6,000
	Non-Instructional Equip	\$7,920	\$9,504	\$9,789	\$10,083	\$10,385
	Office Supplies	\$11,680	\$12,848	\$14,133	\$15,547	\$17,101
Transportation	Student Transportation	\$2,500	\$2,500	\$2,500	\$3,000	\$3,000
Professional Contract	Operations Consulting And Hr Mgt	\$73,491	\$91,593	\$111,451	\$5,000	\$5,000
	Legal Counsel	\$2,500	\$3,500	\$3,500	\$4,500	\$4,500
	Financial	\$43,200	\$51,840	\$60,480	\$69,120	\$0
	Testing And Accountability	\$36,000	\$43,200	\$50,400	\$5,000	\$5,000
	Student Accounting	\$10,800	\$12,960	\$15,120	\$17,280	\$17,640
	Technology Support	\$2,893	\$1,969	\$2,192	\$3,714	\$3,452
	Workshops And Cont. Ed.	\$5,100	\$6,300	\$7,500	\$8,700	\$9,000
Other	Child nutrition	\$9,050	\$9,127	\$9,719	\$10,325	\$10,696
	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Auditing	\$0	\$10,000	\$10,000	\$12,000	\$12,000
	Bank Fees	\$200	\$200	\$200	\$200	\$200
	Postage	\$2,000	\$600	\$660	\$726	\$799
	Dues And Subscriptions	\$1,200	\$1,200	\$1,200	\$1,500	\$1,500
	Insurance: Wkmns Comp/Liab/Prop	\$33,750	\$36,602	\$39,708	\$42,931	\$44,944
	Travel	\$1,000	\$1,100	\$1,210	\$1,331	\$1,464
Facilities	Facility Lease/Mortgage	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000
	Maintenance	\$6,520	\$7,484	\$8,658	\$9,643	\$10,120
	Custodial Supplies	\$12,960	\$15,552	\$15,941	\$16,339	\$16,748
Utilities	Electric	\$41,400	\$49,680	\$57,960	\$66,240	\$67,620
	Water/Sewer	\$21,600	\$25,920	\$30,996	\$31,771	\$32,565
	Trash	\$8,000	\$8,500	\$9,000	\$9,500	\$10,000
	Telecom	\$11,000	\$11,425	\$11,868	\$12,330	\$12,812
	K - TOTAL Administrative & Support Operations	\$641,464	\$698,804	\$758,885	\$655,480	\$582,746
	Instructional:					
Books And Supplies	Textbooks And Library Books	\$45,000	\$13,320	\$14,040	\$59,400	\$7,380
Books and Supplies	Instructional Materials	\$27,000	\$32,400	\$37,800	\$43,200	\$44,100

	Curriculum/Texts	\$6,900	\$7,980	\$9,560	\$10,640	\$11,320
Books And Supplies	Exceptional Child Supplies	\$5,060	\$6,178	\$7,207	\$8,237	\$8,408
Classroom Technology	Computers	\$12,870	\$8,694	\$9,918	\$11,142	\$21,021
	Instructional Technology	\$28,500	\$6,000	\$7,500	\$7,500	\$7,500
Instructional Contract	Exceptional Child And Speech	\$6,900	\$8,424	\$10,483	\$12,730	\$13,759
	Psychological And Guidance	\$2,300	\$2,808	\$3,276	\$6,500	\$7,000
	Tutoring And Enrichment	\$5,400	\$6,480	\$7,560	\$8,640	\$8,820
	L - TOTAL Instructional Operations	\$139,930	\$92,284	\$107,344	\$167,989	\$129,308
	K+L = M - TOTAL OPERATIONS	\$781,394	\$791,088	\$866,229	\$823,469	\$712,054

