

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

§ Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.

§ Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Cheryl Turner
Joe Maimone
Becky Taylor
Eric Sanchez
Helen Nance
Mike McLaughlin
Paige Hirsch
Marie Massengill
Alex Quigley
Sherry Reeves
Mary Carmichael
Tammi Sutton
Alan Hawkes
Steven Walker
Cande Honeycutt
Phyllis Gibbs
Kevin Piacenza

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Date of Review:

10/20/2014

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Ridgeview Charter School

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

2014 Application Process

To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

TABLE OF CONTENTS

| | | |
|------|---|----|
| I. | <u>APPLICATION CONTACT INFORMATION</u> | 6 |
| | Grade Levels Served and Total Student Enrollment: | 7 |
| | Concerns and Additional Questions | 9 |
| II. | | |
| | <u>MISSION and PURPOSES</u> | 10 |
| | Mission: | 10 |
| | Educational need and Targeted Student Population of the Proposed Charter School: | 10 |
| | Purposes of the Proposed Charter School: | 13 |
| | Goals for the Proposed Charter School: | 13 |
| | Concerns and Additional Questions | 17 |
| III. | | |
| | <u>EDUCATION PLAN</u> | 19 |
| | Instructional Program: | 19 |
| | Curriculum and Instructional Design: | 20 |
| | Special Programs and "At-Risk" Students | 25 |
| | Exceptional Children | 29 |
| | Student Performance Standards | 31 |
| | Student Conduct: | 32 |
| | Concerns and Additional Questions | 35 |
| IV. | | |
| | <u>GOVERNANCE and CAPACITY</u> | 38 |
| | Governance: | 38 |
| | Governance and Organizational Structure of Private Non-Profit Organization: | 38 |
| | Proposed Management Organization (Educational Management Organization or Charter Management Organization) | 43 |
| | Private School Conversions: | 44 |
| | Projected Staff: | 44 |
| | Staffing Plans, Hiring, and Management | 44 |
| | Staff Evaluation and Professional Development | 49 |
| | Enrollment and Marketing: | 52 |
| | Marketing Plan | 52 |
| | Parent and Community Involvement | 52 |
| | Admissions Policy | 53 |
| | <u>PROJECTED ENROLLMENT</u> | 55 |
| | Concerns and Additional Questions | 56 |
| V. | | |
| | <u>OPERATIONS</u> | 57 |
| | Transportation Plan: | 57 |
| | School Lunch Plan: | 57 |
| | Civil Liability and Insurance | 58 |
| | Health and Safety Requirements: | 59 |
| | Facility: | 59 |
| | Facility Contingency Plan: | 60 |
| | Concerns and Additional Questions | 61 |
| VI. | | |
| | <u>FINANCIAL PLAN</u> | |
| | Budget: Revenue Projections from each LEA 2016-17 | 62 |
| | Total Budget: Revenue Projections 2016-17 through 2020-2021 | 63 |
| | Personnel Budget: Expenditure Projections 2016-17 through 2010-2021 | 64 |
| | Operations Budget: Expenditure Projections | 66 |
| | Overall Budget: | 68 |
| | Budget Narrative: | 68 |
| | Financial Compliance: | 73 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|---|-----------|
| <u>Concerns and Additional Questions</u> | <u>75</u> |
| <u>VII.</u> | |
| <u>AGREEMENT PAGE</u> | |
| <u>Application Fee:</u> | <u>77</u> |
| <u>Applicant Signature:</u> | <u>77</u> |
| <u>VIII.</u> | |
| <u>APPENDICES</u> | |
| <u>OVERALL ASSESSMENT</u> | <u>77</u> |
| <u>Total External Evaluator Votes</u> | <u>78</u> |
| <u>Total Subcommittee Votes</u> | |
| <u>CSAB Votes</u> | <u>78</u> |
| <u>Initial Screening</u> | <u>79</u> |
| <u>External Evaluator</u> | <u>79</u> |
| <u>Charter School Advisory Board Subcommittee</u> | <u>88</u> |
| <u>Overall Summary</u> | <u>90</u> |

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

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

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: *Reshall L. Williams*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 15207 Gathering Ct.
Charlotte NC 28278

Primary telephone: 980-253-6396 Alternative telephone: 980-318-3265

E-Mail address: *reshallwilliams@yahoo.com*

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

County: GASTON

LEA: 360-Gaston County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. *Prestige Preparatory Schools*

List the fee provided to the third party person or group. **None**

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Our board provided an initial draft of the governance and business plan sections of our application to *Prestige Preparatory Schools* for review and

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

technical feedback. Prestige gave us input on aligning our content with our mission and goals and also provided us with the technical requirements for governance items, particularly conflict of interest. Prestige also assisted us with preparing the budget section and reviewed our bylaws and governance plan for completeness.

Prestige also assisted us in developing our survey cards and helped us to form the agenda for the community meeting. Prestige did not write our application and has had only limited involvement as a consultant in this process. The application process and instructional sections for Ridgeview Charter School were spearheaded, researched and directed by members of the Board. If the application is approved, Prestige will serve us in a best-practices consulting capacity through our planning year and our first three years of operation. Ridgeview Charter School will be an independent, locally-managed charter school.

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

| | | |
|---------------------------------|---------------------------------|---------------------------------|
| <i>Financial History YR2011</i> | <i>Financial History YR2012</i> | <i>Financial History YR2013</i> |
|---------------------------------|---------------------------------|---------------------------------|

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

No:

Yes:

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

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------------|---|
| First Year | K,01,02,03,04,05 | 400 |
| Second Year | K,01,02,03,04,05,06 | 470 |
| Third Year | K,01,02,03,04,05,06,07 | 540 |
| Fourth Year | K,01,02,03,04,05,06,07,08 | 615 |
| Fifth Year | K,01,02,03,04,05,06,07,08 | 620 |

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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

Founder _____
Title

jaydub49 _____
Printed Name

09/26/2014 _____
Date

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Section I: Application Contact Information Concerns and Additional Questions | Reviewer | Page Reference |
|--|------------------------|---------------------------|
| <u>These enrollment targets seem high, given that the school is seeking to enroll kids at grades that are not transition points, i.e. 4th and 5th grades. Why not start with the lower grades and then grow up over time?</u> | <u>Paige Hirsch</u> | <u>Grade Levels</u> |
| <u>Given nontraditional aspects of the school's mission related to gender and the overall need described in Appendix A, 400 students across k-5 in year one does not seem like a realistic projection.</u> | <u>Kevin Piacenza</u> | <u>Grade Levels</u> |
| <u>Concern that the school may not meet the 400 pupil projected enrollment based upon the numbers of support included in the application and the fact that the existing charters in the LEA are not currently enrolled to capacity.</u> | <u>Cande Honeycutt</u> | <u>Grade Levels</u> |
| <u>Enrollment numbers seem high based on documented student interest. The sample card in APPENDIX A1 does not capture actual interest in the school, but only if they support quality school choice in the area and if they have school age children. Only 79 had school age children and the grade distribution for the 2016 opening was not captured to document possible enrollment across K-5th grade.</u> | <u>Mary Carmichael</u> | <u>Grade Levels</u> |

| Reviewer | Score |
|-------------------------|--------------|
| <u>Cheryl Turner</u> | |
| <u>Joe Maimone</u> | |
| <u>Becky Taylor</u> | |
| <u>Eric Sanchez</u> | |
| <u>Helen Nance</u> | |
| <u>Mike McLaughlin</u> | |
| <u>Paige Hirsch</u> | <u>Pass</u> |
| <u>Marie Massengill</u> | |
| <u>Alex Quigley</u> | |
| <u>Sherry Reeves</u> | |
| <u>Mary Carmichael</u> | <u>Fail</u> |
| <u>Tammi Sutton</u> | |
| <u>Alan Hawkes</u> | |
| <u>Steven Walker</u> | |
| <u>Cande Honeycutt</u> | <u>Pass</u> |
| <u>Phyllis Gibbs</u> | |
| <u>Kevin Piacenza</u> | <u>Pass</u> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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:

Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Clearly describe the mission of the proposed charter school:

Ridgeview Charter School (RCS) rejects the notion that ethnicity and socio-economic status are determining factors for a child's ability to learn and succeed. Given a success-oriented environment, engaged faculty, high expectations and sufficient rigor every child has the potential to master the skills to succeed in a challenging academic and career setting. We also believe that boys and girls have unique skills that can be nurtured and developed in a single-gender classroom.

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 under-performing schools or who are under-performing in their school.

Gaston County is poised for growth. Leading economic indicators strongly suggest that an economy that has remained stagnant for several years is gaining traction in Gaston County and Gastonia due to the outward growth of Charlotte, Gaston County's proximity to a major thoroughfare and the recent outside investments that have been made in the area. With that noted, several dismal facts remain. While Gaston County's population has remained stable since the 2010 census, the median household income has declined by almost 13% over the past seven years. Nearly 20% of the residents of Gaston County are living at or below poverty level and among the working-class labor force in Gaston County, one in ten workers is unemployed and three in ten are underemployed. With demand for a well-educated, skilled labor force visible on the horizon, fewer than 30% of residents hold a college degree or higher.

Public education is struggling in Gaston County, as well. End of Grade (EOG) test performance lags behind the state average by approximately 6% in

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

both reading and math and the average SAT score was 969, 10% lower than the state average. In 2012-2013, the Gaston County School District did not make AYP with nearly one third of performance targets unmet. For the most recently analyzed school year, 38.8% of 3-8 graders read at or above grade level compared to a state average of 43.9%. For the same time period and gradespan, 36.5% of students performed at or above grade level on the math EOG tests, compared to the state average of 42.3%. Black students lag behind white students by 26% on EOGs (22% vs. 48.3%) and Hispanic students lag behind white students by 18% on EOGs (30.2% vs. 48.3%). 30% of the population in Gaston County is non-white Latino with a median household income of \$39,427.

There is a clear need for a high quality school of choice in the city of Gastonia. The statistics reflect a growing achievement gap in Gaston County and minority students falling farther behind. While Gaston County currently has one charter school, that charter school has an extensive waiting list. The existing school opened in 2001 with approximately 250 students and has grown to over 1,100 students. There are other charter schools operating in surrounding counties, however, those schools also have waiting lists and the transportation required to deliver at-risk children to-and-from those schools simply isnt available. Historically, transportation has been an obstacle for low-income parents who want to enroll their children in charter schools, thereby creating a situation where certain families in Gaston County have been excluded from the educational choice movement. Ridgeview Charter School will renew for those families the opportunity to select a charter school of their choice for their children who might otherwise not have the option to enter a high-quality charter school due to waiting lists and barriers to attendance caused by transportation or lack thereof.

- 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 2016-17 total projected enrollment of 400 ADM at Ridgeview Charter School as a percentage of traditional district elementary schools in Gaston County is 2.8% based on 2013-2014 data reflecting 14,266 students enrolled in grades K-5.

The projected middle school will not reach full enrollment until the 2019-2020 school year. At full enrollment of 198 students and assuming no growth in the local LEAs student population of 7,303 between now and 2020, RCSs middle school enrollment will represent 2.7% of the LEA's middle school enrollment.

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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Not unlike Gaston County Public Schools, 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, in addition to reinforcing the Common Core State Standards, Ridgeview goes beyond the local district by incorporating certain aspects of the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) into its instructional sequencing.

The IPC the IMYC are comprehensive, thematic, creative curricula specially designed for elementary and middle school children. They feature a clear process of learning and specific learning goals for every subject with an emphasis on international mindedness to enhance personal learning. The IPC and IMYC have been designed to ensure rigorous learning while simultaneously enabling teachers make learning engaging, active and meaningful for children. Learning with the IPC and IMYC is globally oriented, helping children to connect their learning to their local community as well as learning from the perspective of other people from communities halfway across the world. The IPC and IMYC content is used by schools in more than 92 countries.

Ridgeview Charter School believes that there are tangible benefits that result from offering the opportunity to learn in single-gender classrooms for certain subjects and lessons. Providing an option for single-gender education is an effective response to school level data that shows achievement gaps between males and females. Single-gender education has been growing in popularity since the signing of the 2002 No Child Left Behind Act which allowed local educational agencies to use public education funds to support same-gender schools and classrooms consistent with existing law. In 2006, the U.S. Department of Education followed suit by loosening its Title IX regulation prohibiting single-gender education. Today, there are over 100 single-gender public schools nationwide, according to the National Association for Single Sex Public Education (NASSPE). In addition, more than 445 public coed schools offer single-sex classrooms, subjects and lessons across grade levels.

The academic gains attributed to gender-specific learning environments are based on the assumption that there are discrete ways in which boys and girls learn. For example, girls prefer to read fictional books. By offering gender-specific classrooms for literature, Ridgeview Charter School teachers could offer a study unit using "The Arabian Nights" stories from which most female students can enjoy learning. Young women also like to use role-playing in learning new concepts (Sax, 2004). A single-gender classroom teacher in this situation might be able to use inductive exercises like, "Imagine you are Shahrazad. . . ". This student-centered learning strategy allows the teacher to create a lesson that involves the girls directly in the story in an expressive or dramatic way and gain the most benefit from the class by exploiting their natural learning inclinations. Males, like females, benefit from a custom tailored, single-gender learning environment. For example, since males tend to prefer non-fiction or historic fiction, literature such as "The Boy in the Striped Pajamas" might be introduced to meet the interests of boys. Similarly, males typically respond better to more traditional, deductive exercises, rather than inductive exercises (Gurian, 2001) so a teacher might ask, "Why did Bruno" thereby

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

reinforcing comprehension of historic dates or thematic timelines.

4. *In the appendices (Appendix A1), 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.*

#5.

Ridgeview will provide remediation and enrichment opportunities to create a successful learning environment for each student, particularly for learning disabled and talented and gifted students.

Through our use of NWEA MAP testing and targeted academics delivered through the International Curriculums Learning Model, teachers will take students through a structured, guided, interactive process that will enable students to excel academically. By combining Common Core, Essential Standards and the International Learning Process teachers will offer opportunities for student lead instruction, exploration and real world application at every grade level.

Assessment will be an ongoing process, formally and informally. The regularity of assessments provides immediate feedback on understanding and serve as the foundation for individualizing education for each student; at risk, grade level and gifted.

Academic committees for at risk and gifted students will work collaboratively with teachers, EC staff, intervention specialists and parents to create a culture of individualized and collective achievement that is brain based and developmentally appropriate.

Goals for the Proposed Charter School:

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Ridgeview's goals have been developed to ensure that the mission on which the school was founded, and the charter upon which the school is based, remain intact and in a state of constant growth by ensuring that progress is being evaluated and measured using concrete benchmarks.

Ridgeview has established the following goal areas for the first five years of operation:

NC STATE ACADEMIC GOALS:

Year 1: K-2/ 50%; grades 3-8/ 50%

Year 2: K-2/ 55%; grades 3-8/ 55%

Year 3: K-2/ 60%; grades 3-8/ 60%

Year 4: K-2/ 70%; grades 3-8/ 65%

Year 5: K-2/ 75%; grades 3-8/ 70%

Under the direction of the School Leader and the duties of the Test Coordinator, Ridgeview will use internal, NWEA MAP tests, and required state assessments to measure the growth of K-8 students. Our primary academic goal is to elevate student performance standards and increase student proficiency in Reading, Math and Science. Although Ridgeview recognizes that in 2013 Gaston Co. schools scored in the 30th percentile, 5-6% below the state, in overall Math and Reading and scored over 10% below the state in Science, we feel that with our unique curriculum and gender specific classrooms the goals listed are attainable. Annual progress toward meeting these goal will be monitored by the Board, Administrator and faculty and reviewed during monthly board meetings. School Leader will update families on school wide performance in the school newsletter and web site, quarterly.

