

# Ridgeview Global Studies Academy

## 2001 Application



# Ridgeview Elementary School Conversion Charter Application

**RECEIVED**

SEP 29 2000

Office of Magnet, Choice  
& Charter Schools

For Questions, please contact:

Ralph Frier, Principal  
Ridgeview Elementary School  
1000 Dunson Road  
Davenport, FL 33837  
(863) 419-3171  
(863) 419-3172 fax

This is a copyrighted document. For permission to duplicate any part of this application, contact  
Ralph Frier at Ridgeview Elementary School.

## Table of Contents

Academic Design .....	Page 1
Governance and Management .....	Page 22
Finance and Facilities .....	Page 27
Operations .....	Page 30

### Appendices

Founding Board Profiles .....	Appendix A
Letters of Support .....	Appendix B
Budget .....	Appendix C

## I. ACADEMIC DESIGN

### 1. Mission

#### A. Core Philosophy

Ridgeview Global Studies Academy is dedicated to establishing an atmosphere in which every student demonstrates personal responsibility, shows respect, is technologically literate, and participates in a variety of global communication experiences for succeeding in the 21<sup>st</sup> century.

We envision Ridgeview Global Studies Academy as a global school, communicating with students from around the world. In partnership with their teachers, students will learn to travel the information highway with enhanced technological skills, developing respect for themselves and learning to help others. We expect our students to be risk takers who are willing to foster problem solving strategies while broadening their critical thinking skills, thus becoming successful community participants who think creatively, work cooperatively and live productively. Key components of the Ridgeview Global Studies Academy include . . .

#### Global Studies Focus

Students at Ridgeview Global Studies Academy will participate in an academic program focused on global studies. The global studies strand will be threaded throughout the academic, exploratory and enrichment curriculum. Integrated thematic units may supplement this additional academic program and include studies emphasizing various countries, cultures, environments, and economies. An emphasis on the appreciation of the cultural diversity represented in these studies will provide a core focus.

Various nationalities represented by students attending Ridgeview Global Studies Academy will serve as local contacts for direct information regarding those countries. Live presentations by local organizations and business partners will be made via the closed circuit TV studio to individual classrooms. These presentations will be recorded and then housed in a portion of the library devoted to global studies. These presentations will also be available to the parents and community. The business partnership program will focus on businesses related to global studies and include businesses such as EPCOT, Splendid China, Disney, travel agencies, Rotary and other civic groups as well as local community groups. Students at Ridgeview Global Studies Academy will

have the opportunity to serve as Student Ambassadors to welcome and inform guests about Ridgeview Global Studies Academy.

Students will use technology to communicate with other students from around the globe. Cooperative problem solving with students from other countries will expand the students' knowledge of global issues. For instance in the fourth grade, students may compare the effects of global warming between the United States and Greenland. Students in both countries could graph temperatures and compare and contrast today's temperatures with average temperature readings. Students could complete Internet research with regard to ozone depletion and the hole in the ozone layer and formulate possible effects and solutions. E-mail communication between the fourth grade students at Ridgeview Global Studies Academy and the arctic research team stationed near the Arctic Circle could enhance their studies. Humanitarian projects will also be explored as students learn compassion for others. A second grade class may help collect used eye-glasses and donate them to the Lion's Club for distribution. Current events will provide a springboard for students to become active in disaster relief efforts. Students could collect canned goods, clothing and other supplies to aid those in need.

### **Foreign Language Emphasis**

An innovative focus of Ridgeview Global Studies Academy will be the emphasis on foreign language instruction in all grades. Research demonstrates that children who are taught a foreign language at an early age master that language at a far greater level and retain that knowledge far longer. All students at our school will receive bilingual instruction in Spanish. Those students whose native language is Spanish will benefit from the experience of providing peer tutoring. Not only will all students benefit from the language instruction, bilingual students' self-esteem will be increased as they become class leaders, and students who have never learned another language will have a new appreciation for the challenges of their bilingual counterparts. A foreign language teacher will provide direct instruction on a weekly basis. Age appropriate techniques will be used to learn the basic elements of the Spanish language. These will be presented according to the ability and maturity of the student. Students will develop an understanding of these cultures through field trips, festivals, guest speakers and pen pals. Additional interactive instruction will be provided via distance learning opportunities.

## **Early Prevention of School Failure Kindergarten Program**

The goal of the Early Prevention of School Failure Kindergarten Program (EPSF program) is the early identification and remediation of developmental learning needs that would adversely affect children's school performance. EPSF identifies fifty-two critical and observable developmental benchmarks that provide the foundation for reading and writing success. Trained teachers provide at least 15-20 minutes of daily direct instruction for students with similar needs. Other teaching strategies and approaches include extended practice centers, unit or theme teaching, integrated reading and writing activities, and literature based curriculum. EPSF teachers consider individual differences that are relevant to variations in family background to avoid cultural discontinuity between home and school. This relates directly and incorporates the global awareness focus beginning at the very earliest opportunity in each child's educational experiences. Each student is given the EPSF Assessment within the first thirty days of school, followed by an individualized plan of reinforcement and enrichment throughout their kindergarten year. The EPSF Assessment is then given again at the end of the school year to show individual student growth.

## **Technology**

All students who attend Ridgeview Global Studies Academy will actively participate in various forms of technology. Each classroom is equipped with Internet capabilities that allow for research, pen pal experiences and participation in Internet based activities such as the "Random Acts of Kindness Program" and National Geographic Internet Excursions. Students will also use the Internet to set up secured inter-school E-mail addresses to foster key pal programs. These key pal programs will afford students a glimpse of another country through the eyes of a fellow student. Our school also looks forward to participating in the sister school program with a school in a another country. Students will use technology such as digital cameras, scanners, and poster makers to create student presentations, electronic portfolios and other technology based projects.

In addition to the classroom computers, a 30-station Compass Learning computer lab with an additional 17 media center computer stations will be available for student and class use. Software programs offered at Ridgeview Global Studies Academy include Compass Learning software, FCAT reading, math and writing reviews, the Accelerated Reading program, as well as various graphic arts and writing programs.

Teachers and staff will have access to a variety of technology and technology based instructional programs to enhance the curriculum. A teacher creation station will be located in the media center. Teachers will be able to preview new software, develop Power Point presentations and receive technology training. Each teacher will have access to individual E-mail and to lesson plans and grade records which are generated and maintained on the computer. With a click of a button, teachers can graph student achievement, prepare data for parent conferences and E-conference with parents unable to come to the school.

The global studies focus must always begin in the student's home. To support this essential aspect., Ridgeview Global Studies Academy will make available to all students, parents and teachers the program Nschool.com. This program provides the vital link between home and school via the Internet. Students, parents and teachers can communicate in the manner which is most convenient for each family.

### **Love and Logic Discipline Program**

Love and Logic is a discipline and behavior management program that develops responsibility in children while ensuring that the parent and teachers are in control. Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic teaches children to be responsible as the program prepares young people to live in the real world, with its many choices and consequences. The Love and Logic process consists of four key principals:

1. Shared control: Gain control by giving away the control you don't need.
2. Shared thinking and decision-making: Provide opportunities for the child to do the greatest amount of thinking and decision-making.
3. Equal shares of consequences with empathy: An absence of anger causes a child to think and learn from his/her mistakes.
4. Maintain the child's self-concept: Increased self-concept leads to improved behavior and improved achievement.

To encourage the continuity between home and school, Ridgeview Global Studies Academy will offer Love and Logic parenting classes for interested parents as part of its family involvement focus.

## **Low Student-Adult Ratio**

Class size will be limited to 22 or fewer students in kindergarten and 25 or fewer students in grades 1-5. An added benefit will be the volunteers, tutors, college mentors and practicum students. These adults will not only lower the student-adult ratio but will also enhance and enrich the students' education. Volunteers will provide tutoring and mentoring for at-risk students as well as assistance with projects related to the global studies focus. College mentors and practicum students will provide valuable assistance to classroom teachers by working with small groups, teaching remedial lessons, and providing research, etc.

## **B. Target Population**

The Ridgeview Global Studies Academy will serve the children in its current school zone with first priority afforded to children currently attending Ridgeview Elementary and siblings of students currently being served at Ridgeview Elementary. Priority will also be given to children of employees of Ridgeview Global Studies Academy and children of board members serving on the Board of Directors. During the first year that The Ridgeview Global Studies Academy is open, enrollment will be approximately 600 students with the possibility of serving 850 students if a ten-classroom addition is constructed. An example of an enrollment/class caps grid for 600 students is listed below. The number and grade level of applications that are received will determine actual enrollment by grade.

<b>Grade</b>	<b>Class Size</b>	<b>Expected Enrollment with 600 students</b>	<b>Expected Enrollment with 850 students</b>
Kindergarten	22	88	132
First	25	100	125
Second	25	100	125
Third	25	100	150
Fourth	25	100	150
Fifth	25	100	150
Total		*600	**850

\*plus or minus 12 students to total 600; these students may be accounted for in ESE classes, slight variances in class size, etc.

\*\*plus or minus 18 students to total 850; these students may be accounted for in ESE classes, slight variances in class size, etc.

Ridgeview Global Studies Academy wishes to be community and family focused as well as student focused. To this end Ridgeview is dedicated to providing before and after school care through either local providers or a program created by school staff. The school will also serve as a community center and be open to other uses such as community forums, civic organization meetings, etc.

Since we do not have any firm enrollment projections at this time, we can only speculate on the number of special education and ESOL students. At this time, we project that approximately fourteen percent will be Special Education students and an estimated ten percent will be ESOL students.

## **2. Educational Program**

### **A. Overview**

#### **Reading**

A unique cornerstone of Ridgeview Global Studies Academy is the SRA Reading Mastery Program. This program develops independent readers by combining basic decoding and comprehension strategies with literature. The three-step program begins with basic decoding. Explicit phonic instruction stresses letter sounds and blending while the use of a special alphabet minimizes letter confusion.. integrated phonics instruction helps beginning readers sound out words in fun, decodable stories. The strong decoding skills are then combined with comprehension strategies. Students learn how to infer, predict, and conclude. Materials are organized so that each reading selection adds to the student's growing background knowledge, preparing students to apply their reading strategies in content area textbooks. Finally students acquire an appreciation and understanding of literature. Complete stories and full length novels encourage students to become involved with characters and plots and gain insight into a variety of literary strategies. The success of the program is based on skills that are broken down into easy-to-conquer subskills that are taught to 100% mastery. Students are then taught how to bring the subskills together with a larger strategy. As students master increasingly complex approaches, they build confidence along with ability. The brisk pace and instant feedback keep the student actively engaged in the learning process. Students learn how to develop problem solving strategies and critical thinking skills as well as phonics and vocabulary. The SRA Mastery Program ensures that no building block is missed. The staff at Ridgeview Global Studies Academy believes that the SRA Reading Master Program will have a dramatic, positive impact on each student's ability to read, comprehend and succeed.

