



Ken Wagner  
Commissioner

State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Enclosure 6c  
December 9, 2015

December 9, 2015

**TO:** Members of the Council on Elementary and Secondary Education  
**FROM:** Ken Wagner, Commissioner  
**RE: **Renewal of Rhode Island Nurses Institute Middle College with Amendment****

---

**OVERVIEW**

Rhode Island Nurses Institute Middle College (RINIMC), located in Providence, opened in the 2011–2012 school year and is currently in the fifth and final year of its first charter term. Students begin at RINIMC in Grade 10 and attend a second senior year (referred to as a “12 plus” year), which is designed to provide RINIMC students a “middle college model,” with opportunities to complete college coursework before graduating from high school. RINIMC employs the use of agreements with higher education institutions and hospitals to allow students the opportunity to obtain college credit, industry certifications and work experience before graduating high school.

The school serves approximately 200 students, with a maximum authorized enrollment of 272 students, in grades 10 – 12+ from eighteen (18) cities and towns across Rhode Island in accordance with the school’s statewide enrolling area. The school’s current charter term expires at the conclusion of the 2015-2016 school year.

In accordance with the Rhode Island Board of Regents Regulations Governing Public Charter Schools, the Rhode Island Department of Education (RIDE) coordinated the process of evaluating RINIMC’s performance during this charter term. Renewal of RINIMC’s charter and the continuation of the school are dependent upon the Commissioner’s recommendation and subsequent renewal of the Charter by the Council on Elementary and Secondary Education.

RINIMC has also requested to amend their charter to reconfigure their grade span to a more traditional high school configuration of grades 9-12 beginning in the 2016-17 school year. This amended structure would apply to their new charter term (2016-17 through 2020-21) starting in academic year 2016-17.

## PERFORMANCE REVIEW PROCESS SUMMARY

In order to support the Commissioner's renewal recommendation to the Council on Elementary and Secondary Education, the Office of Transformation and Charter Schools conducts a review of the school's performance based on the three following core questions:

- 1) Is the school's educational program an academic success?
- 2) Is the school providing the appropriate conditions for academic success?
- 3) Is the school a viable organization?

The **first** standard of review considers relevant student outcome measures using the most generalizable data available. Those measures include Mathematics and Reading NECAP performance, IDEA SPP indicators, ESEA waiver requirements, and, if applicable, student-level growth and ACCESS proficiency.

The **second** standard of review considers implementation relative to standards set forth in the Board of Regents Basic Education Program (BEP), including and in addition to instructional leadership, board oversight, staffing, classroom instruction, and curriculum development. Evidence for this portion of the review is gathered through a three-day site visit accompanied by a review of annual reports, school policies, board minutes, and other documentation.

The **third** standard of review considers organizational viability, including financial health, parent/guardian satisfaction, student attendance, and compliance with federal and state statute and regulatory requirements.

The school completed a Renewal Application. This application provides the school an opportunity to:

- 1) Present any important new or supplemental information pertaining to the above guiding questions, to enable a more comprehensive assessment of school performance; and
- 2) Articulate the school's strategies and capacities for sustaining success and continuing to improve over the next charter term.

## PERFORMANCE REVIEW RESULTS SUMMARY

- ❖ **Is the school's educational program an academic success?** RINIMC performed at or above the typical performance of the sending districts (public schools its students would otherwise attend) and similar schools (schools with similar rates of disadvantaged students) in each year of its charter term where RINIMC had measurable student outcomes. RINIMC earned a "Leading" school classification in 2013 and a "Typical" school classification in 2014. In 2013, the school did not meet expectations for making statistically significant overall performance gains in math.

- ❖ **Is the school providing the appropriate conditions for academic success?** RINIMC received a rating of “met the standard” or “approaches the standard” in all indicators. In no area did RINIMC receive a rating of “does not meet the standard.” In particular, RINIMC has a clear organizational structure with a mission-driven board and leader, developed clear policies and practices around curriculum development, and engaged families and community partners. Some recommended areas of focus include: systems for supporting students while completing college coursework; monitoring student success against the school’s mission; building out school-level data and monitoring systems; and tightening financial controls in accordance with recommendations from auditors.
  
- ❖ **Is the school a viable organization?** RINIMC received a rating of “met the standard” or “approaches the standard” in all indicators in the prior two years of operations. RINIMC received a rating of “does not meet the standard” in three financial indicators during the school’s first year, but RINIMC proceeded to meet expectations in the subsequent two years. The school has remained compliant with federal and state requirements.

As described in the *RI Charter School Performance Review Handbook*, the final determination of whether a charter school is an academic success, is providing the appropriate conditions of success, and is a viable organization, will be based on a preponderance of evidence gathered over the course of the charter term. This comprehensive review of performance informs the Commissioner’s recommendation regarding renewal to the Council on Elementary and Secondary Education.

## Summary of Ratings

For comprehensive information about the following indicators and all supporting evidence, please see the full *Renewal Report* for Rhode Island Nurses Institute Middle College.

### 1. Is the school's educational program an academic success?

		2012	2013	2014
1.1 Is the school making measurable gains in NECAP performance?	<b>Reading</b>	n/a (baseline year)	Typical Performance	n/a (no NECAP)
	<b>Math</b>	n/a (baseline year)	Below Typical Performance	n/a (no NECAP)
1.2 Is the school outperforming its students' sending districts as measured by NECAP?	<b>Reading</b>	Typical Performance	Above Typical Performance	n/a (no NECAP)
	<b>Math</b>	Typical Performance	Typical Performance	n/a (no NECAP)
1.3 Is the school outperforming demographically similar schools as measured by NECAP?	<b>Reading</b>	Above Typical Performance	Above Typical Performance	n/a (no NECAP)
	<b>Math</b>	Typical Performance	Above Typical Performance	n/a (no NECAP)
1.4 Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?	Growth not calculated in high schools			
1.5 Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?		n/a (no ELLs)	n/a (no ELLs)	n/a (no ELLs)
1.6 Is the school meeting its mission-specific educational goals?	RIDE did not review nor hold RINIMC accountable for school-developed mission-specific goals			
1.7 Is the school meeting federally required academic performance targets?		n/a (baseline year)	Leading	Typical

## 2. Is the school providing the appropriate conditions for academic success?

	Rating
2.1: Does the school's leadership lead the focus on student learning and continuous improvement?	Approaches the standard
2.2: Does the school offer guaranteed and viable curricula in the core content areas?	Meets the standard
2.3: Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?	Meets the standard
2.4: Does the school recruit, support, and retain highly effective staff?	Meets the standard
2.5: Does the school engage families and communities?	Meets the standard
2.6: Does the school provide safe, healthy, and supportive learning environments?	Approaches the standard
2.7: Does the school use information to improve results?	Approaches the standard
2.8: Do all stakeholders share a common understanding of the school's mission?	Meets the standard

### 3. Is the school a viable organization?

	2012	2013	2014
3.1.1 Unqualified opinion of auditor?	Yes	Yes	Yes
3.1.2 USDOE Financial Responsibility Score	Meets Standard	Meets Standard	Meets Standard
3.1.3 Liquidity	Does Not Meet Standard	Approaches the Standard	Meets Standard
3.1.4 Cash Reserves	Does Not Meet Standard	Approaches the Standard	Approaches the Standard
3.1.5 Level of Debt	Meets Standard	Meets Standard	Meets Standard
3.1.6 Working Capital	Does Not Meet Standard	Meets Standard	Meets Standard
3.2 Is the school maintaining low rates of chronic absenteeism?	Above Typical Performance	Typical Performance	Typical Performance
3.3 Is there a high level of parent and student satisfaction?	Parent and student satisfaction at RINIMC is similar to findings from across the state. Please see renewal report for more information.		
3.4 Has the school established and implemented a fair and appropriate pupil enrollment process?	RINIMC's documented policies comply with the statutory and regulatory requirements for a fair and appropriate enrollment process. However, enrollment levels are lower than expected. RINIMC must ensure that it is enrolling students and maintaining enrollment at no less than 90% of its charter enrollment cap of 272 students.		
3.5 Is the school fulfilling its legal obligations related to access and services to ESL students and students with disabilities?	RINIMC has had no material compliance violations during the course of the charter term.		
3.6 Is the school meeting applicable statutory and regulatory compliance requirements?	RINIMC has had no material compliance violations during the course of the charter term.		
3.7 Is the school meeting its school-specific organizational and management performance goals?	RIDE did not review nor hold RINIMC accountable for school-developed organizational and management goals.		

## AMENDMENT REQUEST SUMMARY AND CHARTER FORM

For the complete charter form, please see the *RINIMC Charter Form*.

### **Amendment Request**

RINIMC's model is designed to provide dual enrollment opportunities toward a nursing degree and prepare students for a career in nursing and/or allied health. The school's unique grade configuration begins at Grade 10 and students graduate after they complete the requirements of the "12 Plus" year (an extension of 12<sup>th</sup> grade).

On Thursday, October 15, RIDE received a written request from Pam McCue, Chief Executive Officer of RINIMC, to amend their charter primarily to reconfigure their grade span to a more traditional high school configuration of grades 9-12 beginning in the 2016-17 school year.

RINIMC proposes that the amendment is justified and would better serve its students for the following reasons:

- Research has shown that dual/concurrent enrollment opportunities can be successful within a typical 9-12 high school grade configuration. These opportunities are now widely available to high school students in RI.
- Students would no longer have to endure a second, atypical high school transition, from grade 9 to grade 10.
- Students would graduate high school on a typical timeline, with a more recognizable, standard transcript.

According to RINIMC, students will still experience a rigorous 4-year program and gain access to college courses and credits, industry certifications, and work experiences. The school mission, number of students authorized to be served, organizational structure, higher education and industry partnerships would not change because of the amendment.

Moving forward, existing students will be grandfathered to provide those students the opportunity to complete their 12+ year in accordance with the previous charter under which they were enrolled.

### **Charter Form**

The purpose of the charter form is to codify the terms and conditions of each new and existing charter. The form is designed to provide a clear and transparent legal document that each charter will receive at the beginning of a new charter term. RINIMC's charter for its upcoming term reflects the requested amendment detailed above.

After a performance review of Rhode Island Nurses Institute Middle College (RINIMC) during this prior charter term, the Commissioner recommends:

**RECOMMENDATION: THAT, the Council on Elementary and Secondary Education moves to renew and amend the charter of the Rhode Island Nurses Institute Middle College for a term of up to five (5) years to continue operations in accordance with its Charter, from July 1, 2016, to June 30<sup>th</sup>, 2021, as presented.**

Rhode Island Charter Public Schools:  
**Renewal Report | RI Nurses Institute Middle College**  
December 2015

---

Office of Charter Schools

**Rhode Island Department of Education**

OFFICE OF CHARTER SCHOOLS | RIDE | 255 WESTMINSTER STREET, PROVIDENCE, RI 02903

---

CONTACT: Paula Barney, Office of Charter Schools  
P: 401 222 8399  
[paula.barney@ride.ri.gov](mailto:paula.barney@ride.ri.gov)

# Table of Contents

---

<i>RIDE Charter School Performance Review .....</i>	<i>3</i>
<i>Performance Standards .....</i>	<i>4</i>
<i>School Overview .....</i>	<i>5</i>
<i>Performance Review: Standard 1.....</i>	<i>7</i>
<i>Is the school’s education program an academic success? .....</i>	<i>7</i>
<i>Performance Review - Standard 2 .....</i>	<i>15</i>
<i>Is the school providing the appropriate conditions for success? .....</i>	<i>15</i>
<i>Performance Review: Standard 3.....</i>	<i>45</i>
<i>Is the school a viable organization?.....</i>	<i>45</i>

# RIDE Charter School Performance Review

---

The Rhode Island Board of Education makes decisions for charter renewal based on the recommendation of the Commissioner. Two sources of information inform the Commissioner’s recommendation:

- 1) The *renewal report*, produced by RIDE
- 2) The *renewal application*, produced by the charter school undergoing renewal

These two documents comprise the performance review, and will be presented to and discussed in detail with the Commissioner. The Commissioner then offers recommendations regarding renewal to the Board of Education.

## Performance Framework

The Performance Framework lays out three core questions, on which each charter school’s performance review is based:



**1. Is the school’s educational program an academic success?**

This component of the framework is designed to report student outcome measures using the most generalizable data available.

**3. Is the school providing the appropriate conditions for success?**

This component is designed to gauge the quality of charter program implementation, including instructional leadership and practices, curricula development, student and staff supports, family and community engagement, school climate, and mission alignment at each school. Evidence regarding this question is gathered through the school’s annual reports, a multi-day site visit process and evidence review.

**3. Is the school a viable organization?**

This component is designed to assess a charter school’s record of sustaining its operations and maintaining program quality. The school’s financial health, regulatory compliance, and the quality of implementation of programmatic goals are reviewed to assess organizational viability.

## Performance Standards

---

- 1. IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?**
  - 1.1 Is the school making measurable gains in NECAP performance?
  - 1.2 Is the school outperforming its students' sending districts as measured by NECAP?
  - 1.3 Is the school outperforming demographically similar schools as measured by NECAP?
  - 1.4 Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?
  - 1.5 Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?
  - 1.6 Is the school meeting its mission-specific educational goals?
  - 1.7 Is the school meeting federally required academic performance targets?
  
- 2. IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?**
  - 2.1 Does the school's leadership lead the focus on student learning and continuous improvement?
  - 2.2 Does the school offer guaranteed and viable curricula?
  - 2.3 Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?
  - 2.4 Does the school recruit, support, and retain highly effective staff?
  - 2.5 Does the school engage families and communities?
  - 2.6 Does the school provide safe, healthy, and supportive learning environments?
  - 2.7 Does the school use information to improve results?
  - 2.8 Do all stakeholders share a common understanding of the school's mission?
  
- 3. IS THE SCHOOL A VIABLE ORGANIZATION?**
  - 3.1 Is the school in sound fiscal health?
  - 3.2 Is the school maintaining low rates of chronic absenteeism?
  - 3.3 Is there a high level of parent and student satisfaction with the school?
  - 3.4 Has the school established and implemented a fair and appropriate pupil enrollment process?
  - 3.5 Is the school fulfilling its legal obligations related to access and services to ESL students and students with disabilities?
  - 3.6 Is the school meeting state and federal reporting and regulatory compliance obligations?
  - 3.7 Is the school meeting its school-specific organizational and management performance goals?

## School Overview

---

RI Nurses Institute Middle College (RINIMC) is an independent charter school located in Providence. The school opened in the Fall of 2011 and is approved to serve 272 students from a statewide catchment area in grades ten through twelve. Students at RINIMC must attend a second senior year (sometimes referred to as a “12 plus” year), which is designed to provide RINIMC students with opportunities to complete college coursework in a supportive environment, free of charge, before graduating from high school.

RINIMC’s mission statement is as follows:

*The **mission** of the Rhode Island Nurses Institute Middle College is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.*

*Our **vision** is to create an innovative high school experience that is student-centric, structured to foster a supportive learning environment, and committed to developing the skills, knowledge, and passion necessary to excel in the nursing and allied health professions.*

RINIMC is distinguished by its “middle college” model. The school offers a college preparatory program with a focus on preparing students for higher education and employment in the nursing and healthcare fields. Students may complete the Certified Nursing Assistant (CNA) certificate while at RINIMC. All students take a University of Rhode Island (URI) Writing course during their senior year. If students have sufficient credits for high school graduation, and earned threshold scores on testing requirements, they are eligible for additional college coursework during the mandatory “12 plus” year. College courses available to students during the 12 plus year include Anatomy and Chemistry, which are requirements for a Bachelor of Science in Nursing (BSN) degree.

## Board of Directors

Rhode Island Nurse’s Institute Middle College (RINIMC) is currently governed by a ten (10)-member Board of Directors. Board bylaws require that the board be comprised of: at least one representative of Rhode Island State Nurses Association (RISNA); up to two representatives of an accredited, Rhode Island degree-granting nursing program; up to one representative of the student body of an accredited, Rhode Island degree-granting nursing program; and up to three representatives of Rhode Island employers of health professionals across the healthcare continuum; and at least one RINIMC parent/guardian.

The following individuals sit on the board of RINIMC: Chair Donna Policastro, RN, Executive Director of American Nurses Association Rhode Island; Vice-Chair Angela Patterson, MS, FNP-BC, Chief Nurse Practitioner Officer, CVS Caremark; Treasurer Nancy McMahon, RN, MSN, Vice President of Human Resources, The Miriam Hospital; Secretary Christine Rei, President of the RINIMC Parent Association; Michael Van Leesten, CEO, OIC of Rhode Island; Gerald Williams, Director of Talent Development, URI; Charles Alexandre, PhD, RN, Director of Quality and Regulation, Butler Hospital; Jody Jencks, Director of Workforce Development, Care New England; Jane Williams, PhD, RN, Dean and Professor in the School of Nursing, Rhode Island College; Kara Misto, PhD, RN, Assistant Professor in the College of Nursing, URI. Board members serve staggered three-year terms for a maximum of two terms.

Bylaws require the board to meet at least four (4) times a year. However, the board has met eight (8) times between February and November of 2014.

## School Leadership

RINIMC is led by a Chief Executive Officer, Pam McCue, who is supported by a Chief Operations Officer, Keith Oliveira; a Chief Academic Officer, Colleen Hitchings; and a Chief Financial and Human Resources Officer, Mike Abney. The current leadership structure has been in place for two years, with the CAO and full-time CFO positions added during 2014.

## Student Body

Descriptive demographics are based on enrollment data reported to RIDE by the charter school and reported publicly on [InfoWorks](#).

**Table 1: Enrollment Demographic Information**

	2011/12	2012/13	2013/14	2014/15
<b>Total Enrollment</b>	133	202	266	218
Free/Reduced Lunch Eligibility	79%	82%	87%	99%
Students with Individualized Education Plans (IEPs)	8%	4%	6%	6%
English Language Learners	0%	0%	0%	0%
African-American	18%	18%	36%	33%
Latino/Hispanic	48%	29%	45%	45%
Asian	2%	1%	1%	1%
White/Caucasian	32%	52%	15%	19%

## Performance Review: Standard 1

---

### *Is the school's education program an academic success?*

The following table provides an overview of the measures used to evaluate whether or not a school's educational program is an academic success.

