

**Cape Fear Center for Inquiry  
Board of Directors Agenda  
July 15, 2014- 6:00pm**

*Nurturing a Sense of Wonder. Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.*

**Roll Call** Sam Deprisco, Todd Godbey, Lori Roy, Nancy Kachadurian, Julie Sartorius, Marc Mereyde, Diana Michel, Rob Russell

| <b>Time</b> | <b>Subject</b>  | <b>Chair/Presenter</b> | <b>Activity</b>                       |
|-------------|---|------------------------|---------------------------------------|
| 6:05<br>PM  | <b><i>Call to Order</i></b><br>The meeting was called to order at 6:05.   | Todd Godbey            | Action                                |
| 6:06        | <b><i>Approval of Minutes: 6/17/14</i></b><br>The minutes from 6/17/14 were approved.<br>Marc Mereyde made a motion to approve the minutes from 6/17/14.<br>Rob Russell seconded the motion.<br>4-eyes, 0-nays  | Todd Godbey            | Action                                |
| 6:06        | <b><i>Visiting Faculty*</i></b><br>Ingrid Stenzel – requesting leave to begin in October  | TBD                    | Information                           |
| 6:06        | <b><i>Visiting Parent or Community Members*</i></b>   | TBD                    | Information                           |
| 6:06        | <b><i>Who We Are- none this month</i></b>   | N/A                    | Information                           |
| 6:07        | <b><i>Partnership</i></b><br>Lori met with Jerry Jones and they are looking to get more info out to the public  | Sarah Raper            | Information                           |
| 6:07        | <b><i>Life Long Learning</i></b><br>PD for this school year – book studies to be presented at opening staff meeting, set dates for next year. Opening meeting at CFCC.  | Lori Roy               | Information                           |
| 6:09        | <b><i>Director's Report</i></b> <ul style="list-style-type: none"> <li>• Save the Date: Open House 8/18/14 5:30-7:00pm! – Kids come back on the 20<sup>th</sup>. Partnership will do some treat. Lori is working on a newsletter to go out before this time.</li> <li>• NCDPI Performance Framework development for charter schools – Lori, Jennifer and Michael attended a webinar with DPI. They are putting together a rubric for the areas we are evaluated on - operational, academic and financial.</li> <li>• Summer Institute Update – Jennifer, Joanne B and Lori attended. Networking with other charter school leads. Opening up connections for other PD opportunities, connections, etc.</li> <li>• Teacher Leave Request</li> </ul> Ingrid Stenzel – leave to begin in October. | Lori Roy               | Information/<br>Discussion/<br>Action |

|   |  |   |                                       |
|---|--|---|---------------------------------------|
|   | <p>Sam DePrisco made a motion to approve Ingrid's leave beginning in October<br/> Marc Mereyde seconded the motion.<br/> 4-ayes, 0-nays</p>  |   |                                       |
| <b><i>Standing Committee Reports:</i></b> |  |   |                                       |
| 6:14                                      | <p><b><i>Finance</i></b></p> <ul style="list-style-type: none"> <li>Budget Report/Dashboard</li> </ul> <p>Final reports will be after a meeting with the auditor in August.</p>  | <b>Kathy Rettig</b>                             | Information/<br>Discussion/<br>Action |
| 6:15                                      | <p><b><i>Executive Committee</i></b></p> <ul style="list-style-type: none"> <li>Committee Report</li> </ul> <p>Set the agenda and decided on three parents to appoint to Strategic Planning.</p>   | <b>Todd Godbey</b>                              | Information/<br>Discussion/<br>Action |
| 6:15                                      | <p><b><i>Policy and Procedure Review</i></b></p> <ul style="list-style-type: none"> <li>440 Section 504 Procedures</li> </ul> <p>Every school should have a grievance procedure if the parent or teacher does not agree. This adds a timeline for that procedure.<br/> 4 ayes, 0 nays</p> <ul style="list-style-type: none"> <li>Cafeteria Benefits Program (NCFLEX)</li> </ul> <p>Supplemental insurance – employee paid premiums. We have previously used AFLAC. Up until last year charter school employees could not participate in this. NCFLEX is cheaper and offers better programs than AFLAC. Because these are pre-taxed benefits we are only allowed to have one provider – except with short term disability. If anyone wants to continue with AFLAC they will be able to do so, but it will no longer be pre-taxed.<br/> Marc Mereyde made a motion to move to NCFLEX.<br/> Sam DePrisco seconded the motion.<br/> 4 ayes, 0 nays</p> <ul style="list-style-type: none"> <li>545 Employee Benefits</li> </ul> <p>Cafeteria Benefits will be offered – will read “as set each year” removing “by CFCI”<br/> 4 ayes, 0 nays</p> | <b>Michael Zentmeyer/<br/>Nancy Kachadurian</b> | Information/<br>Discussion/<br>Action |
| 6:25                                      | <p><b><i>Fund Raising/Grant Writing</i></b></p> <ul style="list-style-type: none"> <li>Committee Report</li> </ul> <p>Welcome packet for new parents! Harris Teeter, bricks, Fund the Wonder, box tops, etc<br/> GAS – May 2<sup>nd</sup> 2015 at Coastline<br/> 97 new families coming in! – There will be BINGO at Open House – visit classrooms, bridge, perimeter path, specials teachers, meet a new family, etc – to get more involvement that night<br/> Share Month – will be two separate weeks – once in the fall and once in the spring. The fall will occur around the Turkey Trot. Week of Nov 17-21.</p>   | <b>Julie Sartorius</b>                          | Information                           |

|      |   |   |                           |
|------|---|---|---------------------------|
|      | Goal for the year is technology.  |   |                           |
| 6:30 | <p><b><i>Strategic Planning</i></b></p> <ul style="list-style-type: none"> <li>Committee Report on Financial meeting w/ new members 7/10/14</li> </ul> <p>The first meeting was held. Todd and Marc joined the meeting. Looking at what other schools are doing, building our fund balance, generate revenue, think outside the box, looking at partnerships and how to create those in a bigger picture, Rene discussed history of the school – how to get this out to the community, etc. Ideas: school-wide museum days, video, inviting businesses to be a part of both of these.</p> <p>The next meeting will be held on July 24<sup>th</sup>.</p> | Cathey Luna, Rob Russell, Sarah Raper, Lori Roy | Information               |
| 6:37 | <p><b><i>Other Announcements and/or Upcoming events:</i></b></p> <ul style="list-style-type: none"> <li>Next Executive Committee Meeting</li> <li>Next Board Meeting- 8/26/14 at 6pm in the CFCI Museum Room</li> <li>Meeting was changed from 8/19 because that is the night before school starts.</li> </ul>  | Todd Godbey                                     | Information<br><br>Action |
| 6:47 | <b><i>Closed Session for meeting critique (NC statute 143-318.11)</i></b>   | Todd Godbey                                     | Discussion                |
| 6:40 | <p><b><i>Adjournment</i></b></p> <p><b><i>Marc Mereyde made a motion to adjourn the meeting.</i></b></p> <p><b><i>Rob Russell seconded the motion.</i></b></p>  | Todd Godbey                                     | Action                    |

***Board Agenda Requests:*** If you would like to request that an item be added to the Board agenda, please e-mail the Board Secretary, Marc Mereyde at [mmereyde@cfc.net](mailto:mmereyde@cfc.net) with “CFCI Board Agenda” in the subject line, or place the request in his box in the main school office. The agenda request must include the subject, a brief synopsis of what you would like to present, the amount of time requested, any handouts you would like to distribute, and whether your request is informational, discussion, and/or requests board action.