#### **Language and Communication Skills**

The art of communication and literacy - listening/speaking, reading/writing – are critical tools for all learning. Writing journals will allow students to reflect in words and pictures what they have learned. Ridgeview Global Studies Academy language and communication curriculum will be performance-based in keeping with Florida's Sunshine State Standards, yet provide students with a high interest approach. Ridgeview Global Studies Academy curriculum will also utilize multiple genres in literature from various cultures to strengthen the global studies focus and expose students to exceptional literature from around the world. Not only will reading and writing be taught in the context of gaining information and

knowledge, but reading for pleasure and creativity will be encouraged. Programs such as Accelerated Reader will infuse technology while tracking students reading ability and progress. The Accelerated Reader program will allow students the opportunity to read literature that is of high interest to the individual child. Teachers and students will work together to celebrate students' reading progress and improve reading skills. Developing a rich vocabulary will also be an essential element in reading and writing instruction. Vocabulary growth will be demonstrated through verbal and dramatic presentations, role-playing scenarios requiring children to make positive choices, and word walls. Students will focus on developing critical thinking skills throughout their language arts studies. They will participate in real life challenges from around the world and work together to solve the situations in cooperative teams.

The fundamental skill of writing will be developed through personal experience, high interest story starters, and informational summaries as well as addressing writing assessment style prompts. The understanding of real world situations and problem solving through the written word will be emphasized. The writing skills will utilize techniques in accordance to the rubric designed for the FCAT Writes. Students will learn to write for various purposes and in a variety of modes, such as letter writing with pen pals and E-mail with key pals. Volunteers will participate in paired story writing in which volunteers and students alternate writing and illustrating a shared story line. Kindergarten and first grade students may dictate the story to volunteers, who will then type the narratives for student illustration. Students will also learn to 'write to inform' by completing projects such as contacting embassies around the world for information about the country they represent, thereby integrating global studies focus into their writing. After receiving the information, students may prepare oral presentations to be videotaped and shared with parents and volunteers. Using these and other innovative writing enhancements, Ridgeview Global Studies Academy will encourage students to excel in written and verbal communication.

### **Math**

The mathematical program at Ridgeview Global Studies Academy will emphasize not only the benchmarks and skills identified in the Sunshine State Standards and assessed through FCAT math testing, but will also focus on the application and integration of these math concepts. Beginning at the very earliest level teachers will work with students and parents to develop a positive attitude toward mathematics. All students at Ridgeview Global Studies Academy will be given the opportunity to use math concepts in real world applications. Whether students are making change at the pretend grocery store in kindergarten or actually running the school store in fifth grade, they will

view math as an integral component of everyday life. Using this integrated approach to mathematics, science teachers will describe mathematical concepts such as graphing or measurement as they are used in the science curriculum. Students will apply the mathematical concepts of Venn diagrams as a graphic organizer in English class. The use of instructional games and high interest activities will further enhance the application of mathematical concepts. For example, fourth grade students may work in cooperative groups to plan a trip through South America. Each group will be assigned a pre-set amount of money and create a budget to include transportation, food, housing, entertainment, and other expenses. Other student groups within the class will evaluate each group's budget and will rate students' success. Another application of mathematical concepts will be in the area of technology. Students may graph their progress and grades in their electronic portfolios and create pictorial graphs using digital cameras, import mathematical data and problems from the Internet, participate in Internet mathematical contests.

### **Science**

At Ridgeview Global Studies Academy the focus will be once again not only on mastering the science curriculum as outlined in the Sunshine State Standards but on applying this knowledge. Students will study current events related to scientific advances, develop and apply investigative tools based on the scientific method, and use higher order thinking skills and Williams Creative Taxonomy to expand their thinking processes. Students' natural curiosity will be encouraged through home/team science mini-projects, hands-on applications in the science classroom, and the study of the diverse flora and fauna in their surroundings.

Science and social studies will be integrated as students learn about the various natural habitats found in regions around the world. While learning the geography and terrain of various countries in social studies, students will relate these studies to scientific observations related to rocks, minerals, land formations and animal habitats. These abstract concepts will become more real to students as they complete hands-on projects, Internet studies, and E-mail their key pals for additional information. The students will be encouraged to become investigators, problem solvers, decision makers and goal setters as they take part in scientific activities.

## **Social Studies**

Ridgeview Global Studies Academy will build a unique social studies program around the school's core concept of global studies. In a systemic approach each grade level will concentrate on a different continent. Instructional units will be integrated into the traditional academic program and include geography, history and current events. Students in the primary grades will focus on the diversity within their own community. An emphasis on the appreciation of cultural differences will be demonstrated through guest speakers, school sponsored festivals and visits to local cultural events. Students in the intermediate grades will focus on civilizations past and present and their contributions to our current culture. Key principles of democracy, freedom, patriotism and justice will be emphasized throughout the curriculum. Students will integrate writing skills as they work cooperatively on cross-cultural projects. By allowing student groups to investigate and present information on current and past cultures, students will gain first-hand knowledge. Teachers will act as facilitators allowing students to serve in the role of tutors, mentors and purveyors of instruction.

## **Visual Arts**

The visual awareness of a student's surrounding world enhances his or her learning. Education in the arts is vital to a rich and balanced education, assuring that students will develop the capacity to communicate clearly, think imaginatively and problem solve effectively. The visual arts program at Ridgeview Global Studies Academy will be a two-fold program. First the Global Studies Focus will include the exposure to the great artists from around the world throughout history for a clear understanding of past. From the cave paintings in France and Spain to the Cathedrals of Notre Dame, during the medieval times to the great impressionist artist - all reflect the history of our civilization and its achievements. The second area will consist of a sequencing curriculum of activities to include drawing, painting, printmaking, modeling and other skills in accordance with the Florida Sunshine State Standards. The full time art teacher will bring the world to the classroom as well as provide instruction of proper techniques and expertise in the completion of student projects. The representative art projects from around the world will be studied, created and displayed through the school. Ridgeview Global Studies Academy students' will have the opportunity to engage in a variety of creative and imaginative art experiences through field trips, artist resources, exhibits and a variety of hands on activities from around the world.

## **Physical Education**

The physical education program at Ridgeview Global Studies Academy will emphasize the key components of lifelong fitness, health, and the introduction and mastery of key skills. The fitness program will be designed to encourage healthy habits and the enjoyment of physical activity. Students will be exposed to a variety of physical activities at skill levels appropriate to their physical maturity and interest. By introducing students to everything from aerobic dance to the traditional kickball game, every student will have the opportunity to develop and refine a fitness regime based on their personal skills and interests. Students will learn the rules and strategies required to fully enjoy any activity. An emphasis on sportsmanlike conduct, correct physical techniques and cooperation as well as competition will be integral. To complement the global studies focus, students will learn sports and games played in other countries. Whether it is pato from Argentina or rugby from England, students will develop an appreciation of the diversity of sports from around the world. Students will also learn to identify and plan for a healthy life style. Key components such as nutrition, sleep patterns and hygiene will be taught, modeled and integrated into students daily lives. Students will be taught the dangers of dehydration and heat stroke and methods to avert these perils. Key skills such as hand eye coordination, small and gross motor skills, proper running techniques will be addressed. Proper warm-up and stretching prior to physical activity will be emphasized as well as cool-down periods. Students will learn proper techniques in such diverse sports as tennis, basketball, and track. The physical education program developed by the staff of Ridgeview Global Studies Academy will provide lifelong benefits for the students and families of our community.

## **Music**

At Ridgeview Global Studies Academy music will be a vehicle to promote the global studies focus of the academy. Students will study not only fundamentals of music, music appreciation and music history, they will also learn the key role music plays in the development and expression of a culture. Our dynamic musical program is designed to enrich students' lives through listening to great composers from various cultures and performing classical and modern compositions. These musical performances will not only enhance knowledge and appreciation of music but also serve as a springboard to academic studies with regard to geography, culture, history, writing, and much more.

A sample integration project between music and art includes the following:

The students study about the writing of pieces of music included in the collection called Pictures at an Exhibition. The pictures are Gnomus, The Old Castle in Italy, Tuileries, Bydlo, Ballet of Chickens in their Shells, Rich Man and the Poor Man, Marketplace at Limoges, Hill of Skulls, and the Great Gate of Kiev. After studying the pieces in music class, the students create artwork, using various mediums, to give their impression of what the artwork might have looked like. For example, Gnomus and Bydlo might be individual drawings or paintings, Ballet of Chickens in their Shells and Tuileries could be collages of individual smaller drawings by many students or classes; the Hill of Skulls can be displayed with black light and fluorescent paint, while The Old Castle in Italy and Great Gate of Kiev can be three dimensional, constructed by any number of students.

The individual pieces of music are connected throughout by "walking music." This is representative of a person walking through the art gallery, as Mussorgsky did when he was inspired to write the music in honor of his friend, Victor Hartmann, who had painted the pictures in the gallery.

The evening of the Art Exhibit, students would share the glory of music, and, while the music plays, student docents would guide parents through the gallery.

## **Instructional Methodology**

The diversity of Ridgeview Global Studies Academy's instructional methods will enable the staff to meet the individual needs of each child in the manner which is most effective for the child.

### **Multi-Age Classroom**

A multi-age classroom is designed to let all learners progress at their own pace, allowing younger students to explore challenging topics and participate in enriching experiences. Students who require extra time to fully master key academic benchmarks, especially in the area of reading, will have the flexibility to do so. A key concept in our multi-age classroom will be set benchmarks based on the Florida Sunshine State Standards with clearly identified and communicated required levels of mastery. Students will work in diverse groups in the classroom to master these identified skills regardless of age. All students will have the opportunity to serve as cooperative learning group leaders, peer tutors, and homework buddies to develop leadership skills and increased self-esteem. Teachers will focus on developmentally appropriate methodology that provides diverse learning experiences to ensure all students have the opportunity to succeed. Staff trainings in multi-age classroom techniques and applications will be an ongoing process during the implementation of the multi-age classroom concept.