Substandard	Measures	What it tells me
<b>1.1 Is the school making measurable gains in NECAP performance?</b>	A school's proficiency level is compared to the school's proficiency in prior years.	Whether the school's performance is improving significantly.
<b>1.2 Is the school outperforming its students' sending districts as measured by NECAP?</b>	A school's proficiency level is compared to a weighted average of its sending district(s)' proficiency levels.	How the school is performing relative to its sending districts.
<b>1.3 Is the school outperforming demographically similar schools as measured by NECAP?</b>	A school's proficiency level is compared to "similar schools" based on its percentage of traditionally underserved students.	How the school is performing relative to other schools with similar proportions of traditionally underserved students.
<b>1.4 Is the school's student-level growth percentile higher than the state's median?</b>	A school's assigned school-level growth percentile compared to similar students statewide.	How the school's student-level growth compared to the state average for student-level growth.
<b>1.5 Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?</b>	The number of students making typical growth on ACCESS	How a school's ELL students are progressing annually compared to typical growth expectations for students in the WIDA consortium.
<b>1.6 Is the school meeting its mission-specific educational goals?</b>	Measures as proposed by the school and approved by RIDE for the purposes of evaluating success of the school's mission	Whether the school is achieving its mission.
<b>1.7 Is the school meeting federally required academic performance targets?</b>	A school's classification under the state accountability system, for federal reporting	Whether or not the school is meeting relevant state and federal performance requirements.

## 1.1 Is the school making measurable gains in NECAP performance?

Charter schools are expected to demonstrate statistically significant growth from its achievement levels in prior years. This sub-standard sets proficiency and partial proficiency targets based on the prior performance of the charter school.

The baseline year for RINIMC was Fall 2012. Fall 2012 performance enables a calculation of a Fall 2013 target, based on an expectation of statistically significant gains in performance.

### Rating Method:

- ◇ **Above Typical Performance:** The school’s proficiency and partial proficiency targets.
- ◇ **Typical Performance:** The school has met either the proficiency or the partial proficiency target.
- ◇ **Below Typical Performance:** The school has met neither the proficiency nor partial proficiency target.

### Proficiency Targets

		Fall 2013	
		Partial Proficiency	Proficiency
READING	Target	100%	97.2%
	Actual	97.8%	84.8%
	Rating	Typical Performance	
MATH	Target	78.3%	41.7%
	Actual	59.6%	21.3%
	Rating	Below Typical Performance	

In reading, RINIMC achieved the rating of “typical performance” on Standard 1.1. While the percentage of students achieving proficiency fell below the confidence interval of the target, the reduction in the percentage of students below partial proficiency fell within the confidence interval of the target.

In math, RINIMC achieved the rating of “below typical performance” on Standard 1.1. The percentage of students achieving proficiency fell below the confidence interval of the target, and the reduction of the percentage of students below partial proficiency fell below the confidence interval of the target.

## 1.2 Is the school outperforming its students' sending districts as measured by NECAP?

This sub-standard reviews charter school performance in comparison with other public schools its students would otherwise attend. RINIMC enrolls from a statewide catchment area; a weighted composite district average is created as a comparison point, based on the student performance in public schools in communities where RINIMC students reside.

### RATING METHOD

- ◇ **Above Typical Performance:** The sending district target is below the lower limit of the 95% confidence interval of the school's proficiency level.
- ◇ **Typical Performance:** The sending district target is within the 95% confidence interval of the school's proficiency level.
- ◇ **Below Typical Performance:** The sending-district target is not within the 95% confidence interval of the school's proficiency level.

SENDING DISTRICTS' PROFICIENCY TARGETS

		Fall 2012	Fall 2013
READING	Target	86.3%	71.6%
	Actual	90.0%	84.8%
	Rating	Typical Performance	Above Typical Performance
MATH	Target	23.8%	26.0%
	Actual	26.7%	21.3%
	Rating	Typical Performance	Typical Performance

In reading, RINIMC achieved a rating of "typical performance" in 2012 and "above typical performance" in 2013. In the most recent year, the proficiency of RINIMC students was measurably higher in reading than the average of the other public schools that RINIMC students would otherwise attend.

In math, RINIMC achieved a rating of "typical performance" in 2012 and 2013. In both years, RINIMC did not perform measurably better or worse in math than in the other public schools its students would otherwise attend.

### 1.3 Is the school outperforming demographically similar schools as measured by NECAP?

This sub-standard demonstrates how the charter school is performing on NECAP proficiency levels compared to schools with demographically similar proportions of students. It is measured as a comparison of the proficiency levels expected of a school with similar percentages of traditionally underserved students, compared to the charter school’s actual proficiency levels.

#### RATING METHOD

- ◇ **Above Typical Performance:** Proficiency is above the regression estimate, accounting for the standard error of both the regression estimate and proficiency level.
- ◇ **Typical Performance:** Proficiency is within the error of the regression estimate.
- ◇ **Below Typical Performance:** Proficiency is below the standard error of both the regression estimate and proficiency level.

SIMILAR SCHOOLS PROFICIENCY TARGETS

		Fall 2012	Fall 2013
READING	Target	61.7%	68.1%
	Actual	90.0%	84.8%
	Rating	Above Typical Performance	Above Typical Performance
MATH	Target	32.8%	10.5%
	Actual	26.7%	21.3%
	Rating	Typical Performance	Above Typical Performance

In reading, RINIMC achieved a rating of “above typical performance” in 2012 and 2013. The reading performance of RINIMC students was measurably higher when compared to proficiency levels in schools in Rhode Island with similar levels of disadvantaged students (including students living in poverty, students receiving special education services, and students learning English).

In math, RINIMC achieved a rating of “typical performance” in 2012 and “above typical performance” in 2013. The math performance of RINIMC students was measurably higher when compared to the proficiency levels of schools with similar levels of disadvantaged students (including students living in poverty, students receiving special education services, and students learning English).

#### 1.4 Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?

The Rhode Island Growth Model (RIGM) is a statistical model that provides a way of looking at student achievement. The Growth Model enables us to look at the growth of individual students compared to students who scored similarly the year prior. To view the Rhode Island Growth Model Visualization Tool please visit: [RI Growth Model Visualization](#).

##### RATING METHOD

- ◇ **Above Typical Performance:** Median growth is greater than or equal to the 60<sup>th</sup> percentile of growth for all students with similar baseline achievement. This places a school roughly within the top 20% of schools state-wide.
- ◇ **Typical Performance:** Median growth is between the 40<sup>th</sup> and 60<sup>th</sup> percentile of growth for all students with similar baseline achievement. This places a school roughly within the middle 60% of schools state-wide.
- ◇ **Below Typical Performance:** Median growth is less than or equal to the 40<sup>th</sup> percentile of growth for all students with similar baseline achievement. This places a school roughly within the bottom 20% of schools state-wide.

RATING STATUS		
	FALL 2012	FALL 2013
Reading	Growth is not calculated for Rhode Island high schools because the NECAP is only administered in the 11 <sup>th</sup> grade.	
Math		

## **1.5 Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?**

World-Class Instructional Design (WIDA) Consortium, which develops Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), has established typical growth expectations that control for a student's age and initial English proficiency. RIDE calculates and reports the number of individual students at a school whose scaled score gains on ACCESS fall within (or above) the typical range, as well as the number of ELLs participating in ACCESS. For this metric, "Typical" is defined as 40<sup>th</sup> percentile or better growth.

Due to student information privacy issues, Rhode Island Department of Education can only report ACCESS proficiencies in schools where the numbers of limited English-proficiency (LEP) students is greater than 30. **Rhode Island Nurse's Institute Middle College had fewer than 30 students identified as English language learners during each year during the charter term; thus, the RINIMC performance review does not include evidence on sub-standard 1.5.**

## **1.6 Is the school meeting its mission-specific educational goals?**

Over the course of the current charter term, RIDE did not review nor hold RINIMC accountable for school-developed mission-specific educational goals. Thus, the RINIMC Performance Review does not include evidence on sub-standard 1.6.

## 1.7 Is the school meeting federally required academic performance targets?

Classification calculations use data from the previous fall NECAP testing date. For example, the school year classification for 2014 is based on the fall 2013 test administration.

### RATING METHOD

This measure is intended to demonstrate whether or not the school is meeting all relevant state and federal performance requirements. In 2012, the US Department of Education approved a waiver, for the state of Rhode Island, from requirements in Title I of the Elementary and Secondary Act (ESEA). As part of this waiver, Rhode Island was allowed to develop and implement a new accountability system. School classifications within the system are based on a school's composite index score. Prior to 2012, Rhode Island schools were required to meet Adequate Yearly Progress (AYP) as described in Title I of the Elementary and Secondary Act (ESEA).

### SCHOOL CLASSIFICATIONS (RHODE ISLAND ACCOUNTABILITY SYSTEM)

- ◇ **Commended:** The highest performing schools that represent the strongest patterns of performance across metrics, test at least 95% of their students, and serve all students well.
- ◇ **Leading:** Strong achievement in reading and mathematics, small or no gaps in student performance, and/or are improving student achievement, and increasing graduation rates.
- ◇ **Typical:** Performance at or near the state average, sometimes with pockets of strength and/or challenges in one or more areas.
- ◇ **Warning:** A combination of low achievement in reading and math, unacceptable achievement gaps, and/or little or no progress in improving achievement or graduation rates.
- ◇ **Focus:** Substandard achievement in reading and math, unacceptable achievement gaps, and little or no academic progress in improving student achievement or increasing graduation rates.
- ◇ **Priority:** The lowest achievement in reading and mathematics, intolerable gaps in student performance and demonstrate little or no progress in improving student outcomes.

### RINIMC SCHOOL CLASSIFICATIONS

	2013	2014
Classification	Leading	Typical

For the school report card published in 2014, RINIMC was classified as "Typical" using the Rhode Island Composite Index Score. For the school report card published in 2013, RINIMC was classified as "Leading" using the Rhode Island Composite Index Score.

## Performance Review - Standard 2

---

### *Is the school providing the appropriate conditions for success?*

#### Site Visit Methods

The Renewal Site Visit (RSV) was conducted over a three-day period in February 2015 to review the school's progress in meeting Standard 2: "Is the school providing the appropriate conditions for academic success?" The complete sub-standards and indicators are detailed in the [RI Charter School Performance Review Handbook](#). Before the team arrived on site, the school submitted programmatic and organizational documentation. During the visit, interviews were held with the school's board of directors, administrators, teachers, parents, and students. Team members conducted thirty-two classroom observations and performed an on-site document review of curriculum, policies, handbooks, and other organizational materials. The information contained in the annual report was then corroborated with information gathered from document review, classroom observations and interviews. The following table provides a summary of the team's on-site review:

Method	Quantity & Type
Classroom Observations	32; all content areas plus college support
Administrator Interviews	4 interviews; five participants total
Board Interview	1 interview; nine participants
Staff Interview	2 interviews; fourteen participants total
Student Interviews	1 interview; twenty participants
Parent Interview	1 interview; three participants

## Ratings (with Definitions)

Each sub-standard of the Office of Charter Schools’ Renewal Site Visit is broken out into indicators, and, where necessary, sub-indicators. Indicators ratings are described in the following table:

Rating	Definition
<b>Exceeds the Indicator</b>	The policies and practices applicable to this indicator have been met and the school has implemented policies and practices that exceed the requirements of the indicator.
<b>Meets the Indicator</b>	The policies and practices applicable to this indicator are substantially developed and implemented.
<b>Approaches the Indicator</b>	Substantial progress has been made in implementing the policies and practices applicable to this indicator.
<b>Does not meet the Indicator</b>	The policies and practices applicable to this indicator are not developed.

Indicator ratings are then combined to determine overall ratings for sub-standards, which are described in the following table:

Sub-standard	Overall Rating
<b>2.1 Does the school’s leadership lead the focus on student learning and continuous improvement?</b>	<b>Exceeds the standard:</b> All indicators are met and leadership engages in activities and practices that go beyond the sub-standard and indicators.
	<b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding school leadership.
	<b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding school leadership.
	<b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding school leadership.
<b>2.2 Does the school offer guaranteed and viable curricula in the core content areas?</b>	<b>Exceeds the standard:</b> All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.
	<b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding curricula.
	<b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding curricula.
	<b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding curricula.

<p><b>2.3 Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?</b></p>	<p><b>Exceeds the standard:</b> All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p><b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding instructional strategies.</p> <p><b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding instructional strategies.</p> <p><b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding instructional strategies.</p>
<p><b>2.4 Does the school recruit, support, and retain highly effective staff?</b></p>	<p><b>Exceeds the standard:</b> All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p><b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding highly effective staff.</p> <p><b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding highly effective staff.</p> <p><b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>
<p><b>2.5 Does the school engage families and communities?</b></p>	<p><b>Exceeds the standard:</b> All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p><b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding engagement of families and communities.</p> <p><b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding engagement of families and communities.</p> <p><b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding engagement of families and communities.</p>
<p><b>2.6 Does the school provide safe, healthy, and supportive learning environments?</b></p>	<p><b>Exceeds the standard:</b> All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p><b>Meets the standard:</b> The school presents no material concerns in any of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p> <p><b>Approaches the standard:</b> The school presents a material concern in one of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p> <p><b>Does not meet the standard:</b> The school presents a material concern in more than one of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p>

---

**2.7 Does the school use information to improve results?**

**Exceeds the standard:** All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.

**Meets the standard:** The school presents no material concerns in any of the indicators regarding use of information to improve results.

**Approaches the standard:** The school presents a material concern in one of the indicators regarding use of information to improve results.

**Does not meet the standard:** The school presents a material concern in more than one of the indicators regarding use of information to improve results.

---

**2.8 Do all stakeholders share a common understanding of the school's mission?**

**Meets the standard:** All stakeholders share a common understanding of the school's mission.

**Approaches the standard:** Most stakeholders share a common understanding of the school's mission.

**Does not meet the standard:** Most stakeholders and/or key stakeholders do not share a common understanding of the school's mission.

---

## Ratings Summary

2. Is the school providing the appropriate conditions for academic success?	Rating
2.1: Does the school's leadership lead the focus on student learning and continuous improvement?	Approaches the standard
2.2: Does the school offer guaranteed and viable curricula in the core content areas?	Meets the standard
2.3: Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?	Meets the standard
2.4: Does the school recruit, support, and retain highly effective staff?	Meets the standard
2.5: Does the school engage families and communities?	Meets the standard
2.6: Does the school provide safe, healthy, and supportive learning environments?	Approaches the standard
2.7: Does the school use information to improve results?	Approaches the standard
2.8 Do all stakeholders share a common understanding of the school's mission?	Meets the standard

### KEY

Exceeds the standard
Meets the standard
Approaches the standard
Does not meet the standard

**SUBSTANDARD 2.1: Does the school’s leadership lead the focus on student learning and continuous improvement?**

Exceeds the Standard	Meets the Standard	Approaches the Standard	Does Not Meet the Standard
----------------------	--------------------	-------------------------	----------------------------

**Summary**

This sub-standard focuses on leadership of the educational program provided by the school’s board of directors and chief administrators. Evidence for the site visit team’s findings is primarily drawn from board, administrator and teacher interviews, as well as a review of school-level documents.

RINIMC **approaches the standard** regarding the school’s leadership to lead the focus on student learning and continuous improvement. Substandard 2.1 is sub-divided into indicators relating to the board (2.1.A 1-6) and school administration (2.1.B 1-8).

The RINIMC board has demonstrated a commitment to the school’s mission of preparing students for college and nursing/healthcare careers, and to increasing diversity in the workforce. The board conducts annual evaluations of the CEO, has established a clear organizational structure, provides appropriate resources to support the RINIMC program, and ensures fiscal oversight.

The leadership provided by the board could be strengthened by establishing clear standards and expectations for student learning and continuous improvement, and tools for monitoring progress toward school-wide goals. The board does not establish targets or monitor progress with regard to student performance, college course completion, college acceptance, or degree completion.

The Chief Executive Officer (CEO) is responsible for student learning and continuous improvement, and delegates several responsibilities to other administrators, namely the Chief Academic Officer. The CEO has established a clear reporting structure within the administrative team, and ensures accountability for all facets of the RINIMC program. With support from other administrators, the CEO ensures that the mission is implemented, that the curriculum is developed, and that day-to-day operations of the school run smoothly. Data and assessment systems could be more fully developed and systematized across the school, to ensure progress monitoring of school-wide goals.

<b>A. Board</b>				
<b>1. The board has policies and practices in place that establish standards for student learning and continuous improvement.</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator

1) The board regularly monitors and evaluates progress toward meeting established standards.

2) The board receives timely qualitative and quantitative data reports on student performance.

3) The board ensures that resources are used appropriately and proactively to support student learning and continuous improvement.

RINIMC **approaches the indicator** regarding its board policies and practices to establish standards for learning and improvement. The RINIMC board is comprised of individuals with significant and varied professional experience in the nursing industry and related fields, including higher education. The board, as a whole, is clear in its commitment to preparing students for college and nursing/healthcare

---

and in building the diversity of the workforce.

During the board interview, directors defined the board’s top priorities as: finding a suitable facility for the school; increasing the visibility of the RINIMC model, both locally and nationally; increasing enrollment; and increasing gender diversity at the school. The board conducts an annual evaluation of the CEO, and the priorities of the CEO evaluation align with the priorities described by directors.

Directors described receiving monthly reports on how well students are doing academically. A review of board minutes indicated that the board received NECAP results after results were released in February 2014, and sometimes receives reports on upcoming events and activities relating to academics. However, board monitoring of academic performance could be strengthened with more frequent reporting, and a board strategy for monitoring progress toward board-established standards, for both mission-specific areas and academic achievement. Board members informally discussed their hopes for graduates of the school, and in June 2014 the board received an update on the aspirations and plans of recent graduates. However, the board has not formally established standards and expectations regarding student learning and continuous improvement. Furthermore, the Board has not set expectations regarding college course completion, college acceptance, or college degree completion, which are primary goals of the RINIMC model.

The school has a School Improvement Team that has developed a draft School Improvement Plan with performance expectations. According to administrators, an updated draft of the School Improvement Plan had not yet been approved by the Board at the time of the site visit.

The Board allocates resources in support of student learning and improvement. The budget, which is approved annually by the Board in advance of the school year, appropriates funds for core academic programming and student supports. The budget also supports the “middle college” model, which offers tuition and supports for students to complete college coursework while enrolled in RINIMC.

<b>2. The board has policies and practices in place that establish standards for overall management of the school.</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
--	-----------------------	---------------------	--------------------------	-----------------------------

1) The board ensures appropriate staffing to meet the school’s organizational requirements.

2) The board ensures that the school’s facility is appropriate to meet the educational requirements of the school.

---

RINIMC **meets the indicator** for having policies and practices that establish standards for overall management of the school.

The RINIMC board works to ensure appropriate staffing, and has established an organizational structure that includes a Chief Executive Officer, a Chief Finance/Human Resources Officer, a Chief Operations Officer, and a Chief Academic Officer. In annual evaluations of the school leader, the board has held the CEO accountable for Human Resources matters, including staff evaluations.

The board approved adjustments to the RINIMC organizational structure to respond to student need, including the hiring of a CAO and a full-time CFO in 2014. According to interviews, the Board and CEO are in agreement that the organizational structure of the school is working in support of students, although the specific methods by which the board evaluates the effectiveness of the organizational model could be clarified.