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,522,903	\$1,917,890	\$2,360,196	\$2,829,809	\$3,072,146
M - TOTAL OPERATIONS	\$781,394	\$791,088	\$866,229	\$823,469	\$712,054
J+ M =N TOTAL EXPENDITURES	\$2,304,297	\$2,708,978	\$3,226,425	\$3,653,278	\$3,784,200
Z - TOTAL REVENUE	\$2,336,077	\$2,806,469	\$3,274,910	\$3,742,306	\$3,820,485
Z - N = SURPLUS / (DEFICIT)	\$31,780	\$97,491	\$48,485	\$89,028	\$36,285

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The board has held several meetings with members of the community, local city officials, local businesspeople and members of economic development groups to help determine the need for an additional charter school in Gaston County. These meetings clearly established that all segments of the community in Gastonia and Gaston County believed there was a demand for a new charter school. Additionally, Piedmont Community Charter School currently has a waiting list for enrollment. The Gaston County Schools website reflects feedback where concerns have been expressed about overcrowding in the schools, saying some GCS schools are overcrowded and the district needs to relieve the crowding in those schools.

Part of the student population for Ridgeview Charter School is expected to be drawn from the Charlotte-Mecklenburg Schools given its very close proximity to Gaston County. On November 5, a \$290 million bond was passed so that Charlotte-Mecklenburg Schools to undertake projects to improve their instructional program and relieve overcrowding. Dr. Heath E. Morrison, Superintendent of CMS stated, "We are very gratified and honored by the voters' strong support of Charlotte-Mecklenburg Schools. We will use this money over the next four years to strengthen our academic programs and improve school environments for learning. We will also be better able to accommodate the steady enrollment growth we're experiencing each year." The projects funded by the bond address some of the highest-priority needs in the district including boosting academic programming and relieving years of overcrowding at some schools.

Based on current fixed costs and variable costs per student and an assumed per-student funding of \$6,489.10 the calculated breakeven in students is 326, 326, 434, 450 and 525 in years 1 through 5, respectively using the formula:

Breakeven in Students = Fixed Costs divided by (\$ per Student minus Variable Cost per Student)

The planned enrollment exceeds breakeven student enrollment by 34, 106, 70, 126 and 63 students in years 1 through 5, respectively. In the event that RCS enrolls fewer students than the calculated breakeven, it will seek to

cut fixed costs and increase fundraising.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

In the event that unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause.

Assuming a shortage arising from under-enrollment, Ridgeview Charter School will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.

Assuming changes in student funding, Ridgeview Charter School will take a budgetary approach by reducing costs in the following order:

1st - Reduction or elimination of any non-essential fixed costs and an attempt to renegotiate lease terms

2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)

3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Not Applicable

Provide the student to teacher ratio that the budget is built on.

Depending upon grade, 13:1 to 18:1

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

The school intends to contract with qualified vendors for several administrative, accountability and staff development services. Contractors will be selected based on multiple factors including the contractor's experience and track record in the given field, the level of value added to the school through such service contracts, the ability to realize cost savings by outsourcing versus hiring, the integrity and reputation of the contractor, the feedback from references, the cost feasibility of the contract, and the favorability and fair nature of contract terms. The board will maintain strict oversight of any vendor/contractor and will regularly evaluate contractor performance.

- 3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

Ridgeview Charter School is committed to delivering a high-quality instructional program in a public school environment and to preparing students to succeed in a rigorous, high school program. To fulfill that

commitment, Ridgeview Charter School must offer attractive compensation packages to instructional, support and administrative personnel. In addition, the board knows that the facility must be economically feasible, safe, in good repair; and functional and that instructional supplies, books and equipment must be current and useful. To that end, the budget aligns with the school's mission, goals, instructional and facility needs in the following ways:

1--The average teacher salary in Year 1 is the equivalent of the state scale salary for a teacher with 10 years of experience or an NBPTS certified teacher with 7 years of experience. Instructional salaries grow by 2.5% each year, thereby staying ahead of the average in North Carolina.

2--Ridgeview Charter School is devoted to keeping administrative salaries in check and to investing as much as possible into the personnel who deliver direct and indirect instructional or support services. Administrative salaries and benefits average 10.16% of the total personnel budget over the five year budget period. The remainder of salaries, an average of nearly 90%, are reserved for instructional, guidance and support salaries.