**All requests and materials need to be submitted by noon on the first Friday of the month.** Items not received by this time will not be considered for the following month’s Board meeting. The Board Executive Committee reserves the right to determine whether the item is added to the agenda, to ask for additional information, or to redirect the request to an appropriate committee or person.

**\*Board meetings will be recorded for minute transcription\***

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**Roll Call** Sam Deprisco, Todd Godbey, Cathey Luna, Lori Roy, Nancy Kachadurian, Julie Sartorius , Sarah Raper (Partnership), Joanne Cress, Marc Mereyde, Missy Ritchie, Diana Michel, Rob Russell

| <b>Time</b> | <b>Subject</b>   | <b>Chair/Presenter</b>                  | <b>Activity</b>                       |
|-------------|--|---|---------------------------------------|
| 6:00<br>PM  | <i>Call to Order</i>   | Todd Godbey                             | Action                                |
| 6:01        | <i>Approval of Minutes: 6/17/14</i>  | Todd Godbey                             | Action                                |
| 6:02        | <i>Visiting Faculty*</i>   | TBD                                     | Information                           |
| 6:07        | <i>Visiting Parent or Community Members*</i>   | TBD                                     | Information                           |
| 6:15        | <i>Who We Are- none this month</i>   | N/A                                     | Information                           |
| 6:15        | <i>Partnership</i> <ul style="list-style-type: none"> <li>• Committee Report</li> </ul>  | Sarah Raper                             | Information                           |
| 6:35        | <i>Life Long Learning</i> <ul style="list-style-type: none"> <li>• Committee Report</li> </ul>   | Lori Roy                                | Information                           |
| 6:45        | <i>Director's Report</i> <ul style="list-style-type: none"> <li>• Save the Date: Open House 8/18/14 5:30-7:00pm!</li> <li>• NCDPI Performance Framework development for charter schools</li> <li>• Summer Institute Update</li> <li>• Teacher Leave Request</li> </ul> | Lori Roy                                | Information/<br>Discussion/<br>Action |
|             | <b><i>Standing Committee Reports:</i></b>  |   |                                       |
| 7:00        | <i>Finance</i> <ul style="list-style-type: none"> <li>• Budget Report/Dashboard</li> </ul>   | Kathy Rettig                            | Information/<br>Discussion/<br>Action |
| 7:10        | <i>Executive Committee</i> <ul style="list-style-type: none"> <li>• Committee Report</li> </ul>  | Todd Godbey                             | Information/<br>Discussion/<br>Action |
| 7:30        | <i>Policy and Procedure Review</i> <ul style="list-style-type: none"> <li>• 440 Section 504 Procedures</li> <li>• Cafeteria Benefits Program (NCFLEX)</li> <li>• 545 Employee Benefits</li> </ul>  | Michael Zentmeyer/<br>Nancy Kachadurian | Information/<br>Discussion/<br>Action |
| 7:30        | <i>Fund Raising/Grant Writing</i> <ul style="list-style-type: none"> <li>• Committee Report</li> </ul>   | Julie Sartorius                         | Information                           |

|      |   |  |                           |
|------|---|--|---------------------------|
| 7:45 | <b><i>Strategic Planning</i></b> <ul style="list-style-type: none"> <li>Committee Report on Financial meeting w/ new members 7/10/14</li> </ul>   | <b>Cathey Luna, Rob Russell, Sarah Raper, Lori Roy</b> | Information               |
| 7:45 | <b><i>Other Announcements and/or Upcoming events:</i></b> <ul style="list-style-type: none"> <li>Next Executive Committee Meeting <i>TBD</i></li> <li>Next Board Meeting- 8/19/14 at 6pm in the CFCI Museum Room</li> </ul> | <b>Todd Godbey</b>                                     | Information<br><br>Action |
| 7:47 | <b><i>Closed Session for meeting critique (NC statute 143-318.11)</i></b>   | <b>Todd Godbey</b>                                     | Discussion                |
| 7:50 | <b><i>Adjournment</i></b>   | <b>Todd Godbey</b>                                     | Action                    |

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# CFCI Meeting Minutes

**Curriculum Committee**

**Lifelong Learning Committee**

Date: 6-18-2014

*Present: Jennifer Paetzold, Pauline Piner, Lori Roy, Rene Lemons*

*Visitors: N/A*

*Next meeting: TBA*

## **I. Topic Book Talks 2014-2015 School year**

### **Discussion**

Books discussed. Opening meeting...mini book talks with faculty and create books talk groups based on faculty interest.

### **Action or Request (if any)**

Rene, Pauline and Lori will present book talks at Open Meeting on Aug 13<sup>th</sup>.  
Decision for Admin... Reading Lead with Me as their book study..purchased and starting this summer

## **II. Topic PD days 2014-2015 School year**

### **Discussion**

8.13 Opening Meeting downtown at CFCC  
8.14 RtI PD 8:00-12:00/Partnership lunch  
8.15 Inquiry Learning PD w/Brian Brinkley  
9.25 or 9.26 Technology PD w/Jeff Ertzberger and Salena Rabidoux and Lori Roy  
10.30 Student motivation/book study  
1.23 RtI revisit  
2.19 As year progresses check in with loop levels re: needs and gear PD to these needs  
2.26 Math/Math Talks

### **Action or Request (if any)**

Confirm room at CFCC...JP/LR...LR was able to confirm  
Confirm Partnership lunch with Partnership...LR...pending  
Confirm with Brian Brinkley 8.15...JP...completed BB has confirmed date and time  
Confirm w/JE and SR for 9.25 or 9.26..JP...email sent...JE responded, both out of office with let JP know ASAP...will be awaiting confirmation

# Charter School Operational Performance Framework and Guidance

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North Carolina Department of Public Instruction  
Office Charter Schools



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction



nacsa  
NATIONAL ASSOCIATION OF  
CHARTER SCHOOL AUTHORIZERS

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Prepared for the North Carolina  
Department of Public Instruction in  
conjunction with the National Association  
of Charter School Authorizers

## Operational Performance Framework Guidance

Charter schools have the autonomy to manage their organization consistent with state and federal law; however, the North Carolina State Board of Education (SBE) and the North Carolina Department of Public Instruction (DPI) must protect the health, safety, and well being of students by ensuring that the schools are operationally sound. SBE, by renewing or not renewing a charter school, determine whether charter schools are not only academically and financially viable, but also organizationally sound.