OPERATIONAL AND FINANCE GOALS

Ridgeview will monitor progress in the areas of operations and finance using objective and subjective tools such as surveys and audit reports. Parents will be surveyed annually to determine their impression of the quality of the instructional program as it relates to their child's teachers, the instructional content and the responsiveness of school leadership to concerns and questions. The goal will be to receive positive ratings from 90% of those surveyed. Ridgeview will operate with a balanced budget with the goal of increasing the fund reserve by 10% each year.

In addition, faculty, staff, parents and members of the community will all play a part in student achievement by encouraging parents and community members to volunteer for the school at least three hours per month. Our first year goal is for RCS to have documented 500 total volunteer hours, with parents contributing at least 50% of the hours and board members contributing 10% of the hours. Our target will be to increase the total number of volunteer hours contributed by 10% each year thereafter.

GOVERNANCE GOALS

The board will conduct a self-evaluation and undergo board training annually. In addition, the board will set a goal to participate in 6 hours of continuing governance education each year, above-and-beyond annual board training. The RCS board will create a committee to design, draft and

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

publish an annual report to parents in June of each year highlighting the school's accomplishments, honoring individual achievement, recognizing volunteers and providing an outlook for future years. Lastly, the board will establish a goal to spearhead the creation and adoption of a 5-year strategic plan by the end of the school's second year of operation.

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

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 Ridgeview Charter School's mission and goals that cover operations, academics, finance and governance. The Lead Administrator will ensure that a quarterly newsletter 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 and weekly notifications, which will be used to notify stakeholders of upcoming board meetings; a schedule of board meetings for the current academic year is also posted in a visible location of the school.

Faculty and staff, 2-3, will introduce themselves to and engage the Board in brief dialogue about themselves, their beliefs and plans with Ridgeview Charter School. Different staff will cycle through to address the Board and this introduction will be part of the agenda for each public meeting. Introductions will have a 10 minute limit per group allowing teachers to return to their classroom and the board meeting to continue without digression. This follows a best practice borrowed from Ridge Park Charter, a school I lead in Michigan, where it was well received by the board who adhered strictly to parliamentary procedures and the staff who felt honored to have been included.

Board members will be visible and active observers/volunteers at Ridgeview Charter while respecting the line between Board Governance and Principal Leadership. Board members will be expected to attend an agreed upon minimum number of school activities each year separate from activities requiring Board participation. Additionally, board members will be required to randomly visit classrooms at least two times per semester.

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 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 under the direction of an outside consultant. The Board will undergo annual training by the NCDPI's Department of Charter Schools to ensure that all federal and state expectations are being met and board activities and meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute .

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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.

OPERATIONS- The board will require a monthly operations update from the School Leader highlighting the progress of certain administrative or committee projects and assignments and will annually conduct an evaluation of the School Leader(s). Lastly, the board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Section II: Mission and Purposes Concerns and Additional Questions | Reviewer | Page Reference |
|---|-----------------|----------------|
| "Increasing the likelihood of..." seems like weak language for a mission statement. | Kevin Piacenza | Mission Stat |
| <p>The description of single gender as appears in the petition is problematic to me: "By offering gender-specific classrooms for literature, Ridgeview Charter School teachers could offer a study unit using "The Arabian Nights" stories from which most female students can enjoy learning. Young women also like to use role-playing in learning new concepts (Sax, 2004). A single-gender classroom teacher in this situation might be able to use inductive exercises like, "Imagine you are Shahrazad. . . ". This student-centered learning strategy allows the teacher to create a lesson that involves the girls directly in the story in an expressive or dramatic way and gain the most benefit from the class by exploiting their natural learning inclinations."</p> <p>It's common knowledge that women are underrepresented in STEM careers and though girls may gravitate to non-fiction (I'd argue that this is not true), this does not mean that classrooms should be designed to further this rather than expose girls to content areas to which they might not naturally gravitate.</p> | Paige Hirsch | Mission Stat |
| As noted in previous section - the evidence of need does not support the enrollment projections. The interest card sample does not capture needed information about interest in the school and does not mention single gender instruction or a focus on at risk students. There seems to be a disconnect with the mission statement and the information shared with prospective families. | Mary Carmichael | Educational |
| Although Appendix A provides some evidence of support for school choice in the target area, the survey used does not specify the school's strategy of separate gender instruction. How would this strategy impact survey results and the ambition to enroll 400 students k-5 in year one? | Kevin Piacenza | Educational |
| 30 attendees to a meeting and 79 positive responses by individuals with school-age children do not demonstrate demand or need for a 400 pupil school. | Cande Honeycutt | Educational |
| Although the applicant includes support for one of the six legislative purposes, other key purposes are not substantively addressed. | Kevin Piacenza | Purposes of |
| Applicants answers in this section meet the minimum but could have been an area to expand on single gender, innovative teaching methods, new professional opportunities, etc... | Mary Carmichael | Purposes of |
| Seems the school could've described its plan to address more than one purpose. | Paige Hirsch | Purposes of |
| <p>What does this mean? "Year 1: K-2/ 50%; grades 3-8/ 50%" Are these the only academic performance goals?</p> <p>Operational and Finance Goals are vague.</p> <p>Description indicates that the Governing Board will meet during the school day; how does this permit teachers and parents to actively participate in Board meetings in an authentic and meaningful manner?</p> <p>Proficiency scores for the referenced MI school are especially weak in math, with only 37% of students proficient.</p> <p>No description of a process by which the Board will act on the information it receives annually, i.e. if the academic report is not good, then what action does the Board take?</p> | Paige Hirsch | Goals for th |
| Why does year one include goals for grades 6-8? What is the rationale for the growth percentage of 5% every year? Does that correlate to any established record using this model with the target population? Also, why does growth rate increase to 10% in years 4 and 5 for grades k-2? Won't those students be new to school? Is that growth based on internal assessment? | Kevin Piacenza | Goals for th |
| The goals are not adequately aligned to the mission and purpose. | Mary Carmichael | Goals for th |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | |
|--|--|--|
| <p>For the Academic goals they have grades listed they will not have that year - example in year 1 they will not have 6, 7, or 8th grades, but have included them. The 5% growth per year for most years seems like an arbitrary number and not research based with the at risk population they are targeting to serve per their mission. It is unclear why there is predicted to be 10% growth between years 3 and 4 for K-2nd grade, but only 5% other years.</p> <p>Increasing the fund reserve by 10% each year is not appropriate as - the student population and revenue grows by more that 10% in the initial years and then will increase less than 10% once fully matriculated.</p> | | |
|--|--|--|

| Reviewer | Score |
|------------------|--------------|
| Cheryl Turner | |
| Joe Maimone | |
| Becky Taylor | |
| Eric Sanchez | |
| Helen Nance | |
| Mike McLaughlin | |
| Paige Hirsch | Fail |
| Marie Massengill | |
| Alex Quigley | |
| Sherry Reeves | |
| Mary Carmichael | Fail |
| Tammi Sutton | |
| Alan Hawkes | |
| Steven Walker | |
| Cande Honeycutt | Fail |
| Phyllis Gibbs | |
| Kevin Piacenza | Fail |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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.

Ridgeview Charter School will provide students in Kindergarten through 8th grade with a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for every subject using the International Primary Curriculum (IPC) and Middle Years (IMYC) Curriculum. The IPC is now the curriculum of choice for international and national schools in over 1,600 schools in 92 countries around the world. The IMYC is focused on improving learning for students 11-14 years. The IMYC is specifically designed around the critical needs of the adolescent brain, it inspires and engages students, enriching their learning experience, it provides a rigorous academic platform preparing students well for their next stage of learning, it aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit and it is flexible and practical to implement.

Both IPC and IMYC have distinctive instructional methods that provide a structured approach that is flexible to the class and student. There is a multi-level process for each unit, or "Big Picture" for IPC and "Big Idea" for IMYC, allowing students to lead their learning where possible.

The IPC / IMYC learning process, is a circular process revolving around the "Big Picture" or "Big Idea":

1. Entry point- activity to engage children
2. Knowledge Harvest- find out what they know, what they want to know and how they want to learn
3. Big Picture / Learning Goals- explaining the theme by sharing factual information
4. Subject Research Activities- target based activities to promote inquiry
5. Subject Recording Activities- process information through multiple intelligences and medium
6. Assessment for learning - express understanding of unit
7. Exit Point / Media Project- culmination of learning through an event, e.g. exhibition / video

The IPC is a learning-focused curriculum; designed to help children learn and to enjoy what they are learning. To be learning-focused means that we have to be assessment and evaluation-focused too. Both assessment and evaluation matter because they are ways in which we find out whether children are learning.

Knowledge, skills and understanding are learned differently, therefore taught differently and assessed or evaluated differently:

Knowledge is about facts. Facts are right or wrong. The easiest way to find

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

out whether children have learned facts is a regular test we all know how to do that.

Skills are practical and experiential. Skills aren't right or wrong; they are developmental and so the IPC talks about beginning, developing and mastering when it comes to skills learning. The boundaries between these three levels are not clear-cut and different people have different ideas of what each stage looks like. That's why the IPC Assessment for Learning Program is created the way that it is built around rubrics.

Understanding is personal and fluid; it comes and goes. Finding out about children's developing understandings is almost entirely a matter of judgement.

The IPC will meet the needs of the targeted population by providing 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, student managed portfolio to document 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.

IPC and IMYC are structured to meet the

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Teachers, k-8, at Ridgeview will facilitate a blended learning environment that supplements the classroom based style with individual inquiry, collaboration and digital media in a safe, positive, and clean atmosphere to learn, explore, and reach their potential as lifelong learners.

In the elementary grade levels, classrooms will have 20 students and will be set up to encourage many different styles of learning. The creativity of the IPC curriculum supports 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, computers, and comprehension activities. Other small group instruction will be led by the teacher and will include quick moving activity, 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

history and literature, descriptions of plants and animals and the human body, and the facts of mathematics. One day per week centers will focus on writing, therefore teachers will coordinate writing workshops that include peer editing.

Teachers in elementary school will ensure each student has the foundation needed 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.

As a K-8 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.

MIDDLE SCHOOL (MS). In the middle grades, students will move throughout the day into gender specific, subject based classrooms with a maximum of 20 students. Research has found that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores. Female students have been found to prefer collaborating with other students when studying and resolving problems, and they have a stronger preference for teacher support than male students. The primary school environments tend to use collaborative strategies more frequently and have higher levels of teacher involvement and support than is typically found in secondary schools which drives our decision to use the IMYC that requires teacher involvement. The gender specific class combined with the IMYC curriculum that encourages creativity, more inquiry and project focused learning with the flexibility to cater to the needs of males and females offers our students every advantage for mastery level learning .

While each class will allow for flexibility of varying lessons, each will be structured with a quick inquiry based review, followed by a lesson (using IMYC strategies), discussion and/or note taking, with a culmination of an independent, partner or group activity that incorporates technology. Students will rotate through core subjects each day in addition to taking foreign languages, engineering, robotics, art, music etc. Here too, one day per week MS teachers will facilitate writing workshops that include peer editing and other creative techniques of presenting written work

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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

The mission of Ridgeview Charter School is to improve the academic and career outlook for minority and at risk students in an internationally focused academic setting and incorporate single-gender classrooms that leverage the unique, gender specific abilities and talents of boys and girls.

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

1. Providing gender based classrooms for the middle school students.
2. Providing a curriculum that addresses the economic, social and academic contributors to dropout.
3. Following the Common Core State Standards and Essential Standards with the integration of International Program Curriculum
4. Following K-8 READY Accountability Model Components which include all state assessments and meeting AMO targets.

The International Curriculum fulfills our mission by the nature of its program being internationally grounded in its approach to education. The International Curriculum is used in 96 countries proving that it is flexible to diverse cultures, schools and the students. The international approach will increase the academic and career outlook for students. International Program provides a structured learning process with a level of flexibility that allows the teacher to address the specific needs of the targeted student(s) at a specific time providing at risk students the opportunity to strengthen an area of weakness at the moment it is identified. As students move into middle school a gender based class assignment allows for increased flexibility in the classroom leading to increased academic performance.

The state's revised end of grade assessments in Math and English Language Arts for grades 3-8 are aligned to the Common Core State Standards and the Essential Standards that comprise North Carolina's new standard course of study. The purpose for developing Common Core State Standards was to ensure that k-12 students who are proficient/master in these standards are prepared to succeed in college and subsequent careers. The International Curriculum is closely aligned to the Common Core and Essential Standards for all grades served at Ridgeview. The curriculum's assessments provide the student with a status report on where they are in the process of mastery and a prescription for higher achievement. This is an individualized growth plan for each student that provides immediate feedback with the expectation of growth. Teacher/student interaction is also a requirement for the effective delivery of information for which the curriculum assesses the teacher's effectiveness. The teacher's assessment is aimed to help identify teachers' areas of strength and needed improvement to ensure increased student learning. This unique approach to assessment that includes the student and the teacher holds all participants accountable for the learning process, particularly of at risk and under-performing students.

The International Program is well aligned to the Common Core and Essential standards and we are confident that students will be prepared to succeed on state tests that are given through the NC Accountability Model. With the revised EOG academic achievement standards and descriptors, it is possible

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

to distinguish between the students who can move on to the next grade versus those who are college and career ready. The information provided in the new standard will work flawlessly with the the international learning process and its assessments

4. *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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

PRIMARY INSTRUCTIONAL STRATEGIES

In the elementary and middle school grades, the main academic objective is to teach students to discover, synthesize and apply knowledge through inquiry and brain based learning. The primary strategies Ridgeview educators are expected to master for the targeted student population are:

The International Primary and Middle Years Curriculum teaches an approach to education that makes it interesting, enjoyable and meaningful. Success requires mastery of the multi step learning process and the activities used to increase engagement, inquiry and understanding while developing a culture of learning in every classroom and throughout the school. The following explains the benefit of each step of the learning process:

1. Entry Point is the activity or event to immerse students into the theme. The goal is to get the children excited and engaged. There is also a common platform so each child has an experience to draw from as they progress through the unit.

2. Knowledge harvest allows the teacher to find out what a child knows, what they want to know and how they want to learn it. Here teachers will use a mind map to provide a visual of what is learned and the connections to what they know.

3. Big picture/explaining the theme is the the time teachers share facts to support the unit. The teacher helps the student see the "big picture" before assigning tasks.

4. Subject research activities are open ended events to promote inquiry leading to a defined learning target. Activities can be experiential, exploratory , collaborative...

5. Subject recording activities allow students to process and present the information they gained through a full range of multiple intelligences.

6. Assessment for learning is typically part of the middle school curriculum however all students, k-8 will express understanding of the big picture or unit in various ways.

7. Exit point is an event that learning has been building towards. Creativity is important and the exit involves exhibitions, displays, performances etc. Parent involvement is encouraged.

Gender specific learning strategies in the area of reading, writing, thinking and hard sciences. This mastery is an expectation for middle school teachers , however, the primary teachers are expected to have basic training in techniques to create highly productive centers and activities in k-5 classrooms as well. Middle school teachers are expected to understand brain and learning differences in girls and boys and apply this knowledge to teaching, activities and assessments. Teachers will identify best practices within their classroom in effort to increase learning among a specific gender and share their successes and failures with their coworkers.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

BRIDGE: When necessary, i.e. in the case of high academic need across the building, time will be identified for special area teachers to master intervention services to groups of at risk, k-8 children needing additional support. This effort will have a timeline that could extend through the entire year if necessary. This program will include the use of Teacher Assistants and will serve as a strategy for RTI. This effort allows k-8 students and special area teachers to see each other in a different setting and can strengthen relationships and skills for the student. Classroom teachers are expected to master the identification of skill deficiency through data and master the prescription of exercises to help improve areas of academic weakness.