The RINIMC board has tasked the CEO with developing plans for a new facility, and these plans are underway. This is a top priority of the board, and one of the established goals for the CEO during the

---

---

current school year.

<b>3. The board has policies and practices in place that support the implementation of the mission of the school.</b>	Exceeds the Indicator	<b>Meets the Indicator</b>	Approaches the Indicator	Does Not Meet the Indicator
---	-----------------------	----------------------------	--------------------------	-----------------------------

RINIMC **meets the indicator** for the board’s support of mission implementation.

The RINIMC board is comprised of individuals with significant and varied professional experience in nursing and related fields, including higher education. The board, as a whole, expresses a clear commitment to preparing students for college and nursing/healthcare, and for building the diversity of the workforce.

The Board’s support for its mission is clearly rooted in organizational documents, including its bylaws, which require a majority of its members to have ties to the nursing industry and related higher education programs. The board ensures proper resources for mission-driven activities, including the “12 plus” program, and has prioritized investment in a new facility with design and siting decisions focused on college and career opportunities for students. Also, the board demonstrated its support for the RINIMC mission when it hired Pam McCue as CEO, who moved into the position in the school’s second year of operations. The CEO has experience as a nurse/administrator.

<b>4. The board holds the school leader(s) accountable.</b>	Exceeds the Indicator	Meets the Indicator	<b>Approaches the Indicator</b>	Does Not Meet the Indicator
---	-----------------------	---------------------	---------------------------------	-----------------------------

- 1) Roles and responsibilities for the school leader(s) are clearly defined and documented.

---

- 2) The board regularly and systematically evaluates the performance of the school leader(s) against clearly defined goals and makes effective and timely use of evaluation results.

---

- 3) The board holds the school leader accountable for effective management of human capital in the school.

---

- 4) The board holds the school leader accountable for establishing, evaluating and monitoring the school’s comprehensive assessment system.

---

RINIMC **approaches the indicator** for holding the school leader accountable.

Roles and responsibilities for the RINIMC CEO are clearly defined and documented in a job description. The board annually evaluates the CEO through a process managed by the Board chair. The Board chair works with the CEO to write goals, and completes annual evaluations with informal input from the rest of the board.

There are key academic and other program priorities that could be more apparent in the evaluation system. Board members described relying on the school leader for information and direction, rather than employing a more proactive approach to board governance and leadership. Goals established for the CEO indicate that the CEO is accountable for the day-to-day operations of the school, and the performance of other administrative team members. However, the board has not specified concrete expectations with regard to student performance, management of human capital, or management of a comprehensive assessment system.

---

5. The board ensures effective fiscal oversight of the school.	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
1) The board establishes policies and procedures for fiscal oversight.				
2) The board ensures compliance with mandated fiscal requirements.				
3) The board oversees the annual budget process and votes to approve annual budgets.				

RINIMC **approaches the indicator** for effective fiscal oversight of the school.

A review of board minutes indicates that the Board routinely receives financial reports from the business manager (more recently the CFO) at its meetings. The board reviews a monthly balance sheet, including actual expenditures to date against budgeted figures.

There is evidence that the board has increased capacity when needed. Board records show that in 2014, the RINIMC board established a finance committee. In 2014, the board hired a full-time CFO to support the needs of the school.

The board approves the school’s budget each year, with votes generally held before the start of the fiscal year. To support the budgeting process, the Board treasurer and two finance committee members meet with the school’s CFO, who develops an initial draft of the budget with the CEO and other staff.

From March 2011 forward, RINIMC has had financial management policies in place. According to document reviews and interviews, there have been several amendments made over the course of the charter term, the most recent being in January 2015.

Many of the elements for effective financial oversight are in place. However, in December 2014, the independent accounting firm responsible for completing RINIMC’s annual audit presented to the board a management letter describing “our findings and recommendations regarding Rhode Island Nurses Institute Middle College Charter High School’s internal control structure.” The letter sought to strengthen internal controls around general journal entries and credit card purchases. The RINIMC board approaches the indicator because of these audit findings and management recommendations.

6. The school’s board operates in compliance with the plan for governance in its charter.	Not Rated	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---	-----------	-----------------------	---------------------	--------------------------	-----------------------------

RINIMC **meets the indicator** for compliance with the school’s plan for governance. The board bylaws outline the school’s plan for governance, and the school is in compliance with the terms of its bylaws.

B. School Leader				
1. Mission	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator

1) The school leader ensures that the mission of the school is fully implemented.

RINIMC **approaches the indicator** for ensuring that the school’s mission is fully implemented.

The CEO of RINIMC is a nurse, and has the background and experience to fully implement the mission of the school. According to interviews, the CEO recently acquired a grant from Brown University to incorporate elements of nursing across the curriculum, which is expected to lead to deeper connections and integration between the core high school curriculum and the nursing mission.

A review of the program of studies indicates a substantial commitment to ensuring that the college opportunities offered to students during the 12 plus year align with requirements for a BSN degree.

RINIMC approaches the indicator primarily because the school is unable to fully determine the success of its mission without a system of progress monitoring on indicators such as college course completion, college acceptance, degree completion, and workforce entry. According to administrator interviews, the school has not yet established a system for tracking college course completion, college attendance, and degree completion. It should be noted that the CEO described plans for establishing these types of monitoring systems moving forward; however, they were not yet established at the time of the site visit.

2. Curriculum	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---------------	-----------------------	---------------------	--------------------------	-----------------------------

1) The school leader ensures that the curriculum for each subject is documented and aligned to the educational program of the charter and to relevant BEP requirements and standards.

2) The school leader ensures that expectations for delivery of the curriculum are fully communicated.

3) The school leader ensures that delivery of the curriculum is monitored.

4) The school leader ensures that curriculum is reviewed and modified.

RINIMC leadership **meets the indicator** for curriculum. The processes for monitoring, reviewing and modifying the curriculum are largely in place.

The RINIMC CEO oversees the work of CAO, who oversees the work of curriculum coordinator. According to administrator and teacher interviews, the curriculum coordinator plays an essential role with instructional coaches, department heads, and teachers in the development, alignment, and review of curriculum. The curriculum coordinator conducts classroom observations, performs regular reviews of lesson plans with feedback, and approves all changes to curriculum.

During the site visit, there was evidence of documented curricular materials.

One goal of RINIMC is to deepen the interdisciplinary work of departments, and the integration of nursing across the curriculum. Moving forward, a grant secured by the CEO from Brown University will support curriculum review and modification.

<b>3. Assessment and Data</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
-------------------------------	------------------------------	----------------------------	---------------------------------	------------------------------------

- 1) The school leader ensures that relevant qualitative and quantitative data is collected and analyzed.
- 2) The school leader ensures that the results of data analysis are used to identify and address gaps in student learning.

RINIMC **approaches the indicator** for the school leader ensuring the collection, analysis and application of data.

At RINIMC, the CEO delegates responsibility for data to the CAO and curriculum coordinator. Their job descriptions include responsibilities for data collection, analysis, and accountability reporting.

A RINIMC policy document, “Data-driven Instruction at RINIMC” codifies the school’s assessment system. Accuplacer, NECAP, SAT and Scantron assessments have been offered. Interviews indicate that STAR assessments are also now being implemented at the school, although administrators described this as a “formative year” with regard to this data driving classroom-level decisions. The school also uses teacher-developed formative and summative assessments across all grade levels and content areas.

According to teachers, data analysis primarily at department and grade levels, by teachers in coordination with the curriculum coordinator and/or department heads. The school’s weekly department meetings are used to analyze and discuss student achievement data.

Skyward, a computer-based student information system, is used to track some student data, including attendance and class grades. According to students, students and parents are able to access the Skyward system. Administrators indicated that the use of Skyward is increasing, but that summative and formative assessment data is not reported in the Skyward system.

RINIMC approaches the indicator on assessment and data because the school did not provide clear evidence of established practices and routines for qualitative and quantitative data collection, or that all student needs or potential gaps are identified by the school’s current assessment strategies.

<b>4. Plan for Improvement</b>	<b>Not Rated</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
--------------------------------	------------------	------------------------------	----------------------------	---------------------------------	------------------------------------

- 1) The school leader ensures that the school plan for improvement is implemented.
- 2) The school leader ensures that the improvement plan is evaluated for its effectiveness in supporting continuous improvement.

RINIMC **meets the indicator** for ensuring that a school plan for improvement is in place and implemented. The CEO ensures that there is a plan for improvement implemented through oversight of the CAO, who has a role in facilitating the School Improvement Team (SIT).

The CEO also serves on the School Improvement Team. The School Improvement Team meets quarterly. As of the date of the visit, the School Improvement Team was in the process of reviewing the current School Improvement Plan and making modifications based on the SIT analysis.

5. Evaluation	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---------------	-----------------------	---------------------	--------------------------	-----------------------------

- 1) The school leader ensures that teachers and staff are regularly and systematically evaluated.
- 2) The school leader ensures that evaluations are effectively used to support continuous improvement in the school.

RINIMC **meets the indicator** for evaluation of staff, including administrators, teachers, and staff. According to document review and interviews, the CAO and curriculum coordinator formally evaluate teachers and staff using the Educator Performance and Support System (EPSS) model. The teacher evaluation process includes the establishing of Student Learning Objectives (SLOs), a self-evaluation, and at least three observations by the CAO during the year (one announced and two unannounced). The CAO holds conferences with teachers to review the findings from observations.

Feedback on performance is provided to teachers during formal conferences as well as informally throughout the year. The CAO works in conjunction with instructional coaches and the curriculum coordinator to provide information and work with teachers towards improvement.

A review of job descriptions indicates that administrative support and other staff are also evaluated by members of the administrative team. The CAO and COO evaluate members of the operations team and executive support staff.

6. Professional Development and Common Planning Time	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
--	-----------------------	---------------------	--------------------------	-----------------------------

- 1) The school leader ensures effective use of common planning time and professional development to increase teacher expertise in implementing school expectations.
- 2) The school leader ensures that common planning time is used to address student learning needs, monitor progress, and identify effective instructional practices.
- 3) The school leader ensures that professional development is used to address standards in content areas, research-based instructional strategies and practices, assessment practices, and fidelity of implementation of programs, texts, and materials.
- 4) The school leader ensures that professional development is differentiated to meet the needs of individual staff members.
- 5) The school leader implements policies and procedures for staff recruitment and retention.

RINIMC **meets the indicator** for ensuring the effective use of professional development and common planning time.

RINIMC teachers have access to professional development and common planning time each week. The curriculum coordinator and department heads coordinate to develop agendas in support of weekly department-level planning. Department team meetings are largely focused on curriculum review and discussion of effective instructional practices.

In addition, whole-school professional development is offered. School-wide meeting agendas are set by the CEO to address school-wide needs, based on an annual professional development calendar

developed by the CEO. Over the past year, these school-wide PD sessions have focused Common Core implementation, technology use, and Skyward (SIS) implementation. In addition, RINIMC has partnered with the Highlander Institute, which has offered professional development in support of blended learning strategies, differentiation strategies, and flipped classrooms via a “playlist” approach to professional development.

RINIMC teachers reported having opportunities to attend conferences and other individual professional development opportunities external to RINIMC offerings. The CEO has budgeted to allow these types of activities.

Grade level team meetings are also offered weekly, and according to teachers are less structured than department meetings. These grade level meetings are primarily focused on discussing individual student needs.

With regard to staff recruitment and retention: the school leader delegates staff recruitment and retention to the CAO. Teachers indicate that the level of autonomy and ownership over decision-making is an effective retention strategy. In 2014, the CEO managed a review of the school’s salary structure to become competitive with salaries of local school districts, primarily as a retention mechanism.

<b>7. School Environment</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
------------------------------	-----------------------	---------------------	--------------------------	-----------------------------

- 1) The school leader ensures that the school environment is conducive to learning.
- 2) The school leader establishes school organizational structures, which include, but are not limited to, the school calendar and schedule, staffing plans, and structures for communication.

RINIMC **meets the indicator** for establishing a school environment that is organized and conducive to learning.

RINIMC has produced a student handbook, which was last revised in October 2014). This handbook comprehensively documents the school’s discipline policies. According to interviews and documented job descriptions, the RINIMC Chief Academic Officer (CAO) is responsible for maintaining a healthy school environment and implementing discipline policies. The CAO is also responsible for managing student behavior and providing teacher supports. Students reported that RINIMC is a safe and supportive environment with minimal disciplinary issues; survey results largely corroborate this perspective.

In addition, a review of documents indicates that the school leader has established organizational structures such as school calendars, schedules, staffing plans, and structures for communication.

<b>8. Fiscal Oversight</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
----------------------------	-----------------------	---------------------	--------------------------	-----------------------------

- 1) The school leader ensures that fiscal policies and procedures are implemented.

RINIMC **approaches the indicator** for ensuring the implementation of fiscal policies and procedures.

According to the job description for the CEO, the CEO is responsible for the financial oversight, with daily responsibilities and budgeting delegated by the CEO to the Chief Financial/Human Resource Officer. According to the financial management policies, the CEO or, in some instances, the Board

---

Treasurer, play important roles in financial reviews and controls. A series of changes have been made to RINIMC's financial policies and procedures over the last several years in response to the needs of the growing organization and the recommendations of its auditors. According to the CFO, RINIMC's recent (FY2014) audit resulted in three findings and several recommendations encouraging RINIMC to strengthen its internal controls. Due to these findings and management recommendations, RINIMC approaches the indicator for fiscal oversight.

---

**SUBSTANDARD 2.2: Does the school offer guaranteed and viable curricula in the core content areas?**

Exceeds the Standard	Meets the Standard	Approaches the Standard	Does Not Meet the Standard
----------------------	--------------------	-------------------------	----------------------------

**Summary**

This sub-standard focuses on the presence and implementation of aligned and documented curricula in the core content areas. It also focuses on the school’s structures for developing and revising its curricula according to student need. Evidence for findings is primarily drawn from document review, but is also informed by interviews with administrators and teachers.

RINIMC **meets the standard** for a documented, guaranteed and viable curriculum in the core content areas. There is evidence that some curricula have not been documented consistently across all content areas, and some assessments were not clearly aligned to standards. Overall, however, the school’s curriculum was aligned to appropriate standards and well-documented. Teachers have dedicated periods of time for reviewing and revising curriculum, with oversight and support from a curriculum coordinator.

<b>A. Alignment</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---------------------	-----------------------	---------------------	--------------------------	-----------------------------

- 1) For all grades and in all core-content area subjects, the school implements curriculum that is fully congruent with the educational program in the school’s charter and fully aligned to relevant regulatory requirements.

RINIMC **approaches the indicator** for curriculum alignment to regulatory requirements and the school’s educational program. While curriculum documentation indicates alignment with requisite standards, evidence is limited that this alignment is consistent through all parts of the curriculum, most importantly the assessments, which indicate performance against the standards.

In RINIMC’s math curriculum, Common Core State Standards (CCSS) are present in the mapping tools and in each unit plan. Standards were not identified on the assignments that were included as part of the curriculum documentation, nor were they present in the scoring criteria or rubrics that were provided for projects. From the documentation provided, the site visit team was not able to determine whether RINIMC vertically aligns its mathematical program across grades.

ELA curriculum documents indicated Common Core State Standards (CCSS) in overviews at all grade levels. The tenth grade curriculum includes notes on CCSS alignment alongside each aspect of the curriculum outline and unit lesson plans; eleventh grade curriculum materials are more limited in references to CCSS. References to standards are not present in the assessment materials, including in scoring rubrics.

All science curriculum overviews contain references to the Next Generation Science Standards (NGSS) as required. However, like ELA and math, the scoring rubrics for projects and other assignments do not contain references to standards.

In social studies, Common Core Standards and National Standards for Civics and Government (NSCG) standards are referenced in unit plans.

B. Documentation	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
------------------	-----------------------	---------------------	--------------------------	-----------------------------

1) Curricula are documented and contain the following components:

- Content standards;
- Texts;
- Assessments; and
- Expectations for grading.

(Documentation may also include curriculum maps, lesson plans, instructional strategies, and unit plans.)

RINIMC **meets the indicator** for curriculum documentation in the core content areas of ELA, mathematics, science and social studies. Generally, the RINIMC curricular materials for the core content areas are carefully documented with only minor exceptions.

The mathematics curriculum includes CCSS standards in the mapping document and unit lesson plans across the grade levels. Worksheet samples were provided for Algebra I and Geometry, with samples of performance-based assignments provided for the upper level courses. Assessment samples included quizzes, tests, and performance tasks. All grade level mathematics syllabi included grading expectations. Assignments were weighted in a standardized fashion across grade levels, in line with the school-wide grading policy, with some variation in Algebra I where project grades held more weight.

In ELA, content standards were present in the mapping document and in all unit lesson plans for all grade levels. Every assignment includes a reference to text-based materials. Reading materials are current, and some materials are relevant to the school’s mission of focusing on nursing and healthcare. The ELA curriculum contains assessments, including vocabulary quizzes, in-class formative assessments, and midterm assessments for each grade level. All grade level ELA syllabi include grading expectations, which match the school’s adopted standard grading policy.

Next Generation Science Standards (NGSS) are present in the Science mapping document and unit lesson plans. The curriculum includes a variety of science texts and online resources/materials. A variety of assessments were referenced, many of which are performance-based. All grade level syllabi include grading expectations that, like other content areas, match the school’s adopted grading policy.

The US History and Civics unit plans reference CCSS and National Civics and Government standards. Text references, excerpts, articles and other documents are included in the social studies curriculum maps, although materials were more limited in Sociology and Psychology courses than for US History and Civics. A variety of assessments were included in the documentation, and the grade level syllabi include grading expectations matching the school’s policy.

C. Design	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
-----------	-----------------------	---------------------	--------------------------	-----------------------------

1) Programs, texts, and materials used in the curricula are:

- Sufficiently available to ensure that students can engage in and complete all curriculum activities;
- Research-based and current;
- Selected with input from educators representing all grade levels and courses; and

- 
- Designed to ensure access for all students.
- 
- Literacy skills pervade the curriculum in all core content areas.
- 

RINIMC **approaches the standard** for curricula design of programs, texts and materials.

During classroom observations, students were observed consistently as having access to necessary course materials. Some courses utilize Google Classroom, an online software provider; in these classrooms, Chromebooks and Google Classroom appeared to be available to 100% of students.

An extensive review of curricular materials led the site visit team to conclude that curricular materials were largely research-based and current. Curriculum overviews and supporting materials clearly indicated that, in social studies, the use of primary source documents as a strategy was a substantial area of focus. In science, also, texts and curricular materials are current. Topics of discussion are current and the breadth of strategies and resources used are the most recent research-based strategies proposed for a comprehensive science program. In ELA, curricular materials are relevant, and include current articles and texts. The site visit team found some evidence that assessments used by the ELA department do not include analysis, problem-solving, or other skills identified by current research as essential. In mathematics, curricular materials included performance tasks as well as more traditional workbook sheets and quizzes.