### **Kagan's Cooperative Learning**

Kagan & Kagan's Cooperative Learning is a methodology in which teachers can structure the interactions of students, leading not only to greater cooperativeness, but also greater academic achievement, improved ethnic relations, enhanced self-esteem, harmonious classroom climate and a range of social skills. Ridgeview Global Studies Academy realizes that the increasing number of diverse learners in the classroom has contributed to instructional challenges; therefore, to assure that maximum learning is taking place in all students, the emphasis must be placed on how the content is modified and delivered. Kagan & Kagan's Cooperative Learning provides a range of proven methods for altering instruction for the diverse learner in all academic areas. Flexible groupings within the classrooms; the skilled use of Cooperative Learning structures, and addressing students' multiple intelligences are important aspects in meeting the needs of each student. The application of the specific Cooperative Learning structures provides teachers with invaluable strategies that assist them in dealing with the differences they face in student's ability level, motivation, prior knowledge and educational background. The Kagan

structures are easy and enjoyable for students to learn and implement as they produce profoundly positive outcomes along with a remarkable number of dimensions. Different structures are designed for different outcomes, including enhanced mastery of subject matter, improved thinking skills, teambuilding, class building, development of social character and social skills, communication skills, classroom management, classroom discipline and development of and engagement of each of the multiple intelligences. Kagan & Kagan's Cooperative Learning believes that students truly can "learn it today; use it tomorrow; apply it for a lifetime". Ridgeview Global Studies Academy will train their staff and will utilize various methods of implementing Kagan & Kagan's Cooperative Learning.

Kagan & Kagan's Cooperative Learning focuses instruction on the different strengths and styles and multiple intelligences of each child. Through the use of Kagan & Kagan's Cooperative Learning students have improved academic performance, personal and social gains and are more accepting of the diversity in other peers.

### **Teacher Directed Instruction**

A key technique for delivering instruction at Ridgeview is the use of teacher directed instruction. Although this technique will be supplemented by a variety of student-based activities such as cooperative learning, project based instruction, and performance based evaluations, introductions to new material and/or review of material is often most effectively accomplished through teacher directed instruction. Teachers will receive training in developmentally appropriate teacher directed instruction and share effective techniques within their learning communities. An emphasis on engaging all learners and "withitness" techniques will allow teachers to gauge the effectiveness of the instruction and to fine tune presentations in response to student needs. The use of teacher peer coaching and teacher exchange days (teachers within the learning community exchange classes for a day or a portion of a day) will allow faculty to receive feedback from students and peers on various teaching techniques, providing invaluable data as we participate in the continuous improvement model.

- Lecture Pair and Share – This technique allows teachers to present information for approximately 10-15 minutes, then pause to allow students to process that learning. This method of immediate application of new knowledge encourages students to internalize information and move newly acquired knowledge from short term to long term memory patterns.
- Lecture Game – Includes techniques such as lecture bingo that allows students to listen for key elements of the lecture or discussion identified on a

bingo game board. Gaming encourages student interest, helps them focus on key points, and creates a stimulating, interactive learning environment.

- Essential Questions – Teachers and students work together to identify the essential questions to be discussed during traditional instruction. Student note-taking is completed in a question and answer format based on the identified questions.

### **Teaching Learning Strategies**

In order for each child to reach their potential it is critical that they acquire various Learning Strategies. These learning strategies include elements such as...

- \* Context Clues or contextual redefinition
- \* DRTA(Directed Reading and Thinking Activity): helps student equip themselves to set a purpose for reading, make predictions, suspend judgement and then update their predictions
- \* Graphic Organizers
- \*KWL( What I Know, Want to Learn and have Learned): improves comprehension by activating prior knowledge, setting a purpose, and reviewing what they've learned
- \* PQ4R: preview, question, read, reflect, recite, review
- \* Summarizing
- \* Strategies for Story Problems

### **Gardner's Multiple Intelligence /Individual Learning Styles**

For many years schools throughout the country have taught, measured and evaluated in just two primary intelligence areas: visual/linguistic and mathematic. Although these two areas are extremely important, they do not comprise all of the identified areas of intelligence. According to a Harvard University study completed by Howard Gardner, there are nine separate and distinct types of intelligence. The staff at RGSA will receive training in identifying these nine areas of multiple intelligences and how to use this research to enhance learning for all students. Teachers and students will work together to identify each student's multiple intelligence strength(s) and the attributes of each type of intelligence. More importantly, students will come to not only appreciate their own strengths and those of their classmates, they will learn specific strategies to help them be successful in other intelligence areas. These strategies will be based on their current multiple intelligence strength and will assist students in transferring these strengths to other areas. For example, a

student who has strong spatial skills will learn to visualize the pictorial appearance of hard-to-remember spelling or vocabulary words.

Another key component of the program will be to assess and instruct children according to their individual learning style. Research indicates that information may be learned by a predominate style such as visual, auditory, or tactile as well as via a multi-sensory approach. The instructors at RGSA will assist students in recognizing their own learning styles strengths and weaknesses. Teachers will also present materials in a variety of learning modalities to ensure that students have an opportunity to learn materials in their predominant learning style.

An integral part of learning style education involves assisting students in not only recognizing their own style, but in learning to link their primary learning style with those styles that are less dominant. The goal at Ridgeview is for students to function equally well in all learning modalities. In addition, all parents will have the opportunity to learn study strategies that will enhance their child's predominant learning style.

### **Application of Thinking Skills**

Much of the recent educational research has focused on the integration of critical thinking skills throughout the curriculum. Teachers at Ridgeview will instead focus on helping students acquire the skills to become seekers and evaluators of information. By providing students with these tools, we can prepare these students to be tomorrow's leaders. This process will require that teachers and students move beyond the basic level of thinking skills (knowledge and comprehension) into the more complex realm of thinking skills (analysis, synthesis, and evaluation). Another key component for success is our students' abilities to think creatively. Skills such as flexibility and fluency thought processes allow students to develop multiple solutions and evaluate alternatives based on set criteria. These are skills that do not come naturally to students. Teachers must thoughtfully plan for the integration of these thinking skills throughout the curriculum. Teachers at Ridgeview Global Studies Academy will plan together vertically and horizontally to thread these thinking skills throughout each of the academic areas. Staff will identify key thinking skills and their applications and spiral these throughout the curriculum. They will also create their own developmentally appropriate applications based on the Ridgeview curriculum and the student needs of our population.

## Parental Involvement

Parental involvement is a cornerstone for the educational success at Ridgeview Global Studies Academy. Many of the key concepts and ideas outlined in this proposal were the result of a successful collaboration between students, staff and parents. If Ridgeview is to continue its focus as a community school, parental involvement must continue to increase. The staff at Ridgeview Global Studies Academy is committed to exploring new and innovative ways to bridge the gap between home and school. The first step to accomplishing this goal is identifying the barriers to parental involvement. This will be both an ongoing process and a focus during the initial year of the charter. Teachers, staff and parents have worked collaboratively to identify some of the initial barriers and provide creative solutions to overcoming these barriers. These tentative first steps outline Ridgeview's commitment to the community and particularly to the parents served by our school. For example:

- **Limited English proficiency parents** – Bilingual students and their teachers will work together to send home parent notifications, invitations to special events and Open House notices in Spanish and Creole. A bilingual half-time clinic paraprofessional and full-time ESOL paraprofessional will be available during the school day to assist non-English speaking parents in conferences, during enrollment periods, and to answer questions. Key documents will be translated into needed languages and distributed to non-English speaking parents. The global studies focus will be enhanced by participation from all parents, especially those parents with strong multi-cultural connections within the community. Instead of viewing the lack of English skills as a detriment and reason for exclusion, these parents will now play a key role in the development and implementation in the global villages concept. Whether it is a Spanish-speaking mother teaching a room full of fourth graders the correct way to prepare tamales or a Haitian/Creole father sharing the cultural celebration surrounding key festival days, these parents will be contributing to the school's focus.
- **Volunteer opportunities for working parents** - At Ridgeview Global Studies Academy, many parents would welcome the opportunity to become involved in the day-to-day schooling experiences of their children. However, work commitments and family obligations preclude volunteering. To accommodate these parents, RGSA will offer an innovative volunteer program. Each teacher will be provided with a small picnic basket filled with teacher school supplies such as scissors, markers, tape, etc. Parents who choose to participate in this program will receive the basket on a designated day with a teacher project to be completed inside. For example, parents may cut out bulletin board letters and display materials; they may complete a sample project sheet for teachers to use as a student example in the

classroom; or fold and prepare parent/student notices to be sent home or for mailing. On the inside of the basket will be a sign-in and sign-out sheet indicating when this project needs to be completed and when the parents can call the teacher during the school day.

- **Creating a sense of communities among diverse populations** - Parents at RGSA will be encouraged to become involved in their school through a variety of innovative practices. Evening activities such as Open House and PTA meetings will feature student performances, parent/student scavenger hunts, Internet global searches, and other activities designed to make a school event informative and entertaining. High school students in need of community service hours will be recruited to provide free baby-sitting so that parents can attend. Local business partners and community members will participate in the global studies focus by donating refreshments, decorations, and door prizes tied to a specific country or theme.
- **Classes on becoming a Love and Logic parent** - Many discipline concepts, offered with the best of intentions, center around making sure that kids are comfortable and feeling good about themselves in order to have a good self-concept. However, we have discovered that self-confidence is achieved through struggle and achievement, not through someone telling you that you are number one. Self-confidence is not developed when kids are robbed of the opportunity to discover that they can indeed solve their own problems with caring adult guidance. This program is known as Love and Logic, a philosophy founded by Jim Fay and Foster W. Cline, M.D., and based on the experience of a combined total of over 75 years working with and raising kids.

Most adults want their kids to be well prepared for life, and they know this means kids will make mistakes and must be held accountable for those mistakes. But when schools fail to hold the kids accountable for poor decisions because they are afraid the students will see the officials as being mean, the result is often excusing bad behavior. Jim Fay teaches us that we should "lock in our empathy, love and understanding" prior to telling kids what the consequences of their actions will be. The parenting course, *Becoming a Love and Logic Parent*, teaches parents how to hold their kids accountable in this special way. This Love and Logic method causes the child to see their parent as the "good guy" and the child's poor decision as the "bad guy."

When done on a regular basis, kids develop an internal voice that says, "I wonder how much pain I'm going to cause for myself with my next decision?" Kids who develop this internal voice become more capable of standing up to peer pressure. And what more could a parent want? Isn't

that a great gift to give your child? Parent child relationships will be enhanced, family life will become less strained, and we will have time to enjoy the students instead of either feeling used by them or being transformed into a policeman.