The Operational Performance Framework gauges a range of areas including educational programs, equity, school culture, governance, safety, and reporting for each school. The operational framework identifies schools meeting operational and compliance quality standards. Annual utilization and reporting of the operational framework provides tools to recognize schools currently in or trending towards structural difficulty and to more proactively evaluate or address the problem. The framework aligns with NACSA’s Principles & Standards for Quality Charter School Authorizing (2012), which states that authorizers should, through a performance framework, set clear expectations for “clear, measurable, and attainable academic, financial, and organizational performance standards and targets.”

The Operational Performance Framework provides a clear picture of a school’s organizational performance and compliance with state and federal law. This framework, which has been included as Appendix A, will enable the SBE to more effectively evaluate a charter school’s operational performance as part of ongoing monitoring and renewal decision making.

## Framework Structure

| Component         | Definition   | Example  |
|-------------------|--|--|
| <b>Indicators</b> | 6 general categories of operational performance  | Equity   |
| <b>Measures</b>   | Questions to evaluate an aspect of an indicator  | Is the school protecting the rights of English Language Learners (ELL)?  |
| <b>Metrics</b>    | Expectations set forth in evaluating a measure   | <ul style="list-style-type: none"> <li>- Required policies related to the service of ELL students</li> <li>- Proper steps for identification and exiting of students for ELL services</li> </ul> |
| <b>Targets</b>    | Thresholds that signify success in meeting the standard for a specific measure   | The school complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements.   |
| <b>Ratings</b>    | Assignment of charter school performance into one of two rating categories, based on how the school performs against the framework targets | If school meets the target of 2c the rating category is “Meets Standard”   |



## Indicators

The framework includes six indicators or categories used to evaluate a school’s operational performance and compliance.

### 1. Education Program

This indicator includes measures of the school’s fidelity to the education program as defined by the charter agreement and law. Charter schools must, by means of a charter application (or charter amendment), propose to the authorizer the education program they plan to implement. The authorizer approves a charter school based on the expectation that the school will follow the material components of its education program as proposed, while still allowing the school sufficient autonomy. For the purposes of the Operational Framework, we define “material” in the following way:

*Material*—Material means that the authorizer deems the matter relevant to:

1. The authorizer’s accountability decisions, including but not limited to decisions about whether to renew or non-renew or revoke a charter, or
2. Information that is relevant and significant to the outcome, or
3. Information that a family would consider relevant to a decision to attend the school.

The Education Program section is used to evaluate the school’s adherence to the material terms of its proposed education program as they were set out in the charter agreement. This section also captures certain aspects of an education program that are required by law (e.g., assessments, special education requirements, etc.).

Additionally, we frequently refer to the “charter agreement,” which is defined as follows:

*Charter Agreement*—The legally binding document that defines the expectations of the authorizer to the nonprofit charter school board for the operation of the charter school.

### 2. Equity

While charter schools may be exempt from certain laws and allowed to function with greater autonomy, they still must adhere to federal and state laws regarding treatment of students within the organization. In this section, the authorizer measures charter school compliance with a variety of laws related to students including the rights of students.

### 3. School Culture

This indicator includes measures of the school’s fidelity to the State Board approved mission.

### 4. Governance

A charter school must practice sound governance throughout the existence of the charter. In this section, the authorizer sets forth expectations of the charter board’s compliance with governance-related laws as well as the board’s own State Board approved bylaws and policies. Additionally, this indicator includes a measure to evaluate the extent to which the board oversees the individuals or organizations to which it delegates the duties of implementing the program, a fiduciary responsibility of the board.

### 5. Facilities and Safe School Environment

Charter schools must also follow laws related to the school’s physical plant and the health and safety of students and the charter community. This section addresses the school’s facility, fire inspections, certificate of occupancy, and school’s code of conduct policy, among other things.

### 6. Reporting and Compliance

A charter school must adhere to reporting requirements of the authorizer and other responsible entities. The final indicator ensures that the authorizer has the authority to hold the charter school accountable for any laws or requirements that are not explicitly stated in the Operational Framework. The measures and metrics outlined in this Framework represent the authorizer’s priorities, thus certain, lower priority requirements may not be explicitly called out in the framework and would instead be captured in the reporting requirements section. This

# Charter School Operational Performance Framework Guide

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measure also provides the authorizer with the flexibility necessary to hold the school accountable for any requirements that may have been enacted or changed after the Performance Framework was adopted.

## Measures

For each of the indicators, the Framework provides a number of measures by which to evaluate schools. The measures take the form of questions about each school's performance. For example:

- Is the school complying with applicable educational requirements?
- Is the school protecting the rights of Exceptional Children (EC) and English Language Learner (ELL) students?

Information and guidance specific to each measure is provided below in the Measures In Detail section.

## Metrics

Metrics are expectations set forth in evaluating a measure. For example, to evaluate the question, "Is the school protecting the rights of English Language Learner (ELL) students?" authorizers should look to a number of areas where the school must meet existing expectations established by laws, rules, regulations, or provisions of the charter agreement. Examples of metrics for this measure are:

- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Required accommodations as outlined in the students educational plan (ie IEP, LEP, 504) are met with fidelity

Throughout the Operational Framework, we set forth the metrics for evaluating the different measures within the "Meets Standard" rating.

## Targets and Ratings

For each measure a school receives one of two ratings based on evaluation of the established metrics.

### *Meets Standard:*

The "Meets Standard" rating is defined by the threshold of success for the measure, or the target the school is expected to meet. In the Operational Framework, this rating provides the detailed metrics against which the charter school is judged. If the school meets the target, then the authorizer does not need to follow up with the school or require corrective action. Schools do not meet the standard if failures are material in nature, meaning they are relevant to the authorizer's accountability decisions.

### *Does Not Meet Standard:*

The "Does Not Meet Standard" rating remains consistent for each measure in the Operational Framework and reads:

"The school has failed to implement the program in the manner described above; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer."

This means that the school has materially failed to meet the target at any point during the evaluation period. Schools with a number of "Does Not Meet Standard" designations may be considered for non-renewal. Each measure will have a comment box to allow for explanations of why a school received a particular rating, and what evidences were used to create the rating.

## Use of the Framework

### Collecting Evidence

The authorizer determines the amount of evidence that is necessary to determine whether the school is meeting each target and assess staff capacity when deciding how best to evaluate school operational performance. Additional evidences may be required to determine operational performance, depending on a given situation. Some measures in the Operational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually during site visits or reports submitted to the authorizer. Others still may only require an assurance of compliance by the charter school board but may require follow up if concerns are raised.

Due to the complexity in verifying compliance with some metrics, evidence of compliance may be determined only after the collection and analysis of multiple data points. For example, the authorizer may periodically evaluate whether a school is compliant with special-education requirements by gathering evidence through multiple sources at different points in the school year (i.e., the authorizer may annually verify compliance by review of special-education audits conducted by the Department of Public Instruction (DPI) as well as through site visit observations).

The sections below outline common ways that authorizers may collect data to evaluate charter schools' operational performance, beginning with the least intensive approach.