PROGRESS MONITORING: mastery of regular formative assessments that will allow teachers to effectively adjust their instruction, guide future lessons and place k-8 students appropriately during the RTI process.

Teachers will use high-quality corrective instruction approaches that accommodate differences in k-8 students' learning styles, learning modalities, or types of intelligence and staff will continually monitor the instructional strategies to ensure sustaining and extending success for all students.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year, minimally, in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. We believe our instructional approach and culture is designed to prepare students for each grade advancement up to high school

Ridgeview's instructional approach of combining Common Core with the International Curriculum provides standards and learning goals for teachers in a structured and progressive manner. The progressive instruction is necessary to ensure student readiness from grade to grade in the areas of academics, social and physical development and international mindedness. While each curriculum framework has units and learning goals that are in line with each other the IPC goes further by including an international focus that takes a child beyond the confines of their class, state and country.

This international mindedness, or mindset, prepares children to welcome the next level of learning because it establishes a curiosity for continued learning and an excitement for the next grade. Additionally, the International Curriculum provides a consistent and simple evaluation process to support teachers in their effort to arrive at informative decisions on a student's readiness for the next unit, the next grade and program graduation after grade eight.

Middle school students graduating from Ridgeview will have excellent preparation for high school as a result of our curriculum. The middle school curriculum is designed to teach students the value of being in charge of their learning. Many units are project based, ending with some type of

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

presentation to demonstrate mastery of the unit of information, this approach to learning prepares students for learning beyond the facts. They have constant practice at applying information to real life issues in every subject and a deep understanding that what they learn will be used again in life and is important to the world. Lastly, the emphasis on writing and the middle school final project required of all graduates, teaches long term project management and high level communication skills that are necessary to succeed in a high school environment where writing papers and class projects are common.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *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.

Ridgeview's start date will be no earlier than the Monday preceding August 26 and end date will be no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved). The calendar covers at least nine calendar months. Ridgeview's calendar has a minimum of 185 days OR 1,025 hours of instruction as required by federal law.

There are at least ten teacher workdays. Ridgeview's school 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.

Ridgeview's 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 improve the academic and career outlook for minority and at risk students.

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 will utilize the core elements of the Response to Intervention (RTI) in conjunction with its curriculum and assessment programs provided by the state and selected programs. Ridgeview will institute an RTI system based on three tiers of intervention:

-Tier 1 (High-Quality Classroom Instruction): Classrooms use differentiated

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

instructional strategies, learning activities and curriculum materials to address the needs of all students. The Ridgeview instructors, curriculum coaches, mentors and administrators will provide frequent opportunities for targeted support within the classroom.

-Tier 2 (Targeted Interventions): For students who continue to struggle, Ridgeview will offer targeted, data-driven programs to meet individual student needs. Ridgeviews instructional support staff will provide push-in and pullout support in one-on-one and small group settings. Literacy intervention will be typically conducted through small group pull-out sessions, while math interventions will usually be in-class support, with inclusion being the main goal. Some students may need more assistance than can be provided during regular instructional periods, thus the instructional support and leadership teams, in consultation with the teacher and parents, will determine if tutoring is necessary.

-Tier 3 (Intensive Interventions): The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. Under the RTI framework, any student who does not meet certain benchmarks established in the curriculum and assessment program will be identified as needing extra attention:

Typical Tier 1 Strategies:

-Small group or one-on-one instruction, guided reading, etc.

-Breaking tasks down into smaller, manageable parts

-Previewing material/ Reviewing material

-Extra review/remediation (i.e., reviewing letters/sounds or phonics rules learned earlier in the day)

-Graphic organizers

-Systematic sight-word instruction

Ridgeview will also implement frequent progress monitoring for all tiers as an organized method of tracking students to assess the progress and performance of student learning and achievement. A teacher can use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student. A student who is not responding adequately to Tier 1 instruction moves on to Tier 2 and increasingly intensive levels of intervention and instruction.

According to the National Center on Student Progress Monitoring, progress monitoring has the following benefits when it is implemented correctly: 1) students learn more quickly because they are receiving more appropriate instruction; 2) teachers make more informed instructional decisions; 3) documentation of student progress is available for accountability purposes; 4) communication improves between families and professionals about student progress; 5) teachers have higher expectations for their students; and, in many cases, 6) there is a decrease in special education referrals.

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.*

1. English Language Learners who transfer in from other schools and who are already identified as ELL students will qualify for the English as a Second Language (ESL) program at Ridgeview and will automatically receive services. ELL students who are new to the school system will be identified through

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Home Language Surveys (HLS). These surveys are part of the student enrollment packet that all students will be required to return prior to the school year. Students who list a language other than English on their Home Language Survey will be required to take the WIDA Access Placement Test (W-APT). Based on the results of the assessment, the student may qualify for ESL services. The school Limited English Proficiency (LEP) team will then meet to discuss which services the student would benefit from. The team may include the student's classroom teacher, the ESL instructor, the parent(s), administrators, and others, such as an EC teacher, who may also work with the student. The services that will be discussed at the meeting are

- a) the amount of one-on-one time needed per week by ESL instructors
- b) the amount and level of accommodations and/or modifications for class work and testing
- c) the amount/type of assistive technology devices (such as native language dictionaries, etc.) the student will use, if any.

2. Ridgeview 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, and one item per page.

3. All ELL students will be tested annually during the WIDA ACCESS testing window, typically February through mid-March. Students who receive Level 4.0 (Expanding) or below on the ACCESS test would qualify to continue receiving ESL services. Those who test out would continue to receive ESL services only if the team deems it necessary and funding is available. Students who have become proficient in English but are struggling academically would qualify for other services, such as weekly teacher tutoring, At-Risk Tutoring Services, and the after school study group.

ESL instructor(s) will monitor the ELL student's achievement by keeping daily records of lessons taught and the students accomplishments. Evaluations will take place during regular meetings between the ESL instructor and the classroom teacher.

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.*

In accordance with a Free and Appropriate Public Education (FAPE), all students will be taught at a rigorous and challenging level to ensure student engagement, a strong sense of self, and subject mastery. Ridgeview's instruction will be differentiated to help all students achieve growth, which includes those that are identified as Academically/Intellectually Gifted (AIG). Ridgeview will ensure that the process to identify AIG students is clear, equitable, consistent and comprehensive, and will comply with procedural safeguard requirements in accordance with the North Carolina AIG Program.

Typically the students who perform at the high end of the spectrum are the

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

most difficult to show academic growth over the years. To address this issue Ridgeview Charter School will create a sub-committee specifically to monitor and evaluate their progress and support the academic, intellectual, social and emotional needs of the intellectually gifted and talented students. K-8 students will be referred to this committee by the classroom teacher based on benchmarks, test scores and classroom performance. Students identified as gifted in the second grade will automatically be referred to the committee for the gifted and talented. This committee will be headed by the Talent Development Coordinator and supported by other key staff in the building as well as a consultant from a local university, together they will create a screening, monitoring and evaluation process that complies with the NCAIG program. Additional duties required of this committee will be to interpret the student academic data and highlight and grow student strengths by developing academic strategies in collaboration with the classroom teacher. Strategies for growth will include, but not limited to :

- * acceleration through a grade level subject

- * arranging for students to take a course earlier than is typical, e.g. a second grade student joins

 - a third grade class for math to learn multiplication, division and fractions.

- * Differentiation by, but not limited to: tiered assignments, and seminars to learn more complex

 - information about a subject not covered in class

In coordination with the leadership provided by the committee for the gifted and talented Ridgeview Charter 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 toward 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.

Specific instructional strategies include the IPC and IMYC curriculum training for staff in instructional strategies that are suited for the advancement of gifted students. These strategies are typically reserved for the International Baccalaureate program and although we are not an IB school we will provide the same resources available through the curriculum to our k-8 gifted students.

Special programs our gifted students will experience include (these opportunities are not closed to other students):

- * enrollment in the Duke TIP programs

- * Odyssey of the mind projects

- * participation in local, state, regional, national and international level competitions

- * early college programs

- * internships

- * independent study

Bridge Program. Gifted and talented students will also participate and benefit from the Bridge program if it is implemented. In the Bridge program students will be grouped by grade level performance throughout the k-8 building during which time the gifted and talented students will engage in

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

extension work directly related to the strategies prescribed by the committee for their individual portfolio and academic growth.

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. In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR300.125), Ridgeview will identify, locate, and evaluate students with disabilities.

Upon enrollment at Ridgeview, 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, Ridgeview will formally request this information upon receipt of the students prior school records.

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. Students who are struggling with the curriculum will be given additional support both within the classroom and outside of the classroom. Teachers will provide tutoring for struggling students either before or after school. Their academic progress will be monitored on an ongoing basis. If there is a need to investigate the students' progress with the curriculum further, the parents will be asked to attend a meeting with the classroom teacher. At this time, the teacher may request that the parents allow the student to be presented to the Student Intervention Team (SIT), which will consist of the students teachers, lead teachers, department chairs, EC teachers and other support personnel. The student will then commence the SIT process with parental permission.

EVALUATION

The SIT team will conduct the initial evaluation within ninety days of

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

receipt of a written referral from the referring teacher. The team will evaluate the student through a wide variety of assessment tools including, but not limited to, data collection, classwork, observations, eyesight and hearing assessments, and the trial of various classroom accommodations and interventions.

DETERMINATION AND ELIGIBILITY

Upon completion of the evaluation, the SIT team will reconvene to 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. Requesting Records: Within 30 days of student enrollment, Ridgeview will request the student's prior records, including IEPs and supporting documents and/or 504 Accommodation plans from previous schools. The student's name, date of birth, and district ID number will also be requested.

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.

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 the 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 aids 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.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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. As a school located in an at-risk targeted area, Ridgeviews performance standards will be challenging, comprehensive, and attainable to keep students engaged, achieving, and confident learners. The expectation is that all students meet or exceed proficiency as defined by the school and assessed using quarterly benchmarks. Based on the current district performance and proficiency data, Ridgeview strives to achieve these three main goals; to increase the EOG scores above the current 39% average in math, to increase the current EOG scores above the current 38% in reading and to close to overall achievement gap between minority and white students.

2. Students will have several assessments throughout the year to ensure mastery, growth and meeting target goals. The assessments will vary from formative to summative and will be relevant, equitable, comprehensive, and modified based on student need. Ridgeview will use quarterly benchmarks in core subjects, Dibels fluency checks, presentations, research papers, rubrics, and standardized testing.

Immediately following a formal assessment, teachers and coaches will conduct in-depth data meetings to review individual growth and performance as well as students areas of collective weakness and strength. Teachers can focus on possible causes of a given data result and determine what aspects of instruction need to change or be adjusted so that students ultimately demonstrate their mastery on subsequent assessments. At data meetings, teachers generate strategies with attached deadlines to target specific assessment items. This deliberate, thoughtful on-going curricular review will ensure that all students are supported by their curriculum.

Ridgeview will require students to take the required state assessments, including but not limited to, EOGs, EOCs, NC Final Exams, NC Read to

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Achieve, any field assessments, and any additional testing necessary to follow the North Carolina Accountability Model and ensure Future-Ready students.

3. Ridgeview will have explicit promotion guidelines that will be clearly communicated to the Ridgeview community through the website, handbook, and parent meetings. Promotion guidelines include a combination of factors including classroom proficiency and mastery, state and school level assessment results, attendance, and teacher recommendations.

Decisions regarding retention will be made by a team consisting of teachers, parents, administration and other appropriate participants if needed. It will never be a surprise to parents if their child is a possible retention, as the student will have been invited to remediation and tutoring sessions and parents will have signed off on progress and report cards as well as reviewed assessment results.

Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied.

4. Students will exit our school and be promoted to high school in accordance with the North Carolina Student Accountability Standards.

Ridgeviews exit standards will require that students are:

- * Proficient on EOY assessments according to North Carolina's Accountability Model

- * Meeting or exceeding target AMOs in coursework and overall class proficiency

- * Proficient on benchmarks

- * Meeting attendance requirements

Students who are at risk of not meeting the objectives to successfully exit 8th grade will be identified early, usually in previous grades, and appropriate interventions, accommodations, and individualized plans will have been put into place. Students with IEPs will need to meet the goals specified on the individualized education plan meeting the requirements of NC 1503-4 and NC 1503-5.1.

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. Ridgeview believes that effective school discipline is critical to promoting students successful learning and well-being. Effective practices ensure the safety and dignity of all students and staff, preserve the

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

integrity of the learning environment, and address the causes of a students misbehavior in order to improve positive behavioral skills and long-term outcomes. Specifically, effective school discipline:

- *is viewed within the context of a learning opportunity and seeks to teach and reinforce positive behaviors to replace negative behaviors
- *is clear, consistent, and equitably applied to all students
- *employs culturally competent practices
- *safeguards the well-being of all students and staff
- *keeps students in school and out of the juvenile justice system
- *incorporates family involvement

Ridgeview will dedicate the opening weeks of school to explicitly model and reinforce the desired behaviors. Teachers will use positive narration in order to build a positive school culture and encourage all students to behave appropriately.

Student behavior in K-5 is tracked via a color-coded visual displayed at the front of the classroom that visualizes for students which "color", or behavior, the student is currently exhibiting. In grades 6-8, a merit/demerit system is used to explicitly reinforce positive and negative behaviors.

2.While Ridgeview will use suspension and expulsion as sparingly as possible,the following behaviors may result in a student being suspended or expelled as allowed by North Carolina Law:

- *Possess, use, provide, or sell students a firearm, weapon, or destructive device
- *Unlawfully possess, use, sell students, provide, or be under the influence of any controlled substance or intoxicant, including alcohol, drugs and tobacco
- *Unlawfully arrange or negotiate to sell students any controlled substance or intoxicant, including alcohol, drugs, and tobacco.
- *Cause or attempt to cause physical assault and/or bullying/harassment which includes fighting, threatening behavior, assaulting students or adults
- *Commit theft or extortion and/or knowingly accept stolen materials
- *Cause or attempt to cause damage to school or other private property on school grounds
- *Perform an obscene act or engage in profanity or vulgarity shall hear the appeal, and they will record the decision.
- *Unlawfully arrange or negotiate to sell students any drug paraphernalia
- *Disrupt school activities by causing or participating in riots or chaos
- *Use of fire
- *Trespassing
- *Knowingly participate in gang activity
- *Pornography and/or sexual behavior
- *Bomb threat or false alarm
- *Refusal to allow search with reasonable suspicion of personal possessions or school-loaned materials.