Ridgeview Global Studies Academy will offer the Parenting With Love and Logic course to all parents. Through this extensive seven-session offering, parents will view videotapes, use a parenting workbook and participate in discussion groups to incorporate the Parenting With Love and Logic program strategies in their own homes.

## **B. Exceptional Education Students and Limited English Speaking Students**

Exceptional students will be provided with programs implemented in accordance with federal, state and local policies and procedures.

This includes, but is not limited to:

- \* A non-discriminatory policy regarding identification, location, evaluation, and selection.
- \* Free appropriate public education (FAPE)
- \* Individual education plans (IEP's) to include IEP meetings with student's family, the district (LEA), and Ridgeview Global Studies Academy staff.
  - \* Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- \* Ridgeview Global Studies Academy believes that the philosophies we adhere to, the construct we provide, and the attention to learning styles and behavior management reflect an inclusive educational environment. Those students whose needs cannot be adequately addressed at Ridgeview Global Studies will be appropriately referred. The staff will work with the district public school personnel to ensure that the needs of these students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language.
- \* Limited English Proficient (LEP) students will be served by ESOL-certified personnel and will follow or exceed the curriculum guidelines and accommodations outlined by the district. Ridgeview Global Studies Academy will adopt and abide by the LEP District Plan in effect in the county and will abide in all respects by the requirements of the LULAC et.al. Vs. State Board of Education Consent Degree (1990).

### **3. Student Assessment**

#### **A. Baseline Standards, Outcomes and Measurement Methods**

At Ridgeview Global Studies Academy, we are committed to pre- and post-testing for our students to assess their progress during each year of our charter. During the contract negotiation phase, we will work with the PCSB assessment office and with our staff to determine a pre- and post-test that will appropriately measure progress toward the goals outlined in this proposal. The computer generated reports from the Accelerated Reader program will also substantiate the reading and math progress that our students make during each school year. These tools in conjunction with the required state assessments will provide an accurate, complete portrait of both individual student progress and school wide progress toward academic goals. The Ridgeview learning community believes that assessment should not be viewed as an end product, rather as one indicator in a continuous improvement model. Other indicators that will be used include data such as parent, student, teacher satisfaction via school surveys; student attendance and discipline records; and results of informal focus groups.

An outside evaluator will be used to conduct these informal assessments and to compile formal results and compare these results with like school(s) within the Polk County School District. Grant funds provided through federal charter school start-up grants will be used to pay for these services.

#### **B. Identification of Student Strengths and Needs**

Ridgeview Global Studies Academy will use staff personnel to review cumulative folders to determine prior rates of academic progress for all of our students. In addition, all kindergarten students will be given the Early Prevention of School Failure Kindergarten Program (EPSF program) Assessment within the first thirty days of school, followed by an individualized plan of reinforcement and enrichment throughout their kindergarten year. The EPSF Assessment will then be given again at the end of the school year to show individual student growth. Grades one through five will also participate in an on-going assessment taken within the first thirty days and before the last thirty days of the school calendar. This data will assess needs and determine growth on an individual basis. The staff will also compare the progress of students at Ridgeview Global Studies Academy to comparable students within the surrounding schools in the district.

### **C. Statewide Assessment**

Ridgeview Global Studies Academy is committed to participating in all required statewide assessment. Administrative and instructional staff will attend district training for state assessments and will participate during scheduled norming windows for these tests. The school will abide by state guidelines for the administration and notification of these tests. Ridgeview Elementary has a positive working relationship with the Polk County School Board accountability and evaluation office and will continue to work closely with that office to assure that the school meets all statewide testing requirements.

Assessment will continue to be refined through the 2000-20001 school year as the school plans for charter status. At this time assessment plans include the following.

1. All kindergarten students will be evaluated using the Kindergarten Readiness Test. This instrument will be used as both a pre and post test measure to assess student progress during the kindergarten year. Kindergarten students will demonstrate progress at or above the levels for comparable kindergarten students in Polk County.
2. Students in 3<sup>rd</sup> through 5<sup>th</sup> grades will complete an IRI within 30 days of enrolling at RGSA. This pre-test will be compared with post-test results completed prior to the end of the school year. Students who have been in attendance for both the October and February FTE periods will demonstrate progress at or above the district's average when compared with students in a similar school setting.
3. Using the PCSB parent surveys, parent satisfaction at RGSA will be at or above the levels in a similar school within Polk County when these results are compared.
4. Student daily attendance and teacher attendance will be at or above the district's average when compared with students in a similar school setting.
5. Discipline levels will be at or below discipline incidents for a similar school within Polk County.
6. Over the initial charter period students scores on the SAT 9 will be individually reviewed to determine that individual student progress meets or exceeds the district's average. Disaggregated data will also be reviewed to ensure that all subgroups are making adequate progress. FCAT scores will be reviewed in the same manner and as additional FCAT tests are created and implemented, RGSA will assure that adequate progress goals (measured at or above the district average) are met.

## **II. GOVERNANCE AND MANAGEMENT**

### **1. Founding Board**

#### **A. Organizing Group**

The initial founding board of Ridgeview Global Studies Academy consists of Brian Carlson, a parent and Director of Security for the Radisson Resort Parkway in Orlando; Tony McAfee, a community member and Title Claim Team Manager at State Farm Insurance Company who holds a Bachelors degree in finance; Joseph Perez III, President of H.M.S. of Lakeland, Inc., a financial services company; Stephen Knapp, an attorney in Lakeland; Beth Ricks, technology network manager at Ridgeview Elementary; Charles Scott, community member, school volunteer, and retired police officer; and Timothy Alterio, assistant principal at Churchwell Elementary. Ridgeview Global Studies Academy is a not-for-profit corporation and will file with the Internal Revenue Service for 501(c)(3) tax exempt status.

#### **B. Partnerships**

- The University of South Florida's International School Connection, under the direction of Dr. Karolyn Snyder, may provide global connections between Ridgeview Global Studies Academy and schools in other countries.
- The Greater Haines City Chamber of Commerce may provide business and government volunteers to serve in the tutoring program.
- EPCOT could provide guest speakers and mentors; field trips may be conducted to acquaint students with other nationalities.
- Southeastern College in Lakeland will consider providing education majors who will assist students by volunteering in areas such as writing reflection assistants, character role models, and academic tutors.
- Heart of Florida Regional Hospital may provide educational opportunities for students through field trips and guest speakers.
- Ridge Technical Center could provide speakers on vocational topics.

## **2. School Governance**

### **A. Governance Structure**

A not-for-profit corporation status will be used to move Ridgeview Elementary from its current status as a Polk County School Board site to an independent public school incorporated under internal revenue service section 501(c)(3). This change in status will allow Ridgeview Global Studies Academy to operate as a conversion charter school and offer its employees the public employer option.

### **B. Administrative Structure**

The role of the Principal at Ridgeview Global Studies Academy will be expanded to include not only current duties as the instructional leader and administrator of the site, but also to serve as CEO of the 501(c)(3) corporation with all attendant roles and duties. Administrative support will be provided by the current administrative and support staff including but not limited to Assistant Principal, Guidance Counselor and secretaries. The administrative staff will work closely with the Board of Directors to realign these duties and make any necessary and appropriate changes. During the initial year of the contract, the administrative staff will determine whether the recommendation to include a business manager would be an appropriate expenditure of resources.

### **C. Board of Directors**

The Board of Directors will be comprised of seven members. Five of the members will be business and community representatives. These business or community representatives may be selected from the existing Founding Board or be actively involved and supportive partners with Ridgeview Global Studies Academy. One member will be a parent recommended by the School Advisory Council currently active at Ridgeview Elementary. One member will be staff member at Ridgeview Elementary School.

As board members leave their position on the RGSA Board of Directors, representatives of the key stakeholders in Ridgeview Global Studies Academy will submit names to the principal. The principal will select three names which he will recommend to the remaining Board of Directors. The Board of Directors will, by majority vote, select the new board member. In case of a tie, the principal will cast the deciding vote.

#### **D. Roles and Responsibilities of the Board of Directors**

The role of the Board of Directors at Ridgeview Global Studies Academy will be comparable to the role of the Polk County School Board with regard to its policy and decision making responsibilities. The Board of Directors will meet monthly with a regularly set agenda and an opportunity for speakers to address the Board. Teachers have the opportunity to address the board directly as well as the ability to discuss issues with the teacher representative on the Board of Directors. The Board of Directors will meet under the Sunshine Law and provide public notice for all meetings. The Board will also ensure that RGSA abides by the charter law and all attendant rules, regulations and statutes as they apply to the implementation of the charter.

#### **E. Proposed Methods of Conflict Resolution**

The faculty and staff of Ridgeview Elementary have enjoyed a positive and productive working relationship with the Polk County School Board and district staff. The charter conversion concept has been discussed with the current Superintendent of Schools, and Ridgeview Elementary staff have worked with the Office of Magnet, Choice and Charter Schools during the development of this proposal. Although the charter law allows for a number of interventions and services at the state level to resolve conflicts, our goal is to resolve all issues at the district level. Our goal is to create a contract that meets the needs of both the district and the school. We will work closely with John Murphy, School Board Attorney for Charter Schools, and Carolyn Finch, Director of Magnet, Choice and Charter Schools. In the event that an issue arises that cannot be resolved with either of these two charter contacts, RGSA will work with appropriate district staff to explore options and reach consensus. Ridgeview Global Studies Academy will also work through the charter office to submit charter amendments when necessary and appropriate to resolve issues or fine-tune the contract to better serve the students of RGSA.

#### **F. Parental Involvement**

As stated earlier in this proposal, parents will have a number of avenues within this administrative structure to make recommendations and be involved in decision making matters. All parents are invited to be active participatory members of parent groups such as the Parent, Teacher Association and School Advisory Council. As Ridgeview Elementary moves toward conversion charter status, a number of committees will be formed to develop recommended policies, parental and student contracts, uniform codes and much more. These committees will also provide parents with the opportunity to be involved.

Parental representation on the initial Board of Directors and subsequent boards is assured through the processes described in sub-section C of this portion of the application.

### **G. Compliance with Florida Statutes**

Ridgeview Global Studies Academy will comply with all Florida Statutes relating to public records and public meetings as described in chapter 119, Florida Statutes s.286.011, Florida Statutes. All meetings of the Board of Directors will be held in the Sunshine and the public will be notified via the newspaper and school fliers.