#### **Assurance of compliance by the charter board**

The Operational Framework provides a space for the authorizer to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. The authorizer should require that the school maintain a file of official assurance of compliance by the charter school board. This documentation by the charter board provides an assurance to the authorizer that the board is aware of its legal obligations to the organization. The charter school board should approve this document annually. Accompanying this assurance should be evidence of compliance or direct reference to evidence (e.g., reference to board minutes or policies, reference to school procedures, or certificates). The assurance and evidence could be organized in a file or binder that the authorizer can access at the school site upon request.

The authorizer should review the file at least annually or when deemed necessary (i.e., the authorizer may review this report and request follow-up information on some measures during an annual site visit). For instance, an authorizer may require that the charter school board assure it is complying with employment law. Evidence of compliance would include the board-approved assurance and would be verified annually by the authorizer; in this case, compliance would be assumed unless determined otherwise. A complaint to the authorizer may warrant more direct review or investigation of an issue, but the burden of providing evidence of compliance lies with the charter school board that has assured compliance to the authorizer.

#### **Required reporting**

The authorizer may also require that the charter school report or verify compliance to the authorizer, in which case evidence of compliance would be at the disposal of the authorizer for reference during monitoring. For example, the authorizer may require that the charter school submit specific policies and procedures. Note, however, that the authorizer should be careful to verify the accuracy and quality of self-reported data.

Excessive required reports may be burdensome on both the school and authorizer and could cause the authorizer to spend more time and resources monitoring reporting requirements than evaluating the school's performance outcomes. To ease the burden, the authorizer will establish a calendar of required reports to clearly communicate regular reporting deadlines to its charter schools. The calendar should outline which reports the authorizer requires, the form the reports should take, and the point(s) in the year when reports are due to the authorizer.

#### **Observed practice**

The authorizer may verify compliance for certain measures in the Operational Framework through direct observation. For example, the authorizer may observe mandatory state assessments to ensure compliance with

# Charter School Operational Performance Framework Guide

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required procedures. The authorizer is careful when using this type of monitoring except when necessary and should, wherever possible, seek additional evidence to substantiate observed practice.

## **Investigations**

At times authorizers may receive complaints or assertions from individuals that a school is not in compliance. The authorizer should generally refer the complainant to the charter school board, which is responsible for investigating such cases. However, from time to time the authorizer may receive complaints that it must investigate directly, especially if the complaint is a major infraction (e.g., school leadership is accused of cheating on state assessments) or if it involves the charter school board (e.g., accused violations of open meeting law). In some instances, the authorizer itself may be required by law to take action or notify appropriate authorities. The Operational Framework allows space for the authorizer to investigate potential grievances and determine whether or not the school is meeting organizational expectations.

## **Evaluation**

The Operational Performance Framework provides information that can be used both to monitor charter schools in an ongoing annual basis and to inform high-stakes decisions such as renewal or revocation.

## **Review Schedule**

The authorizer should, at least annually, formally review the school's adherence to the Operational Framework. This allows the authorizer to transparently report the school's performance against the Framework, and also provides an opportunity for the authorizer to document the school's shortcomings, should it need evidence of systemic issues with organizational effectiveness as a reason for recommending closure.

## **Reporting**

Each year the authorizer should report on the findings of its evaluation of the school's performance against the operational expectations. This public report could highlight the areas where the school was in compliance, or simply note where the school does not meet expectations.

## **Accountability decisions**

The Academic and Financial Performance Frameworks are generally the primary tools for accountability decisions largely because authorizers use these frameworks to measure schools' outcomes. The Operational Framework is used to measure compliance, which is not always directly related to school performance. In most cases, the authorizer uses the evaluation of the Operational Framework as a way to communicate unsatisfactory performance, as a basis for intervention, or as secondary evidence when making the case for closure. Only when the school has multiple instances of "Does not meet standards", which would indicate major concerns with organizational effectiveness, should an authorizer consider findings on organizational effectiveness as the primary reason for nonrenewal or revocation. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they annually do not meet standards should be considered for nonrenewal or revocation, especially if these instances put students in danger, are pervasive within the charter school, or are egregious in nature.

At the end of a charter term, the authorizer should analyze both static and trend data related to organizational performance using the Operational Framework. It is important to analyze whether the school's performance in the one area is trending upward or downward, as that may impact both intervention and renewal decisions. A school may show a pattern of sporadic noncompliance throughout the life of the charter and in the most recent year. In this case, the authorizer must evaluate the school's organizational effectiveness and determine whether the issues are systemic and if the school is likely to remain unstable in the next charter term. The authorizer should determine whether to place a school on intervention and renew or make a decision of nonrenewal.

## **Intervention**

The authorizer will use the framework to identify schools whose organizational stability is in danger and for intervention purposes. This intervention could be in the form of communication of unsatisfactory performance, increased monitoring, mid-year financial check-ins, or governance warnings.

For schools determined to be in operational distress following the comprehensive review described above, the authorizer will consider requiring ongoing reporting to monitor continuous organizational performance and may elevate intervention strategies.

## **Review and Renewal**

Framework results will be utilized during the renewal period and five year review to identify schools' historical trends and current positions, both of which are useful in gauging schools' future vitality.

## **Revocation**

In the most severe cases of instability, the framework will indicate schools that should be considered for revocation of their charters. The targets for each measure are set to indicate schools that are annually not meeting standards. Schools that receive multiple measures at this level will be considered for charter revocation.

DRAFT

## Section III: Operational Performance

### Indicators and Measures:

#### 1. Education Program

- a. Essential Terms
- b. Data Use
- c. Education Requirements

#### 2. Equity

- a. Admissions and Enrollment
- b. Students with Disabilities
- c. English Language Learner Students
- d. Attrition and Enrollment Stability

#### 3. School Culture

- a. Mission Alignment and High Expectations

#### 4. Governance

- a. Governance Requirements
- b. School Leadership Accountability

#### 5. Facilities and Safe School Environment

- a. Safe and Secure School

#### 6. Reporting and Compliance

- a. Federal and State Reporting Requirements

## Measures in Detail

Each of the measures included in the organizational framework are described in the following thirteen pages.

### Indicator 1: Education Program

The Organizational Framework includes measures of the school’s educational program that are legal requirements that the school must adhere to when implementing its educational program. These measures are different from the Academic Performance Framework in that they measure educational compliance rather than performance outcomes and should remain separate from the Academic Performance Framework.

#### 1a. Essential Terms

**Definition:** The authorizer approves charter school applications on the basis of the essential terms of the charter proposal.

**Essential terms**—The essential terms of the charter are the critical characteristics that define the charter school program. The essential terms are usually defined in the charter application and set forth in the charter agreement either through direct inclusion in the body of the agreement or through reference to portions of the charter application.

**Source of Data:** Site visit observations, interviews with stakeholders in the charter community, professional development logs, certifications, accreditations, local surveys, Teacher Working Conditions Survey and required reports from the charter school (including annual reports, reviews, and renewal applications).

#### Measure 1a

Is the school implementing the essential terms of the education program as defined in its charter agreement?

##### *Meets Standard:*

- The school is implementing the academic program and design as described in its State Board approved charter application or approved amendments.

##### *Does Not Meet Standard:*

- The school is not implementing the academic program and design as described in its State Board approved charter application or approved amendments.