3.If a student served under the Exceptional Children's program participates in one of the actions

listed above, in accordance to federal law and regulations (G.S. 115C-391), within 10 days of the incident a manifestation determination will be conducted to ascertain whether or not the violation is linked to the student's disability and the consequence will be reviewed as required by

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. In actions involving suspension or expulsion of a special needs child for more than ten days in a school year, we will ensure that the student has available all due process rights (G.S. 115C-109.6). 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. Students who have been suspended may appeal the suspension beyond the Principal to the Ridgeviews Board of Directors which will determine the final decision, unless the suspension warrants the involvement of the judiciary system. This must be made within five school days of the suspension notice. Reasonable effort to hear the appeal within seven days. At minimum two Board members shall hear the appeal, and they will record the decision.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Section III: Education Plan | | |
|---|-----------------|--------------|
| Concerns and Additional Questions | | |
| Is critical thinking considered a key "skill" in the IPC/IMYC model? Although there is substantive support provided for IPC/IMYC, little formal evidence is provided to support proposed gender specific classes. How does the proposed model support growth for target population? | Kevin Piacenza | Instructiona |
| (Multiple typos in this section) Application states: "The IPC is a learning-focused curriculum; designed to help children learn and to enjoy what they are learning." Are not all curricula described this way? The description does not speak specifically about the instructional program, methods to be used. The assessment strategies are vaguely described. It is unclear how IPC is aligned to Common Core-will teachers need to spend time mapping CC standards onto this curriculum? Is NWEA MAP aligned to IPC? Why was it selected? | Paige Hirsch | Instructiona |
| Do not see how assessment is aligned with instructional program. The IPC Curriculum looks impressive however 1400 of the 1600 schools currently implementing it are in England. It is not clear how the instructional program would work to align with NC adopted standards. | Mary Carmichael | Instructiona |
| No connection between the evaluation tools and curriculum. Low funding for classroom technology that may not be sufficient to outfit the school with the required technology to administor NWEA MAP. Not enough information provided on how methods will serve targeted population. | Cande Honeycutt | Instructiona |
| Throughout the section there are broad statements made related to gender specific learning preferences. What sources are being used to support these statements? The section indicates that 6-8 students will move from one one gender specific class to another. Besides during these transitions, will there be any scheduled interaction between boys and girls? | Kevin Piacenza | Curriculum a |
| Not clear if the the framework and basic calendar meets the needs of at risk students in the proposed mission. Are 185 days of this curriculum enough to help students catch up and excel? | Mary Carmichael | Curriculum a |
| The first sentence states that teachers will facilitate a blended model-but there is no description of blended learning with respect to time spent with online content. The last part of the first paragraph describes the teaching of facts and "knowledge" and makes no reference critical thinking skills or other higher level Bloom's skills. One day a week for writing workshop seems inadequate. I strongly disagree with much of the discussion on gender, i.e. "Female students have been found to prefer collaborating with other students when studying and resolving problems, and they have a stronger preference for teacher support than male students." Even if research suggests there are differences in how students learn, I don't make a logical leap that it's best for students to have these differences embedded in an instructional program. What does "high-quality corrective instruction approaches" entail? How will single-gender classes prepare students for high school, at which time they will most likely be in classes with both genders? Overall, the descriptions in this section seem incredibly vague and lack a specificity necessary to judge their likelihood of success. | Paige Hirsch | Curriculum a |
| Not enough information about the IPC or blended learning curriculums. | Cande Honeycutt | Curriculum a |
| What is the process for identifying students who need intervention? A process for identifying AIG students is not described. | Kevin Piacenza | Special Prog |
| Description fails to explain how students in need of intervention will be identified? What is the threshold? | Paige Hirsch | Special Prog |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | |
|--|------------------|--------------|
| Why the differentiation between pull-out for literacy and push-in for math? Who will provide these services? | | |
| Again, descriptions are vague, i.e. "Ridgeview will ensure that the process to identify AIG students is clear, equitable, consistent and comprehensive." What is the process? | | |
| What happens if the parent does not allow the student to be referred to the SIT? EVALUATION SECTION: Concerned about the statement that the SIT will conduct the evaluation. Once the student has been referred the decisions are then made by a legally composed IEP Team. The IEP team (not a SIT) determines what, if any, evaluations will be conducted and they will be conducted by qualified individuals. DETERMINATION OF ELIGIBILITY: Again, the SIT is not the team that makes this determination. It can only be made by a legally composed IEP team. | Marie Massengill | Exceptional |
| Petition states, "Teachers will provide tutoring for struggling students either before or after school." What if a teacher has multiple students in need of tutoring? What's the threshold for tutoring? Will teachers truly have capacity to tutor? Petition states, "Their academic progress will be monitored on an ongoing basis." How? Need specifics! Why a 90 day window for initial evaluation through SIT? That's a long time for a struggling student to wait for a process to be implemented. | Paige Hirsch | Exceptional |
| Is there a plan in case an EC student enrolls who is significantly impaired and requires EC services most, of all of the day? It does seem so - keeping in mind that the IEP cannot be changed to fit what the school has in place. This is referred to as administrative convenience and is not legal. Least Restrictive Environment is decided individually for each student based upon his/her unique needs. | Marie Massengill | Exceptional |
| How will students access the core curriculum? Overall, this section lacks specificity. | Paige Hirsch | Exceptional |
| Seems to be confusion between the legal requirements of an IEP team and the school's proposed SIT team. | Mary Carmichael | Exceptional |
| If SIT is functioning as IEP team, an administrator should be on the team. Typically, IEP and 504 functions are handled by different teams. Why is it advantageous to assign these functions to the same team? Given ambitious enrollment goals and target population a more detailed description of EC staff and its supervision would be appropriate. | Kevin Piacenza | Exceptional |
| Lacking specific student performance standards. | Mary Carmichael | Student Perf |
| What are the specific internal assessments and what is the specific administration schedule? The description of student performance standards lacks necessary detail. Promotion guidelines are provided but lack specific details here. How do assessments align with educational program? | Kevin Piacenza | Student Perf |
| Performance standards lack detail; targets are not established for all assessments, an assessment framework with timelines is not described. Listing assessments and stating that teachers will hold data meetings after assessment provides no information about how frequently this will happen or how it will truly impact student achievement. | Paige Hirsch | Student Perf |
| Goals stated do not have specific end results. Promotion standards from one grade to the next are not specific. | Cande Honeycutt | Student Perf |
| Discipline of Students with Disabilities is written in vague and incomplete terms. Not sure there is a clear understanding of the provisions and procedures. | Marie Massengill | Student Cond |
| Student discipline plan is present in handbook but is difficult to follow. How are specific offenses handled? It is difficult to easily connect the specific behaviors to specific consequences. | Kevin Piacenza | Student Cond |
| Student handbook list offenses but provides no information about process or how offenses will be handled, or how a PBIS or other system will be implemented prior to escalation to suspension/expulsion. | Paige Hirsch | Student Cond |
| No mention of mission/educational program in handbook. Handbook states that The application of any eligible student who agrees to be bound by the school pledge and adhere to the schools policies will be accepted and that student will be admitted ifthere is space available. Does not match admissions policy in | Cande Honeycutt | Student Cond |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | |
|---------------------------------|--|--|
| narrative later in application. | | |
|---------------------------------|--|--|

| Reviewer | Score |
|------------------|--------------|
| Cheryl Turner | |
| Joe Maimone | |
| Becky Taylor | |
| Eric Sanchez | |
| Helen Nance | |
| Mike McLaughlin | |
| Paige Hirsch | Fail |
| Marie Massengill | |
| Alex Quigley | |
| Sherry Reeves | |
| Mary Carmichael | Fail |
| Tammi Sutton | |
| Alan Hawkes | |
| Steven Walker | |
| Cande Honeycutt | Fail |
| Phyllis Gibbs | |
| Kevin Piacenza | Fail |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: Ridgeview Charter School

Mailing Address: 15207 Gathering Ct.

City/State/Zip: Charlotte NC 28278

Street Address: 15207 gathering Ct.

Phone: 980-253-6396

Fax: 704-990-8639

Name of registered agent and address: Johnnie Williams
15207 Gathering Ct.
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)
X 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 | Past or Present Professional Licenses(s) Held | Has any disciplinary action been taken against any of these professional licenses? |
|--------------------------|--------------------|----------------------------------|---------------------------|--|---|
| | | | | | |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | | | | |
|-------------------------|-----------------|-----------------|--|--|--|
| Reshall William s | Chair | MECKLENBUR G | Educator | | |
| Shezarr ah Keane | Vice Chair | MECKLENBUR G | Human Resource Consultant , Retired Military | | |
| David Keane | Treasu rer | MECKLENBUR G | Entreprene ur, Retired Military | | |
| Johnnie William s | Board Member | MECKLENBUR G | Manufactur ing | | |
| Brian Edwards | Board Member | MECKLENBUR G | 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 related 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 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 the 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 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 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 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 member's seat become 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 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 school 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 avoiding conflicts of interest and potential conflicts 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 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 board will not utilize advisory bodies or councils.

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 their 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 in 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 the right to an expeditious, objective and thorough 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 or 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 from the NC Department of the Secretary of State. (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.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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:

Outline below, 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.

Ridgeview's overall leadership philosophy is based on Distributive Leadership / Distributive Intelligence. With this model's emphasis on tapping into the strength of staff, shared responsibility and capitalizing on the resources within the environment, it is important that staffing not only match the projected enrollment but that internal development and ownership is nurtured.

ADMINISTRATIVE:

Ridgeview will be lead by one Director and one Assistant Director.

Finances, human resources ,marketing and auxilliary services will be outsourced to a third party contractor.

ADMINISTRATIVE/OFFICE SUPPORT:

Office staff will include one secretary/office manager and one nurse.

INSTRUCTIONAL STAFF:

Teachers: 18 (core), 2(specials), 2 (EC)

Teacher Assistants: 7

Librarian/tech: 1

FACILITY:

Custodian/maintenance

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 teacher's 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, building the foundation to support the Distributive Leadership and Intelligence model that will drive culture.

RCS will has already engaged in preliminary discussions with two universities in North Carolina (NC) and will continue outreach to other colleges and universities in NC as well as the Charlotte office of Teach for

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 careers 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.

On a broader scale, 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, on a more intimate level 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. Although the Board retain

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

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 and Assistant 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 multi-state criminal background check and pre-employment drug screening (using protocol

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 under-performing 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: \$34,500 - \$39,000 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 - \$35,000 depending upon job requirements, experience and credentials

Chief Administrator salary: \$70,000

Assistant Chief Administrator salary: \$45,000

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 program).

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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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. The aggrieved party must address the issue 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 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 complaints.

RCS will establish a comprehension protocol for evaluating, remediating, and terminating employee. 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, timeline 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 discharged 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 person filling the position of media/technical support will have dual responsibilities. In the opening, and possibly the second year, the library will experience growth in its resources not requiring a full time media specialist. Additionally, the needs for technical assistance are typically higher in the first year of operation demanding technical assistance at a moment's notice, therefore RCS will search for a candidate who can fill both needs.

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 Exceptional Child (EC) enrollment at 15% of the total student population, the initial special education staff will include 1 E.C. Coordinator and 1 EC teacher. 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.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Exceptional child teachers will have a Bachelors degree in education, curriculum and instruction, or related field from an accredited college or university and will hold a teacher's 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, 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:

75% of elementary and 50% of middle-school classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educator's License and RCS will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from 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 responsible for hiring and evaluation of all staff and determining annual increases for each staff person. 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 field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates with experience in charter school leadership and a background in strategic planning.

ASSISTANT ADMINISTRATOR:

Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate beginning teacher and professional development programming and will serve as the chief disciplinarian in the event of student misconduct. The Assistant Administrator reports to the Chief Administrator. Qualifications include possession of a valid state teaching certificate with a minimum of 3 years classroom experience. Administrative certification or the enrollment in an administrative certification program (accredited or recognized) or other related masters program is a plus.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

BUSINESS/FINANCE OFFICER:

The Business/Finance Officer is responsible for interim management of school if the absence of the Chief and Assistant Administrator. The Business/Finance Officer is also 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. The Business/Finance Officer reports to the Chief Administrator. 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.

OTHER ADMINISTRATIVE/SUPPORT PERSONNEL:

Other administrative support personnel, e.g. School Nurse, 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 the 21st Century Learning and the North Carolina Professional Teaching Standards in order to assess the teacher's 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 teacher's first day of work in any school year, the

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 teachers to review and discuss the self-assessment, the teacher's 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 the 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 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, evidenced-based instructional strategies, engaging parents and families in

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 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 week (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 30 minutes for lunch. The remaining 35-40 hours will be used for professional development. Approximately 10-15 hours will be used to train staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline student referrals for exceptional child, 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 13 teacher workdays, in which 11 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 8 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, December, 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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 reflects 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 local community immediately 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. RCS believes that engaging these groups creates meaningful ways to include individuals in emotional experiences that help them connect to the school's mission and

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 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. For that reason, RCS has identified a position of recognition for a lead volunteer, an official "parent ambassador". This person will work with the marketing team to promote RCS in many ways for the school. 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, 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 2016-2017 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 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, 2016.

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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 not 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, RCS may give enrollment priority to siblings of currently enrolled students who were admitted to Ridgeview Charter School 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 the admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A wait list 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.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

PROJECTED ENROLLMENT

2016-17 through 2020-2021

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.

| | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
|--------------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|
| | 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 | 54 | 14 | 0 | 58 | 14 | 0 | 58 | 14 | 0 | 58 | 14 | 0 | 58 | 14 | 0 |
| Grade 01 | 54 | 14 | 0 | 54 | 14 | 0 | 58 | 14 | 0 | 58 | 14 | 0 | 58 | 14 | 0 |
| Grade 02 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 58 | 14 | 0 | 58 | 14 | 0 |
| Grade 03 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 54 | 13 | 0 | 58 | 14 | 0 |
| Grade 04 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 54 | 13 | 0 | 54 | 13 | 0 |
| Grade 05 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 54 | 13 | 0 | 54 | 13 | 0 |
| Grade 06 | 0 | 0 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 |
| Grade 07 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 13 | 0 | 53 | 13 | 0 | 53 | 13 | 0 |
| Grade 08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 13 | 0 | 53 | 13 | 0 |
| | 320 | 80 | | 377 | 93 | | 434 | 106 | | 495 | 120 | | 499 | 121 | |
| | | | | | | | | | | | | | | | |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | |
|--|-----------------|------------------|
| Section IV: Governance and Capacity | Reviewer | Page |
| <u>Concerns and Additional Questions</u> | | Reference |

| Reviewer | Score |
|----------|-------|
|----------|-------|

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

V. OPERATIONS

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.

Our transportation strategy begins with selecting a location for our facility that is easily accessible, well-lit and allows for smooth, orderly traffic flow. We believe that our current, targeted facility fulfills those requirements.

The demographics of our targeted population leads us to the reasonable conclusion that, as a condition of enrolling their child at Ridgeview Charter School, some parents will need school-provided transportation to safely transport their children to-and-from school. 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 Ridgeview. Ridgeview will either contract with or directly provide a limited busing option that will establish designated school bus drop-off and pick-up points throughout the community. School leaders will encourage parents to work with one another to arrange for children to be delivered to the pick-up and drop-off locations. Additionally, Ridgeview will actively encourage parents to create a car pooling network to and from school, particularly for those who live nearby.

Ridgeview Charter School will also work with the Gaston County ACCESS program to arrange for a public transportation option in the form of discounted bus passes for our students. We will also request that a transit point be added in front of the school.

Lastly, Ridgeview will reach out to Gaston County Schools to open a dialogue regarding the options available for shared busing of students, including the identification of district schools to serve as shuttle stops for Ridgeview buses or possibly compensating Gaston County Schools for the transport of students to Ridgeview Charter School.

Although implementing a door-to-door busing pickup route for every student wishing to attend RCS would be ideal, it is cost-prohibitive; however, we believe that RCS's planned investment in and commitment to student transportation provides reasonable access to all students throughout Gaston County.

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.

Ridgeview Charter School is committed to ensuring that no student begins or ends the school day without a nutritious meal. We recognize the importance of providing meals to our students and we will be providing a meal program that follows the United States Department of Agriculture (USDA) procurement

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

requirements in compliance with Federal Regulation 7 CFR 210.16.

A food-service provider will be contracted to operate our food-service program (Preferred Meals or other such vendors.) We expect that the majority of our students will qualify for free or reduced price meals under the National School Lunch Program and we will make application to receive reimbursement for the cost of those meals as a means of offsetting the ADM funds currently allocated to cover meal costs. No child at Ridgeview Charter School will every be excluded from receiving a meal because of an inability to pay or because they failed to bring their own meal on a particular day.