3--Instructional and support salaries and operating expenses constitute 75.55% (net of facilities lease) of the total expense budget in Year 1 and, as planned efficiencies materialize, rise to 82.51% (net of facilities lease) of the budget in Year 5.

4--The facilities lease cost (net of operation and maintenance costs) averages approximately 9% of the total budget over the five year period. According to several national studies conducted by the Low Income Investment Fund, the Educational Facilities Financing Center, Charter School Development Corps and the Bill and Melinda Gates Foundation, charter schools nationwide spend, on average, between 17%-22% of their total budgets on facilities lease/debt service, net of facilities operation and maintenance costs.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

Fiscal best practices for a charter school include enacting policy that compels the board to operate on a zero-based, balanced budget from year-to-year while maintaining a low debt-to-income ratio. Cost controls and revenue enhancement (i.e. fundraising) will be employed to maximize the potential of every dollar and to build any possible savings reserves/fund balance. Any operating budget surplus will be committed to savings and/or invested in instructional programming as circumstances require. Although the school has not specified an arbitrary percentage of expenditures as a savings goal, it has specified that it will operate within its means and, using fiscal best practices, strive to build a fund balance sufficient to cover unforeseen expenses and minimize debt financing should the school eventually elect to expand its enrollment.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

Ridgeview Charter School intends to enter into an operating lease for its facilities. The board has already reached out to several groups who are

willing to develop space and lease it back to the school on a long-term basis. The goal is to keep financing costs and debt to an absolute minimum. Those items that the school cannot afford and are not considered critical to instruction will be purchased through accumulated reserves as an alternative to long or short term financing/leasing. Debt financing will remain a last resort.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

The school will purchase or lease essential assets such as buildings, furniture, fixtures and equipment using operating funds. No assets are expected to be transferred to RCS's use from other sources.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Ridgeview Charter School will adopt both organizational level and functional level internal controls and will evaluate those controls annually to determine implementation approach and necessary modifications. Organizational and functional level internal control documents will be written and the independent auditor will be asked each year to review the organizational and functional level internal control documents, compare them to actual practices and to make recommendations to the board for improvements.

Organizational level controls will document the organizational structure and operational nature of the school and include statements on integrity and values, management philosophy and operating style, training and commitment to competence, risk assessment, internal and external communication, and monitoring of the control environment.

Drilling deeper, the school's functional level internal controls will consist of a comprehensive set of written, functional level control documents for information systems, general ledger, accounts payable, accounts receivable, purchasing, cash disbursements, cash receipts, payroll (including E-verify), journal entries, financial reporting, and fixed assets and depreciation. Each functional level control document will identify and define source documents, enumerate segregated duties and functions, specify output reports and summaries, appoint appropriate authorizers and levels of authorization, and provide procedures for error detection and correction.

As to implementation, the organizational level control documents will be reviewed with the entire staff (including applicable vendors, consultants and contractors) annually and referenced throughout the year during staff development and other workshops. The functional level control documents will be reviewed with each employee, vendor, consultant or contractor to which the controls apply such as the business manager, financial management contractor, IT personnel, independent auditor, the board treasurer and finance committee and the school's administrative leadership.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Not Applicable

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

The following firms are being explored to perform the annual, independent financial audit:

Batchelor, Tillery, and Roberts, LLP
3605 Glenwood Avenue, Suite 350
Raleigh, NC 27612
(919) 787-8212

Rebekah H. Barr, CPA
5422 Boswellville Road
Wilson, NC 27893
(252) 230-6294

Thomas, Judy, & Tucker, PA
4700 Falls of Neuse Road, Suite 400
Raleigh, NC 27609
(919) 571-7055

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

jaydub49

Date: 12/05/2013

Applicant Signature:

The foregoing application is submitted on behalf of Ridgeview Charter School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents 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: jaydub49

Board Position: Board Chairperson

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