#### Evidence and Comments

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## 1b. Data Use

**Definition:** The use of data to inform instruction is a best practice of highly effective schools.

**Source of Data:** Observation, EVAAS access, board meeting minutes, results of informal and formal data, PLC minutes, Read to Achieve plan, student intervention plan, process for identifying at risk students, process and procedure protocol for assessments, interviews with stakeholders in the community and required reports from the Charter School.

### Measure 1b

Does the school use data to inform, guide, and improve instruction and other school practices?

#### *Meets Standard:*

- The school uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.
  - Education Value-Added Assessment System (EVAAS) has an administrator from the charter school
  - Board meeting minutes, including a principal report, demonstrates data use to inform instruction
  - School is collecting and using data throughout the school year as evidenced by data summary sheets

#### *Does Not Meet Standard:*

- The school does not uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.

### Evidence and Comments



## 1c. Education Requirements

Some elements of a North Carolina public school’s education program are fixed in law (ie: federal mandates, Race to the Top) and may not be waived for charter schools.

**Source of Data:** School calendar, graduation and promotion requirements as stated in State Board approved charter, student handbooks, licensure information, student records or reports that the school may submit to verify compliance may be requested.

### Measure 1c

Is the school complying with applicable educational requirements?

**Meets Standard:**

- The school complies with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming, including but not limited to:
  - Instructional days or instructional hours requirements
  - Graduation requirements as stated in State Board approved application
  - Promotion requirements as stated in State Board approved application
  - Adhere to all testing and accountability policies for state assessments
  - Implementation of mandated programming as a result of state or federal requirements (ie: Read to Achieve legislation)

**Does Not Meet Standard:**

- The school does not comply with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming.

### Evidence and Comments

## Indicator 2: Equity Measures

### 2a. Admissions and Enrollment

**Definition:** Charter Schools must protect the rights of the students they serve. North Carolina public school’s admission and enrollment policies are to provide students with fair and equitable treatment and may not be waived.

**Source of Data:** Reports to the authorizer, including charter school board policies and examples of forms (e.g., student enrollment form), and site visit observations and interviews with charter school community stakeholders. The authorizer may also require that the school’s board assures compliance with certain elements of this measure that may be difficult to verify unless through investigation (e.g., implementation of discipline policies).

#### Measure 2a

Are the school’s admissions and enrollment practices fair and equitable, as required by law?

**Meets Standard:**

- Policies and procedures related to admission requirements do not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or mission of the school as set out in the charter, the school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.
- The school follows the Charter School Act, North Carolina General Statute 115C-238.29F(g), and charter agreement.

**Does Not Meet Standard:**

- Policies and procedures related to admission requirements do not follow the Charter School Act, North Carolina General Statute 115C-238.29F(g), and charter agreement.

#### Evidence and Comments

## 2b. Students with Disabilities

**Definition:** Charter schools must follow North Carolina state and federal special-education laws and provide a high-quality learning environment for all students. The elements within this measure range from requirements for identification of students to proper allocation and use of special education funds.

**Source of Data:** The authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports and monitoring. The Department of Public Instruction will conduct monitoring to ensure general supervision.

### Measure 2b

Is the school ensuring the rights of students? (i.e.: students with 504 plans, students with disabilities, etc.)

#### *Meets Standard:*

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability including but not limited to:
  - Identification and referral
  - Procedural compliance including academic programming, assessments, and all other aspects of the school's responsibilities
  - Appropriately implementing student Individualized Education Plans and Section 504 plans
  - Ensuring access to the facility and programming for students
  - Completing and submitting grant(s) and budget(s)

#### *Does Not Meet Standard:*

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability.

### Evidence and Comments

## 2c. English Language Learner (ELL) Students

**Definition:** Charter schools must follow North Carolina state and federal English Language Learner laws and provide a high-quality learning environment for all students. The elements within this measure range from requirements for identification of students to proper security and use of appropriate accommodations on assessments.

**Source of Data:** The Authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports or monitoring. The Department of Public Instruction will conduct periodic assessments that authorizers will access.

### Measure 2c

Is the school protecting the rights of English Language Learners?

**Meets Standard:**

- The school materially compiles with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to:
  - Required policies related to the service of ELL students
  - Proper Steps for identification of students in need of ELL services
  - Appropriate and equitable delivery of services to identified students (including instructional groupings)
  - Appropriate accommodations on assessments
  - Exiting of students from ELL services
  - Required accommodations as outlined in the students educational plan (ie IEP, LEP, 504) are met with fidelity

**Does Not Meet Standard:**

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements

### Evidence and Comments

## 2d. Attrition and Enrollment Stability

**Definition:** Withdraw rates are measured as the total number of students that withdraw during the academic year. Average Daily Membership (ADM) divided by student withdraws.

**Source of Data:** The Authorizer may evaluate this measure through required reports, Grade Enrollment and Expansion form, site visit observations, and interviews with stakeholders, or monitoring.

### Measure 2d

Is the school monitoring withdraw rates and maintaining enrollment stability?

#### *Meets Standard:*

- The school meets the requirements below including but not limited to:
  - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
  - The schools actual enrollment is within ten percent (10%) of the maximum authorized enrollment
  - The schools withdrawal rate is less than ten percent (10%) of their ADM.

#### *Does Not Meet Standard:*

- The school does not meet the requirements below including but not limited to:
  - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
  - The school's actual enrollment is within ten percent (10%) of the maximum authorized enrollment
  - The school's withdrawal rate is less than ten percent (10%) of their ADM.

### Evidence and Comments

## Indicator 3: School Mission

### 3a. Mission Alignment

**Definition:** Mission alignment means that the policies, procedures, academic programing, and school’s purpose is united with the state board approved mission of the school.

**Source of Data:** The Authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports or monitoring.

#### Measure 3a

Does the school’s learning environment align with its state board approved mission of the school?

##### *Meets Standard:*

- The school is consistent with the school’s mission and educational program including but not limited to:
- State Board approved mission statement aligns in all published and signed materials
- Consistent State Board approved mission statement aligns and is communicated by stakeholders
- Partnerships as described in the charter application with educational institutions or community organizations relate positively to mission achievement

##### *Does Not Meet Standard:*

- The school is not consistent with the school’s mission and educational program including but not limited to:
  - State Board approved mission statement aligns in all published and signed materials
  - Consistent State Board approved mission statement aligns and is communicated by stakeholders

#### Evidence and Comments

## Indicator 4: Governance

### 4a. Governance Requirements

**Definition:** Charter schools must follow North Carolina state and federal laws, State Board policy, and the charter agreement to provide a high-quality learning environment for all students.

**Source of Data:** The Authorizer will verify board compliance through analysis of critical governance documentation. Additionally, the Authorizer may require a statement of assurances of compliance with conflicts of interest and board membership requirements, among other things.