All meals served by RCS will meet the nutritional requirements set forth by the United States Department of Agriculture in accordance with the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. The goal is to meet students' needs and ensure that students can focus on the work of learning and not their physical hunger.

Our lunch program shall be under the jurisdiction of the Division of School Support, of the Child Nutrition Services of the Department of Public Instruction.

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 coverage | Proposed amount of coverage | | Cost (Quote) |
|---|-----------------------------|-----------|--------------|
| Comprehensive General Liability | \$1,000,000 | | \$4,340.00 |
| Officers and Directors/Errors and Omissions | \$1,000,000 | | \$900.00 |
| Property Insurance | \$1,000,000 | | \$1,738.00 |
| Motor Vehicle Liability | \$1,000,000 | | \$1,100.00 |
| Bonding Minimum/Maximum Amount | \$250,000 | \$250,000 | \$625.00 |
| Other | \$2,500,000 | | \$8,995.00 |
| Total Cost | | | \$17,698.00 |

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

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 09/25/2014

(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 Q).

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. The Loray Mill and Loft Apartment Complex has been described as Gastonia's own "West Side Story". In what was once one of Gaston County's most crime-ridden neighborhoods, Loray Mills is revitalizing the area, much to the delight of local residents, many of whom have family connections to the mill's historic past. 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 nearing completion, with a scheduled ribbon-cutting ceremony to take place on September 29th. 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 developers have shared that the existing space can be customized to fit the unique needs of a charter school and because the project involves the award of new market tax credits and other historic preservation incentives, the potential lessor has stated that they are amenable to exploring lease terms that will coincide with our budget and possibly provide for a graduated lease payment scenario as well as the ability to grow into the second phase of the project which is scheduled to begin in 2015.

Any facility that Ridgeview occupies will, at least initially, have to be leased by the developer of the space. Upon being awarded a charter, Ridgeview will contact groups such as Charter School Capital to assist in

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

identifying, purchasing, renovating and then leasing the potential site to the school, particularly if the originally planned facility site becomes impractical or cannot be secured.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

We are budgeting for an average cost of \$6-\$9/sq ft/year on a graduating scale. The average asking rental rate per sq ft/year for specialized industry properties in Gastonia, NC in 2013 ranged from \$4.27 - \$6.27 according to Loopnet Market Trends.

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, a contingency facility will be identified within the same, general vicinity. The facilities committee for Ridgeview will meet semi-monthly to monitor the progress of the planned site. Regardless of the stage of completion or lease negotiation, we will identify at least one viable contingency site and concurrently make plans to occupy the site should circumstances warrant.

Ideally, any contingency site will meet all space requirements and will minimize the need to eliminate or curtail any programming. A contingency site with fewer square feet of usable space would also have to include sufficient property to supplement the square footage with a modular setup. Possible contingency sites may 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 or the development of unused retail space. Ridgeview would also explore available raw land, including a large, retail parking lot, as an option to install a temporary modular facility until such time as a permanent facility can be completed. As a last resort, if instructional square footage is at a premium, administrative offices for the business operations as well as storage for supplies might be relocated off site.

Preparation for a contingency site will begin immediately upon award of the charter. We will engage a realtor familiar with the Gaston County realty market and zoning requirements for school use and work collaboratively with the realtor to reach out to local land and property owners as well as organizations that occupy/own community centers. Since RCS has not finalized any agreements or contracts with our primary facility choice, engaging a realtor early in the process may also uncover options for a permanent facility alternative that makes more sense from an operational, practical or economic standpoint.

When considering facilities, RCS will determine cost of upfits and structural changes required to meet local building and safety code requirements and, therefore, obtain a Certificate of Occupancy for Educational Use and make a final decision on a permanent facility based on the best combination of location, capacity and price.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Section V: Operations Concerns and Additional Questions | Reviewer | Page Reference |
|---|-----------------|-----------------------|
| Carpooling would not be adequate transportation plan for target population. | Cande Honeycutt | Transportati |
| \$6-\$9/ sq ft. for space up-fitted to get C.O. for a school seems very low and unrealistic. What is the rationale for this projection? What is footage desired? What sort of contingency space would be available at the cost projected in this section? Evidence that modular or temporary lease arrangements can be obtained for \$6-\$9/ sq ft. should be provided. Is comparing school costs/sq. ft. to "specialized industry" costs a valid comparison? | Kevin Piacenza | Facility and |
| Will first choice Loray Mills site be appropriate for a school, both with respect to the law and operationally? | Paige Hirsch | Facility and |
| What is the square footage and layout of the ideal facility? What are the minimums to support existing mission and plan? While the choice of location is explicit, this section is lacking in details. | Cande Honeycutt | Facility and |

| Reviewer | Score |
|------------------|--------------|
| Cheryl Turner | |
| Joe Maimone | |
| Becky Taylor | |
| Eric Sanchez | |
| Helen Nance | |
| Mike McLaughlin | |
| Paige Hirsch | Pass |
| Marie Massengill | |
| Alex Quigley | |
| Sherry Reeves | |
| Mary Carmichael | Pass |
| Tammi Sutton | |
| Alan Hawkes | |
| Steven Walker | |
| Cande Honeycutt | Pass |
| Phyllis Gibbs | |
| Kevin Piacenza | Pass |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

VI. 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 2016-17

**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 | 2014-2015 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2016-2017 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$4,549.62 | 320 | \$1,455,878.40 |
| Local Funds | \$1,269.00 | 320 | \$406,080.00 |
| Federal EC Funds | \$3,768.11 | 48 | \$180,869.28 |
| Totals | | | \$2,042,827.68 |

LEA #2 600 - Charlotte-Mecklenburg Schools

| Revenue | 2014-2015 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2016-2017 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$4,505.20 | 80 | \$360,416.00 |
| Local Funds | \$2,262.96 | 80 | \$181,036.80 |
| Federal EC Funds | \$3,768.11 | 12 | \$45,217.32 |
| Totals | | | \$586,670.12 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Total Budget: Revenue Projections 2016-17 through 2020-2021

| INCOME: REVENUE PROJECTIONS | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|------------------|------------------|------------------|------------------|------------------|
| -State ADM Funds | \$1,816,294 | \$2,134,146 | \$2,451,997 | \$2,792,553 | \$2,815,256 |
| -Local Per Pupil Funds | \$587,117 | \$689,862 | \$792,608 | \$902,692 | \$910,031 |
| -Exceptional Children Federal Funds | \$226,087 | \$265,652 | \$305,217 | \$347,608 | \$350,434 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$2,629,498 | \$3,089,660 | \$3,549,822 | \$4,042,853 | \$4,075,721 |

***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 S.

Review Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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.

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
|--|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|
| | Num Staff | Avg Salary | Total salary | FTE | Avg Salary | Total salary |
| Administrative & Support Personnel: | | | | | | | | | | | | | | | |
| Lead Administrator | 1 | \$70,000 | \$70,000 | 1 | \$71,750 | \$71,750 | 1 | \$73,544 | \$73,544 | 1 | \$75,044 | \$75,044 | 1 | \$76,544 | \$76,544 |
| Assistant Administrator | 0 | \$45,000 | \$0 | 1 | \$45,000 | \$45,000 | 1 | \$46,125 | \$46,125 | 1 | \$47,125 | \$47,125 | 1 | \$48,125 | \$48,125 |
| Finance Officer | 1 | \$35,000 | \$35,000 | 1 | \$35,875 | \$35,875 | 1 | \$36,772 | \$36,772 | 1 | \$37,772 | \$37,772 | 1 | \$38,772 | \$38,772 |
| Clerical | 1 | \$25,000 | \$25,000 | 1 | \$25,625 | \$25,625 | 2 | \$26,266 | \$52,532 | 2 | \$27,054 | \$54,108 | 2 | \$27,865 | \$55,730 |
| Food Service Staff | 1 | \$26,000 | \$26,000 | 1 | \$26,650 | \$26,650 | 2 | \$27,316 | \$54,632 | 2 | \$28,136 | \$56,272 | 2 | \$28,980 | \$57,960 |
| Custodians | 1 | \$26,000 | \$26,000 | 1 | \$26,650 | \$26,650 | 2 | \$27,316 | \$54,632 | 2 | \$28,136 | \$56,272 | 2 | \$28,980 | \$57,960 |
| Guidance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 1 | \$40,000 | \$40,000 | 1 | \$41,200 | \$41,200 |
| Nurse | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 1 | \$30,000 | \$30,000 | 1 | \$30,900 | \$30,900 | 1 | \$31,827 | \$31,827 |
| A - Total Admin and Support: | 5 | | \$182,000 | 6 | | \$231,550 | 10 | | \$348,237 | 11 | | \$397,493 | 11 | | \$408,118 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 18 | \$34,500 | \$621,000 | 22 | \$35,363 | \$777,986 | 26 | \$36,247 | \$942,422 | 30 | \$37,334 | \$1,120,020 | 31 | \$38,454 | \$1,192,074 |
| Electives/Specialty Teacher(s) | 2 | \$34,500 | \$69,000 | 3 | \$35,363 | \$106,089 | 4 | \$36,247 | \$144,988 | 4 | \$37,334 | \$149,336 | 4 | \$38,454 | \$153,816 |
| Exceptional Children Teacher(s) | 2 | \$37,000 | \$74,000 | 2 | \$37,925 | \$75,850 | 3 | \$38,173 | \$114,519 | 3 | \$39,318 | \$117,954 | 4 | \$40,126 | \$160,504 |
| Subs (Days) | 220 | \$110 | \$24,200 | 270 | \$115 | \$31,050 | 330 | \$120 | \$39,600 | 370 | \$125 | \$46,250 | 390 | \$130 | \$50,700 |
| Teacher Assistants | 4 | \$22,000 | \$88,000 | 6 | \$22,892 | \$137,352 | 7 | \$23,414 | \$163,898 | 8 | \$24,348 | \$194,784 | 8 | \$25,079 | \$200,632 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | | | | | | | | | | | | | | |
|---|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|
| B - Total Instructional Personnel: | 246 | | \$876,200 | 303 | | \$1,128,327 | 370 | | \$1,405,427 | 415 | | \$1,628,344 | 437 | | \$1,757,726 |
| A+B = C - Total Admin, Support and Instructional Personnel: | 251 | | \$1,058,200 | 309 | | \$1,359,877 | 380 | | \$1,753,664 | 426 | | \$2,025,837 | 448 | | \$2,165,844 |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance (Total) | 1 | \$26,000 | \$26,000 | 1 | \$34,320 | \$34,320 | 1 | \$62,920 | \$62,920 | 1 | \$76,133 | \$76,133 | 1 | \$83,747 | \$83,747 |
| Retirement (Total) | 1 | \$10,920 | \$10,920 | 1 | \$13,893 | \$13,893 | 1 | \$20,894 | \$20,894 | 1 | \$23,849 | \$23,849 | 1 | \$24,487 | \$24,487 |
| Medicare (Total) | 1 | \$2,639 | \$2,639 | 1 | \$3,357 | \$3,357 | 1 | \$5,049 | \$5,049 | 1 | \$5,764 | \$5,764 | 1 | \$5,918 | \$5,918 |
| Social Security (Total) | 1 | \$11,284 | \$11,284 | 1 | \$14,356 | \$14,356 | 1 | \$21,591 | \$21,591 | 1 | \$24,644 | \$24,644 | 1 | \$25,303 | \$25,303 |
| Unemployment (Total) | 1 | \$1,254 | \$1,254 | 1 | \$1,505 | \$1,505 | 1 | \$2,508 | \$2,508 | 1 | \$2,759 | \$2,759 | 1 | \$2,759 | \$2,759 |
| D - Total Admin and Support Benefits: | 5 | | \$52,097 | 5 | | \$67,431 | 5 | | \$112,962 | 5 | | \$133,149 | 5 | | \$142,214 |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| Health Insurance (Total) | 1 | \$135,200 | \$135,200 | 1 | \$188,760 | \$188,760 | 1 | \$251,680 | \$251,680 | 1 | \$311,454 | \$311,454 | 1 | \$357,826 | \$357,826 |
| Retirement (Total) | 1 | \$52,572 | \$52,572 | 1 | \$67,699 | \$67,699 | 1 | \$84,325 | \$84,325 | 1 | \$97,701 | \$97,701 | 1 | \$105,463 | \$105,463 |
| Medicare (Total) | 1 | \$12,705 | \$12,705 | 1 | \$16,361 | \$16,361 | 1 | \$20,378 | \$20,378 | 1 | \$23,611 | \$23,611 | 1 | \$25,487 | \$25,487 |
| Social Security (Total) | 1 | \$54,324 | \$54,324 | 1 | \$69,955 | \$69,955 | 1 | \$87,136 | \$87,136 | 1 | \$100,957 | \$100,957 | 1 | \$108,979 | \$108,979 |
| Unemployment (Total) | 1 | \$7,300 | \$7,300 | 1 | \$9,208 | \$9,208 | 1 | \$11,220 | \$11,220 | 1 | \$12,674 | \$12,674 | 1 | \$13,309 | \$13,309 |
| E - Total Instructional Personnel Benefits: | 5 | | \$262,101 | 5 | | \$351,983 | 5 | | \$454,739 | 5 | | \$546,397 | 5 | | \$611,064 |
| D+E = F - Total Personnel Benefits | 10 | | \$314,198 | 10 | | \$419,414 | 10 | | \$567,701 | 10 | | \$679,546 | 10 | | \$753,278 |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 10 | | \$234,097 | 11 | | \$298,981 | 15 | | \$461,199 | 16 | | \$530,642 | 16 | | \$550,332 |
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 251 | | \$1,138,301 | 308 | | \$1,480,310 | 375 | | \$1,860,166 | 420 | | \$2,174,741 | 442 | | \$2,368,790 |
| G+H = J - TOTAL PERSONNEL | 261 | | \$1,372,398 | 319 | | \$1,779,291 | 390 | | \$2,321,365 | 436 | | \$2,705,383 | 458 | | \$2,919,122 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Operations Budget: Expenditure Projections
2016-17 through 2020-2021