### **3. Length of Contract and Implementation Timetable**

#### **A. Initial Charter Term**

An initial charter term of three years is requested by Ridgeview Global Studies Academy. This three year contract term will allow adequate time for program development and the demonstration of student success as measured by state assessment instruments and school-based pre and post assessments. The conversion charter school contract would begin on July 1, 2001 and extend through June 30, 2004. Prior to the June 30, 2004 expiration of the contract, RGSA and the Polk County School Board would renegotiate for a renewal of this charter.

#### **B. Implementation Timetable**

##### **On or before October 2, 2000:**

Ridgeview Global Studies Academy will submit completed Charter Application to the office of Magnet, Choice and Charter Schools.

##### **On Monday, October 9, 2000:**

Ridgeview Elementary administrative staff will present an overview of the proposal to the Polk County School Board at its regularly scheduled work session.

##### **On Monday, October 16, 2000:**

The administrative staff and representatives from the Founding Board will be available to meet with the Polk County School Board charter review committee to answer questions regarding this proposal.

**On Monday, November 6, 2000:**

Administrators and Founding Board members will attend the regularly scheduled Polk County School Board work session to answer questions and participate in discussion regarding approval of the RGSA conversion charter proposal.

**On Tuesday, November 7, 2000:**

The Polk County School Board will make a final determination on the RGSA conversion charter proposal. Ridgeview Global Studies Academy anticipates approval of this proposal on this date.

**During the Months of January - March 2001:**

Students will have the opportunity to enroll in RGSA via the Polk County School Board Magnet, Choice and Charter School application process.

**On or before Tuesday, May 8, 2001:**

A signed and agreed-upon charter contract between the Polk County School Board and Ridgeview Global Studies Academy will be in place.

**On or before June 30, 2001:**

All final documentation required by charter statutes will be submitted to the Polk County School Board by RGSA.

**On July 1, 2001:**

Ridgeview Global Studies Academy will begin its conversion charter contract.

**4. Evidence of Support**

Ridgeview Global Studies Academy has been fortunate to have widespread support for the conversion to charter school status from the community, parents, students and staff. Staff support is evidenced by 98% of staff members who supported the conversion process through a secret ballot vote taken on June 15, 2000. Parental response was also overwhelmingly favorable. 89% of parents surveyed returned their ballots; of the returned ballots, 92% of parents voted in favor of conversion charter status. Further evidence of support is demonstrated by the attached letters of support from key stakeholders in this process.

### **III. FINANCES AND FACILITIES**

#### **1. Facilities**

##### **A. Facilities Description**

Ridgeview Global Studies Academy will retain all facilities and equipment utilized by Ridgeview Elementary located at 1000 Dunson Road in Davenport. All facilities are owned by the School Board of Polk County.

##### **B. Site Suitability**

The identified facilities are designed for elementary school instruction and meet all the requirements for health and safety required by Florida State Charter School Legislation and all pertinent local, state and federal guidelines. Capital maintenance, regular scheduled maintenance, routine facilities maintenance and grounds maintenance of the facility will be the responsibility of the School Board of Polk County. Routine maintenance costing less than \$100.00 will be the responsibility of Ridgeview Global Studies Academy.

Ridgeview Global Studies Academy has plans for outdoor activities that include a physical education program. The physical education program will include a general purpose field, a black top area, a playground and soccer and softball fields.

##### **C. Future Facilities Acquisition**

There is a plan, pending SBPC approval, for a 10-classroom wing to be built in the 2000-2001 school year.

##### **D. Facilities Financing**

Facility financing is not necessary as Ridgeview Global Studies Academy will continue to use its current facility. All facilities are owned by the Polk County School Board.

## **2. Finances**

### **A. Financial Management and Internal Accounting**

Financial accountability for the school will initially be guaranteed by the organizing committee and the founding board. After the establishment of a budget the Board of Directors will assume responsibility for reviewing and approving the budget. The Board of Directors will also approve any changes or future plans that financially affect the school. The SBPC will be kept informed through a monthly financial report generated by the school.

### **B. Start-Up Budget**

See attached budget pages.

### **C. Three Year Budget Projection**

See attached budget pages.

### **D. Fundraising Efforts**

Ridgeview Global Studies Academy plans on utilizing a variety of fundraising efforts. The school and the surrounding community are dedicated to exploring any and all efforts to raise funds for the school. Some of these efforts will include...

- State charter school start up funds
- Federal grant
- State grants
- DOE
- PTA Fundraisers

### **E. Insurance**

All required insurance will be negotiated with the SBPC. The Board of Directors for the charter school will ensure that all insurance has been correctly obtained. Proof of insurance will be provided to the SBPC.

The SBPC will provide all necessary insurance coverage including building and liability.

### **3. RECRUITING AND MARKETING PLAN**

#### **A. School Publicity**

Every effort will be made to provide all interested students and parents with information regarding Ridgeview Global Studies Academy. Initially, during open enrollment, parents and students will be invited to several meetings. These meetings will be designed to inform the community about the philosophy and educational vision of the school. Surveys will be distributed at these meetings to generate information on interested parties and the needs of their children. The surveys will also grant the opportunity for community and parental input on the program. Brochures and applications will be provided at these meetings as well. On line application will also be made available and the local newspaper will provide school advertising and information.

#### **B. Representation of Racial and Socio-Economic Diversity**

While efforts will be made to reach the total community, special efforts will take place for students representative of the racial and socio-economic diversity of the surrounding community. Open houses will be held for these specific groups within the community. Written materials will be provided in English and Spanish. Specific marketing techniques include...

- focus groups
- direct mailings of letters, brochures, newsletters, open house invitations and/or events calendars to specifically targeted populations
- meetings within the minority community at the community center

## **IV. OPERATIONS**

### **I. Admission and Registration Plan**

#### **A. Admissions and Dismissal Procedures**

Ridgeview Global Studies Academy will follow the admission guidelines for magnet, choice and charter schools that are currently in use by Polk County schools. A summary is listed below.

#### **GUIDELINES FOR SELECTION AND ADMISSION**

1. All applications must be postmarked.
2. Racial balance at the sending school and the choice receiving school is a factor in determining acceptance at the school.
3. Ridgeview Global Studies Academy will serve the area currently zoned for Ridgeview Elementary School.
4. Transportation will be provided in accordance with existing school board policy.
5. Students that move outside of the zoned area may continue attending the school for the balance of the school year; however, transportation becomes the responsibility of the parent.
6. Sibling priority placement will be provided to incoming kindergarten students only. A sibling is defined as brother, sister, half- or step-brother or sister residing in the same household.
7. A one-week response will be given to accept or reject placement. A new application must be submitted for future consideration.
8. Students applying for more than one school will be placed in the school of first availability and removed from the waiting list of the others.
9. Students who apply are given a priority number for that grade, race and school of application. This number only applies for that grade, race and school. Therefore, students that are retained must reapply in order to be eligible in that grade.
10. A recommendation for placement back into a zoned school will only be made after intervention strategies have been implemented and documented; however, there may be occasions when the welfare of the classmates may take precedence in consideration for exiting a particular student without parental consent.
11. An enhanced learning environment and "strict discipline" code are expectations for Ridgeview Global Studies Academy.
12. The admission will include a non-discriminatory screening.

Dismissals: By choosing to enroll a child at Ridgeview Global Studies Academy, parents and students are making a commitment to the educational philosophy of the school. Registration of a student indicates that parents or guardians have accepted the responsibility to provide the proper interest, encouragement, guidance and home environment to foster the best possible learning situations. Participants of Ridgeview Global Studies Academy will be expected to sign and follow parent and student contracts.

Probationary letters will be sent out on behalf of all students whose parents exhibit a lack of support for the school and its guidelines. This letter will indicate the possibility for dismissal of the student. A review by a designated committee will be conducted to determine the status of the student on probation. The staff will make every effort to work with students and their families to ensure that parental support is not the primary cause for student dismissal.

At the end of each semester, a committee of teachers and administrative staff will review student progress in the areas of academics, behavior and attendance. The committee will use the following criteria in determining probationary status or dismissal:

### **Academic**

Students must maintain a GPA of 2.0 while ESE students must master 5% of IEP goals.

### **Attendance**

Students may not accrue ten days or more of unexcused absences within any 90 day period.

### **Behavior**

Severe breaches of conduct will not be tolerated and will result in immediate dismissal of the student. Any student who continually interferes with the educational process is also in danger of immediate dismissal. Severe breaches of conduct may require the following interventions:

1. Student/teacher conference
2. Parent/teacher conference
3. Parent/student/administration conference
4. Goal setting
5. In school suspension/time-out
6. Conflict resolution training
7. Probationary status letter
8. Peer mediation

## **B. Registration and Admission Timetable**

All dates and procedures for application are established by the School Board of Polk County. The guidelines for all magnet, choice and charter schools are set forth by the SBPC and will be followed by Ridgeview Global Studies Academy.

## **C. Racial and Ethnic Balance**

Racial and ethnic balance will be maintained by the school. This balance will be achieved by following SBPC processes.

### **A. Alternative Arrangements for Students**

Ridgeview Global Studies Academy has no plans for any alternative arrangements other than the application and registration processes.

## **2. HUMAN RESOURCE INFORMATION**

### **A. Hiring of Staff**

All personnel will be recommended by the principal or the principal's designee and approved by the Board of Directors. Applicants may be interviewed by the principal or principal's designee and a team of teachers. All employment procedures and qualifications are set forth by the School Board of Polk County and all potential candidates for any position at Ridgeview Global Studies Academy must follow all procedures. Information regarding any open positions will be made available to the district office for posting to office job lines, bulletins and Internet job search sites. An annual performance evaluation will be completed by the administrative staff. During the 2001-2002 school year, all Ridgeview Global Studies Academy staff will remain Polk County School Board employees. Beginning in the 2002-2003 school year, employees, including secretaries, paraprofessionals, teachers and administrators, may have the choice of becoming RGSA employees or remaining school board employees.

## Teachers

All teachers will hold a valid Florida teaching certificate and will comply with eligibility for certification within two years of hiring date or will comply with expert in field status in accordance with s.231.1725. The school will use all county and state guidelines for hiring of teachers. Teachers will...

- Have excellent communication skills
- Share the philosophy and beliefs of the charter school
- Incorporate technology into the classroom
- Create real-world applications in the classroom
- Develop and incorporate innovative teaching methods
- Have technology skills

## Administrators

Members of the administration may have a master's degree and/or certification in administration and supervision or educational leadership. The principal will report directly to the Board of Directors and all other personnel will report directly to the Principal.