If the Authorizer, through monitoring or evaluation, finds that it needs to follow up and monitor board governance more closely, it can look for additional evidence that may include, but is not limited to the following:

- Strategic plan that includes goals and objectives for meeting the school’s mission
- Board oversight and evaluation of the performance of the charter school
- Attendance by the authorizer at board meetings to verify compliance

#### Measure 4a

Is the school complying with standards of high quality governance requirements?

##### *Meets Standard:*

- The Charter School Board and the administration can provide tangible evidences of effective governance standards including, but not limited to:
  - Operation in accordance with the charter’s by-laws
  - A current grievance policy
  - A current conflict of interest policy
  - Compliance with the Open Meetings Law
  - Nepotism Policy
  - Compliance with the Public Records Act
  - Annual (more frequently if required) review and update (through resolution) of policies and procedures to reflect current regulatory and statutory authority
  - Meets no less than 8 times a year (including annual meeting)
  - Minimum number of 7 members
  - Open board minutes of regularly scheduled meetings are available online
  - No third party organizations that provide substantial services to the school sit as a voting member on the charter school board.

##### *Does Not Meet Standard:*

- The Charter School Board and the administration cannot provide tangible evidences of effective governance standards.

**Evidence and Comments**

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## 4b. School Leadership Accountability

**Definition:** The central role of the charter school board is to responsibly ensure that the school meets the board’s vision and mission. To that end, the board must oversee and hold accountable the charter school leader or the third party organization it has contracted with to carry out these duties.

**Source of Data:** The Authorizer will verify board compliance through analysis of board minutes, assurances of compliance, written performance agreement with specific, measurable, and relevant goals, and board policies.

### Measure 4b

Is the board holding school leadership accountable?

**Meets Standard:**

- The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership, including but not limited to:
  - Annual tool to evaluating the performance of school leadership
  - Annual tool to evaluate third party organizations
  - Oversight of third party agreements that includes holding the party accountable for performance expectations agreed to under a written performance agreement

**Does Not Meet Standard:**

- The school materially does not comply with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership.

### Evidence and Comments

Indicator 5: Facilities and Safe School Environment

5. Safe and Secure School Environment

**Definition:** An essential role of the charter school board is to maintain a physically safe environment for students and employees. To that end, the board has a responsibility to oversee and establish policies and programs to ensure students and employees are safe.

**Source of Data:** Assurance of compliance by the board and periodic verification of compliance during site visits and reporting.

**Measure 5a**

Does the school have policies and programs that establish a safe and secure school environment?

*Meets Standard:*

- The school provides adequate and appropriately maintained facilities to support teaching and learning including, but not limited to:
  - Annual health and safety reviews conducted in each building (i.e., Diabetes Care Plan)
  - Evidence of fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization (maximum number of occupants stated in the building)
  - Evidence of emergency plans
  - Evidence of bullying and cyber-safety policies facilitating an environment free of discrimination and harassment
  - Criminal Background Checks Policy

*Does Not Meet Standard:*

- The school does not provide adequate and appropriately maintained facilities to support teaching and learning.

**Evidence and Comments**

Indicator 6: Reporting and Compliance

6. Federal and State Reporting Requirements

**Source of Data:** Assurance of compliance by the board and periodic verification of statutory compliance through site visits and reporting to DPI.

**Measure 6a**

Is the school complying with federal and state reporting requirements?

*Meets Standard:*

- The school complies with relevant reporting requirements to state and federal authorities, including but not limited to:
  - NC reporting deadlines and data quality requirements
  - Enrollment reports (i.e., PMR)
  
- The school is meeting other relevant compliance requirements, including but not limited to:
  - Charter agreement
  - Staffing (federal)
  - Meets statutory requirements for licensed and certified teachers
  - Insurance
  - Lease
  - Other Compliance documents

*Does Not Meet Standard:*

The school does not comply with relevant reporting requirements to state and federal authorities.

**Evidence and Comments**

## Appendix A: Operational Performance Framework

### Measure 1a

Is the school implementing the essential terms of the education program as defined in its charter agreement?

#### *Meets Standard:*

- The school is implementing the academic program and design as described in its State Board approved charter application or approved amendments.

#### *Does Not Meet Standard:*

- The school is not implementing the academic program and design as described in its State Board approved charter application or approved amendments.

### Evidence and Comments

### Measure 1b

Does the school use data to inform, guide, and improve instruction and other school practices?

#### *Meets Standard:*

- The school uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.
  - Education Value-Added Assessment System (EVAAS) has an administrator from the charter school
  - Board meeting minutes, including a principal report, demonstrates data use to inform instruction
  - School is collecting and using data throughout the school year as evidenced by data summary sheets

#### *Does Not Meet Standard:*

- The school does not uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.

### Evidence and Comments

**Measure 1c**

Is the school complying with applicable educational requirements?

**Meets Standard:**

- The school complies with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming, including but not limited to:
  - Instructional days or instructional hours requirements
  - Graduation requirements as stated in State Board approved application
  - Promotion requirements as stated in State Board approved application
  - Adhere to all testing and accountability policies for state assessments
  - Implementation of mandated programming as a result of state or federal requirements (ie: Read to Achieve legislation)

**Does Not Meet Standard:**

- The school does not comply with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming.

**Evidence and Comments**

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### Measure 2a

Are the school's admissions and enrollment practices fair and equitable, as required by law?

**Meets Standard:**

- Policies and procedures related to admission requirements do not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or mission of the school as set out in the charter, the school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.
- The school follows the Charter School Act, North Carolina General Statute 115C-238.29F(g), and charter agreement.

**Does Not Meet Standard:**

- Policies and procedures related to admission requirements do not follow the Charter School Act, North Carolina General Statute 115C-238.29F(g), and charter agreement.

### Evidence and Comments

### Measure 2b

Is the school ensuring the rights of students? (i.e.: students with 504 plans, students with disabilities, etc.)

**Meets Standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability including but not limited to:
  - Identification and referral
  - Procedural compliance including academic programming, assessments, and all other aspects of the school's responsibilities
  - Appropriately implementing student Individualized Education Plans and Section 504 plans
  - Ensuring access to the facility and programming for students
  - Completing and submitting grant(s) and budget(s)

**Does Not Meet Standard:**

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability.

**Evidence and Comments**

**Measure 2c**

Is the school protecting the rights of English Language Learners?

**Meets Standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to:
  - Required policies related to the service of ELL students
  - Proper Steps for identification of students in need of ELL services
  - Appropriate and equitable delivery of services to identified students (including instructional groupings)
  - Appropriate accommodations on assessments
  - Exiting of students from ELL services
  - Required accommodations as outlined in the students educational plan (ie IEP, LEP, 504) are met with fidelity

**Does Not Meet Standard:**

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements

**Evidence and Comments**

**Measure 2d**

Is the school monitoring withdraw rates and maintaining enrollment stability?

*Meets Standard:*

- The school meets the requirements below including but not limited to:
  - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
  - The schools actual enrollment is within ten percent (10%) of the maximum authorized enrollment
  - The schools withdrawal rate is less than ten percent (10%) of their ADM.