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|--|------------------|------------------|------------------|------------------|------------------|
| | Administrative & Support: | | | | | |
| Other | Ff&E Purchases And Leasing | \$75,000 | \$78,750 | \$82,687 | \$86,822 | \$91,163 |
| | Other Leases | \$5,000 | \$5,250 | \$5,513 | \$5,788 | \$6,078 |
| | Advertising | \$10,000 | \$2,000 | \$2,000 | \$2,500 | \$2,500 |
| | Bank Fees | \$200 | \$200 | \$200 | \$200 | \$200 |
| | Admin Computers And Software | \$6,500 | \$2,000 | \$2,000 | \$4,500 | \$2,000 |
| | Security Deposits | \$7,500 | \$0 | \$0 | \$0 | \$0 |
| | Insurance | \$17,698 | \$19,000 | \$22,000 | \$25,000 | \$30,000 |
| | Telecommunications | \$5,000 | \$5,500 | \$5,665 | \$5,835 | \$6,010 |
| Professional Contract | Audit | \$0 | \$10,000 | \$10,000 | \$12,000 | \$12,000 |
| | Operations, Hr, Compliance And Training Support | \$190,000 | \$169,200 | \$178,200 | \$0 | \$0 |
| | Planning Year Assistance (Pd Over 3 Yrs) | \$41,000 | \$41,000 | \$41,000 | \$0 | \$0 |
| | Attorney And Legal | \$2,500 | \$3,500 | \$3,500 | \$4,500 | \$4,500 |
| | Technology Support | \$2,000 | \$2,100 | \$2,205 | \$2,315 | \$2,431 |
| | Child Nutrition | \$160,000 | \$170,000 | \$178,500 | \$187,425 | \$196,800 |
| Facilities | Facility Lease/Mortgage | \$225,000 | \$255,000 | \$275,000 | \$300,000 | \$335,000 |
| | Maintenance | \$7,500 | \$8,250 | \$9,075 | \$9,983 | \$10,980 |
| | Custodial Supplies | \$14,400 | \$16,920 | \$17,343 | \$17,777 | \$18,221 |
| | Pest Control | \$2,000 | \$2,100 | \$2,205 | \$2,315 | \$2,431 |
| | Security Monitoring | \$1,000 | \$1,100 | \$1,210 | \$1,331 | \$1,464 |
| | Utilities | \$82,000 | \$86,100 | \$90,000 | \$94,500 | \$99,225 |
| Transportation | Bus Leases | \$40,000 | \$47,000 | \$50,000 | \$60,000 | \$60,500 |
| | Fuel / Maintenance / Inspections | \$41,625 | \$48,900 | \$56,000 | \$64,000 | \$65,000 |
| | Drivers (Contracted) | \$50,000 | \$58,750 | \$67,500 | \$76,875 | \$77,500 |
| | Public Transportation Vouchers | \$5,000 | \$5,250 | \$5,513 | \$5,788 | \$6,078 |
| | K - TOTAL Administrative & Support Operations Instructional: | \$990,923 | \$1,037,870 | \$1,107,316 | \$969,454 | \$1,030,081 |
| Books And Supplies | Textbooks | \$85,000 | \$7,500 | \$7,500 | \$7,500 | \$7,500 |
| | Instructional And E.C. Supplies | \$22,130 | \$25,990 | \$29,851 | \$33,987 | \$34,263 |
| | Testing And Accountability | \$6,000 | \$7,050 | \$8,100 | \$9,225 | \$9,300 |
| | Office And General Supplies | \$15,148 | \$17,448 | \$19,749 | \$22,214 | \$22,379 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | | | | | |
|------------------------|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| | Dues And Subscriptions | \$1,200 | \$1,400 | \$1,500 | \$1,750 | \$2,000 |
| Classroom Technology | Computers And Tablets | \$7,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | Instructional Software | \$6,800 | \$3,500 | \$3,500 | \$3,500 | \$3,500 |
| | Hardware, Peripherals, Wiring | \$10,000 | \$2,500 | \$2,000 | \$10,000 | \$2,500 |
| | Classroom Projectors And Interfaces | \$25,000 | \$5,000 | \$3,500 | \$3,500 | \$3,500 |
| Instructional Contract | E.C. And Speech Services | \$9,000 | \$10,575 | \$12,960 | \$15,683 | \$16,740 |
| | Psychological And Guidance | \$3,000 | \$3,525 | \$4,050 | \$6,500 | \$7,000 |
| | Tutoring And Enrichment | \$4,000 | \$4,700 | \$5,400 | \$6,150 | \$6,200 |
| | Workshops And P.D. | \$7,500 | \$7,050 | \$8,100 | \$9,225 | \$9,300 |
| | L - TOTAL Instructional Operations | \$202,278 | \$97,738 | \$107,710 | \$130,734 | \$125,682 |
| | K+L = M - TOTAL OPERATIONS | \$1,193,201 | \$1,135,608 | \$1,215,026 | \$1,100,188 | \$1,155,763 |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|-------------|-------------|-------------|-------------|-------------|
| J - TOTAL PERSONNEL | \$1,372,398 | \$1,779,291 | \$2,321,365 | \$2,705,383 | \$2,919,122 |
| M - TOTAL OPERATIONS | \$1,193,201 | \$1,135,608 | \$1,215,026 | \$1,100,188 | \$1,155,763 |
| J+ M =N TOTAL EXPENDITURES | \$2,565,599 | \$2,914,899 | \$3,536,391 | \$3,805,571 | \$4,074,885 |
| Z - TOTAL REVENUE | \$2,629,498 | \$3,089,660 | \$3,549,822 | \$4,042,853 | \$4,075,721 |
| Z - N = SURPLUS / (DEFICIT) | \$63,899 | \$174,761 | \$13,431 | \$237,282 | \$836 |

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.

Ridgeview's student enrollment was estimated based on several factors. The first was a clear need for another school of choice in Gaston County. As was discussed in the Educational Need section, Gaston County Schools continue to show lags in reading and math performance compared to the statewide composite. Although there is a charter school operating in Gaston County, that school is operating at full capacity and has an extensive waiting list for admission. Without additional opportunities for school choice, children are relegated back to a public school system that is still struggling to show achievement gains.

RCS also considered the economic climate and outlook for Gaston County and the fact that it holds promise as a growing community with an increased demand for high-quality, public education. Gastonia's low cost of living and recent investments in infrastructure make it an attractive target for industry. As the third-largest county in the Charlotte Region situated adjacent to the I-85 corridor and fewer than 15 miles from the Charlotte-Douglas International Airport, Gaston County has seen over \$300M in increased economic activity and outside business investment since 2009. National Gypsum, Dole Foods, REPI, Lanxess, Curtiss Wright, FMC, Parker Hannifin, Bridgestone/Firestone, Buckeye Technologies and Hunter Douglas are some of the major corporations that have established roots in Gaston County in recent years. Workers and their families are migrating and/or being transferred to Gaston County and they are seeking educational opportunities for their children. The Gaston County EDC estimates population growth at 11% by 2020, largely as a function of the increased need for skilled workers in the region. Beyond providing for an influx of potential students, these businesses and their employees and leaders represent many countries around the world, bringing diversity and a global heritage to the region, thereby creating a natural connection to the international aspect of our curriculum.

Gaston County also has access to several higher education resources, which make it an ideal recruiting grounds for teachers, paraprofessionals and school leaders. In addition, RCS hopes to be able to cultivate

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

constructive, educational partnerships aimed at enriching the classroom environment and educational programming at the school.

Lastly, RCS used enrollment trends and 2014-2015 waiting list figures at charter schools within a 20 mile radius to gauge demand and establish a basis for the enrollment projections. Our first year enrollment projection (400) is based on the average, three-year enrollment growth and current waiting lists at Piedmont Community Charter School (6 mi), Lincoln Charter School (14 mi), Mountain Island Charter School (12 mi) and Pinnacle Classical Academy (19 Mi).

We performed an analysis using total fixed and variable costs per student which revealed years 1-5 break-even points of 336, 377, 461, 402 and 520 students.

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 negatively affect revenues, two strategies will be employed depending upon the cause. Assuming a shortage arising from under-enrollment, RCS 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 funding or necessary, unexpected costs, RCS will request a corrective action plan from the finance committee that reduces costs in the following order:

1st - Reduction or elimination of any non-essential fixed costs and renegotiation of leases and contracted consultant costs

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.

Between 1:18 and 1:22

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.*

Ridgeview Charter School does not intend to contract directly for student accounting and financial services but will instead be handling those functions internally with support and training from a charter school operations consulting firm, Prestige Preparatory Schools (a copy of the

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

contract is included in the application appendices). RCS will work with Prestige during the school's planning year and first three operating years. The consultants will be training our staff in best-practices related to accounting, student information management, UERS compliance, facilities operations, human resources, workplace safety and OSHA as well as a number of other critical charter school administrative operations areas. Prestige also provides extensive support in the instructional areas of the schools operations including staff development, leadership training, instructional program evaluations, teacher evaluations, special ed compliance and instructional improvement. RCS reviewed proposals from several different groups who provided some of the services provided by Prestige, but it was unable to find a group with as comprehensive of an array of services that was not seeking to write our charter, manage our school or influence control over RCS at the board level. We also found Prestige's contract termination provisions to be straightforward and with a minimum of obstacles.

RCS will likely contract with other qualified vendors for administrative, accountability, instructional, special ed and staff development support services. Contractors will be selected based on multiple factors including the service provider'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. No contract will be granted that provides for an outside entity to assume control over the operations of RCS. Because of its strong desire to remain an independently governed and locally managed school, Ridgeview Charter School has no intention of contracting with an EMO or CSO.

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

RCS's budget aligns with the school's mission and curricular offerings in several ways. First, the budget calls for an investment of over 56.24% of the resources available to direct instructional costs. Audits of schools that first opened in 2010-2011, 2011-2012 and 2012-2013 reflect average direct instructional investments of 41.06%.

Furthermore, while a majority of charter schools have historically submitted applications calling for arranging private transportation (i.e. carpooling) as a transportation solution, Ridgeview believes that at-risk children, particularly those in urban areas such as Gastonia and Gaston County, have no access to private transportation. Although transportation cannot be a barrier to attendance at a school, we recognize that in some circumstances and among some populations a lack of transportation is a barrier. Those children, even if offered the opportunity for a better choice in educational programming at a high-quality charter school, would not be able to leverage that choice because a school without a transportation solution simply isn't a viable option for them. RCS has, therefore, included in its budget a provision to provide a combination of student busing and public transit passes in order to make Ridgeview Charter School accessible to the parents and children who seek a better alternative. While this may not provide a complete transportation solution, we believe that making an investment in

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

transportation within our budget constitutes a substantial effort to mitigate those barriers and advances our mission, particularly as it relates to the at-risk population that we intend to serve. Furthermore, while a bring-your-own-lunch program is certainly an option for any child who attends RCS, we will also be making a lunch and breakfast program available to our students through a contracted, national service provider. The budget provides for \$2.16 per student, per day to be paid from state and local ADM funds to fund the child nutrition program, but RCS intends to apply for certification and funding through the NSLP. Any portion of the child nutrition expenses paid from operating funds but recovered through NSLP reimbursements will flow directly back to our bottom line.

Lastly, our planned facility, and the costs associated with leasing it, are intended to leverage growth that will result from a major renovation of the Loray Mills building in downtown Gastonia. This historic mill is on-track to open in the spring of 2015 after having undergone extensive renovation and revitalization. Loray Mills will be a combination of loft apartments and retail markets and shops located in the center of one of the most depressed areas of Gastonia. Recognizing the benefits of having a school as a conceptual part of their project, the developers are willing to create space within the facility to fit our needs as a school for a reduced per square footage lease rate.

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 developing a growth-oriented fund balance at 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. The school will implement an "MVP" (Maximum Value for Price) procurement strategy to ensure that each spending decision creates savings that contribute to the accumulated fund balance of the school. MVP procurement includes codifying in fiscal policy the use of cost-saving strategies such as looking for instructional equipment that is (s)lightly used rather than buying new, obtaining competitive bids on purchases and leveraging volume discounts. RCS also intends to apply for federal grant awards that would supplant dollars that would otherwise be spent directly from ADM funds, thereby returning them to the general fund for investment in direct instructional needs, reduction or avoidance of debt or growth of the fund balance.

Ridgeview has not used expenditures as a basis for determining the percentage of fund balance accumulated. Rather, RCS's goal is to achieve consistent, annual growth to the fund balance of at least 10% over the prior year balance. We believe that measuring growth over the prior year fund balance is more reliable and provides a better benchmark from which to track financial growth and communicate it to constituents.

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

Ridgeview will finance only what is necessary. Whenever possible, RCS will pay cash for assets and live within its financial means to the extent that it doesn't hinder working capital. However, it is expected that major purchases such as FF&E will have to be financed. We will attempt to

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

minimize financing through our MVP procurement process, but in instances where leveraging debt is unavoidable, Ridgeview will seek bids from multiple lenders and will pursue financing structures that strike an ideal balance between cost of money (i.e. interest charges) and maximizing available working capital.

Certain equipment, such as photocopiers and laptop computers, are more practically financed through an operating lease. An operating lease is a monthly lease where the equipment is not owned by the lessee at the end of the lease term but is returned to lessor. Generally, with expendable, high use electronics an operating lease makes more sense because the lessor replaces the equipment with new equipment and a renewed lease upon expiration of the lease term. Such arrangements, while slightly more expensive, ensure that the school has the latest technology in good repair. RCS will leverage operating leases on equipment when it makes good sense to do so.

Although no firm commitments have been made on lease terms for a facility, RCS will attempt to negotiate a multi-year lease that provides for a graduating lease rate, thereby deferring costs in the early years to the later years of operation. Any facility that Ridgeview ultimately occupies will, at least initially, have to be leased by the developer of the space. Upon being awarded a charter, Ridgeview will contact groups such as Charter School Capital to assist in identifying, purchasing, renovating and then leasing the potential site to the school, particularly if the originally planned facility site becomes impractical or cannot be secured.

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*

Not Applicable

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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 Board of Directors will establish internal control standards as well as financial policies and procedures to ensure compliance with the Fiscal Control Act and to facilitate annual financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools.

The RCS Board will also appoint members to a standing Finance / Audit Committee. This committee will be responsible for the oversight of the financial accounting and audit functions at the school. Duties will include, but are not limited to:

*Work collaboratively with school personnel and the principal to draft and submit to the board for approval an annual budget

*Meeting with the principal and the business manager on a monthly basis to review the budget report, cash flow and financial performance

*Establishing fiscal policy and procedure in accordance with generally accepted accounting principles

*Issuing the RFP and overseeing the selection process for an annual, independent auditor

*Establish the audit timeline and schedule for fieldwork

*Reviewing and presenting the results of the annual audit to the Board of Directors for approval

*Draft the Management Discussion and Analysis ("MD&A") that accompanies the audit report

*Contribute to the preparation and review of the annual Form 990

*Review potential financing/leasing instruments

*Draft and oversee implementation of organizational and functional level internal controls

Ridgeview Charter School will adopt both organizational level and functional level internal controls and will evaluate those controls annually to determine whether or not the implementation is practical and achieves its intended goals. If necessary, modifications will be made to realign controls with the schools financial and operational objectives.

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.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

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.

Ridgeview will also employ a full-time, on-site business manager. He or she will be responsible for ensuring compliance with generally accepted standards of fiscal management and for overseeing the day-to-day implementation of fiscal policy and procedure. The Business Manager will also be responsible for all UERS compliance functions and reporting.

Lastly, the board has hired Prestige Preparatory Schools to train, monitor and periodically submit to the board an evaluation of the business manager's work in the functional areas of charter school accounting, financial reporting and budget management. Prestige will also provide annual governance training to the Board of Directors that includes an extensive study/lecture unit on Financial Fiduciary Duties of the Board.

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

Ridgeview is neither aware of nor currently contemplating any related party transactions.