Teachers indicated having substantial input into the development of curricular materials, and that oversight of curriculum development is provided by instructional coaches and the curriculum coordinator.

Per the RINIMC Program of Studies, differentiation strategies are a top priority for the school. A review of curriculum documentation and classroom observations found that implementation of differentiated instruction varied throughout the school. In mathematics, the curricular materials provide only limited evidence of differentiated materials or targeted differentiated learning opportunities. However, it should be noted that there are different pathways to content acquisition, as two levels of mathematics are offered to incoming 10<sup>th</sup> graders in order to support students arriving at RINIMC with varying levels of proficiency. In ELA, curricular materials include a wide variety of tools and resources to meet various student needs and modalities. In science, there is no specific reference to differentiation strategies in curriculum materials, but there is evidence of a variety of materials and activities to be performed during units. And all of the social studies frameworks contain specific differentiation opportunities. The activities and project/performance-based assessments provide differentiated opportunities for response and product.

The RINIMC Program of Studies describes another area of focus for RINIMC is reading, writing, speaking and listening across all content areas. Literacy skills and strategies were observed in 44% of classrooms, during site visit observations. Literacy skills were found to be deeply and consistently applied in ELA, science, and social studies courses. In mathematics, the site visit team found little to no evidence of purposeful inclusion of literacy skills throughout curriculum documentation or lesson plans. During teacher interviews, teachers noted that this could be an area of focus for improvement.

D. Review	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
1) The school has a plan for ongoing and formal review and revision of the curriculum.				
2) Qualitative and quantitative data is used in the evaluation process.				
3) The plan includes professional development activities designed to address gaps between the				

---

written and taught curriculum;

---

4) Educators are involved in the review process;

---

5) An action plan is developed and implemented.

---

RINIMC **meets the indicator** for ongoing and formal review and revision of the curricula.

According to interviews with teachers and administrators, teachers spend substantial time during department meetings revising curriculum based on student needs as defined by outcomes on classroom-level assessments. Annually, the curriculum coordinator reviews curriculum maps and, along with department heads and teachers, makes adjustments to better fit the needs of the program.

Additionally, administrators described a process by which the curriculum is being revised qualitatively to include nursing components in all subjects, through a Brown University grant to integrate the nursing program into core curriculum moving forward.

RINIMC's professional development activities are designed to address gaps between the written and taught curriculum. Teachers reported receiving training in use of STAR assessments and technology through the Highlander Institute to improve practice. Teachers also reported receiving training on the school's Skyward system, to enhance data collection and communication. At RINIMC, teachers rely heavily on peer-to-peer relationships for support, and teachers reported using one another as resources for gaps in knowledge.

Teachers reported working together to revise curriculum on an ongoing basis. Instructional coaches, who are also teachers, provide departmental oversight of curriculum and changes. Final approval of these changes comes from the curriculum coordinator and CAO, according to teachers and administrators.

---

**SUBSTANDARD 2.3: Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?**

Exceeds the Standard	Meets the Standard	Approaches the Standard	Does Not Meet the Standard
----------------------	--------------------	-------------------------	----------------------------

**Summary**

This sub-standard focuses on the development and implementation of instructional strategies at the school. Evidence for findings is primarily drawn from classroom observations, and interviews with administrators and teachers.

Rhode Island Nurse’s Institute Middle College **meets the standard** for implementing a set of coherent, organized instructional strategies designed to meet the needs of all learners. The school implements a range of diverse instructional strategies to meet the needs of its students.

A. Strategies	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---------------	-----------------------	---------------------	--------------------------	-----------------------------

1) The school has clearly defined instructional strategies, which can be articulated by administrators and teachers.

2) Instructional strategies include, but are not limited to, those required in the BEP.

3) Instructional interventions are developed for students who are not meeting proficiency standards or are at risk for non-promotion or dropping out of school.

RINIMC **approaches the indicator** for having clearly defined instructional strategies that include strategies from the Basic Education Program (BEP), as well as strategies that are designed for struggling students or students at risk for non-promotion or dropping out. At RINIMC, various structures are in place to support students. However, teachers are given flexibility to implement instructional strategies that they deem to be effective, with coordination and oversight by department heads and coaches. Beyond a common framework for daily lessons (known as the Road Map to Learning), RINIMC does not select or define particular instructional strategies, or require teachers to implement common strategies across the school.

Classroom walkthroughs indicated that the school employs instructional strategies required in the Basic Education Program (BEP). Strategies and teaching styles vary widely from classroom to classroom, and the school does not employ a defined set of strategies. Strategies to differentiate learning were clearly and consistently observed in 38% of classes, partially observed in 28% of classes, and not observed in 34% of classes. Teacher directed instruction was clearly and consistently observed in 59% of classrooms, while small group work was clearly and consistently observed in 41% of classrooms.

RINIMC employs a number of different intervention strategies for students who are struggling. A Response to Intervention (RTI) process is employed when students are identified to need additional supports. Student Progress Plans (SPPs) are developed to track progress with specific interventions. Teachers offer additional supports both before school and after school; these interventions may be mandatory or voluntary. The school has made investments into literacy and numeracy coaches who push into classrooms and provide supports to students as needed.

In grade 12 plus, students are supported by a college coordinator and a Performance Based Graduation Requirement (PBGR) coordinator, who both provide additional supports to students who

are completing college coursework and preparing for graduation.

<b>B. Implementation</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
1) The school implements the instructional strategies that are consistent with the educational program in its charter.				
2) Instructional strategies, including those in the Basic Education Program (BEP), are consistently implemented.				

RINIMC **meets the indicator** for implementation of instructional strategies that are consistent with the BEP and with the RINIMC charter. During the site visit, Basic Education Program (BEP) strategies were observed in classrooms throughout the school. The school is taking additional steps to implement one strategy from the RINIMC charter: integration of nursing and healthcare topics into core content areas. To accomplish this, administrators and board members reported on plans to build on current efforts to integrate these topics and undertake a curriculum revision, with the support of Brown University, to deepen integration of nursing in all areas.

RINIMC implements structures to support college coursework completion. In grade 12 plus, students are supported by a college coordinator and a Performance Based Graduation Requirement (PBGR) coordinator, who both provide additional supports to students that are completing college coursework and preparing for graduation.

<b>C. Support</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
1) Common planning time and professional development are used to support improvement in instructional strategies and implementation.				

RINIMC meets the indicator for using common planning time and professional development to support improvement in instruction. Each week, teachers have department team meetings with instructional coaches and department heads. These meetings are organized for the purposes of supporting teachers, revising curricular materials, reviewing assessments, and supporting students. According to teacher and administrator interviews, instructional coaches visit classrooms frequently, to observe and then offer feedback to teachers.

In addition to department meetings, the school holds whole-staff meeting to talk weekly about school-wide initiatives. Grade level teams also meet weekly, primarily to discuss students and how to meet their needs. According to teacher interviews, these meetings also support improvement in instructional strategies by reflecting on specific students and their progress given certain interventions.

**SUBSTANDARD 2.4: Does the school recruit, support, and retain highly effective staff?**

Exceeds the Standard	<b>Meets the Standard</b>	Approaches the Standard	Does Not Meet the Standard
----------------------	---------------------------	-------------------------	----------------------------

**Summary**

This sub-standard assesses whether the school has established policies and practices for recruiting, supporting and retaining effective personnel. Evidence for findings is primarily drawn from a review of documentation, as well as administrator and teacher interviews.

RINIMC **meets the standard** for recruiting, supporting, and retaining highly effective staff. The school has documented comprehensive recruitment and hiring practices. While it does not have formal retention policies, teachers and administrators reported on numerous practices designed to retain highly effective staff.

<b>A. Policies and Strategies</b>	Exceeds the Indicator	<b>Meets the Indicator</b>	Approaches the Indicator	Does Not Meet the Indicator
-----------------------------------	-----------------------	----------------------------	--------------------------	-----------------------------

- 1) The school has established human resource processes that result in clearly defined positions, recruiting strategies, and the hiring of qualified and highly effective individuals.

RINIMC **meets the indicator** for having established human resources processes that result in clearly defined positions, recruiting strategies, and hiring of qualified and highly effective individuals. RINIMC defines positions by developing written job descriptions for all positions, including teachers. A comprehensive teacher and staff handbook is shared with all personnel, which includes all human resources policies, employment expectations, and conduct policies.

Recruitment processes include online job posting, primarily through the website Schoolspring. The hiring process consists of one interview by a committee that includes the CAO, the curriculum coordinator, an instructional coach in the appropriate content area, and other members. This committee makes a recommendation to the CEO if the applicant is a desirable candidate. Final approval of all hires is made by the Board of Directors.

According to the RIDE Office of Educator Quality and Certification, 100% of RINIMC teachers are highly qualified at the time of this report’s release.

<b>B. Mission</b>	Exceeds the Indicator	Meets the Indicator	<b>Approaches the Indicator</b>	Does Not Meet the Indicator
-------------------	-----------------------	---------------------	---------------------------------	-----------------------------

- 1) As applicable, the school hires staff who are trained in mission-specific methodologies or the school provides the required training.

- 2) As applicable, the school includes mission-specific methodologies in the evaluation process for employees.

RINIMC **approaches the indicator** for including mission-specific methodologies in hiring and evaluation processes. The RINIMC CEO has an extensive administrative and nursing background. However, according to interviews, teachers are hired for subject area expertise, without regard for additional nursing/healthcare expertise. Teacher and staff evaluations do not include a mission-specific component.

Once at RINIMC, teachers are supported and trained in mission-specific topics and methods. For example, “intersession” activities, provided in the spring, are specific to the school’s focus on nursing and healthcare, and provide opportunities for students and teachers alike to learn more about nursing-related content and topics of interest. Teachers, in interviews, mentioned that they have attended seminars on nursing related topics to learn more about the field.

<b>C. Staff Support</b>	Exceeds the Indicator	<b>Meets the Indicator</b>	Approaches the Indicator	Does Not Meet the Indicator
-------------------------	-----------------------	----------------------------	--------------------------	-----------------------------

1) The school has a plan for professional development that supports school goals and the needs of individuals.

2) The school has developed support structures for new staff.

RINIMC **meets the indicator** for supporting school goals and the needs of individuals through professional development. The professional development plan for the 2014/15 school year indicates that a teacher survey is used, in part, to determine whole-school professional development activities. The professional development plan also describes how school-wide professional development was provided to support school-wide initiatives, such as the use of the Skyward system, and efforts to ramp up the use of technology throughout the school.

RINIMC has several support structures in place for new staff. Administrators reported that new teachers are provided with an orientation program for two days prior to school starting. Teachers indicated that instructional coaches give more attention to new teachers and act as mentors to new teachers.

<b>D. Evaluation</b>	Exceeds the Indicator	<b>Meets the Indicator</b>	Approaches the Indicator	Does Not Meet the Indicator
----------------------	-----------------------	----------------------------	--------------------------	-----------------------------

1) The school has documented policies and procedures for evaluation of employees that are compliant with the Rhode Island Educator Evaluation Standards.

RINIMC **meets the indicator** for having and implementing compliant employee evaluation policies. The CEO oversees the CAO and curriculum coordinator who formally evaluate teachers and staff using a “hybrid” model of the RIDE-developed Educator Performance and Support System (EPSS). The teacher evaluation process includes the setting of school, teacher and student learning objectives (SLOs), a self-evaluation, and at least three observations by the CAO during the year (one announced and two unannounced). Conferences with the teacher and the CAO coincide with the observations.

<b>E. Staff Retention</b>	Exceeds the Indicator	Meets the Indicator	<b>Approaches the Indicator</b>	Does Not Meet the Indicator
---------------------------	-----------------------	---------------------	---------------------------------	-----------------------------

1) The school has policies and practices to retain effective staff.

RINIMC approaches the indicator for having policies and practices to retain effective staff. While RINIMC implements practices of retention (described below), and teachers generally report being pleased and supported by administrators, the school does not have documented policies specific to retaining teachers and staff.

---

The CEO reported revising a salary scale in 2014, in part as a retention strategy, to compete with nearby district pay scales. Teachers reported having autonomy over lessons and curriculum, professional development that is responsive to their individual needs, and feeling “bought into” and excited about the mission of the school. Teachers also described appreciating the budgetary control they have within departments, and the input they have to the budgeting process. Finally, teachers described the collaborative environment as a primary driver of teacher satisfaction and retention.

---

**SUBSTANDARD 2.5: Does the school engage families and communities?**

Exceeds the Standard	Meets the Standard	Approaches the Standard	Does Not Meet the Standard
----------------------	--------------------	-------------------------	----------------------------

**Summary**

This sub-standard focuses on RINIMC’s methods for engaging families and the wider school community. Evidence for findings is primarily drawn from a review of documentation, as well as board, administrator, parent, and teacher interviews.

RINIMC **meets the standard** for family and community engagement. Parents are involved in the governance of the school, and the school has in place routines for correspondence directly with families using multiple means of communication.

<b>A. Communication</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
-------------------------	-----------------------	---------------------	--------------------------	-----------------------------

1) The school implements a communication strategy for parents/guardians and the community that provides comprehensive information about the school.

2) Mechanisms are established that allow for two-way communication between the school and parents/guardians.

3) The school implements an overall strategy to regularly inform parents/guardians of student progress.

4) The school provides the means for direct involvement of parents/guardians in their child(ren)’s education and in the school.

RINIMC **meets the indicator** for implementing parent/guardian communication strategies and parent/guardian involvement strategies. Parents reported receiving regular phone calls and emails from teachers and staff members. Parents and students reported frequently emailing their students’ teachers, with email being a primary mechanism of two-way communication for the school community. The CEO emails a weekly newsletter to all parents and families, which all parents reported receiving and reviewing.

RINIMC uses an online student information system, Skyward, to provide real-time information to families regarding grades and attendance. In addition to Skyward, the school provides two progress reports and two report cards a year, provided in multiple formats (mailed and electronic) to ensure receipt. Conferences are held several times a year, and on an as-needed basis.

Parents are involved in the governance of the school. According to board bylaws, a parent representative must sit on the board of directors. Also, parents participate in the RINIMC School Improvement Team. RINIMC has an active parent organization.

The school has also provided training programs to parents. Teacher and administrative interviews described a CNA training program being extended to families and parents. Parents have opportunities to join after school activities, like art club. The students earn their CNA and the school extended the CNA training program to parents and family members

The board has established a priority to market the school and create a media campaign, to foster more

---

community awareness of RINIMC’s model.

<b>B. Parent/Guardian and Community Input</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---	-----------------------	---------------------	--------------------------	-----------------------------

- 1) Parents/guardians and the community are informed of board meetings.
- 2) Board meetings allow time for input from parents/guardians and the community.
- 3) Parents/guardians and the community have multiple mechanisms for giving input into school issues and operations, including administrators and staff.

---

RINIMC **meets the indicator** for parent/guardian and community input.

Parents are involved in the governance of the school. According to board bylaws, a parent representative must sit on the board of directors. Also, parents participate in the RINIMC School Improvement Team. RINIMC has an active parent organization.

A parent who serves on the school’s board indicated that board meetings are posted on the school’s website. However, when site review team members reviewed the website, it was not apparently clear where the board posts its meeting plans or agendas.

According to a review of board minutes, board meetings permit a period of public comment. This policy was proposed and formalized in September 2014; this mechanism for input appears to have only been in place for part of the charter term. Also, parent surveys have been conducted, which offer input into school issues and operations.

<b>C. Staff Responsiveness</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
--------------------------------	-----------------------	---------------------	--------------------------	-----------------------------

- 1) The school provides training to staff members on school policies and procedures for being responsive to parents/guardians and the community.
- 2) Staff members are consistent in their implementation of school policies and procedures for interactions with parents/guardians and the community.

---

RINIMC **approaches the indicator** for training staff members on policies regarding staff responsiveness. While there is ample evidence that RINIMC has multiple strategies for family communication, and that communication is regular and intentional, there is minimal evidence that teachers and faculty members receive specialized training in school-designated communication strategies. Furthermore, RINIMC has not documented policies regarding expectations for communication. According to administrators, there is an informal expectation that teachers will call or email home, or will schedule conferences as needed.

The CEO sends a weekly school-wide email with updates, and the website and social media are used for communication. Parents confirmed that there is regular communication from teachers and school leaders via the mechanisms listed above. Students confirmed that teachers communicate regularly with their parents via email, conferences, and through the Skyward system.

---

**SUBSTANDARD 2.6: Does the school provide safe, healthy, and supportive learning environments?**

Exceeds the Standard	Meets the Standard	Approaches the Standard	Does Not Meet the Standard
----------------------	--------------------	-------------------------	----------------------------

**Summary**

This substandard focuses on the school’s environment and strategy for academic interventions. Evidence for findings is primarily drawn from review of school documentation and staff interviews.

RINIMC **approaches the standard** for providing a safe, healthy and supportive learning environment for all students. All stakeholders, including students, parents, and teachers, believe that the school is a safe and engaging learning environment. However, evidence indicated that RINIMC could develop stronger, clearer supports for students who need them while engaging in the rigorous “middle college” program.

<b>A. Supplemental Supports and Interventions</b>	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
---	-----------------------	---------------------	--------------------------	-----------------------------

1) The school has established academic supports and interventions that coordinate with and supplement instruction.

2) The school monitors student progress toward achieving proficiency.

RINIMC **approaches the indicator** for establishing supports and interventions for students, and monitoring progress toward proficiency. The school employs an RTI process, which begins with school-wide academic and behavioral interventions, then targeted small group intervention, individual student intervention at tier three, and referral for special services if necessary. Student Progress Plans (SPPs) document and permit monitoring of performance over time.

Literacy and numeracy specialists have been brought on board to support instruction. According to teacher interviews, structured grade level team meetings are used to address individual student progress, gaps, and needs. Students and teachers both described early morning and after-school tutoring sessions, which provide extra support. Documents indicate that summer sessions are available for students who need to recover credits in order to progress.

During the crucial grade 12 and 12 plus years, RINIMC students are exposed to college courses that range from general education to nursing prerequisites, as well as a college environment. Students are able to take multiple college-credit-bearing classes during the 12 plus year. Students who do not qualify to take the full load of college coursework may take one or two college classes as well as additional high school classes. If ineligible for college coursework during the 12 plus year, students may take credit recovery courses or complete an independent study to fulfill the 12 plus requirements.