## Support Staff

Support staff may include the following jobs in addition to others as the Board of Directors determines appropriate to support the program.

### SUPPORT STAFF

<b>OFFICE</b>	<b>CLASSROOM</b>	<b>OTHER</b>
Business Manager	Paraprofessional	Custodian
Secretaries	Network Manager	
Guidance Counselor	Math/Reading Facilitator	

## **B. Human Resource Policies**

Ridgeview Global Studies Academy is an equal opportunity employer. The school will not discriminate for any reason including race, ethnicity, religion, age, gender or physical limitations. Ridgeview Global Studies Academy will follow all personnel guidelines set forth by SBPC if not specifically addressed in the charter application.

## **Salaries**

Salaries for staff will be the same as the approved salaries for the SBPC. Educational background and employment history will be considered. Any additional compensation will be determined by the Board of Directors.

## **Contracts**

Personnel contracts will comply with the SBPC. The faculty may use the current collective bargaining association or they may form their own. They may vote on which they prefer. Transfers will be made available to any faculty member displeased with the decision. All personnel contracts will be reviewed and renewed annually.

## **Benefits**

Ridgeview Global Studies Academy will follow the School Board of Polk County plan for employee benefits.

## **Transfer/Resignation**

Any staff member who is successfully functioning at the school but does not wish to return to the school shall have the opportunity to be transferred within the district. These employees will be given the SBPC procedures for transferring.

Voluntary resignation will be defined by the school if an employee elects any of the following: to resign from the school; to fail to return from an approved leave of absence on the appropriate date; or to fail to return to work without notice to the school for three consecutive days.

The district assumes responsibility for placing any employee who does not wish to work in a charter/conversion school. The school will provide the district with the names of employees who are requesting transfer. All paperwork necessary for completing a transfer will be generated by the charter school.

## **Termination**

Employees of the school shall support and fulfill the mission and vision of the school. Any new employee may be terminated within a 90-day probationary period or at the end of the annual contract period. Notification will be given to any employee who is not fulfilling the mission and vision of the school. The employee may be given time to improve his or her performance. If the administration and Board of Directors are not able to observe significant improvement in the employee then he or she may be terminated. If the

employee qualifies he or she may have access to the SBPC transfer list. Employees under Continuing Contract or Professional Services contract will have access to the SBPC transfer list. However, the SBPC is not obligated to transfer annual contract employees who have been terminated from the school. Any termination may be appealed to the Board of Directors. Termination may take place for any reason not prohibited by law.

### **C. Disclosure of Teacher Qualifications**

Open houses and orientations will serve to introduce the teachers and staff to the students and parents. Written biographies on each teacher will be available along with his or her philosophy of teaching. Teacher resumes will also be available upon parent request.

### **D. Targeted staff size**

The targeted staff size for Ridgeview Global Studies Academy will be determined by the principal and the Board of Directors. The approximate pupil teacher ratio will be twenty-two to one for kindergarten and twenty-five to one for grades one through five.

### **E. Alternative Teacher Assignments within SBPC**

The collective bargaining agreement for Polk County Schools makes allowance for any teacher who wishes to leave Ridgeview Global Studies Academy, to transfer to another school in the Polk County School District.

## **3. TRANSPORTATION**

### **A. Provider**

Ridgeview Global Studies Academy will contract transportation with School Board of Polk County. All transportation funds will be turned over to the SBPC. Transportation for field trips will be considered on an individual basis with the SBPC. Alternative transportation providers may also be retained.

### **B. Reasonable Distance**

The attendance zone currently used by the school provides the federally court ordered "reasonable distance" standard. Students within this distance will be provided with transportation by the SBPC through a transportation agreement.

Exceptional education students needing special busing will be transported by the SBPC.

**C. Equal Access**

Transportation for students will be provided by the SBPC within the appropriate zoned attendance area for the school.

**D. Desegregation Compliance**

The desegregation plan will be followed by continuing the current transportation zoning agreement with the School Board of Polk County.

# **APPENDIX**

## **A**

# Brian D. Carlson

104 Rochester Loop, Davenport, FL 33837-8557

bdcar760@aol.com

## Qualifications for

### PERSONAL SUMMARY

A detail-oriented professional with more than ten years of experience in security/law enforcement in both civilian and military environments. A strong communicator with more than five years of experience in security team building and management. U.S. Government assigned Top Secret security clearance. Criminal Investigator graduate of the Federal Law Enforcement Training Center, Brunswick, GA.

### AREAS OF EXPERTISE

Operations Management  
Training and Development

Loss Prevention  
Customer Service

Investigations  
Foreign/Corporate Liaison

### CAREER HISTORY

#### Director of Loss Prevention

Ordevco, Inc. L/L/C Radisson Resort Parkway, Kissimmee, FL

1998-Present

Managed all security and safety operations for a 718-room, 20-acre resort in one of the world's most popular tourist areas. Constructed, organized and supervised a ten-member security force, including a night security manager. Operated and troubleshot TESA and EL SAFE lock systems. Developed and arranged loss prevention training for resort staff of 300+, including counterfeit currency recognition and CPR, while orienting new associates in bloodborne pathogens and emergency procedures. Supervised lost and found, first responders to medical emergencies, fire alarm system, employee/guest incident reports, insurance claims, safety committee and radio traffic. Worked closely with local law enforcement and emergency personnel.

- Awarded for rescuing and performing CPR on a drowning child.
- Reduced liability loss ratio by 66% in a two year period.
- Researched, accepted bids, selected and oversaw the installation of multiple security systems, such as surveillance cameras and electronic door locks, and ensured property's security features were Y2K compliant.
- Focal Point for all liability cases.

#### Operations Officer

United States Marine Corps, Marine Barracks, Japan

1997-1998

Supervised daily operations of headquarters. Prepared correspondences and policy letters. Served as the command's intelligence officer. Organized and hosted major events attended by senior U.S. officials and host nation dignitaries.

- Improved staff morale and productivity, while streamlining office procedures.
- Reduced expenses by screening prospective personnel for intelligence positions requiring a security clearance.
- Coordinated the 1997 Pacific-wide, Navy-Marine Corps Relief Society Fund drive, successfully raising \$356,000.

#### Special Agent

Naval Criminal Investigative Service, Far East Field Office

1995-1997

Developed and implemented a training program for intelligence collection operations. Performed as a focal point for all field office counterintelligence collection operations, including ten satellite offices. Aided in criminal investigations throughout the Pacific Basin. Conducted background investigations. Maintained contact with Japanese host country police agencies.

- Provided U.S. Embassy personnel with force protection support for the high profile visit of Secretary of State Warren Christopher during the two week Asian Pacific Economic Conference (APEC). Manila, Philippines.
- Effectively established contacts with Japanese host counterparts resulting in increased efficiency in gathering/sharing evidence for criminal prosecution.
- Served as lead agent in rape case involving a U.S. serviceman and a local national resulting in arrest.

Continued...

CAREER HISTORY (cont.)

Counterintelligence Officer / Team Commander

Fourth Counterintelligence Team, Camp LeJeune, NC

1994-1995

Was responsible for the preparation and training of entire team for human intelligence collection operations. Performed as guest instructor at Navy Marine Corps Intelligence Training Center. Selected to field test and report on prototype laptop imagery transmission equipment worth in excess of \$500,000. Wrote subordinates' performance appraisals.

- Received Navy and Marine Corps Commendation Medal.

Commander, Human Intelligence Detachment

Special Purpose Marine Air Ground Task Force, Caribbean

1994

Trained team in a variety of missions from evacuation operations to amphibious assaults. Conceived, briefed and executed complex intelligence collection operations in Cap Haitian, Haiti. Represented U.S. Embassy Port au Prince at evacuation sites with the U.S. Ambassador's authorization to coordinate efforts.

- Supervised the execution of 94 debriefs which identified 23 armories, ultimately saving the U.S. government thousands of dollars.

Intelligence Officer

26th Marine Expeditionary Unit, Special Operations Capable

1993-1994

Coordinated intelligence input to mission briefings and contingency operations. Conducted extensive liaison with various U.S. Embassy staff's throughout the Mediterranean littoral as the senior force protection officer.

- Responsible for more than \$750,000 of specialized equipment.
- Established effective liaison capabilities with numerous foreign country officials enabling a real time conduit for hostile threat reporting.

Staff Counterintelligence Officer

III Marine Expeditionary Force, Okinawa, Japan

1989-1994

Was an integral member of a multifaceted major command staff which was responsible for the direction of more than 34,000 marines. Coordinated the Force Protection Source Operations in the Philippines with the Naval Criminal Investigative Service and the Air Force Office of Special Investigations.

- Spearheaded an intensified intelligence collection operation.

TRAINING

Criminal Investigator Course  
Counterintelligence Agents Course  
Marine Security Guard School  
Squad Leader's Course

Advanced Foreign Counterintelligence Agents Course  
Joint Staff Counterintelligence Officers Course  
Special Operations Equipment Training Course  
Sealed Authenticators System Course

COMPUTER SKILLS

Microsoft Word  
Microsoft Excel  
Microsoft PowerPoint

Windows 98  
Time & Attendance Payroll System  
E - Time Payroll System

Key Computer System  
Lost and Found Database  
Lotus Approach

**STEPHEN M. KNAPP**  
**P.O. BOX 6801**  
**LAKELAND, FL 33807-6801**  
**TELEPHONE (863) 644-5555**

**FAMILY BACKGROUND**

I married to Myongsuk O. the marriage occurred on June 19, 1982 and I have three children Daniel Lee Knapp age 16, Christopher Michael Knapp age 14 and John Joseph Knapp age 11.