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 firm is being explored to perform the annual, independent financial audit:

Goodson & Taylor, CPAs
4406 Raspberry Rd
Wilmington, NC 28405
(910) 392-4650
(910) 392-3240 - Fax

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Section VI: Financial Plan Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------|---------------------------|
| Revenue projections are only realistic if enrollment numbers can be met. Insufficient evidence of demand or need presented. | Cande Honeycutt | Budget Reven |
| As it seems school is unlikely to meet enrollment targets, revenue projections are high. | Paige Hirsch | Budget Reven |
| Unrealistic revenue based upon evidence of need and ability to meet enrollment projections. | Cande Honeycutt | Total Budget |
| If financial services and accounting is being contracted, what is role of "Finance Officer" @\$35K? Teacher salary @\$ \$34,500 for first year is low given location and it does not match projections in Governance section. Will there be any experienced teachers on staff first year? Health insurance and retirement values are not clear with number of staff @ 1.0 and costs at high values. | Kevin Piacenza | Personnel Bu |
| Does not align with petition text. | Paige Hirsch | Personnel Bu |
| Budget does not align with staffing section of the application. Entry of benefits information is unclear. How many staff will receive benefits and what is the individual cost per item? Cannot determine if amounts are feasible by the format of the information. It appears as if an exorbitant amount of money will be spent on two employees (one administrative and one staff). | Cande Honeycutt | Personnel Bu |
| Difficult to evaluate given how vague the petition is with respect to many of these areas. | Paige Hirsch | Operations B |
| No budget for marketing. Budget for classroom technology low considering the choice of programs and evaluation tools. Professional contract services fees for operations does not seem clear (Y1: \$190000, Y2: \$169200, Y3: \$178200) Why the up and down fluctuation? What happens to these services after year 3? Legal fees may not be sufficient. Bus lease does not match transportation plan outlined. Professional development funding insufficient to meet the needs of the professional development outlined. | Cande Honeycutt | Operations B |
| Why no audit costs for year 1? Attorney fees given size of student body, staff, and EC program may not be adequate. Other operational costs;ie., tech support, maintenance, computer hardware, and contracted services for EC (speech, psychologist, etc.)do not seem adequate given size of student body and facility. | Kevin Piacenza | Operations B |
| Given that several budgeted expenditures in budget projections appear low compared to what is typical (facility, instructional salaries, operational items) the low projected surplus values, especially in years 3-5, are a concern. | Kevin Piacenza | Total Expend |
| The very low surplus levels in 18-19 and 20-21 seems to need attention. | Mary Carmichael | Total Expend |
| Too many deficient areas for the surplus in year 1. Why is the surplus fluctuating in subsequent years? Year 5 surplus of \$836 is alarming. | Cande Honeycutt | Total Expend |
| Description of demand for the school fails to consider whether parents will seek out a single-gender experience for their children, an environment not all parents will likely choose. | Paige Hirsch | Budget Narra |
| In one section, the finances will be contracted out, in another, there is an employee and in this section that employee will be trained by a contracted vendor. How will you increase marketing efforts if there is no budget for marketing to begin with? | Cande Honeycutt | Budget Narra |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | | |
|--|-----------------|--------------|
| How will you fund additional contract services listed if you did not include them in your budget? | | |
| There appears to be some contradiction throughout application as to who and how accounting/finances services will be handled. Can this be clarified? The absence of a marketing expenditure is a concern given ambitious enrollment plan. Contingency plan is present but lacks detail. What are examples of nonessential fixed costs or nonessential instructional staff costs beyond lowering salaries (which already seem low). | Kevin Piacenza | Budget Narra |
| Again, this section regarding finance does not match previous statements. | Cande Honeycutt | Financial Au |

| Reviewer | Score |
|------------------|-------|
| Alex Quigley | |
| Cheryl Turner | |
| Marie Massengill | |
| Sherry Reeves | |
| Paige Hirsch | Fail |
| Cande Honeycutt | Fail |
| Mary Carmichael | Pass |
| Kevin Piacenza | Fail |
| Steven Walker | |
| Eric Sanchez | |
| Phyllis Gibbs | |
| Alan Hawkes | |
| Helen Nance | |
| Joe Maimone | |
| Tammi Sutton | |
| Mike McLaughlin | |
| Becky Taylor | |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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: 09/26/2014

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: Founder

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

| <u>Total Initial Screening Votes</u> | |
|---|---|
| No | Yes |
| 0 | 11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW |

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

| <u>Total External Evaluator Votes</u> | |
|--|------------|
| No | Yes |
| 4 | 0 |

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

| <u>CSAB Votes</u> | |
|--|------------|
| No | Yes |
| 11 JM, SW, CT, BT, PG, HN, AQ, AH, SR, ES, TS | 0 |

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| Initial Screening | |
|-------------------------------------|--|
| Mission, Purposes, and Goals | - cande_honeycuttk2 |
| Education Plan | - cande_honeycuttk2 |
| Governance and Capacity | - cande_honeycuttk2 |
| Operations | - cande_honeycuttk2 |
| Financial Plan | - cande_honeycuttk2 |
| OVERALL | - dtsmith840 - cande_honeycuttk2 - cande_honeycuttk2 |

| External Evaluator | |
|-------------------------------------|--|
| Mission, Purposes, and Goals | <p><u>Mission Statement</u> The description of single gender as appears in the petition is problematic to me: "By offering gender-specific classrooms for literature, Ridgeview Charter School teachers could offer a study unit using "The Arabian Nights" stories from which most female students can enjoy learning. Young women also like to use role-playing in learning new concepts (Sax, 2004). A single-gender classroom teacher in this situation might be able to use inductive exercises like, "Imagine you are Shahrazad. . .". This student-centered learning strategy allows the teacher to create a lesson that involves the girls directly in the story in an expressive or dramatic way and gain the most benefit from the class by exploiting their natural learning inclinations."</p> <p>It's common knowledge that women are underrepresented in STEM careers and though girls may gravitate to non-fiction (I'd argue that this is not true), this does not mean that classrooms should be designed to further this rather than expose girls to content areas to which they might not naturally gravitate. - paigeabramsonhirsch</p> <p><u>Mission Statement</u> "Increasing the likelihood of..." seems like weak language for a mission statement. - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u> 30 attendees to a meeting and 79 positive responses by individuals with school-age children do not demonstrate demand or need for a 400 pupil school. - cande_honeycuttk2</p> <p><u>Educational Need and Targeted Student Population</u> As noted in previous section - the evidence of need does not support the enrollment projections. The interest card sample does not capture needed information about interest in the school and does not mention single gender instruction or a focus on at risk students. There seems to be a disconnect with the mission statement and the information shared</p> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|--|--|
| | <p>with prospective families. - maryvcarmichael</p> <p><u>Educational Need and Targeted Student Population</u> Although Appendix A provides some evidence of support for school choice in the target area, the survey used does not specify the school's strategy of separate gender instruction. How would this strategy impact survey results and the ambition to enroll 400 students k-5 in year one? - kpiacenza</p> <p><u>Purposes of Proposed Charter School</u> Seems the school could've described its plan to address more than one purpose. - paigeabramsonhirsch</p> <p><u>Purposes of Proposed Charter School</u> Although the applicant includes support for one of the six legislative purposes, other key purposes are not substantively addressed. - kpiacenza</p> <p><u>Purposes of Proposed Charter School</u> Applicants answers in this section meet the minimum but could have been an area to expand on single gender, innovative teaching methods, new professional opportunities, etc... - maryvcarmichael</p> <p><u>Goals for the Proposed Charter School</u> What does this mean? "Year 1: K-2/ 50%; grades 3-8/ 50%" Are these the only academic performance goals?</p> <p>Operational and Finance Goals are vague.</p> <p>Description indicates that the Governing Board will meet during the school day; how does this permit teachers and parents to actively participate in Board meetings in an authentic and meaningful manner?</p> <p>Proficiency scores for the referenced MI school are especially weak in math, with only 37% of students proficient.</p> <p>No description of a process by which the Board will act on the information it receives annually, i.e. if the academic report is not good, then what action does the Board take? - paigeabramsonhirsch</p> <p><u>Goals for the Proposed Charter School</u> The goals are not adequately aligned to the mission and purpose.</p> <p>For the Academic goals they have grades listed they will not have that year - example in year 1 they will not have 6, 7, or 8th grades, but have included them. The 5% growth per year for most years seems like an arbitrary number and not research based with the at risk population they are targeting to serve per their mission. It is unclear why there is predicted to be 10% growth between years 3 and 4 for K-2nd grade, but only 5% other years.</p> <p>Increasing the fund reserve by 10% each year is not appropriate as - the student population and revenue grows by more that 10% in the initial years and then will increase less than 10% once fully matriculated. - maryvcarmichael</p> <p><u>Goals for the Proposed Charter School</u> Why does year one include goals for grades 6-8? What is the rationale for the growth</p> |
|--|--|

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|------------------------------|--|
| | <p>percentage of 5% every year? Does that correlate to any established record using this model with the target population? Also, why does growth rate increase to 10% in years 4 and 5 for grades k-2? Won't those students be new to school? Is that growth based on internal assessment? - kpiacenza</p> |
| <p>Education Plan</p> | <p><u>Instructional Program</u> (Multiple typos in this section)</p> <p>Application states: "The IPC is a learning-focused curriculum; designed to help children learn and to enjoy what they are learning." Are not all curricula described this way? The description does not speak specifically about the instructional program, methods to be used. The assessment strategies are vaguely described. It is unclear how IPC is aligned to Common Core-will teachers need to spend time mapping CC standards onto this curriculum? Is NWEA MAP aligned to IPC? Why was it selected? - paigeabramsonhirsch</p> <p><u>Instructional Program</u> Do not see how assessment is aligned with instructional program. The IPC Curriculum looks impressive however 1400 of the 1600 schools currently implementing it are in England. It is not clear how the instructional program would work to align with NC adopted standards. - maryvcarmichael</p> <p><u>Instructional Program</u> No connection between the evaluation tools and curriculum. Low funding for classroom technology that may not be sufficient to outfit the school with the required technology to administer NWEA MAP.</p> <p>Not enough information provided on how methods will serve targeted population. - cande_honeycuttk2</p> <p><u>Instructional Program</u> Is critical thinking considered a key "skill" in the IPC/IMYC model? Although there is substantive support provided for IPC/IMYC, little formal evidence is provided to support proposed gender specific classes. How does the proposed model support growth for target population? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> The first sentence states that teachers will facilitate a blended model-but there is no description of blended learning with respect to time spent with online content.</p> <p>The last part of the first paragraph describes the teaching of facts and "knowledge" and makes no reference critical thinking skills or other higher level Bloom's skills.</p> <p>One day a week for writing workshop seems inadequate.</p> <p>I strongly disagree with much of the discussion on gender, i.e. "Female students have been found to prefer collaborating with other students when studying and resolving problems, and they have a stronger preference for teacher support than male students." Even if research suggests there are differences in how students learn, I don't make a logical leap that it's best for students to have these differences embedded in an instructional program.</p> <p>What does "high-quality corrective instruction approaches" entail?</p> <p>How will single-gender classes prepare students for high school, at which time they will</p> |

| | |
|--|--|
| | <p>most likely be in classes with both genders?</p> <p>Overall, the descriptions in this section seem incredibly vague and lack a specificity necessary to judge their likelihood of success. - paigeabramsonhirsch</p> <p><u>Curriculum and Instructional Design</u> Not clear if the the framework and basic calendar meets the needs of at risk students in the proposed mission. Are 185 days of this curriculum enough to help students catch up and excel? - maryvcarmichael</p> <p><u>Curriculum and Instructional Design</u> Not enough information about the IPC or blended learning curriculums. - cande_honeycuttk2</p> <p><u>Curriculum and Instructional Design</u> Throughout the section there are broad statements made related to gender specific learning preferences. What sources are being used to support these statements? The section indicates that 6-8 students will move from one one gender specific class to another. Besides during these transitions, will there be any scheduled interaction between boys and girls? - kpiacenza</p> <p><u>Special Programs and "At-Risk" Students</u> Description fails to explain how students in need of intervention will be identified? What is the threshold?</p> <p>Why the differentiation between pull-out for literacy and push-in for math? Who will provide these services?</p> <p>Again, descriptions are vague, i.e. "Ridgeview will ensure that the process to identify AIG students is clear, equitable, consistent and comprehensive." What is the process? - paigeabramsonhirsch</p> <p><u>Special Programs and "At-Risk" Students</u> What is the process for identifying students who need intervention? A process for identifying AIG students is not described. - kpiacenza</p> <p><u>Exceptional Children – Identification and Records</u> What happens if the parent does not allow the student to be referred to the SIT? EVALUATION SECTION: Concerned about the statement that the SIT will conduct the evaluation. Once the student has been referred the decisions are then made by a legally composed IEP Team. The IEP team (not a SIT) determines what, if any, evaluations will be conducted and they will be conducted by qualified individuals. DETERMINATION OF ELIGIBILITY: Again, the SIT is not the team that makes this determination. It can only be made by a legally composed IEP team. - marie_massengill</p> <p><u>Exceptional Children – Identification and Records</u> Petition states, "Teachers will provide tutoring for struggling students either before or after school." What if a teacher has multiple students in need of tutoring? What's the threshold for tutoring? Will teachers truly have capacity to tutor?</p> <p>Petition states, "Their academic progress will be monitored on an ongoing basis." How? Need specifics!</p> |
|--|--|

| | |
|--|--|
| | <p>Why a 90 day window for initial evaluation through SIT? That's a long time for a struggling student to wait for a process to be implemented. - paigeabramsonhirsch</p> <p><u>Exceptional Children – Education Programming</u> Is there a plan in case an EC student enrolls who is significantly impaired and requires EC services most, of all of the day? It does seem so - keeping in mind that the IEP cannot be changed to fit what the school has in place. This is referred to as administrative convenience and is not legal. Least Restrictive Environment is decided individually for each student based upon his/her unique needs. - marie_massengill</p> <p><u>Exceptional Children – Education Programming</u> How will students access the core curriculum?</p> <p>Overall, this section lacks specificity. - paigeabramsonhirsch</p> <p><u>Exceptional Children – Education Programming</u> Seems to be confusion between the legal requirements of an IEP team and the school's proposed SIT team. - maryvcarmichael</p> <p><u>Exceptional Children – Education Programming</u> If SIT is functioning as IEP team, an administrator should be on the team. Typically, IEP and 504 functions are handled by different teams. Why is it advantageous to assign these functions to the same team? Given ambitious enrollment goals and target population a more detailed description of EC staff and its supervision would be appropriate. - kpiacenza</p> <p><u>Student Performance Standards</u> Goals stated do not have specific end results.</p> <p>Promotion standards from one grade to the next are not specific. - cande_honeycuttk2</p> <p><u>Student Performance Standards</u> Performance standards lack detail; targets are not established for all assessments, an assessment framework with timelines is not described. Listing assessments and stating that teachers will hold data meetings after assessment provides no information about how frequently this will happen or how it will truly impact student achievement. - paigeabramsonhirsch</p> <p><u>Student Performance Standards</u> Lacking specific student performance standards. - maryvcarmichael</p> <p><u>Student Performance Standards</u> What are the specific internal assessments and what is the specific administration schedule? The description of student performance standards lacks necessary detail. Promotion guidelines are provided but lack specific details here. How do assessments align with educational program? - kpiacenza</p> <p><u>Student Conduct and Discipline</u> Discipline of Students with Disabilities is written in vague and incomplete terms. Not sure there is a clear understanding of the provisions and procedures. - marie_massengill</p> <p><u>Student Conduct and Discipline</u> Student handbook list offenses but provides no information about process or how offenses will be handled, or how a PBIS or other system will be implemented prior to escalation to</p> |
|--|--|