RINIMC provides some structures for support and monitoring of students. Student interviews and observations indicated that the school could more clearly define how students are systematically identified as “prepared” for college coursework. Also, RINIMC does not have clearly articulated learning experience or courses defined for students who are identified as “not prepared” to participate in the college-level courses offered in the 12 plus year. RINIMC did not show clear evidence of developed systems for identifying students who need additional supports to succeed during college courses. In interviews, administrators cited the rigors of the program as a primary reason that students decide to leave RINIMC.

B. Safety and Security	Exceeds the Indicator	Meets the Indicator	Approaches the Indicator	Does Not Meet the Indicator
1) The school’s behavior and safety policies are documented and shared with all stakeholders.				
2) All stakeholders in the school share a common set of expectations for student behavior.				
3) All stakeholders share and implement a common understanding of consequences for behavior that does not meet expectations.				
4) Teachers and staff receive administrative support for managing behavior.				
5) The classroom environment is conducive to learning.				
6) Classroom practices engage students in learning.				
7) Classroom routines are established and implemented.				

RINIMC **meets the indicator** for establishing and implementing safety and security procedures that result in an environment supportive of learning. The school’s behavior and safety policies are provided in a school handbook, which include an appeals process. The handbook includes an “assurances” page for parents and students to confirm their understanding of school procedures regarding safety and security. Additionally, the school has a documented and robust set of safety policies for emergency situations.

The Board, administration, teachers and students consistently described a uniform vision and expectation of “professional behavior” across the school. “Professionalism” was defined by multiple members of the school community as being dressed appropriately, attending class on time, and completing all assignments.

Teachers described a clear and consistent school-wide approach for behavioral intervention, including behavioral referrals and intervention by the CAO if necessary. A standing committee, the Professional Nurses Academic and Conduct Committee (PNACC), makes decisions on disciplinary matters when necessary. The PNACC includes the CEO.

In all, students report that there are no major discipline or behavioral challenges at the school. SurveyWorks results confirm that students and parents largely believe RINIMC to be a safe learning environment.

Classroom observations indicated a high level of student engagement at RINIMC. In 94% of classroom observations, a majority of students were “clearly and consistently” engaged in learning. A majority of observations indicated that routines for establishing an environment conducive to learning were clearly and consistently established throughout the school.

**SUBSTANDARD 2.7: Does the school use information to improve results?**

<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Does Not Meet the Standard</b>
-----------------------------	---------------------------	--------------------------------	-----------------------------------

**Summary**

This sub-standard focuses on how schools use data to inform decisions. The first indicator narrows in on the type of data collected and how that data is used to support decision-making. The second indicator focuses on the form of measurement used in the school’s assessment system and how the school uses the assessment system results to improve systems and structures. Evidence for findings is primarily drawn from a review of school documents, as well as administrator, teacher, and board interviews.

Rhode Island Nurse’s Institute Middle College **approaches the standard** regarding use of information to improve results. The school has made some progress in developing systems for using data to inform instruction and create improvement plans, but these systems are largely still in development.

<b>A. Qualitative and Quantitative Data</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
---	------------------------------	----------------------------	---------------------------------	------------------------------------

- 1) The school has established mechanisms to collect qualitative and quantitative data to support the following:
  - The determination of students in need of supplemental supports and interventions.
  - Evaluation for improvement of key systems and structures; and
  - Evaluation of teachers, administrators, and other staff.

RINIMC **approaches the indicator** for establishing data collection mechanisms that support student, staff and system needs. RINIMC has begun to build some mechanisms for collecting data toward school-wide improvement, but these data mechanisms, and the board and staff response to these data, are not fully developed.

Interviews and a review of documentation confirmed the implementation of a Response to Intervention (RTI) system, which includes classroom-level interventions, referrals to guidance counselors and/or social workers. In addition, teachers described a weekly routine of grade-level team meetings that are focused on discussions of individual student needs based on quantitative and qualitative data. Finally, teachers reported using STAR performance data to develop fluid grouping within classes and additional support plans for students. STAR was first implemented at RINIMC during the current school year.

To improve key systems and structures, the Board of Directors and administrative team each described a school improvement plan that is annually reviewed and revised by a committee of teachers, students, parents, and administrators, although this year’s plan had not yet been approved by the Board.

The Board evaluates the CEO annually using a goal-setting process based on the school improvement plan goals and the CEO’s personal growth goals. Administrators, including the CAO, CFO and COO reported being evaluated annually by the CEO. The curriculum director reported being evaluated annually by the CAO. There is a teacher evaluation process in place, which includes announced and unannounced observations and is largely aligned with RIDE’s teacher evaluation system.

<b>B. Comprehensive Assessment System</b>	<b>Exceeds the Indicator</b>	<b>Meets the Indicator</b>	<b>Approaches the Indicator</b>	<b>Does Not Meet the Indicator</b>
---	------------------------------	----------------------------	---------------------------------	------------------------------------

- 1) The school’s assessment system includes measures of student performance for the purposes of

---

formative, interim, and summative evaluations of all students in each core content area.

---

- 2) Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.
- 

RINIMC **approaches the indicator** for measuring and analyzing school wide student performance data and identifying areas for improvement.

According to interviews, a variety of assessment tools are used across the school, including STAR, Accuplacer, PSAT, SAT, state assessments, and teacher-developed formative and summative assessments. Classroom visits revealed the presence of routine formative assessments, such as checks for understanding and exit slips in some classrooms. Students described taking benchmark assessments three times a year in core courses.

A RINIMC policy document, "Data-driven Instruction at RINIMC" codifies the school's assessment system. Accuplacer, NECAP, SAT and Scantron assessments have been offered. Interviews indicate that STAR assessments are also now being implemented at the school, although administrators described this as a "formative year" with regard to this data driving classroom-level decisions. The school also uses teacher-developed formative and summative assessments across all grade levels and content areas.

Reviews of curriculum documents concluded that there are a variety of assessments referenced in curricular materials, and some documented curricular materials include exemplar assessments.

While teachers reported using student performance data within departments to identify skills to be retaught, and to amend curricular materials, the visit did not yield evidence of a comprehensive process whereby student performance is collected and analyzed to determine school-wide priorities and areas for improvement.

---

**SUBSTANDARD 2.8: Do all stakeholders share a common understanding of the school's mission?**

Meets the Standard	Approaches the Standard	Does Not Meet the Standard
--------------------	-------------------------	----------------------------

Rhode Island Nurse's Institute Middle College **meets the standard** for a shared understanding among stakeholders of the school's mission.

All stakeholder groups, including students, parents, teachers, administrators, and board members, clearly communicated the mission of RINIMC. The mission of the school is to prepare students for a future in the nursing professions. Parents also described a more general mission of the school: to help students meet their goals and go to college.

---

## Performance Review: Standard 3

---

### *Is the school a viable organization?*

#### 3.1 Is the school in sound fiscal health?

A school's performance against this sub-standard will demonstrate whether the charter school's financial performance supports short-term and long-term organizational viability. Multiple years of audited financial statements are used as the basis for the metrics that follow.

##### **3.1.1 Unqualified opinion of auditor**

The most recent unqualified audit was completed December 19, 2014 by Aaronson, Lavoie, Streitfeld, Diaz and Co. A management letter noted several findings and management recommendations.

##### **3.1.2 USDOE Financial Responsibility Composite Score**

The Financial Responsibility Composite Score was developed by the US Department of Education. Originally developed to assess non-profit institutions of higher education, the score is intended to measure the overall financial health of the institution.

#### **3.1.2 FINANCIAL RESPONSIBILITY COMPOSITE SCORES**

	FY2012	FY2013	FY2014
<b>SCORE</b>	<b>1.8</b>	<b>2.1</b>	<b>2.4</b>
<b>RATING</b>			
Meets the standard: 1.5 - 3.0	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Approaches the standard: 1.0 - 1.4			
Does not meet the standard: -1.0 -0.9			

##### **3.1.3 Liquidity**

A current ratio of assets to liabilities indicates whether a school's short-term assets are available, if necessary, to pay off liabilities.

#### **3.1.3 LIQUIDITY: QUICK (ACID TEST) RATIO**

	FY2012	FY2013	FY2014
<b>CURRENT RATIO</b>	<b>0.90</b>	<b>2.36</b>	<b>3.18</b>
<b>ACID TEST</b>	<b>0.88</b>	<b>2.27</b>	<b>3.06</b>
<b>RATING</b>			
<b>Current Ratio</b>			
Meets Standard > 3.0	<b>Does Not Meet Standard</b>	<b>Approaches the Standard</b>	<b>Meets Standard</b>
Approaches Standard 1.4 - 2.9			
Does Not Meet Standard < 1.4			
<b>ACID TEST</b>			
Meets Standard > 2.5	<b>Does Not Meet Standard</b>	<b>Approaches the Standard</b>	<b>Meets Standard</b>
Approaches Standard 1.0 - 2.4			
Does Not Meet Standard < 1.0			

**3.1.4 Cash Reserves**

The amount of cash on hand reflects the school’s ability to cover its short-term expenses with its available resources, including cash equivalents.

**3.1.4 CASH RESERVES**

	FY2012	FY2013	FY2014
<b>SCORE</b>	<b>0.0</b>	<b>1.1</b>	<b>1.5</b>
<b>RATING</b>	<b>Does Not Meet Standard</b>	<b>Approaches the Standard</b>	<b>Approaches the Standard</b>
Meets Standard > 3 months cash			
Approaches Standard 1 to 3 months			
Does Not Meet Standard < 1 month			

**3.1.5 Level of Debt**

This indicator shows the proportion of the school’s assets that are being financed through debt.

**3.1.5 DEBT TO ASSET RATIO**

	FY2012	FY2013	FY2014
<b>SCORE</b>	<b>0.36</b>	<b>0.24</b>	<b>0.21</b>
<b>RATING</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Meets Standard : <0.9			
Approaches Standard: 0.9 to 1.0			
Does Not Meet Standard: >1.0			

**3.1.6 Working Capital**

Working capital indicates the school’s capability to pay off its short-term liabilities with its current assets. A negative working capital reflects an inability to pay off short-term liabilities using only short-term, or liquid, assets.

**3.1.6 WORKING CAPITAL**

	FY2012	FY2013	FY2014
<b>SCORE</b>	<b>(0.10)</b>	<b>1.36</b>	<b>2.18</b>
<b>RATING</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Meets Standard > /=0.75			
Approaches Standard 0.25-0.75			
Does Not Meet Standard < 0.25			

### 3.2 Is the school maintaining low rates of chronic absenteeism?

Chronic absenteeism is the percentage of students who missed 10% or more school days during the year. This calculation only includes students who were enrolled at least 90 days in the school.

Because RINIMC enrolls statewide, this calculation relies on a composite weighted average of RINIMC's sending districts to determine an appropriate comparison point.

#### RATING METHOD

- ◇ **Above Typical:** Chronic absenteeism rate is no more than 80% of the sending district target.
- ◇ **Typical:** Chronic absenteeism rate is between 80% and 120% of the sending district target.
- ◇ **Below Typical:** Chronic absenteeism rate is more than 120% of the sending district target.

	2011/12	2012/13	2013/14
Sending Districts	30%	31%	35%
RINIMC	19%	34%	29%
	Above Typical Performance	Typical Performance	Typical Performance

### 3.3 Is there a high level of parent and student satisfaction with the school?

The following results are from the annually administered Survey Works Student and Parent Surveys.

PARENT RESPONSES	SPRING 2013			SPRING 2014		
	RESPONSES	SCHOOL	STATEWIDE	RESPONSES	SCHOOL	STATEWIDE
<b>Student Engagement</b> % of parents agreed/strongly agreed that “school staff keep my child interested in what they are learning.”	12	91%	90%	16	69%	91%
<b>Expectations</b> % of parents agreed or strongly agreed that “this school has high expectations for my child.”	14	92%	87%	20	90%	89%
<b>School Safety and Climate</b> % of parents agreed or strongly agreed that “this school is a safe place.”	15	100%	93%	20	100%	95%
% of parents agreed or strongly agreed that the school creates a respectful environment for my child.	14	100%	94%	18	95%	95%
<b>Parent-School Partnership</b> % of parents agreed or strongly agreed that the school views parents as important partners.	15	99%	92%	20	90%	93%

STUDENT RESPONSES	SPRING 2013			SPRING 2014		
	TOTAL RESPONSES	SCHOOL	STATEWIDE	TOTAL RESPONSES	SCHOOL	STATEWIDE
<b>Student Engagement</b> % of students agreed/strongly agreed that “my teachers keep me interested in class.”	158	71%	57%	196	62%	59%
<b>Expectations</b> % of students agreed/strongly agreed that “My high school classes are getting me ready for college.”	159	94%	75%	194	88%	75%
<b>School Safety and Climate</b> % of students agreed/strongly agreed that “I feel safe in the hallways of my school.”	158	96%	81%	196	93%	84%
% of students agreed/strongly agreed that “teachers in my school treat students with respect.”	155	78%	72%	194	69%	75%
% of students agreed/strongly agreed that “students in my school treat each other with respect.”	157	58%	47%	192	51%	52%

Parent and student satisfaction at RINIMC is similar to findings from across the state. In responses with regard to school safety, it is noteworthy that RINIMC parents and students exceed the state average. In the area of student engagement, more recent parent responses suggest that RINIMC could do more to ensure that students remain interested in what they are learning.

### **3.4 Has the school established and implemented a fair and appropriate pupil process?**

Rhode Island Nurse's Institute Middle College has documented enrollment procedures that describe a random, open, fair enrollment process. These procedures indicate that RINIMC "accepts any age-eligible applicant, regardless of background, need, individual characteristic or prior academic performance. When RINI receives more enrollment applications than are seats available, RINI accepts students through a random, blind lottery for each grade."

RINIMC enrollment procedures include an outreach policy and action steps designed to recruit students from diverse backgrounds.

The school provides the standard application form to its applicants, as required by RIDE. The form is available electronically through the school's website, as well as in paper format. RINIMC has submitted accurate and on-time applicant data over the course of the charter term, and has complied with the enrollment procedures described in its charter.

RINIMC has not maintained student enrollment at its charter cap of 272 students. As of March 2015, enrollment in the school has decreased to 211 students. Furthermore, there is some evidence that students may be withdrawing from RINIMC at higher rates than is typical of other charter schools in Rhode Island. A review of board minutes and evaluation documents confirms that the Board of RINIMC has noted this under-enrollment as a potential issue affecting the organizational health of the school. The board has established a goal for the CEO to ensure that enrollment is maintained at the maximum quantity of 272 students.

**Overall, RINIMC's documented policies comply with the statutory and regulatory requirements for a fair and appropriate enrollment process. However, enrollment levels are lower than expected. RINIMC must ensure that it is enrolling students and maintaining enrollment at no less than 90% of its charter enrollment cap of 272 students.**

### **3.5 Is the school fulfilling its legal obligations related to access and services to ESL students and students with disabilities?**

As public schools and public schools systems, charters must ensure that traditionally underserved students receive the services they are entitled to under federal and state law. RIDE's Office of Student, Community and Academic Supports (OSCAS) monitors school's compliance with these requirements through the following programs:

- ◇ **ELL Monitoring Visits**
- ◇ **Title III AMAOs**
- ◇ **IDEA School Support Visits**

According to the accountability monitoring conducted by OSCAS, **RINIMC has had no material compliance violations during the course of the charter term.**

Title III requires charter schools to provide services for students learning English. RINIMC has not identified any students learning English (ELL students) throughout its charter term. OSCAS has identified cases where RINIMC students had been identified for ELL services prior to enrolling in RINIMC and had not yet exited from these support services while enrolled in other districts. In order to remain in good standing with Title III and state requirements for students learning English, it is important for RINIMC's systems to appropriately identify and serve students who may qualify for ELL services.

**RIDE's OSCAS reviewed RINIMC's identification, service, and exit procedures for English Language Learners in Spring of 2015, and met with administrators, specialists, and students with regard to planning for the identification of ELL students. As a result of the monitoring visit by the RIDE OSCAS team, RINIMC recently hired an ELL coordinator and developed a plan for maintaining an ELL program that meets all state and federal requirements. OSCAS plans to follow up with a monitoring visit in November of 2015.**

### **3.6 Is the school meeting applicable statutory and regulatory compliance requirements?**

RINIMC must comply with all federal and state requirements for public charter schools in Rhode Island. The Office of Transformation coordinates with other RIDE offices, and other state and local agencies, to monitor compliance with statutory and regulatory requirements.

Title I of the Elementary and Secondary Education Act (ESEA) offers funds for targeted assistance to improve the academic achievement of disadvantaged students. Schools that qualify for Title I funds must demonstrate compliance with the appropriate use of funds that target disadvantaged students at their school. The Rhode Island Department of Education monitors the quality and effectiveness of services offered through the use of Title I funds, and does so through routine site visits conducted by the Office of Diverse Learners (ODL). **Based on RIDE’s annual review of Title I compliance through RIDE’s Consolidated Resource Plan (CRP), conducted by the RIDE Office of Student, Community and Academic Supports (OSCAS), RINIMC has remained in good standing with Title I requirements throughout the duration of the current charter term.**

Title II-A of the Elementary and Secondary Education Act offers funds for the preparation, training, recruitment, and retention of highly qualified educators. Under No Child Left Behind regulations, schools are required to hire and retain teachers who are defined as “highly qualified.” If a teacher in a school is not highly qualified, the school is required to report on its failure to comply with these regulations. The school must also demonstrate that it is working towards a goal of 100% “highly qualified” teachers. RIDE’s Office of Educator Quality and Certification monitors certification status, which is a component of a teacher’s highly qualified status. **According to the RIDE Office of Educator Quality and Certification, 100% of RINIMC teachers are highly qualified.**

### **3.7 Is the school meeting its school-specific organizational and management performance goals?**

Over the course of the current charter term, RIDE did not review nor hold RINIMC accountable for school-developed organizational and management goals. Thus, the RINIMC Performance Review does not include evidence on sub-standard 3.7.



**The Rhode Island Council on  
Elementary and Secondary Education**  
hereby issues a **Charter** for

**Rhode Island Nurses Institute Middle  
College Charter High School**

effective July 1, 2016 and expiring on June 30, 2021 unless renewed or  
revoked in accordance with the terms and conditions stated herein.