*Does Not Meet Standard:*

- The school does not meet the requirements below including but not limited to:
  - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
  - The school’s actual enrollment is within ten percent (10%) of the maximum authorized enrollment
  - The school’s withdrawal rate is less than ten percent (10%) of their ADM.

**Evidence and Comments**



### Measure 3a

Does the school's learning environment align with its state board approved mission of the school?

#### *Meets Standard:*

- The school is consistent with the school's mission and educational program including but not limited to:
- State Board approved mission statement aligns in all published and signed materials
- Consistent State Board approved mission statement aligns and is communicated by stakeholders
- Partnerships as described in the charter application with educational institutions or community organizations relate positively to mission achievement

#### *Does Not Meet Standard:*

- The school is not consistent with the school's mission and educational program including but not limited to:
  - State Board approved mission statement aligns in all published and signed materials
  - Consistent State Board approved mission statement aligns and is communicated by stakeholders

### Evidence and Comments

## Measure 4a

Is the school complying with standards of high quality governance requirements?

### *Meets Standard:*

- The Charter School Board and the administration can provide tangible evidences of effective governance standards including, but not limited to:
  - Operation in accordance with the charter’s by-laws
  - A current grievance policy
  - A current conflict of interest policy
  - Compliance with the Open Meetings Law
  - Nepotism Policy
  - Compliance with the Public Records Act
  - Annual (more frequently if required) review and update (through resolution) of policies and procedures to reflect current regulatory and statutory authority
  - Meets no less than 8 times a year (including annual meeting)
  - Minimum number of 7 members
  - Open board minutes of regularly scheduled meetings are available online
  - No third party organizations that provide substantial services to the school sit as a voting member on the charter school board.

### *Does Not Meet Standard:*

- The Charter School Board and the administration cannot provide tangible evidences of effective governance standards.

## Evidence and Comments

## Measure 4b

Is the board holding school leadership accountable?

### *Meets Standard:*

- The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership, including but not limited to:
  - Annual tool to evaluating the performance of school leadership
  - Annual tool to evaluate third party organizations
  - Oversight of third party agreements that includes holding the party accountable for performance expectations agreed to under a written performance agreement

***Does Not Meet Standard:***

- The school materially does not comply with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership.

### Evidence and Comments

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### Measure 5a

Does the school have policies and programs that establish a safe and secure school environment?

**Meets Standard:**

- The school provides adequate and appropriately maintained facilities to support teaching and learning including, but not limited to:
  - Annual health and safety reviews conducted in each building (i.e., Diabetes Care Plan)
  - Evidence of fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization (maximum number of occupants stated in the building)
  - Evidence of emergency plans
  - Evidence of bullying and cyber-safety policies facilitating an environment free of discrimination and harassment
  - Criminal Background Checks Policy

**Does Not Meet Standard:**

- The school does not provide adequate and appropriately maintained facilities to support teaching and learning.

### Evidence and Comments

**Measure 6a**

Is the school complying with federal and state reporting requirements?

*Meets Standard:*

- The school complies with relevant reporting requirements to state and federal authorities, including but not limited to:
  - NC reporting deadlines and data quality requirements
  - Enrollment reports (i.e., PMR)
  
- The school is meeting other relevant compliance requirements, including but not limited to:
  - Charter agreement
  - Staffing (federal)
  - Meets statutory requirements for licensed and certified teachers
  - Insurance
  - Lease
  - Other Compliance documents

*Does Not Meet Standard:*

The school does not comply with relevant reporting requirements to state and federal authorities.

**Evidence and Comments**

## 440 Section 504 Procedures

Some students' needs are not best met through an IEP, but through the designation known as 504. Students who are identified as needing a 504 usually have health-related issues which impact their academic progress, but which do not warrant an IEP. Some examples of these health-related issues are (but are not limited to): ADHD; Diabetes, severe allergies, physical handicaps or disabilities such as CP, sickle-cell anemia, hearing or vision-impairment, asthma, and other chronic illnesses.

A teacher who has a student with one or more of the above-mentioned conditions may feel it would be advantageous for the student to utilize a 504 plan in order to receive special modifications and adaptations in the classroom or in testing situations. In these cases, the teacher should refer the student to the 504 Coordinator to set up a meeting with the parents and the student's teacher(s).

When a student qualifies as needing a 504, there are also legal obligations placed upon the school and teacher. Section 504 is a Civil Rights statute, and comes under the auspices of the Office of Civil Rights. The federal government does NOT provide additional funding to assist schools in serving students who are identified as 504.

At CFCEI, a regular education teacher or the Curriculum Coordinator is appointed the 504 Coordinator. At the beginning of each school year, the 504 Coordinator, in coordination with the EC Coordinator, reviews all of the students' files that are identified as 504. This teacher then provides copies of the 504 accommodation plans to all regular education teachers designated to teach these students for the current academic year.

At the point of the annual review, the classroom teacher needs to contact the parents and set a meeting to review the modifications and adaptations which are in place for that student and to then determine if the strategies/modifications are working well or whether there should be changes made to the 504 for the following year. The 504 Coordinator is to be included in these meetings and is responsible for the maintenance of the 504 files.

Parents or teachers may also request a meeting to review/revise a 504 document more frequently than the yearly re-evaluation, but a meeting MUST be held once a year for the school to remain in compliance with the Section 504 guidelines.

## 545 Employee Benefits

a. **School Design and Function** - A benefit to CFCI employees is the right to be involved in decisions related to school function, limited only by issues of confidentiality. As well as being a right, it is a contractual responsibility for faculty to participate in the decision-making processes that establish policy for the school. Employees also serve as members and/or liaisons to standing Board committees, being responsible to facilitate communication regarding relevant issues between Board and faculty.

b. **Child Placement** - Children of any full time employees of CFCI receive priority placement behind siblings in the lottery process for admission.

c. **Federal/State Income Tax & Social Security** - CFCI withholds federal and state income taxes for full and part time employees, as per each employee's W-4 and NC4 information. Employees must complete a W-4 and NC4 upon employment, with a new form completed each calendar year. Employees also contribute a set amount each month to the Social Security System. For more information, contact the federal or state department of revenue or the local Social Security Office.

d. **Leave** - The leave policy addresses various types of leave, accrual rates and usage guidelines for those types of leave, as well as rights and responsibilities of the Board and employees regarding leave. The leave policy is under a separate heading in the Faculty Handbook.

e. **Retirement** - Full time employees of Cape Fear Center for Inquiry participate in the North Carolina State Employees Retirement System. Employees who were members of this retirement system in LEA's where previously employed will have continued membership in the system. Upon completion of forms at CFCI, new hires will be enrolled upon employment and are responsible for completing an enrollment form.

Contributions to individual retirement accounts are made as a benefit to the employee by Cape Fear Center for Inquiry at a rate set by the State of NC. Employee contributions are also as set by the State of NC. Guidelines for the use and distribution of retirement funds are available by contacting the retirement system administrator. An employee is assigned an active retirement account number upon enrollment. Contact the retirement system at 919-733-4191.

f. **Health Insurance**

Cape Fear Center for Inquiry provides health insurance for all full time employees through Blue Cross/Blue Shield of North Carolina--Teachers' and State Employees' Comprehensive Major Medical Plan. The annual premium is paid for by Cape Fear Center for Inquiry for the employee only. Coverage for additional family members is available through payroll deduction.