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|---------------------------------------|---|
| | <p>suspension/expulsion. - paigeabramsonhirsch</p> <p><u>Student Conduct and Discipline</u> No mention of mission/educational program in handbook.</p> <p>Handbook states that The application of any eligible student who agrees to be bound by the school pledge and adhere to the schools policies will be accepted and that student will be admitted ifthere is space available. Does not match admissions policy in narrative later in application. - cande_honeycuttk2</p> <p><u>Student Conduct and Discipline</u> Student discipline plan is present in handbook but is difficult to follow. How are specific offenses handled? It is difficult to easily connect the specific behaviors to specific consequences. - kpiacenza</p> |
| <p>Governance and Capacity</p> | <p><u>Tax-Exempt Status 501 (c)(3)</u> Not required at this time. - cande_honeycuttk2</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> NA - maryvcarmichael</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> No board members residing in Gaston County.</p> <p>Did not follow 1 page guideline for board resumes.</p> <p>Concern that the board is heavily reliant on third-party vendor for guidance.</p> <p>Recommend a minimum of no less than five board members instead three.</p> <p>Action without a meeting is not legal: 3.11 Informal Action by Directors. Action taken by a majority of the directors without a meeting is nevertheless action of the Board of Directors if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.</p> <p>Most board members did not mention target population or IPC/IMYC curriculum. - cande_honeycuttk2</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board members J and R Williams share the same address-are they related?</p> <p>Unclear that the Board members possess the experience or diversity of skill sets necessary to effectively govern a charter school. - paigeabramsonhirsch</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> None of the current BOD members reside in Gaston County. How is this effective given the school's community specific mission and taget population? - kpiacenza</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - cande_honeycuttk2</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - paigeabramsonhirsch</p> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| |
|--|
| <p><u>Proposed Management Organization (EMO/CMO)</u> NA - maryvcarmichael</p> <p><u>Projected Staff</u> The projected staff does not match the personnel expenditures budget. There is no budget in year 1 for an assistant director or nurse, but there is for finance. This section contradicts this by stating that there will be a director, assistant director, and nurse. Also states that finances, etc. will be contracted out although a finance officer is listed in the budget. - cande_honeycuttk2</p> <p><u>Projected Staff</u> Petition states a Talent Development Coordinator in prior sections that is not represented here. - paigeabramsonhirsch</p> <p><u>Projected Staff</u> Budget values for teaching staff do not accurately align with stated salary range. - kpiacenza</p> <p><u>Staffing Plans, Hiring, and Management</u> Who is paying for criminal background checks? - cande_honeycuttk2</p> <p><u>Staffing Plans, Hiring, and Management</u> Entire section lacks sufficient detail. - paigeabramsonhirsch</p> <p><u>Staff Evaluation and Professional Development</u> When will the training about the international programs take place? How will all professional development needed to implement school's mission be funded. Currently \$7500 in work shop and professional development. - cande_honeycuttk2</p> <p><u>Staff Evaluation and Professional Development</u> No informal observations? Conducting only formal observations, done with advance notice, fails to capture opportunities for frequent feedback and instructional improvement. Section does not adequately describe how PD plan will be crafted, how teacher needs will be considered in its development. - paigeabramsonhirsch</p> <p><u>Staff Evaluation and Professional Development</u> A well developed mentor program is not presented. Will there be regular informal observation routines? - kpiacenza</p> <p><u>Marketing Plan</u> No budget for marketing. - cande_honeycuttk2</p> <p><u>Marketing Plan</u> Plan may be effective, but targets are sufficiently high that it is doubtful the school will open fully enrolled. - paigeabramsonhirsch</p> <p><u>Marketing Plan</u> Marketing plan does not specify how they will reach target population specifically mentioned in mission. - maryvcarmichael</p> <p><u>Marketing Plan</u> Where is marketing addressed in budget? - kpiacenza</p> <p><u>Parent and Community Involvement</u></p> |
|--|

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|-----------------------|---|
| | <p>Refers to marketing team (no budget) and a volunteer coordinator. - cande_honeycuttk2</p> <p><u>Parent and Community Involvement</u> How specifically will parents be involved? Will there be a parent association that meets regularly? Will there be parent representation on the Governing Board? - paigeabramsonhirsch</p> <p><u>Admissions Policy</u> Does not match policies in student handbook. - cande_honeycuttk2</p> <p><u>Projected Student Enrollment (Table)</u> Based upon the information submitted as evidence of need, this projected enrollment chart is unrealistic. - cande_honeycuttk2</p> <p><u>Projected Student Enrollment (Table)</u> Targets seem high, especially at non-transition point grades. - paigeabramsonhirsch</p> |
| Operations | <p><u>Transportation Plan</u> Carpooling would not be adequate transportation plan for target population. - cande_honeycuttk2</p> <p><u>Facility and Facility Contingency Plan</u> What is the square footage and layout of the ideal facility? What are the minimums to support existing mission and plan? While the choice of location is explicit, this section is lacking in details. - cande_honeycuttk2</p> <p><u>Facility and Facility Contingency Plan</u> Will first choice Loray Mills site be appropriate for a school, both with respect to the law and operationally? - paigeabramsonhirsch</p> <p><u>Facility and Facility Contingency Plan</u> \$6-\$9/ sq ft. for space up-fitted to get C.O. for a school seems very low and unrealistic. What is the rationale for this projection? What is footage desired? What sort of contingency space would be available at the cost projected in this section? Evidence that modular or temporary lease arrangements can be obtained for \$6-\$9/ sq ft. should be provided. Is comparing school costs/sq. ft. to "specialized industry" costs a valid comparison? - kpiacenza</p> |
| Financial Plan | <p><u>Budget Revenue Projections from Each LEA (Table)</u> Revenue projections are only realistic if enrollment numbers can be met. Insufficient evidence of demand or need presented. - cande_honeycuttk2</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> As it seems school is unlikely to meet enrollment targets, revenue projections are high. - paigeabramsonhirsch</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Unrealistic revenue based upon evidence of need and ability to meet enrollment projections. - cande_honeycuttk2</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Budget does not align with staffing section of the application.</p> <p>Entry of benefits information is unclear. How many staff will receive benefits and what is the individual cost per item? Cannot determine if amounts are feasible by the format of the</p> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

information. It appears as if an exorbitant amount of money will be spent on two employees (one administrative and one staff). - cande_honeycuttk2

Personnel Budget: Expenditures 2017-2021 (Table)

Does not align with petition text. - paigeabramsonhirsch

Personnel Budget: Expenditures 2017-2021 (Table)

If financial services and accounting is being contracted, what is role of "Finance Officer" @\$35K? Teacher salary @\$ \$34,500 for first year is low given location and it does not match projections in Governance section. Will there be any experienced teachers on staff first year? Health insurance and retirement values are not clear with number of staff @ 1.0 and costs at high values. - kpiacenza

Operations Budget: Expenditures 2017-2021 (Table)

No budget for marketing.

Budget for classroom technology low considering the choice of programs and evaluation tools.

Professional contract services fees for operations does not seem clear (Y1: \$190000, Y2: \$169200, Y3: \$178200) Why the up and down fluctuation?

What happens to these services after year 3?

Legal fees may not be sufficient.

Bus lease does not match transportation plan outlined.

Professional development funding insufficient to meet the needs of the professional development outlined. - cande_honeycuttk2

Operations Budget: Expenditures 2017-2021 (Table)

Difficult to evaluate given how vague the petition is with respect to many of these areas. - paigeabramsonhirsch

Operations Budget: Expenditures 2017-2021 (Table)

Why no audit costs for year 1? Attorney fees given size of student body, staff, and EC program may not be adequate. Other operational costs;ie., tech support, maintenance, computer hardware, and contracted services for EC (speech, psychologist, etc.)do not seem adequate given size of student body and facility. - kpiacenza

Total Expenditure Projections (Table)

Too many deficient areas for the surplus in year 1. Why is the surplus fluctuating in subsequent years? Year 5 surplus of \$836 is alarming. - cande_honeycuttk2

Total Expenditure Projections (Table)

The very low surplus levels in 18-19 and 20-21 seems to need attention. - maryvcarmichael

Total Expenditure Projections (Table)

Given that several budgeted expenditures in budget projections appear low compared to what is typical (facility, instructional salaries, operational items) the low projected surplus values, especially in years 3-5, are a concern. - kpiacenza

Budget Narrative

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|----------------|---|
| | <p>In one section, the finances will be contracted out, in another, there is an employee and in this section that employee will be trained by a contracted vendor.</p> <p>How will you increase marketing efforts if there is no budget for marketing to begin with?</p> <p>How will you fund additional contract services listed if you did not include them in your budget?</p> <p>- cande_honeycuttk2</p> <p><u>Budget Narrative</u> Description of demand for the school fails to consider whether parents will seek out a single-gender experience for their children, an environment not all parents will likely choose. - paigeabramsonhirsch</p> <p><u>Budget Narrative</u> There appears to be some contradiction throughout application as to who and how accounting/finances services will be handled. Can this be clarified? The absence of a marketing expenditure is a concern given ambitious enrollment plan. Contingency plan is present but lacks detail. What are examples of nonessential fixed costs or nonessential instructional staff costs beyond lowering salaries (which already seem low). - kpiacenza</p> <p><u>Financial Audits</u> Again, this section regarding finance does not match previous statements. - cande_honeycuttk2</p> |
| OVERALL | <p><u>Grade Levels Served and Total Student Enrollment:</u> Concern that the school may not meet the 400 pupil projected enrollment based upon the numbers of support included in the application and the fact that the existing charters in the LEA are not currently enrolled to capacity. - cande_honeycuttk2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> These enrollment targets seem high, given that the school is seeking to enroll kids at grades that are not transition points, i.e. 4th and 5th grades. Why not start with the lower grades and then grow up over time? - paigeabramsonhirsch</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment numbers seem high based on documented student interest. The sample card in APPENDIX A1 does not capture actual interest in the school, but only if they support quality school choice in the area and if they have school age children. Only 79 had school age children and the grade distribution for the 2016 opening was not captured to document possible enrollment across K-5th grade. - maryvcarmichael</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Given nontraditional aspects of the school's mission related to gender and the overall need described in Appendix A, 400 students across k-5 in year one does not seem like a realistic projection. - kpiacenza</p> |

| Charter School Advisory Board Subcommittee | |
|---|--|
| Mission, | |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|---------------------------------------|---|
| <p>Purposes, and Goals</p> | |
| <p>Education Plan</p> | <p>Ms. Nance asked what the rationale was for a single gender school. The board chair replied single gender schools were popular in other countries and in other states. Single gender would occur in the middle school core classrooms. Students would be in co-ed classrooms in other classes.</p> <p>Mr. Maimone asked for clarification on the education plan. A board member explained the school would be using the IB curriculum but would not be called an IB school. The school would have more project based learning and then broken into smaller groups. There would be a final project implemented for every grade and every subject.</p> <p>Mr. Sanchez asked if the curriculum was the same for each gender. The curriculum would be the same but the resources may be different. Things for boys may not be interesting for girls. Mr. Sanchez asked for clarification. There are some methodology differences and research shows boys learn differently than girls. The goals of the lesson would be the same.</p> |
| <p>Governance and Capacity</p> | <p>The members of the board introduced themselves. Ms. Nance asked what the relationship was between Mr. and Mrs. Williams. Mrs. Williams replied that they were married. She explained her husband would step down if it were a requirement of the committee.</p> <p>Ms. Nance asked if this would affect enrollment. The board member replied the main challenge would be making sure that the numbers are reflective. If the teachers were trained, the teaching staff could be modified. Ms. Nance asked if they would be partnering with other organizations. The board chair replied they were partnering with The NC Charter Schools, Mr. Eddie Goodall. Ms. Turner asked what services he would be providing. The board replied the services would be pulling down funds, providing training to teachers, and providing resources for procurement of services that needed to be leased out.</p> <p>Mr. Walker asked what the process was for the board to decide to use single gendered school. A board member explained that he did research and the research showed that middle school was the optimal time to separate them. Mr. Walker asked what part of Gaston County would be located in. The board member replied they would be closer to the Mecklenburg side.</p> <p>Mr. Sanchez asked how the board would know it was working. The board chair explained she was a data person and she would track the success of the program with data. There would not be comparison the first year but feedback from the teachers could be used. * Mr. Sanchez asked what challenges would be expected. The board chair responded the biggest challenge would be to get the numbers to balance. The board had already started communicating the school in the local community through pamphlets. The marketing process would be going to local civics meetings. One of the board members explained he is a manager at a large business in the area.</p> <p>Ms. Nance asked if there was another family relationship on the board. The board explained there were two married couples on the board and they understood the ethics involved. Ms. Turner stated a quorum is three and a married couple could be a quorum. A board member responded he was insulted when someone questioned his ethics because of his military background. He added they were planning to add other members.</p> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|-----------------------|---|
| | <p>Mr. Walker asked how the board would follow regulations and policies for conflicts of interests. The board is working with Eddie Goodall the NC Associations of Charter Schools. Board training would occur through that organization. They added they were recruiting other members but would not add them at this time.</p> <p>Mr. Walker noted the board that was present may not be the board that would be running the school. A board member replied the board members would not remove themselves until the others are replaced. Mr. Walker replied the school could not be approved based on the faith that strong board members would be recruited.</p> <p>Mr. Maimone noted he was concerned that the board was here last year. The application was incomplete. The board informed Mr. Maimone their application was incomplete the previous year and they never made it to the interview round.</p> |
| Operations | <p>Ms. Sutton asked how they would be recruiting families the first year since the single gender grades would not begin until the following year. The board chair replied although classrooms would not be single gendered there would be exercises in place to prepare them.</p> <p>Ms. Nance noted during the writing of the application, the board partnered with Prestige and now they are partnering with Mr. Goodall. The board chair replied Prestige relocated their business and it gave the Board a chance to rethink the amount of money they would be charging.</p> |
| Financial Plan | |
| OVERALL | <p>Ms. Turner made a motion not to forward Ridgeview Charter School to the Ready to open process. Ms. Taylor seconded the motion. Mr. Walker asked Ms. Crumpler if it was material revision that the board used Mr. Eddie Goodall instead of Prestige as it was listed in their application. Ms. Crumpler replied that it was a material change. The motion carried unanimously.</p> |

| <u>Overall Summary</u> | |
|-------------------------------|--|
| Initial Screening | The Office of Charter Schools deems this application complete. |
| 10/20/2014 | The CSAB voted unanimously to deem this application complete on November 14, 2014. |
| Application Review | <p>On February 9, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 4 to 2. The full CSAB vote was 6 to 5.</p> <p>Concerns outlined consisted of the following: There is a husband and wife on the board. One board member plans to be the director and will come off the board; however, she is the wife of a board member. Mission addresses academic success for minorities but not others. Goals- what happens in the later years when the students have been with you why do the upper grades still have lower expectations? How does the enrollment support gender specific classes? Rationale for having a third party vendor as well as a financial person. There's no experience for charter schools on this education plan. Very little research shown in the application for</p> |

Ridgeview Charter School - Our mission is to increase the likelihood of academic and career success for minority and at risk students in an internationally focused curriculum and by leveraging the gender-specific abilities of boys and girls in single gender classrooms.

| | |
|-------------------------------------|---|
| | <p>gender specific core subject classes. Mr. Sanchez stated "Enthusiastic board and the director is on the board, but it feels like the writing in the application seems to be opinion and loose." Vague areas will create issues later if they make it through the interview process.</p> <p>In subcommittee, Mr. Sanchez made the motion not to recommend for interview. Motion failed because there wasn't a second.</p> <p>Mr. Maimone made a motion to recommend for interview. Ms. Reeves seconded. Motion failed with a 3 to 3 vote.</p> <p>Ms. Reeves made a motion to recommend for interview. Mr. Maimone second.</p> <p>During the CSAB full meeting, Mr. Sanchez explained concerns the subcommittee found during the process. Mr. Hawkes asked specific questions about the gender specific classes. Ms. Turner stated that there were concerns similar to this with another group and that they should rewrite if there are questions in what they are saying and what they are going to do.</p> <p>Ms. Nance made the motion to move the group forward to interview. Ms. Reeves gave the second.</p> |
| <p>Application Interview</p> | <p>On March 10, 2015 the CSAB voted to not recommend this application to the SBE to start the planning year. The full CSAB vote was 11-0.</p> <p>Ms. Turner made a motion not to forward Ridgeview Charter School to the Ready to open process. Ms. Taylor seconded the motion. Mr. Walker asked Ms. Crumpler if it was material revision that the board used Mr. Eddie Goodall instead of Prestige as it was listed in their application. Ms. Crumpler replied that it was a material change. The motion carried unanimously.</p> |
| <p>OVERALL</p> | <p>This application will not move forward to Ready to Open. The CSAB encourages them to reapply next year</p> |