---

*Mission:*

The **mission** of the Rhode Island Nurses Institute Middle College is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

---

---

Daniel P. McConaghy, Chairperson

---

Ken Wagner, Commissioner

# The Charter for Rhode Island Nurses Institute Middle College Charter High School

WHEREAS, a proposed charter was submitted by eligible persons or entities under the Charter Public School Act of Rhode Island (the “Act”), RIGL § 16-77-1, *et seq.*; and

WHEREAS, on the 31 day of December, 2010, Rhode Island Nurses Institute Middle College Charter High School (the “School”), a Rhode Island non-profit corporation with a governing board of directors (the “Directors”) was organized to operate an independent charter school as defined in the Act; and

WHEREAS, the Commissioner of the Rhode Island Department of Elementary and Secondary Education (the “Commissioner” and “RIDE,” respectively) affirms that the School has met the criteria for final approval established in the “Board of Regent’s Regulations Governing Rhode Island Public Charter Schools” (the “Regulations”), and recommends that the following Final Charter for the School (the “Charter”) be approved by the Rhode Island Council on Elementary and Secondary Education (the “Council”) pursuant to the Act,

NOW, THEREFORE, in recognition of the authority granted to the Council under the Act, the Council hereby issues this Charter to the School authorizing the establishment of an independent charter school subject to the following terms and conditions:

## Terms and Conditions of Charter

### Section 1: Obligations of Directors

- 1.1 *Administration.* The School shall be organized and administered by its Directors pursuant to the bylaws contained in **Appendix A**.
- 1.2 *Duties.* The Directors shall have the general powers and duties of a school committee as defined at RIGL § 16-2-9, except as specifically modified herein. The Directors shall abide by all laws and regulations applicable to governing boards and directors of charter public schools, including, *inter alia*, Rhode Island’s Open Meetings Act, RIGL § 42-46-1, *et seq.* and its Code of Ethics, RIGL § 36-14-1 *et seq.*, and shall ensure that the School meets the requirements of Rhode Island’s Basic Education Program Regulations (the “BEP”).
- 1.3 *Composition.* The roster of Directors shall be provided to the Commissioner. The School shall notify the Commissioner in writing of any changes to the roster of Directors within five (5) business days of their taking effect and provide an updated roster.
- 1.4 *Affiliation.* Notwithstanding any provision to the contrary in the School’s bylaws, in no event shall a majority of Directors be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners.

## **Section 2: Term and Renewal**

- 2.1 *Term.* The School shall hold this Charter effective July 1, 2016 to June 30, 2021 (the “Term”), unless the Charter is revoked pursuant to the provisions of the Act or the Regulations. The School shall be operated in accordance with all of the provisions of the Charter during the Term.
- 2.2 *Pre-Opening Criteria.* If a new school, the School shall complete all pre-opening criteria, as defined in the Charter School Readiness Handbook, prior to the first day of school for students.
- 2.3 *Evaluation and Renewal.* Evaluation of the Charter shall be conducted during this Term in accordance with C-3-1 of the Regulations. The Council decision whether to renew the Charter, the length of renewal, and any conditions placed on the renewal, shall be based on the performance of the School as defined by its attainment of:
- a) academic performance goals developed by the Commissioner that shall set valid, reliable and rigorous minimum expectations for the quality of the School’s educational program;
  - b) academic performance goals developed by the School as necessary to measure the School’s progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in 2.3(a), *supra*;
  - c) organizational performance goals developed by the Commissioner that set reasonable, minimum expectations for the School’s financial performance and sustainability, student and teacher attrition, and parent and student satisfaction, and;
  - d) organizational performance goals developed by the School as necessary to measure the School’s progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in accordance with 2.3(c), *supra*.
- 2.4 *Revocation or Expiration.* The Council may revoke this Charter at any time for cause as set forth at RIGL §16-77-5.1(b). If this Charter is revoked or expires, the School shall be solely responsible for settling operations, including liquidation of physical assets (real property, furniture, equipment, and materials), which shall be deemed public property, and payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time in connection with the operation of the School. Upon revocation or expiration of a Charter, all decisions shall be made in the best interests of the children enrolled in the School.
- 2.5 *Hearing on Revocation or Expiration.* If the Council decides to revoke or not to renew the School’s Charter, the School may request a hearing.

### **Section 3: Scope of Program and Enrollment**

- 3.1 *Grade Levels Served and Authorized Enrollment.* During the Term, the School is authorized to enroll students in accordance with the table below:

<i>School Year</i>	<i>Grade Levels</i>	<i>Total Enrollment</i>	<i># of school sites</i>
2016/17	9-12*	272	1
2017/18	9-12*	272	1
2018/19	9-12*	272	1
2019/2020	9-12	272	1
2020/21	9-12	272	1

\*Under this charter term, RINIMC will transition from a grade 10 - 12 plus program to a grade 9 through grade 12 program. Existing students will be grandfathered to provide those students the opportunity to complete their 12+ year in accordance with the previous charter under which they were enrolled. The last year with a possibility of a 12 plus cohort graduation will be in 2018/19 and total enrollment will not exceed the authorized amount of 272.

- 3.2 *Enrollment Parameters.* The School shall not maintain an enrollment of students greater than the quantity authorized in 3.1, *supra*. If for any reason the School enrolls or intends to enroll fewer than 90% of the number of students authorized, the School shall immediately notify the Commissioner in writing of the difference between authorized enrollment and actual enrollment. The notification shall include a description of financial and organizational impact on the School caused by under-enrollment.
- 3.3 *Catchment Area:* The School shall enroll students statewide.
- 3.4 *School Calendar and Schedule:* The School shall offer, at a minimum, 180 instructional days to students during each year of the Term. School days shall be from 8:30 AM to 3:00 PM, every weekday.

### **Section 4: Mission and Program Requirements**

- 4.1 *Public School.* The School shall be deemed a public school acting under Rhode Island law and subject to the Age Discrimination Act of 1975, 42 U.S.C. § 6101, *et seq.*, title VI of the Civic Rights Act of 1964, 42 U.S.C § 2000d, *et seq.*, title IX of the educational amendments of 1972, 20 U.S.C § 1681, *et seq.*, § 794 of title 29, part B of the Individuals with Disabilities Education Act, 20 U.S.C. § 1411, *et seq.* and all state laws and regulations applicable to charter public schools. All students and prospective students of the School shall be deemed to be public school students, having all the same rights under federal and Rhode Island law as students and prospective students at a non-chartered public school. The School shall be open to students on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. The School shall not charge tuition or mandatory fees.

4.2 *Mission.*

The mission of the Rhode Island Nurses Institute Middle College is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

4.3 *Educational Program Components.* The School shall provide a basic education, improve student learning, fulfill program goals, and maintain a high-performing public school program by implementing, at a minimum, the following program components:

4.3.01 All students enrolled in the nursing college and career pathway where they earn college credits applicable to a bachelor's degree in nursing

4.3.02 Integration of nursing and health care knowledge across disciplines in core college prep academic courses

4.3.03 Attainment of nursing workforce credentials

4.3.04 Schoolwide focus on individualized and personalized learning plans including literacy, interventions, and enrichment

4.3.05 Integration of technology for 21st century learning including on demand access to communications, grading data, instruction, and curriculum

4.3.06 Extensive student and family support services maximizing student academic achievement by supporting social and emotional needs

4.3.07 Socialization to the profession of nursing through a school culture that fosters a shared and collaborative mission, vision and set of values

4.3.08 Authentic learning opportunities that include internships, apprenticeships, mentoring, and performance-based activities centered around nursing and health care

4.3.09 Comprehensive assessment and data driven decision focused on student learning performance outcomes

4.4 *Annual Report.* The School shall produce an annual report to parents, the community, the sending school districts, and the Commissioner, in a format prescribed by the Commissioner.

**Section 5: Third-Party Management Providers/Essential Partners**

5.1 *Management or Partner Contracts.* The School does not have a third-party management organization or essential partner. If the School contracts with a school district, nonprofit education service provider, charter management organization, college/university, or other provider for core management or program services, the School shall act in accordance with the approved Management Contract or Memorandum, which shall be attached at **Appendix B**. Nothing in the attached Memorandum or Contract shall be understood to or may alter or supersede the duties of the Directors or the Terms and Conditions of this Charter.

## **Section 6: Enrollment and Outreach**

- 6.1 *Student Enrollment Procedures.* The School shall be responsible for selection and enrollment of students in accordance with applicable state and federal law and regulations. In cases where the number of applicants to the School exceeds the number of spaces available for enrollment into the School, the School shall hold a lottery in accordance with the requirements of federal and state law, including C-5-2 of the Regulations.

The School shall enroll students as specified in its approved student enrollment procedures, which are included as **Appendix C** and describe a process that is open to all age-eligible students, is publicly verifiable, and does not establish undue barriers to application that may exclude students based on socioeconomic, family, or language background, characteristic, prior academic performance, special education status, or parental involvement. The enrollment procedures include any enrollment preferences, if applicable and if approved by the Commissioner. The procedures shall also include outreach and recruitment strategies designed to encourage the enrollment of a diverse student population.

- 6.2 *Student Transfers and Exits.* Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School shall collect and report to the Commissioner, in a format required or approved by the Commissioner, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commissioner and provide evidence that it made reasonable efforts to obtain documentation.

## **Section 7: Personnel**

- 7.1 *Personnel Policies.* The School shall adopt and make available personnel policies, which shall include a description of the relationship that exists between the School and its employees, the terms and conditions of employment, the qualifications that the School's employees must meet, and procedures for personnel to legally challenge decisions of the School.
- 7.2 *Organizational Structure and Staffing Plan.* The School shall operate under the organizational structure described in **Appendix D**, and the staffing plan described in **Appendix E**.
- 7.3 *Notification of Change.* The School shall notify the Commissioner of any change to the School's chief executive (e.g. principal, executive director, school leader) within five (5) business days of the change taking effect and provide the name of the new chief executive, title, and contact information.
- 7.4 *Employee Indemnification.* The School shall indemnify its employees to the full extent mandated by RIGL § 9-1-31.

## **Section 8: Student Discipline and Parent Concerns**

- 8.1 *Discipline Procedures.* The School shall adopt and make available student discipline policies and procedures in accordance with the Council's regulations for suspensions and/or expulsions.
- 8.2 A student who is not under suspension or expulsion for discipline reasons may withdraw from the School at any time and enroll in another public school in the district where the student resides as determined by the school committee of the district. A student may be suspended or expelled from the School in accordance with the Council's regulations for suspensions and/or expulsions, and other public schools may give full faith and credit to that suspension or expulsion.
- 8.3 *Parent Communication.* The School shall adopt and make available procedures for parent communication, including policies and procedures for parents to legally challenge decisions of the School.

## **Section 9: Facilities**

- 9.1 *Facilities Requirements.* The School shall abide by all commitments and assurances, and fulfill all requirements, described in the Facilities Requirements and Assurances in **Appendix F**. The School shall make available information about its school facility or facilities, including the physical address of any school facilities, and from whom and under what terms and conditions the facilities are provided.
- 9.2 *Notification of Change.* If the School intends to add or move facilities, the School shall notify the Commissioner in writing at least sixty (60) days prior to the intended occupancy date of the new facility.

## **Section 10: Finances**

- 10.1 *Financial Plan.* The School's financial plan, which includes a budget covering five (5) years of operations, is included herein as **Appendix G**, and policies and procedures of financial management, accounts, conflicts of interest, contracting, record-keeping, purchasing, and disbursement, which conform to generally accepted accounting principles, are included as **Appendix H**.
- 10.2 *Annual Budget and Reporting.* In each year of the Term, the School shall adopt and make available an annual budget, and continuously monitor financial operations by tracking actual versus budgeted revenue and expense. The School shall submit budget reports on a quarterly basis to the Commissioner and as required by and in the format prescribed by the Act and regulations.
- 10.3 *Audit.* Annually, the School shall arrange for and submit to the Commissioner the results of an independent audit of the School's financial and administrative operations.
- 10.4 *Non-Commingling.* Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization, unless modified as approved by the Commissioner.

## **Section 11: Waivers and Variances**

- 11.1 *Waivers.* The School has been approved for a Waiver of statute or regulation:
- 11.1.1 16-22-4 Instruction in physical education (waiver)  
The school's program of study will include an expanded health and lifestyles curriculum that replaces the required twenty minutes per day of physical education.
- 11.2 *Variances.* The School has not been approved for a Variance of regulation:
- 11.3 *Alternative Methods.* The School shall utilize the following alternative method of compliance with the variance which has been granted: N/A

## **Section 12: Amendments**

- 12.1 *Major Amendments.* The Council shall have the authority to approve major changes to the School's Charter as it pertains to the mission, educational program or organizational structure, which shall be governed by C-2-1(a) of the Regulations.
- 12.2 *Minor Amendments.* The Commissioner shall have the authority to approve minor changes to the School's Charter that do not fundamentally alter the School's organizational structure or educational program, which shall be governed by C-2-1(b) of the Regulations.

## **Section 13: General Provisions**

- 13.1 *Entire Charter.* This Charter supersedes and replaces any and all prior agreements and understandings between the School and the Council.
- 13.2 *Severability.* If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in full force and effect. Upon termination or revocation of this Charter, the Council and the Commissioner shall have no further obligations or responsibilities under this Charter.
- 13.3 *Immunity from Suit.* The School shall have the same immunity from suit possessed by public school districts, and the Directors shall have the same immunity from suit possessed by qualified members of public bodies, as set forth under and limited by chapter 31 of title 9 of the Rhode Island General Laws.
- 13.4 *Limitation of Liabilities and Indemnification.* In no event shall the Council, RIDE, the Commissioner, or any of their officers, employees, or agents, be responsible or liable for the debts, acts, or omissions of the School, its officers, employees, or agents, and the School hereby agrees to indemnify the Council, RIDE, the Commissioner, and their officers, employees, and/or agents, from any and all loss or damage, including, but not limited to attorneys' fees, incurred as a result of the debts, acts, or omissions of the School, its officers, employees, or agents.

- 13.5 *Faith and/or Credit Contracts with Third Parties.* The School shall not have authority to extend the faith and credit of the Council to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Council and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.
- 13.6 *Insurance.* The School has obtained property, liability and casualty insurance adequate to protect it against loss, and has named the Council as an additional insured under the applicable insurance policies, the declaration pages of which are included as **Appendix I**.

## **Section 14: Appendices**

14.1 The Appendices (the “Appendices”) attached to this Charter shall be included in this Charter and shall have the meaning as if included as fully set forth herein.

- 14.1.1 Appendix A: Bylaws
  - 14.1.2 Appendix B: Management Contract or Memorandum (not applicable)
  - 14.1.3 Appendix C: Student Enrollment Procedures
  - 14.1.4 Appendix D: Organizational Structure
  - 14.1.5 Appendix E: Staffing Plan
  - 14.1.6 Appendix F: Facilities Requirements and Assurances
  - 14.1.7 Appendix G: Five-Year Budget
  - 14.1.8 Appendix H: Financial Management Policies
  - 14.1.9 Appendix I: Insurance Policy Declaration Pages
-

## **Appendix A**

### **14.1.1 Board of Directors Bylaws**



RHODE ISLAND NURSES  
INSTITUTE MIDDLE  
COLLEGE  
BYLAWS

Enacted, 2010  
Amended February, 2014



**BYLAWS  
OF  
RINI Middle College Charter School**

**ARTICLE I — THE BOARD OF DIRECTORS ARE THE MEMBERSHIP OF the Middle  
College Charter School**

**Section One – Purpose.** RINI Middle College Charter School is organized for charitable purposes as described in Section 501 (C)(3) of the Internal Revenue Code and as described in the Articles of Incorporation to develop, establish, operate and maintain a public charter school and provide education and related services to students in grades 10 – 12 Plus.

**Section Two – Powers.** RINI Middle College Charter School (RINI) shall have the power, either directly, or indirectly, either alone or in conjunction with others, to do any and all lawful acts and to engage in any and all lawful activities in accordance with the laws of this state and the provisions of these By-Laws and to aid or assist other organizations whose activities are such to further accomplish, foster or attain any of the school’s purposes. RINI shall not engage, otherwise than as an insubstantial part of its activities, in activities which in themselves are not in furtherance of the tax exempt, charitable purpose or its mission.

**ARTICLE II — BOARD OF DIRECTORS**

**Section One — Scope of Powers.** The affairs, property and business of the corporation shall be managed by the Board of Directors. In addition to the powers and authority expressly conferred on them by the Articles of Incorporation and these By-Laws, the Board of Directors may exercise all such powers of the Corporation and do such lawful acts as are not prohibited by law, the Articles of Incorporation or these bylaws

**Section Two — Number.** The Board of Directors may from time to time be changed by resolution of the members, but their number shall not be less than nine (9) but no more than eleven (11) members. No decrease in the total number of Directors shall have the effect of shortening the term of any incumbent Director.

**Section Three – Qualifications and Composition.** The membership shall be comprised of: at least one representative of RISNA; up to two representatives of an accredited, Rhode Island degree-granting nursing program; up to one representative of the student body of an accredited, Rhode Island degree-granting nursing program; and up to three representatives of Rhode Island employers of health professionals across the healthcare continuum. In addition, the board shall consist of at least one RINIMC parent/guardian. The remainder of the board shall be comprised of members of the community at-large.

**Section Four — Term.** The term of all Directors, excluding vacancy appointments, shall commence on July 1 and shall be for three (3) years. Directors may serve a maximum of two (2) terms. Directors who have served their maximum number of terms shall not be considered for a nomination until they have been absent from the board for one year. Time served in a vacancy appointment is not counted toward the term limit. Director terms shall be staggered.

**Section Five — Election.** The election of Directors for positions which terms have expired or will expire shall occur at the annual meeting of the Board of Directors or otherwise at a regular meeting of the Board, by unanimous vote of the existing Board of Directors for each position to be filled.

**Section Six – Resignations.** Any Director may resign at any time by filing a signed, written notice with the Chairperson. The resignation shall take effect upon receipt unless it is approved for a later specified time by the Chairperson.

**Section Seven — Removal.** Any Director may be removed at any time by a two thirds (2/3) majority vote of the Directors present and no less than a majority of the total remaining board members in office at any meeting called for that purpose provided that notice of any proposed removal has been included in the notice of the meeting. The Board of Directors may remove such Director for cause, on the occurrence of any of the following events: 1) The Director has been declared of unsound mind by a filed order of the Court; 2) The Director has been convicted of a felony; 3) The Director has failed to attend any meeting of the Board for at least six (6) months; 4) The Director has been presented with two or more written charges, has been given at least ten days' notice of a hearing at which he may have legal counsel present, and has been given opportunity for such hearing at a meeting of the Board.

**Section Eight — Vacancies.** A vacancy on the Board of Directors shall exist on the death, resignation, or removal of any Directors; whenever the number of Directors authorized is increased; and on failure of the Directors to elect the full number of Directors authorized.

**Section Nine — Compensation.** The Directors shall serve without salary but shall be reimbursed for designated expenses in accordance with the school's expense reimbursement guidelines.