**EDUCATIONAL BACKGROUND**

**LAW SCHOOL:** Cumberland School of Law  
Samford University  
800 Lakeshore Drive  
Birmingham, Alabama 35229  
Graduated May, 1985  
Dean's List  
Member of the American Journal of Trial Advocacy

**UNDERGRADUATE:** Florida Southern College  
Lakeland, Florida  
  
Graduated May, 1977  
Bachelors Degree  
Major - Psychology  
Minor - Political Science  
  
Dean's List  
PSI-CHI Psychology Honorary

**VOLUNTEER WORK:** Parole Counselor  
Juvenile Counselor  
Open Line Counselor  
Representative Men's Student Government  
Judicial Board of Florida Southern College  
Yearbook Staff (Sports Section)

**CURRENT BUSINESSES:** Attorney (Sole Practitioner)  
Member of the Florida Bar since 1986  
License number 0564184

President of Knapp Homes, Inc.  
Construction License Number  
RR 0067534

**Tim Alterio  
Biographical Sketch**

**Education**

**M.A. – Elementary Education, University of South Florida  
Certification in Administration and Supervision**

**Training**

**Teacher Effectiveness Training  
Covey Leadership Training  
Facilitative Leadership Training  
Polk County Learning Group Series Training**

**Memberships**

**National Association of Elementary School Principals  
Association of School Based Administrators**

**Present Position**

**Assistant Principal – Churchwell Elementary School  
Instructor – West Area Adult School**

**Former Position**

**Adjunct Faculty Member – Southeastern College**

**Experience**

**Thirty-three years in education**

## Resume for Beth R. Ricks

**Address:** 1431 Robin Street  
Auburndale, FL 33823  
(863)666-1173

**E-mail:** [brricks@hotmail.com](mailto:brricks@hotmail.com)

### Work Experience:

- 1981-1988    Evangel Christian School  
                  East Main Street  
                  Lakeland, FL 33801  
                  3<sup>rd</sup> grade teacher  
                  Supervisor: Ralph Frier
- 1988-1989    Spring Branch School District  
                  Westwood Elementary  
                  Houston, TX  
                  3<sup>rd</sup> grade teacher  
                  Supervisor: Elise Tapp
- 1989-1992    Eastside Elementary  
                  Johnson Avenue  
                  Haines City, FL  
                  3<sup>rd</sup> grade/5<sup>th</sup> grade teacher  
                  Media Specialist  
                  Supervisor: Jane McTeer
- 1992-2000    Loughman Oaks Elementary  
                  4600 Hwy. 17-92 N.  
                  Davenport, FL 33837  
                  5<sup>th</sup> grade teacher/Math Resource  
                  Network Manager  
                  Supervisor: Jane McTeer/Ralph Frier
- 2000-Present    Ridgeview Elementary  
                  1000 Dunson Rd.  
                  Davenport, FL 33837  
                  Network Manager  
                  Supervisor: Ralph Frier

### Education:

- 1973-1977  
Northern Cambria H.S.  
Spangler, PA 15724
- 1977-1981  
Southeastern College  
Lakeland, FL 33801  
Bachelor's Degree  
Elem. Ed/Early Childhood
- 1999-Present  
University of S. Florida  
Lakeland, FL 33801  
Master's Program/Ed Leadership

### Certifications/Inservices

- Nschool Training
- PC Repair
- FIRN Contact
- Navigator Contact

### References:

- |              |                                       |                |                              |
|--------------|---------------------------------------|----------------|------------------------------|
| Debbie Brown | 530 Jamestown Ave. Lakeland, FL 33801 | (863) 665-4198 | Teacher                      |
| Marcia Hall  | Bartow, FL 33830                      | (863) 534-0644 | Technology Support Personnel |
| Sam Johnson  | Ridgeview Elementary                  | (863) 419-3171 | Assistant Principal          |

---

---

## MEMORANDUM

---

---

TO: RALPH H. FRIER  
FROM: JOSEPH PEREZ III  
SUBJECT: BIOGRAPHICAL SKETCH  
DATE: SEPTEMBER 22, 2000

---

- Former Business Manager for Evangel Christian School
- President of H.M.S., Inc., Financial Services
- Graduate of Florida State University - Major in Business Administration
- WCIE Radio Board Member
- Evangel Christian School Board Member

---

---

## MEMORANDUM

---

---

TO: RALPH H. FRIER  
FROM: CHARLES ELLSWORTH SCOTT  
SUBJECT: BIOGRAPHICAL SKETCH  
DATE: SEPTEMBER 18, 2000

---

- Born in Mt. Vernon, Illinois
- AA in Criminal Justice
- Thirty years law enforcement
- Retired
- PTSA Member at Loughman Oaks Elementary
- School Advisory Council at Loughman Oaks Elementary
- School Advisory Council at Ridgeview Elementary
- Volunteer of the Year at Loughman Oaks Elementary (2 years)
- Volunteer at Ridgeview Elementary - 40+ hours per week

---

---

## MEMORANDUM

---

---

TO: RALPH H. FRIER  
FROM: TONY MCAFEE  
SUBJECT: BIOGRAPHICAL SKETCH  
DATE: SEPTEMBER 5, 2000

---

- Raised in Jacksonville, FL
- Graduate of Ribault Senior High School, 1983
- Graduate of University of Florida; Major in Finance
- Worked as Substitute Teacher in Jacksonville, FL
- Professional Model
- Currently employed by State Farm Insurance Company – Title Claim Team Manager
- School Advisory Council at Ridgeview Elementary
- Junior Achievement Instructor in Polk County
- Participant in Polk County Youth Motivator Program
- Currently involved in Governor Bush's Mentoring Partnership Program
- Married with two children

# **APPENDIX**

## **B**



## The Greater Haines City Area Chamber of Commerce

*September 13, 2000*

*The School Board of Polk County, Florida  
1915 Floral Avenue  
P.O. Box 391  
Bartow, FL 33831*

*Dear School Board Members,*

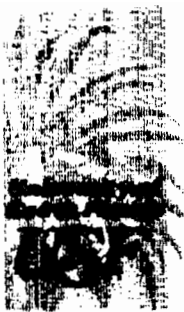
*We are pleased to provide this letter of support for the conversion charter of Ridgeview Elementary School in Davenport. As the Greater Haines City Area Chamber of Commerce, we can see the benefits for the students as well as the businesses in our community.*

*With the emphasis that Ridgeview Elementary intends to place on global studies, we believe that this will be a very positive move for preparing students for the 22<sup>nd</sup> century. Since Ridgeview Elementary is located so close to Disney World and Epcot Center, the international representation in the area lends itself to the study of cultural and economic diversity. Teaching a foreign language to elementary students, especially Spanish, will be a great benefit to our community and local businesses.*

*We strongly recommend your approval of Ridgeview's Elementary School conversion charter application. Ridgeview Global Studies Academy will be an asset to Polk County and to the state of Florida.*

*Sincerely,*

*Ron Burchfield  
President*



September 14, 2000

**Adult  
Education/  
Human  
Resource  
Development**

**Curriculum &  
Instruction**

**Educational  
Leadership**

**Higher  
Education  
Leadership &  
Teaching**

**Technology  
Education**

**Workforce  
Education**

Polk County School Board  
Polk County Public Schools  
P.O. Box 391  
Bartow, Florida 33831

Attention: Polk County School Board Members:

For the past several months, Ralph Frier has been exploring the possibility of participating in a new three-year program at USF called *The International School Connection (ISC)*. He has shared with me his hopes for Rieerview Elementary School becoming a charter school with an emphasis on global studies. The population of this school is international, and therefore would be an excellent context for becoming a school of global studies. I would like to offer my support for his school to move in this direction, for it appears that the population this school serves lends itself to cross cultural learning. In addition, all students graduating from schools and universities today will face a career or jobs in the international market place. I believe that the direction Mr. Frier is seeking is one that all schools will be facing in time.

Mr. Frier has expressed interest in participating as a member of the *ISC*, where he can link his learning about globalization and global workforce competencies to his school's development around global trends and features. While participating in the *ISC* program, Mr. Frier will link Ridgeview Elementary School to other schools around the world that are also exploring the new frontiers of knowledge and opportunity. I hope that you will support him in this quest, and also recognize him for being a pioneer in developing a school around global studies.

Thank you for your support.

Sincerely,

Karolyn J. Snyder, Ed. D.

Professor

Coordinator of Educational Leadership Programs

Director of the International School Connection Program: USF

**Department of Leadership Development**

College of Education • University of South Florida • 4202 East Fowler Avenue, EDU 162 • Tampa, Florida 33620-5650  
(813) 974-3420 • Fax (813) 974-5423 • Suncom 574-3420 • <http://www.coedu.usf.edu/leadddev/>

USF is an affirmative action / equal access / equal opportunity institution.

CHI KYONG PAK  
HOWARD JOHNSON D/R/A P & K USA, INC.  
1504 HIGHWAY 27 SOUTH  
HAINES CITY, FL 33844

---

September 21, 2000

The School Board of Polk County, Florida  
1915 Floral Avenue  
P O. Box 391  
Bartow, FL 33831

RE CONVERSION CHARTER FOR RIDGEVIEW ELEMENTARY

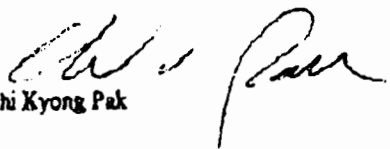
Dear School Board Members:

I am pleased to provide this letter of support for the conversion charter of Ridgeview Elementary in Davenport, Florida. As a businessman, I can see the benefits for the students in our community.

In a global society such as ours, the emphasis that Ridgeview intends to place on the global studies is truly forward thinking. I believe that this will be a very positive move for preparing students for the 21<sup>st</sup> century. Teaching a foreign language to elementary students, especially Spanish will be a great benefit to our community and local businesses.

I strongly recommend your approval of Ridgeview's conversion charter application.

Sincerely

  
Chi Kyong Pak

September 7, 2000

The School Board of Polk County, Florida  
1915 Floral Avenue  
P.O. Box 391  
Bartow, FL 33831

Re: Conversion Charter for Ridgeview Elementary

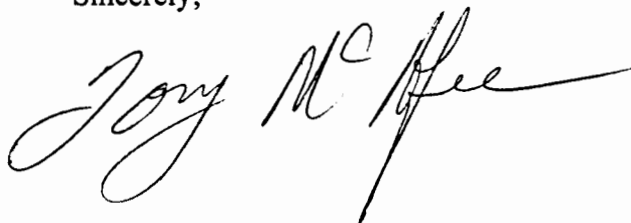
Dear School Board Members:

I am pleased to provide this letter of support for the conversion charter of Ridgeview Elementary in Davenport. As a community member, I can see the benefits for the students in our community.

With the emphasis that Ridgeview intends to place on global studies, I believe that this will be a very positive move for preparing students for the 21<sup>st</sup> century. Since Ridgeview is located so close to Disney World and EPCOT, the international representation in the area lends itself to the study of cultural and economic diversity. Teaching a foreign language to elementary students, especially Spanish, will be a great benefit to our community and local businesses.

I strongly recommend your approval of Ridgeview's conversion charter application. Ridgeview Global Studies Academy will be an asset to Polk County and to the state of Florida.