**f. Health Insurance (cont.)**

An employee may choose not to participate in the health insurance plan, however, the employee will not retain the right to the yearly premium if he/she opts out. Upon employment, it is the employee's responsibility to complete the enrollment form. The employee's social security number serves as his or her membership number unless otherwise indicated by the member.

Additional information on specific coverage of the health insurance is published in Your Health Benefits. Contact the health insurance provider at 800-422-4658 or visit the website at [WWW.shpnc.org](http://WWW.shpnc.org)

**g. Workers' Compensation**

Cape Fear Center for Inquiry retains a Workers' Compensation insurance policy. This policy ensures that employees injured on the job are provided compensation in accordance with the Workers' Compensation Act. An employee is entitled to medical benefits and compensation for occupational injury or disease as defined and provided for in the policy and by law.

**h. Supplemental Insurance (Cafeteria Benefits Program)**

Supplemental insurance ~~(including medical and dental)~~ *with employee paid premiums* is available through a ~~pretax~~ cafeteria benefits program. ~~administered by AFLAC~~. The employee may enroll upon employment. Employees who wish to change enrollment status must make changes ~~through AFLAC~~ during the change period, as set by ~~AFLAC~~ *CFCI* each year. ~~New employees should contact AFLAC for enrollment/refusal within 60 days of start date.~~

**i. Supplemental Retirement/Annuity Option**

403(b), pre-tax annuities, is an option for employees of CFCI. A contribution to an annuity is taken out of your pay before taxes and sent to your 403(b) plan administrator. Any company approved by the Board of Directors can administer 403(b) programs for CFCI employees. Participation in the NC 401(k) program is also an option for employees. Participation in either a 403(b) or the NC 401(k) is entirely employee funded, no employer matching funding is provided.

To enroll in either a 403(b) or the NC 401(k), you must contact the program representative and complete appropriate paperwork with that representative. A copy of this paperwork should be given to the Human Resource Coordinator for processing.

**j. Credit Union Membership Option**

Employees of CFCI have the option to become members of North Carolina State Employees Credit Union. To become a member, the employee must show verification of state employment (your check stub and insurance card), and must comply with the credit unions membership requirements.

**k. Direct Deposit**

Employees can have their monthly check deposited directly into the account and bank of choice. A direct deposit form must be completed and can be obtained from the Human Resources Coordinator.



# FUNdraising:

**Members Present: Michael Rheel, Sam Deprisco, Julie Sartorius, Jennifer Fite, Lori Roy, Kathy Rettig**

## **I. Discussion Item:**

New Parent Packet/Web Resources:

- Harris Teeter (annual)-----ALL August 1<sup>st</sup>
- Target----link red card
- Amazon Giving (.5% of purchase)
- Box Tops
- Bricks
- Shoparoo (\$225 last year)
- Fund the Wonder

Discussed that there is already overwhelming amount of paper at beginning of year

## **Action:**

- Will develop QR Codes and hyperlinks with items for all to include in newsletters and on website. ----Fundraising Link on WEBSITE: FUNdraising -----Send monthly graph---first 2-3 months focus on sign up numbers; then towards fall focus on amount raised—LORI will develop website page/links
- Save the Date for Great ArtSpectations May 2<sup>nd</sup> (will be included in monthly newsletter)
- Have Brick Forms available at Open House (online orders available)
- Faculty/ Staff Meeting- make sure everyone is signed up (Lori will work with Jennifer/L3- Opening Staff Meeting)

## **II. Discussion Item:**

Open House-

- USE 8<sup>th</sup> graders for stations---
- Perimeter Path Sharing and getting to know families----
- Stations- Bricks, Perimeter Path, Playgrounds, HT Sign Up, Butterfly, Gym/Band Room, Specials Classrooms, Safety Patrol, Partnership, School Counselor, Bridge (walk up)

## **Action:**

- Julie will make BINGO board
- SCHOOL will purchase prizes (suckers and stickers) for the BINGO boards.

## **III. Discussion Item- Share Month:**

Reviewed Feedback:

- Discussed building further partnerships with Rotary Clubs; Kiwanis; Ruritan; Junior League; Newcomers Club (new residents of Wilmington); Shriner's Club; VA Hospital (Wounded Warrior); WARM (ramps, etc.)- think of for spring...home improvement); Habitat for Humanity;
  - Idea: Contact these groups now and see if they would be willing/interested to hear us out about partnering for Share Month; coming into our classrooms; INQUIRY learning
- Who has to have certain amount of Volunteer Service? (GE, Wilmington Health, PPD...)
- Talked about partnering with K-3; 4-5; 6-8---discussed pros and cons because of number of kids
- 2014: Week and 2015: Week
- Talked about a week-long focus in Fall and in Spring Semester (Fall whole school---Turkey Trot/canned food drive); Jacket drive, shoe drive, blanket drive, homeless shelter, toiletry drive (domestic violence)...Use PD/Fire/EMS
- Pets- Cape Fear Rescue League is ALWAYS looking for puppy food
- Scheduling: Fall
  - November 3<sup>rd</sup>- Whole School Kick Off
  - November 17<sup>th</sup>- Whole School- Stop.Drop.Share
  - 18<sup>th</sup>- K-1- Wilmington PD
  - 19<sup>th</sup>- 2-3 Pet Shelter- used blankets
  - 20<sup>th</sup>- 4-5 Jackets- good shepherd
  - 21<sup>st</sup>- 6-8 Wounded Warrior (maybe partner with VA Hospital)
  - 24<sup>th</sup>- CFCI Turkey Trot culminating school wide Fall Share Week activity that we invite all stakeholders/partners to
- Jobs:
  - Michael- start calling businesses
  - Jennifer- calling Good Shepherd
  - Lori- contact Phi Sigma Pi; NHRMC/Vitalink; Contact local rotaries, etc.
  - Sam- WPD
- Spring: Scheduling: Spring
  - Feb. 19<sup>th</sup>- Kick Off assembly
  - Mar. 16<sup>th</sup>- Whole School Stop. Drop. Share (campus clean up)
  - Mar. 17<sup>th</sup>- K-1
  - Mar. 18<sup>th</sup>- 2-3- Arboretum/Trader Joes
  - Mar. 19<sup>th</sup>- 4-5
  - Mar. 20<sup>th</sup>- Middle (Habitat? Connect with Lowes)
  - Talk with Partnership about moving bookfair to week of March 16<sup>th</sup> OR March 23<sup>rd</sup> instead of April because of Spring break, Great Art and Testing
  - Committee didn't finalize date/talk of celebration to tie into bookfair---we will in August- Want to increase as much foot traffic to bookfair as possible for Partnership
  - Write an article to get published.....this is what we are trying to do! Port City Daily News----another connection; Wilmington Parent- Ramiro's Mom; Wilma-----

#### IV: Technology

- Lori will contact Technology Committee re: goals for year.
- Talk with them about survey ASAP