**Section Ten — Regular Meetings.** Regular meetings of the Board of Directors shall be held at least four (4) times a year at such time and place as the Board of Directors may designate. Notice of any meeting to the public shall include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

**Section Eleven — Special Meetings.** Special Meetings of the Board of Directors may be called by or at the request of the Chairperson or any four (4) Directors. The Chairperson shall fix the manner and place for the holding of any special meeting of the Board of Directors. Notice of any meeting to the public shall include the date, time and place of the meeting and a statement or

agenda specifying the nature of business to be conducted at the Special Meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

**Section Ten – Emergency Meetings.** Emergency meetings of the Board of Directors may be called at any time by the Chairperson. Notice of any meetings to the public shall include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the Emergency Meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

**Section Twelve — Notice.** Notice of meetings shall comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

**Section Thirteen — Quorum.** Two-thirds (2/3) of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, unless a greater number is required by these By-Laws, the Articles of Incorporation, or state law.

**Section Fourteen — Voting.** The act of majority of the Directors present at any given meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by law, the Articles of Incorporation or by these by-laws.

**Section Fifteen — Conduct of Meetings.** The Chairman or in his absence, the Vice-Chairman, and in their absence one of the Directors so designated by the Board of Directors shall preside at the meetings of the Board of Directors. The Recording Secretary, or in the Secretary's presence any person appointed by the presiding Director, shall act as Secretary for meetings of the Board of Directors. Meetings shall be governed by the most recent edition of "Robert's Rules of Order", except to the extent that these bylaws are inconsistent therewith.

**Section Sixteen – Minutes.** Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of the school. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of Section 42-46-7, or any other applicable provisions of the Rhode Island Open Meetings Act.

**Section Seventeen — Adjournment.** A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board of Directors to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of the adjournment and the public.

**Section Eighteen – Conflict of Interest.** The Board shall adopt a Conflict of Interest policy.

### **ARTICLE III — OFFICERS**

**Section One — Scope of Officers and Election.** The officers of the school shall be Chairman, Vice-Chairman, Treasurer, Recording Secretary and one or more additional Vice-Chairman. In addition, the Board of Directors may elect or appoint such other officers, including one or more Assistant Recording Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officer to have the authority and perform their duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except that no person may hold both the office of Chairman and Recording Secretary. The Board of Directors or other body may secure the fidelity of any or all such officers by bond or otherwise.

The Board of Directors at one of its meetings shall elect a Chairman, Vice-Chairman, Treasurer, Recording Secretary and any additional Vice-Chairman at its option whose term of office will be in accordance with these bylaws and the school's Articles of Incorporation. If the election of officers shall not be held at such meeting, a special election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and qualified.

**Section Two — Term.** The officers of RINI shall be elected for one (1) year terms, or until their successors are elected by the Board of Directors, , or until such officer's death, resignation or removal in the manner herein provided; and shall not serve as such an officer for more than six (6) consecutive years. If the election of officers shall not be held at the annual meeting, such election shall be held as soon thereafter as is practicable.

**Section Three — Chairman of the Board.** Such Chairman shall preside at all meetings of the Board of Directors and shall appoint the members of all committees. The Chairman shall be the principal officer of the school and shall, in general, supervise and control all of the business affairs of the corporation. He or she may sign, with the Recording Secretary or any other proper officer authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments that the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof, shall be expressly delegated by the Board of Directors, or by the bylaws, or by statute to some other officer or agent of the corporation.

Additionally, he or she shall be an ex-officio member of all committees and shall make such reports and recommendations to the Board of Directors of the school at any regular or special meetings, concerning the work and affairs of the corporation, and in his or her judgment any reports that may be necessary for their information and guidance; and finally require such reports from the Treasurer, Recording Secretary and Executive Director as in his or her judgment are necessary.

In general, he or she shall perform all duties incident to the office of the Chairman. Further, the

Chairman shall assist in preparing annual budgets and additional budgets as needed with the approval of the Board; shall be authorized to incur expenses in accordance with the approved budget, or as directed by the Board of Directors; shall attend all meetings of the Board of Directors unless otherwise directed by the Board; shall be an ex-officio member of all committees; shall also from time to time make reports of the work and affairs of the School to the Board of Directors at their annual and other meetings, and shall perform such other duties as may be incidental to the office.

**Section Four — Vice-Chairman(s).** The Vice-Chairman shall perform the duties of the Chairman in the event of his or her inability or refusal to act, and when selected, shall have all the powers of and subject to all the restrictions of the Chairman. The Vice-Chairman shall perform such other duties as from time to time may be assigned to him or her by the Chairman or by the Board of Directors.

**Section Five — Recording Secretary.** The Recording Secretary shall keep the minutes of the meetings of the Board of Directors and/or the Officers in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws, and Articles of Incorporation, or as required by law; shall keep a register of the post office address of each member of the Board of Directors and furnish the Board of Directors with a list of officers, members of the Board of Directors, and members of committees whose term shall expire at the next annual meeting; and in general shall perform all duties incident to the office of Recording Secretary and such other duties as from time to time may be assigned to him or her by the Chairman or by the Board of Directors.

**Section Six — Treasurer.** The Treasurer, if one is appointed or designated by the Board of Directors, may be requested to give a bond for the faithful discharge of his or her duties, in such sum and with such surety and sureties as the Board of Directors shall determine.

At least once annually, the books of account of the school will be approved by a public accountant, duly appointed by the Board of Directors. The Treasurer shall have charge and custody of and be responsible for all funds and securities of RINI; receive and give receipts for monies due and payable to RINI from any source whatsoever, and deposit all such monies in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these By-Laws. The Treasurer shall also sign such papers as may be required by the office and as may be directed by the Board of Directors; and in general, shall perform all duties incident to the office of Treasurer, and such other duties as from time to time may be assigned by the Chairman of the Board of Directors. The Treasurer is authorized to enlist the services of any one or more employees of RINI to assist the Treasurer in carrying out his or her duties as defined herein.

**Section Seven — Assistant Treasurer(s) and/or Recording Secretaries.** As required by the Board of Directors, any duly designated Assistant Treasurer and/or Assistant Recording Secretaries shall perform such duties as assigned to them by the Board of Directors or the Chairman. The Board of Directors, in order to secure the fidelity of any or all such officers may, but are not required to, impose the posting of a bond.

**Section Eight — Removal of Officers.** The Board of Directors may remove any officer with or without cause by a vote of two-thirds (2/3) majority or respectively, whenever in its judgment the best interest of RINI will be served thereby. Election or appointment of an officer or other agent shall not of itself create contract rights.

**Section Nine — Resignation.** Any Officer may resign by giving written notice to the Chairman, Vice-Chairman or the Recording Secretary. The resignation shall be effective on receipt, unless the notice specifies a later time for the effective date of such resignation, or if the corporation would be left without the minimum number of duly elected Directors in which event the resignation is effective at a future time, a successor may be elected before that time to take office when the resignation becomes effective.

**Section Ten — Vacancies.** A vacancy in any office shall exist on the death, resignation, or removal of any officer. In the case of a vacancy, the Board of Directors may elect a new officer. In case of the absence of any officer of the corporation, or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate, for the time being, any or all of the power or duties of such officer to any officer or to any Director.

#### **ARTICLE IV — COMMITTEES**

**Section One — Committees.** The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate one or more additional committees, each of which shall consist of no less than two (2) or more Directors, which committees to the extent provided in said resolution shall have and exercise the authority of the Board of Directors in the management of the corporation but the designation of such committees and the delegation thereto of the authority, shall not operate to relieve the Board of Directors, or any individual Director of any responsibility imposed on it or him or her by law. Each committee shall serve with the pleasure of the Directors and shall act only in the interval between meetings of the Directors, and shall be subject to the control and direction of the directors.

#### **ARTICLE V. AMENDMENTS**

**Section One. Power to Amend: In General.** The regulations of the school may be amended, repealed, or added to, or any regulation may be adopted by an affirmative vote of a majority, or fifty-one percent (51%) of the voting Directors present, if a quorum is present at a meeting duly called for this purpose according to the Articles of Incorporation or these Bylaws.

**Section Two — Form of Amendment.** The resolution or petition shall contain the language of the proposed amendment to the Articles of Incorporation and/or the Bylaws providing that the Articles shall be amended as to read therein set forth in full, or that any provision thereof may be amended as to read therein set forth in full, or that the matter stated in the resolution or petition be added to or stricken from the Articles.

**Section Three — Adoption of Amendments.** The proposed amendments shall be adopted upon receiving the affirmative vote of the members present entitled to cast at least a majority of the

votes which all members present are entitled to cast thereof. Any number of amendments may be submitted to the Directors, and voted upon by them at one meeting.

Upon the adoption of an amendment by the school, as provided in this foregoing Article, such Articles of Amendments shall be executed under the seal of the corporation by two (2) duly authorized officers thereof, and shall set forth in specificity the following:

1. The name of the corporation, and the address including street and number, if any, of its registered principal office.
2. The statute under which the corporation was incorporated and the date of the incorporation.
3. If the amendment is to be effective on a specified date, the hour if any, and the month, day and year of such effective date.
4. The manner in which the amendment was adopted by the corporation.
5. The amendment adopted by the corporation, which shall be set forth in full.

## **ARTICLE VI — MISCELLANEOUS.**

**Section One — Required Books and Records.** The school shall keep correct and complete books and records of accounts, and shall keep minutes of the proceedings of its meetings of the Board of Directors, and Committees having any authority so delegated from the Board of Directors, and shall keep at its principal office a record, giving the name and address of the Directors entitled to vote. All books and records of the corporation may be inspected by any Director, his agent or attorney for any proper purpose, and at any reasonable time.

**Section Two — Financial Debt.** The school will not obtain a financial loan nor acquire debt to provide any benefit or program for the membership.

**Section Three – Confidentiality.** The Directors and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

**Section Four – Severability.** If any provision of these By-Laws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

## **ARTICLE VII — MERGER AND CONSOLIDATION.**

**Section One — Proposals.** Proposals for merger and consolidation shall be voted on according to the voting and quorum procedures set forth in the Articles of Incorporation of the school and according to the Bylaws of said corporation.

## **ARTICLE VIII. DISSOLUTION.**

**Section One — Dissolution.** Any proposal by the Board of Directors for dissolution of the school shall be treated according to the regulations set forth in the Articles of Incorporation of the school and according to its Bylaws.

## **ARTICLE IX – CONTRACS, GRANTS, LOANS, CHECKS AND DEPOSITS**

**Section One – Contracts.** The Board of Directors may authorize any officer or officers to enter into any properly authorized contract or execute and deliver any instrument in the name and such authority may be general of confined to specific instances.

**Section Two – Loans.** No loans shall be contracted on behalf of RINI and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

**Section Three – Checks, Drafts, or Other Similar Orders.** All checks, drafts, or other orders for the payment of money, notes, or other evidence of indebtedness on the part of RINI shall be signed by such officer or officers, agent or agents of RINI and in such a manner as shall be from time to time determined by resolution of the Board of Directors.

**Section Four – Deposits.** All funds of RINI not otherwise employed shall be deposited in a timely manner to the credit of RINI in such banks, trust companies, or other depositories as the Board of Directors may select.

## **ARTICLE X – INDEMNIFICATION**

RINI shall indemnify its directors, officers, and employees consistent with applicable Rhode Island laws and regulations.

## **Appendix B**

### **14.1.2 Management Contract/Memorandum**

**Not Applicable**

## **Appendix C**

### **14.1.3 Student Enrollment Procedures**



# Rhode Island Nurses Institute Middle College Charter High School

## **RINI Middle College Charter School Student Recruitment and Enrollment Process**

## **Introduction**

In accordance with RIDE regulations, the RINI Middle College Charter School proactively engages in a broad strategy to inform the community about our school for the purpose of generating interest in enrollment into our school. Our strategy attempts to reach and provide a forum to a broad audience. As a statewide charter school, we seek to enroll a demographically diverse student body. In order to ensure a diversified applicant pool and student body, RINI from time to time engages in targeted outreach to reach under-represented populations.

In accordance with state and federal statutes and regulations, RINI accepts any age-eligible applicant, regardless of background, need, individual characteristic or prior academic performance. When RINI receives more enrollment applications than are seats available, RINI accepts students through a random, blind lottery for each grade.

## **Recruitment and Outreach**

RINI's recruitment and outreach includes multiple approaches to reach a broad audience. As a statewide school, RINI uses mass media, social media and targeted outreach to recruit students from diverse backgrounds. Among the methods that RINI employs to reach out to the community includes the following:

- An eight week radio ad buy on Hot 106FM targeted to high-school age population.
- An eight week radio ad buy on Lite Rock 105 targeted to parents of potential students.
- Mailing to the guidance officers of every public high school in Rhode Island notifying them about the availability of seats at RINI and to refer potential students to apply.
- Four scheduled Open Houses held at our 150 Washington Street campus.
- Participated in the RI League of Charter Schools Charter School Fair.
- Posted recruitment information via social media on RINI's Facebook page, Twitter, and on our website [www.rinimc.org](http://www.rinimc.org).

## **Enrollment Application**

To enroll in RINI, students must first complete an enrollment application. RINI's primary application process is electronically through the RINI website. RINI converted the standard enrollment application into an electronic format. Our online application does not request any more or any different information than is requested in the standard paper-based application format. Our online application is provided in three (3) languages (English, Spanish, Portuguese) For families that do not have access to the internet, RINI also provides applications in paper form.

## **Admissions and Enrollment Lottery**

In accordance with state and federal statutes and regulations, when fewer students apply to RINI than there are seats available, all applicants are enrolled into the school. When more students apply to the school than are seats available, RINI conducts a random blind lottery to determine enrollment. When necessary, RINI conducts a separate lottery for each grade where there are vacancies. Each year, RINI holds its enrollment lottery each year no later than the date set by the Commissioner of Education.

Each year, RINI establishes an application deadline for applicants to be included in the enrollment lottery pool. The application deadline is the Friday prior to the lottery date set by the commissioner. At the time of the lottery, each applicant has a lottery slip with the student's name and grade. Each slip is entered into a lottery drum that is regularly rotated throughout the lottery. Slips are drawn one at a time. All students in the lottery pool are drawn and recorded in the order to which they are drawn. The lottery is recorded 1) by numbering the slips as it they are drawn as well as 2) keeping a spreadsheet ranking the students in the order that they are drawn. Once all seats have been filled, the remaining applicants in the pool are drawn and placed on the waiting list for each grade in the order to which they were drawn. Applications that are received after the lottery are placed on the waiting after the students drawn through the lottery and in the order in which they were received.

When filling vacancies that occur during the school-year, RINI offers the enrollment to the student ranked first on the waiting list as it was determined by the lottery. Should a family decline the seat or does not respond to the offer, the seat is offered to the next ranked student until the seat is accepted. RINI waiting lists are not carried over from year to year. The RINI waiting list expires at the conclusion of each school-year. Students remaining on the waiting list must reapply for the following school-year.

RINI has not adopted a policy to exempt siblings of currently enrolled students from the lottery. RINI also has not adopted a policy exempting the children of teachers or founders for participation in the school lottery.

### **Family Notification**

Families are notified in writing whether or not the student was selected from the lottery for enrollment into the school. Upon notification, the family must confirm the acceptance of enrollment by submitting to RINI an *"Official Notice of Acceptance"* form that is included in the packet of enrollment documents that are provided to families. RINI has established a deadline of not less than fifteen (15) days for families to confirm their acceptance of enrollment. RINI makes a reasonable effort to contact families to confirm their acceptance of enrollment. Should families fail to confirm their acceptance of enrollment, the seat may be offered to another student in the first position on the waiting list.

Only after a family has confirmed their enrollment does RINI ask the family to provide specific information or documentation about the student including prior school academic records and/or special education records (IEP or 504 plans).

### **Enrollment Materials**

Upon family notification, RINI sends families a packet of enrollment document that must be completed and returned to the school. Official enrollment into RINI is not confirmed until all completed enrollment documents have been returned to RINI in full. The enrollment documents that are included in the enrollment packet are as follows:

- Official Notice of Acceptance
- Emergency Contact Information
- Official Notice of District Withdrawal
- Internet Use Agreement
- RINI Photo Release Authorization
- Health History Information
- RIDE Home Language Survey
- Free/Reduced Lunch Application
- RIPTA Monthly Bus Pass Request

In addition to the return of the enrollment documents, RINI also requires families to provide:

- Proof of Residency (i.e. utility bill, tax bill, lease agreement)
- Most recent report card and academic transcripts.
- Medical records including immunization records.
- Special Education plans (IEP or 504) if applicable.

### **District Notification**

Once all students have confirmed their enrollment, RINI notifies the districts of residence of the number of students that have been enrolled into RINI for the upcoming school year from each district.