Sincerely,

A handwritten signature in cursive script that reads "Tony McFee". The signature is written in black ink and is positioned below the word "Sincerely,".

September 12, 2000

The School Board of Polk County, Florida  
1915 Floral Avenue  
P.O. Box 391  
Bartow, FL 33831

Re: Conversion Charter for Ridgeview Elementary

Dear School Board Members:

I am writing this letter in support of the conversion charter for Ridgeview Elementary School in Davenport. Being an educator in the public schools for the past 18 years, I can see the benefits of this type of school for all students.

Ridgeview plans to emphasize global studies through the use of many facets of technology and I believe this is the right direction for preparing students for the 21<sup>st</sup> century. Plans are being made for Ridgeview to include the teaching of a foreign language to its elementary students and due to the fact that they are located in the fastest growing section of Polk County this will be of great benefit to the entire community.

I highly recommend that the Polk County School Board approve Ridgeview Elementary's conversion charter application. Ridgeview Global Studies Academy will be a great asset to Polk County and to the state of Florida.

Sincerely,

*Beth R. Ricks*

**APPENDIX**  
**C**

**ESTIMATED REVENUE WORKSHEET  
RIDGEVIEW ELEM SCHOOL  
POLK COUNTY  
2000-2001**

## 1. Base Funding

Program (a)	Number of FTE Students (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	Base Student Allocation (e)	District Cost Differential Factor (f)	Base Funding (d) x (e) x (f) (g)
Basic K-3	305.00	1.036	315.98	\$ 3,416.73	0.9641	\$ 1,040,860
Basic K-3 D/O Prev.		1.036	0.00	3,416.73	0.9641	-
Basic K-3 with ESE	38.00	1.036	39.37	3,416.73	0.9641	129,681
Basic 4-8	119.00	1.000	119.00	3,416.73	0.9641	391,994
Basic 4-8 D/O Prev.		1.000	0.00	3,416.73	0.9641	-
Basic 4-8 with ESE	32.00	1.000	32.00	3,416.73	0.9641	105,410
Basic 9-12		1.096	0.00	3,416.73	0.9641	-
Basic 9-12 D/O Prev.		1.096	0.00	3,416.73	0.9641	-
Basic 9-12 with ESE		1.096	0.00	3,416.73	0.9641	-
Exceptional Level 4		3.948	0.00	3,416.73	0.9641	-
Exceptional Level 5		5.951	0.00	3,416.73	0.9641	-
ESOL	59.00	1.226	72.33	3,416.73	0.9641	238,273
Vocational Ed. 6-12		1.211	0.00	3,416.73	0.9641	-
			0.00	3,416.73	0.9641	-
<b>Total/FEFP</b>	<b>553.00</b>		<b>578.68</b>			<b>\$ 1,906,219</b>

2A. Divide School's Weighted FTE (WFTE) total computed  
in (d) above by District's WFTE.  
to obtain School's WFTE share.

84,019.36      0.689%

2B. Divide School's Unweighted FTE (UFTE) total computed  
in (b) above by District's UFTE  
to obtain School's UFTE share.

78,040.32      0.709%

## 3. Revenues Based on Weighted FTE

\$ 15,887,222 x      0.689%      \$ 109,462.96

As applicable to Charter Schools:

Safe Schools	<u>\$ 2,554,353</u>
Hold Harmless	<u>-</u>
Lottery Enhancement	<u>5,961,444</u>
Discretionary Millage	<u>7,371,425</u>
Declining Enrollment	<u>\$ -</u>
Sparsity Supplement	<u>-</u>

## 4. Revenues Based on Unweighted FTE

\$ 31,523,854 x      0.709%      \$ 223,504.12

As applicable to Charter Schools:

Supplemental Academic Instr.	<u>22,079,933</u>
Instructional Materials	<u>6,203,895</u>

Public School Technology	<u>2,054,820</u>
Teacher Training	<u>1,185,206</u>

5. ESE Guaranteed Allocation (Students in Pgms. 111, 112 & 113)	\$ 2,202,26	70.00	\$ 154,158.20
6. Dropout Prevention Hold Harmless Calculation (1)			
7. Revenues Based on Other Formulas			
As applicable to Charter Schools:			
Supplemental Discretionary Allocation (2)	\$ 50.00	x 553	\$ 27,650
Student Transportation (3) (Basic)		x	TBA
(ESE)	\$	x	TBA
Teacher Lead Program (4)	\$ 100.00	x	TBA
Pre-School Projects (5)			TBA
Other State Categorical Funds (6)			TBA
Food Service Allocation (7)			TBA
Total State and Local Revenues			\$ 2,420,994
Less Administrative Cost (5%)			\$ (121,050)
Adjusted Total			\$ 2,299,944
8. Federal Projects Revenue (8)			70,000
9. Fund Raisers (9)			TBA
10. Donations (10)			TBA
11. Capital Outlay (11)			TBA
<b>TOTAL ESTIMATED REVENUE</b>			<u>\$ 2,369,944</u>

- (1) Applies to Schools in existence prior to July 1, 1999.
- (2) Supplementary Discretionary Allocation are based on \$50.00 times the number of students.
- (3) Transportation Revenues are based on the number of basic and ESE students eligible for Transportation services. Rates vary from District to District as determined by Florida Statute.
- (4) Teacher Lead Funds are based on the number of teachers times \$100.00.
- (5) Pre-School Projects are based on the number of eligible Pre-K students. The dollar amount is usually negotiated with the District.
- (6) Charter School eligibility for other categorical funds are subject to negotiations with the District.
- (7) Food Service revenues (Federal & State) are based on the number of paid, free and reduced price lunches.
- (8) Eligibility for Federal Projects Revenues will vary from School to School. Examples of Federal Projects include Title I, IDEA, Charter School Start Up Grants, etc.

NOTE: Revenues are recalculated during the year to reflect the number of full-time equivalent students(FTE) reported during the survey periods designated by the Commissioner of Education. Revenues flow to school districts from state sources and county tax collections on various distribution schedules.

RIDGEVIEW ELEMENTARY  
 553 STUDENTS  
 PROJECTED EXPENDITURES  
 2000-01

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>GENERAL</u>	<u>FEDERAL</u>	<u>CAPITAL</u>	<u>TOTAL</u>
Salaries-Teachers	15000100	941,950			941,950
Salaries-Paras	15000110	62,834			62,834
Retirement-Instructional	15000210	91,937			91,937
Soc Sec/Medicare-Instructional	15000220	76,866			76,866
Medical Insurance-Instructional	15000230	100,660			100,660
Workers Comp.-Instructional	15000240	6,129			6,129
Contracted Services-Instr.	15000310				0
Travel-Instructional	15000330	12,000			12,000
Supplies-Instructional	15000510	100,000			100,000
Textbooks-Instructional	15000520	10,000			10,000
A V Materials-Instruction	15000620				0
Equipment-Instructional	15000640	10,000			10,000
Software-Instructional	15000690	6,000			6,000
Substitutes-Instructional	15000750	35,000			35,000
Salaries-Student Support	16100100	45,900			45,900
Salaries-Paras	16100110				0
Retirement-Student Support	16100210	4,200			4,200
Social Security-Student Support	16100220	3,511			3,511
Medical Insurance-Student support	16100230	2,876			2,876
Workers Comp-Student Support	16100240	280			280
Contracted Services-Stu. Services	16100310				0
Supplies-Student Support	16100510				0
Salaries-Media	16200100	45,900			45,900
Retirement-Media	16200210	4,200			4,200
Social Security-Media	16200220	3,511			3,511
Medical Insurance-Media	16200230	2,876			2,876
Workers Comp-Media	16200240	280			280
Supplies-Media	16200510	1,000			1,000
Library Books-Media	16200610	15,000			15,000
Contracted Services-Curr/Instr	16300310		3,500		3,500
Contracted Services-Curr/Instr	16400310				0
Contracted Services-Admin/Gov	17100310		3,500		3,500
Liability Insurance-Charter Board	17100320	5,000			5,000
Travel-Charter Board	17100330	2,000			2,000
Supplies-Charter Board	17100510	1,000			1,000
SUTA-Gen. Admin	17200250	6,440			6,440
Contracted Services-Legal	17200310				0
Insurance-Liability	17200320				0
Indirect Cost	17200790				0
Salaries-Admin	17300100	113,168			113,168
Salaries-Admin Secretary	17300110	41,843			41,843
Retirement-Admn	17300210	14,184			14,184
Soc. Sec./Medicare-Admin	17300220	11,858			11,858
Insurance-Admin	17300230	11,504			11,504
Workers Comp-Admin	17300240	946			946
Contracted Services-Governance	17300310				0
Travel -Admin	17300330	5,000			5,000
Equipment Rental-Admin	17300360	4,000			4,000
Postage	17300370	1,000			1,000
Advertising/Recruiting	17300390	1,500			1,500
Supplies-Admin	17300510	2,000			2,000
Equipment-Admin	17300640	8,000			8,000
Software-Admin	17300690	2,000			2,000
Rental-Facilities	17400360	1,000			1,000
Site Improvement	17400670				0
Renovation-Facilities	17400680	2,000			2,000
Contracted Services-Fiscal	17500310	71,600	9,500		81,100
Contracted Services-Asses/Eval	17700310		3,500		3,500

Contracted Services-Transportation	17800390				0
Salaries-Custodians	17900100	71,250			71,250
Retirement-Custodians	17900210	6,519			6,519
Soc. Sec.-Custodians	17900220	5,451			5,451
Insurance-Custodians	17900230	14,380			14,380
Workers Comp-Custodians	17900240	3,085			3,085
Bldg Insurance-Operations	17900320	3,000			3,000
Telephone	17900370	4,000			4,000
Contracted Services-Operations	17900390	15,000			15,000
Utilities	17900400	70,000			70,000
Supplies-Operations	17900510	10,000			10,000
Equipment-Operations	17900640				0
Contracted Services-Maintenance	18100350	3,000			3,000
Supplies-Maintenance	18100510	5,000			5,000
Transfer to General Fund	19700910				0
Designated Fund Balance	12763000				0
Undesignated Fund Balance	12769000	200,306	50,000		250,306
<b>TOTAL</b>		<b>2,299,944</b>	<b>70,000</b>	<b>\$0</b>	<b>\$2,369,944</b>

## Budget Projections for Future Years

The school's budget for the second and third years will be dependent on annual appropriations by the legislature and changes in local property values, as well as changes in student population. It is anticipated that the school could operate based on current revenues and that expenses would be adjusted annually based on changes in enrollment and appropriations.