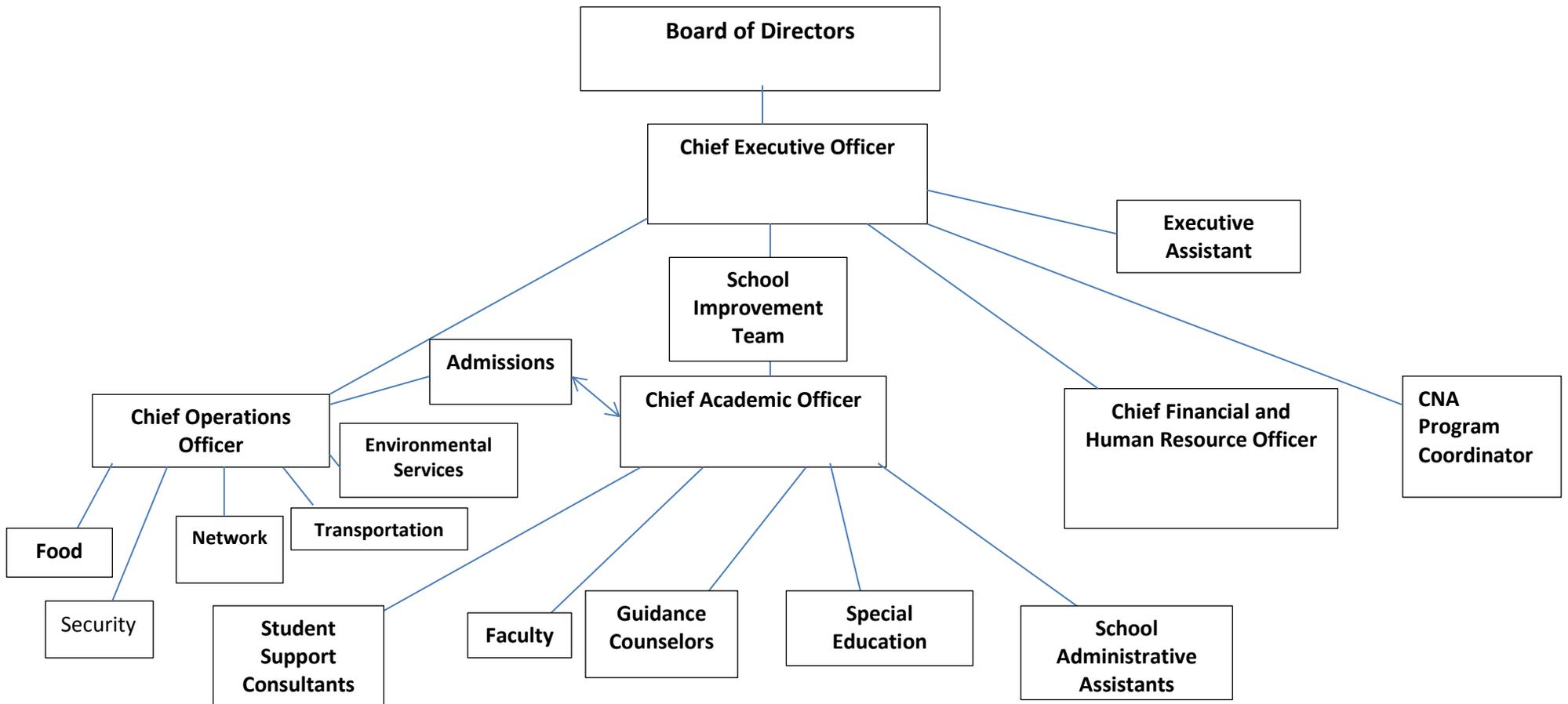
###

## **Appendix D**

### **14.1.4 Organizational Structure**



RHODE ISLAND NURSES INSTITUTE  
**MIDDLE COLLEGE**  
CHARTER SCHOOL



## **Appendix E**

### **14.1.5 Staffing Plan**



# Rhode Island Nurses Institute Middle College Charter High School

## RINI Staffing Plan 2016

The core principles of the RINI Staffing Plan include:

- collaborative and distributive leadership
- small class sizes, average student to teacher ratio of 20:1
- diverse faculty, bilingual preferred
- RIDE certified core course instructors
- industry certified and experienced nursing and healthcare professionals
- college accredited and trained professors and adjunct faculty
- support professionals

Administration:

CEO (1.0)

CAO (1.0)

CFO (1.0)

COO (1.0)

Special Education Director (.4)

Grade 9:

ELA (1.0)

Math (1.0)

Science (1.0)

Social Studies (1.0)

Health (RN) (1.0)

Language (1.0)

Grades 10/11:

ELA (1.0)

Math (1.0)

Science (1.0)

Social Studies (1.0)

Nursing/college (RN/college/CNA) (1.0)

Language (1.0)

Grade 12:

ELA/college (1.0)

Math (1.0)

Science/college (1.0)

Social Studies/college (1.0)  
Nursing/college (RN/college) (1.0)

Grade 12+:  
Math (1.0)  
college (transition coordinator/Professor) (1.0)  
PBGR (1.0)

Support Services:  
ELL (1.0)  
Literacy (1.2)  
Numeracy (1.0)  
Guidance Counselors (2.0)  
Social Worker (.5)  
School Nurse (1.0)  
Special Educator (1.0)  
Technology Coordinator (1.0)

Administrative Assistants:  
Executive Assistant (1.0)  
Academics (2.5)

## **Appendix F**

### **14.1.6 Facilities Requirements and Assurances**

# Facility Requirements & Assurances for Proposed Charter Schools

---

Office of Charter Schools

## Rhode Island Department of Education

The Board of Regents Regulations Governing Rhode Island Public Charter Schools (the "Regulations") require that proposed charter schools identify an appropriate school facility or facilities for use prior to final charter approval.<sup>1</sup> The following *Requirements & Assurances* are illustrative, and describe basic requirements for verification of the appropriateness of a facility for use by a charter school.

Please note that multiple state, local and other agencies have jurisdiction over public school facilities in Rhode Island. These *Requirements and Assurances* are not, and do not attempt to be, a comprehensive list of items representing all authorities having jurisdiction over public school facilities. Compliance with all laws and regulations is the sole responsibility of the charter school.

### 1.01 Requirements:

- 1) Submit evidence to the RIDE Office of Charter Schools (OCS) identifying the building that will be used to house the school, including all terms and conditions of use (e.g. lease, deed, term sheet). [*RI Charter School Regulation C-1-4 (g); RIGL § 16-77.2-2 (7), RIGL § 16-77.3-2 (7), RIGL § 16-77.4-2 (7)*]
- 2) Review, sign and submit to OCS the facilities Assurances listed at 1.02 below. By signing the Assurances, the proposed charter school signifies understanding of, and compliance with, all applicable requirements of the Rhode Island Basic Education Program (BEP) regulations. The Assurances contained herein are subject to further review and approval by the RI Department of Education. [*BEP G-15-2.4*]
- 3) Prior to occupancy, the charter school shall provide to RIDE a copy of an executed Certificate of Occupancy for the building that will be used to house the school.

NOTE: If purchasing, building, or renovating a facility for use as a charter public school, RIDE School Construction Regulations (SCR) may apply. Please review RIDE School Construction Regulations for additional requirements.

### 1.02 Facilities Assurances

The proposed charter school assures the Rhode Island Board of Education and the Rhode Island Department of Education of the following:

1. All school facilities, including buildings, grounds, and equipment necessary for the provision of instructional programs, shall be operated and maintained in safe, healthful, and sanitary condition. The physical environment of the school(s) shall be in compliance with local, state, and federal standards, codes, laws, and regulations regarding health and safety, accessibility, and energy conservation.
2. The physical environment will contribute to the successful performance of educational programs designed to meet students' educational needs.

---

<sup>1</sup> Board of Regents' Regulations Governing Rhode Island Public Charter Schools, C-1-4 (g)

3. The spaces within are sufficiently flexible to provide for multiple uses of the area, including educational, non-educational programs and supplementary activity programs.
4. The facility has adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. Instructional environments, including classrooms, laboratories, library-media centers, and recreational facilities, are adequate to serve the specific purpose for which they are intended, have sufficient area to accommodate each student, and afford access to resources as appropriate to the age of the students in the school.
5. Storage space, such as a safe-designated area, is provided so that materials and equipment may be securely stored in a space other than in student instructional areas. Storage of hazardous materials shall be in accordance with OSHA requirements. [BEP G-14-4 (c)].
6. The school shall have a chemical hygiene plan.
7. The school shall prepare a long-range Educational Facilities Master Plan (EFMP), with annual revisions and updates.
8. The school shall develop a Comprehensive Maintenance Plan (CMP), with annual revisions and updates.
9. The school shall comply with all applicable *Rules and Regulations for School Health Programs [R16-21SCHO]*, and shall file annual school health reports as required by the regulations.
10. The school shall comply with all inspections requirements, including those required by RIGL §16-21-3, *Standards for School Building*.
11. The school shall comply with all school safety and fire safety requirements, including emergency drill requirements required by RIGL §16-21-4.

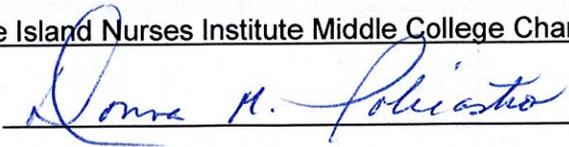
*Disclaimer: Multiple state, local and other agencies have jurisdiction over public school facilities in Rhode Island. These Requirements and Assurances are not, and do not attempt to be, a comprehensive list of items required by authorities having jurisdiction over public school facilities. Compliance with all laws and regulations is the sole responsibility of the charter school. Further, these Requirements and Assurances are subject to revision and updating from time to time.*

(Please sign below in blue ink)

---

By signing these Assurances, I hereby declare that I understand my obligations and requirements under Rhode Island law and regulation to acquire, operate, and maintain a safe and appropriate school facility for use as a Rhode Island charter public school. I understand that failure to comply with any applicable law, regulation or policy may result in revocation of the school's Charter and its authority to operate as a public school, in particular if the health and safety of students and/or personnel is deemed at risk.

Name of Charter School: Rhode Island Nurses Institute Middle College Charter High School

Signature of Board Chairperson: 

Print Name: Donna M. Policastro

Date: 11/12/2015

Signature of Principal/Head of School: Pamela L. McCue

Print Name: Pamela L. McCue

Date: 11/12/2015

## **Appendix G**

### **14.1.7 Five-Year Budget**

Rhode Island Nurses Institute Middle College Charter High School  
 Projected Budgets: Fiscal Years 2016 - 2020

	FY16 Approved Budget	FY17	FY18	FY19	FY20
<b>REVENUES</b>					
State Aid	\$ 2,438,829	\$ 2,558,329	\$ 2,659,980	\$ 2,659,980	\$ 2,659,980
District Aid	\$ 1,168,099	\$ 1,141,783	\$ 1,156,421	\$ 1,243,415	\$ 1,478,612
E-Rate	\$ -	\$ 17,265	\$ 13,638	\$ 10,010	\$ 6,382
Medicaid	\$ 130,000	\$ 200,000	\$ 206,000	\$ 212,180	\$ 218,545
Earnings on Investments	\$ 480	\$ 1,250	\$ 1,313	\$ 1,378	\$ 1,447
Grants					
Title I	\$ 177,424	\$ 181,860	\$ 186,406	\$ 191,066	\$ 195,843
Title II-A	\$ 19,840	\$ 20,336	\$ 20,844	\$ 21,366	\$ 21,900
IDEA Part B	\$ 49,967	\$ 51,216	\$ 52,497	\$ 53,809	\$ 55,154
Contributions/Donations	\$ 90,486	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
<b>TOTAL REVENUES</b>	<b>\$ 4,075,125</b>	<b>\$ 4,247,039</b>	<b>\$ 4,372,099</b>	<b>\$ 4,468,204</b>	<b>\$ 4,712,864</b>
<b>EXPENDITURES</b>					
<b>INSTRUCTIONAL</b>					
Salaries	\$ 1,089,159	\$ 905,942	\$ 941,642	\$ 977,641	\$ 1,016,266
Substitutes	\$ 31,500	\$ 25,000	\$ 25,000	\$ 25,000	\$ 30,000
Stipends	\$ -	\$ 48,750	\$ 48,750	\$ 48,750	\$ 47,000
Employee Benefits	\$ 269,121	\$ 204,409	\$ 231,563	\$ 248,374	\$ 266,694
Payroll Taxes/Insurance	\$ 95,551	\$ 69,305	\$ 72,036	\$ 74,790	\$ 77,744
Professional Development	\$ 28,804	\$ 16,900	\$ 16,900	\$ 16,900	\$ 16,900
Supplies and Materials	\$ 27,165	\$ 15,000	\$ 13,750	\$ 12,500	\$ 12,500
Textbooks	\$ 14,750	\$ 5,000	\$ 3,750	\$ 2,500	\$ 2,500
Conferences/Workshops	\$ 10,200	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Transportation - Field Trips	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250
College Expenses (Professors)	\$ 75,000	\$ 15,800	\$ 15,800	\$ 15,800	\$ 15,800
Student Chromebook Leases	\$ 41,217	\$ 27,668	\$ 35,643	\$ 31,902	\$ 31,902
Technology Software/Hardware	\$ -	\$ 17,500	\$ 17,500	\$ 17,500	\$ 20,000
Copier Lease	\$ 15,259	\$ 12,815	\$ 12,815	\$ 12,815	\$ 12,815
<b>TOTAL INSTRUCTIONAL</b>	<b>\$ 1,703,976</b>	<b>\$ 1,380,338</b>	<b>\$ 1,451,399</b>	<b>\$ 1,500,722</b>	<b>\$ 1,566,371</b>
<b>STUDENT SERVICES</b>					
Salaries	\$ 409,479	\$ 459,448	\$ 477,862	\$ 496,056	\$ 542,332
Employee Benefits	\$ 87,286	\$ 122,388	\$ 133,259	\$ 144,041	\$ 152,800
Payroll Taxes	\$ 26,666	\$ 35,148	\$ 36,556	\$ 37,948	\$ 41,488
Supplies and Materials	\$ 28,907	\$ 17,960	\$ 11,084	\$ 17,690	\$ 13,826
Uniforms	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Testing	\$ -	\$ 7,500	\$ 10,000	\$ 10,000	\$ 10,000
Other Services - Consultants (Special Ed. Dir, Social Worker, Psychologist)	\$ 111,781	\$ 88,750	\$ 88,750	\$ 92,500	\$ 92,500
Other Services - Skyward/Medicaid	\$ 9,750	\$ 13,000	\$ 13,000	\$ 13,000	\$ 13,000
Postage/Shipping	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Parent/Wellness	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Transportation - Ripta/Districts	\$ 160,400	\$ 150,000	\$ 175,000	\$ 175,000	\$ 175,000
Year-End Events	\$ 3,000	\$ 15,500	\$ 15,500	\$ 15,500	\$ 15,500
Copier Lease	\$ 1,795	\$ 3,661	\$ 3,661	\$ 3,661	\$ 3,661
<b>TOTAL STUDENT SERVICES</b>	<b>\$ 840,564</b>	<b>\$ 920,356</b>	<b>\$ 971,672</b>	<b>\$ 1,012,397</b>	<b>\$ 1,067,108</b>
<b>OPERATIONAL</b>					
Lease Buildings	\$ 547,692	\$ 910,253	\$ 920,460	\$ 930,803	\$ 941,283
Building Improvements	\$ 56,781	\$ 50,000	\$ 25,000	\$ -	\$ -
Utilities	\$ 19,249	\$ 28,615	\$ 28,615	\$ 28,615	\$ 28,615
Custodial Supplies	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Insurance	\$ -	\$ 26,397	\$ 26,397	\$ 26,397	\$ 26,397
Repairs and Maintenance	\$ 8,500	\$ 15,000	\$ 15,000	\$ 15,000	\$ 30,000
Disposal Services	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400
Network Support	\$ 13,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 15,000
Security Services	\$ 25,000	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318
<b>TOTAL OPERATIONAL</b>	<b>\$ 683,122</b>	<b>\$ 1,078,164</b>	<b>\$ 1,064,122</b>	<b>\$ 1,050,237</b>	<b>\$ 1,081,513</b>
<b>GENERAL AND ADMINISTRATIVE</b>					
Salaries	\$ 477,300	\$ 578,413	\$ 583,413	\$ 585,818	\$ 600,274
Employee Benefits	\$ 68,018	\$ 72,613	\$ 80,494	\$ 87,707	\$ 91,936
Payroll Taxes	\$ 36,752	\$ 44,249	\$ 44,631	\$ 44,815	\$ 45,921
Audit Expense	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500
Legal Fees	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Insurance	\$ 28,557	\$ 11,944	\$ 11,944	\$ 11,944	\$ 11,944
General Office Supplies & Materials	\$ 11,000	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500
Payroll Processing Fees	\$ 8,400	\$ 5,500	\$ 5,665	\$ 5,835	\$ 6,010
Other Dues and Fees	\$ 18,025	\$ 14,475	\$ 14,475	\$ 14,475	\$ 14,475
Postage/Shipping	\$ 250	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Printing	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Advertising/Recruitment/Website	\$ 5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 35,000
Board Development	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Conferences/Workshops	\$ 3,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Consulting Services	\$ 61,750	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Grant/PR Consultants/Fundraising	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 15,000
Bank Fees	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Furniture/Fixtures	\$ 3,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 10,000
Technology Hardware	\$ -	\$ 2,500	\$ 2,500	\$ 4,000	\$ 12,500
Technology Software	\$ 4,750	\$ 2,500	\$ 2,500	\$ 3,500	\$ 7,500
Copier Lease	\$ 899	\$ 1,831	\$ 1,831	\$ 1,831	\$ 1,831
<b>TOTAL GENERAL AND ADMINISTRATIVE</b>	<b>\$ 763,801</b>	<b>\$ 838,624</b>	<b>\$ 852,052</b>	<b>\$ 864,525</b>	<b>\$ 921,991</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,991,463</b>	<b>\$ 4,217,482</b>	<b>\$ 4,339,246</b>	<b>\$ 4,427,881</b>	<b>\$ 4,636,983</b>
<b>TOTAL SURPLUS (DEFICIT)</b>	<b>\$ 83,662</b>	<b>\$ 29,557</b>	<b>\$ 32,853</b>	<b>\$ 40,323</b>	<b>\$ 75,880</b>

## **Appendix H**

### **14.1.8 Financial Management Policies**

## **RINI Middle College Charter High School**



RHODE ISLAND NURSES INSTITUTE

**MIDDLE COLLEGE**  
CHARTER SCHOOL

### **Manual on Financial Management, Purchasing and Internal Controls**

March 30, 2011

Amended April 27, 2012  
Amended October 29, 2014

## **Objective**

This manual is designed to set in place policies and procedures for the management and disbursement of funds at the RINI Middle College Charter High School. The overarching goal of this initial manual is to guide the school in the in the execution of a fiscal infrastructure that will serve to balance internal controls, procedures and policies required by a public school district with the needs and capacity of a small business.

## **Components of the manual**

The basic components of this manual are:

1. Banking relations
2. Key individuals
3. Internal controls summary
4. Financial management policy
5. Cash receipts policy
6. Disbursement procedure
7. Purchasing procedure

Additionally, the manual contains a sample purchase order.

## **Banking Relations**

Using the school's EIN (or 501c3 number), key RINI Middle College individuals are signatories on the school's bank accounts. The accounts opened are:

1. Business checking account for disbursement of funds and for the deposit of Federal, state and local funds.

Bank Credit cards that have low balance allowances, low (if any) fees and no interest when the balance paid in full are available if board approved for officers and key individuals who are contractually obligated to travel or required to make online purchases. At no time will debit cards with PIN numbers that can be used at ATMs be allowed by school practice or regulation.

## **Key Individuals**

Key individuals are those that have signatory rights to the school's accounts. This list can, at the discretion of the officers, extend to members of the school community such as organization presidents or treasurers. However, the primary key individuals are:

- Chief Executive Officer
- Board Treasurer

### **Internal Controls Summary**

RINI Middle College has made tangible and serious policies to ensure that no single individual is responsible for writing and signing checks and receiving, recording and depositing funds, and depositing cash and other receipts. In place will be a segregation of duties and oversight by management and the Board. All disbursements require formal approval and all disbursements have supporting invoices and documentation.

Forms have been developed and are required documentation. (PO forms, use of credit card form, reimbursement forms, etc.)

#### *How items are purchased:*

- Faculty or staff member makes request for materials, supplies or trips in writing to their Instructional Coach using the Purchase Order template.
- The Instructional Coach reviews the request, assesses it budgetarily and modifies it if needed, approving and signing the final request.
- The Instructional Coach then brings the Purchase Order to the Chief Academic Officer for their approval and signature.
- The Instructional Coach brings the approved Purchase Order to the CFO to assign it a Purchase Order Number.
- Finalized Purchase order is processed by Instructional Coach or office staff (fax, online or mail)
- Tracking information, shipping confirmations and faculty information is forwarded to front office staff to track receipt of goods.
- The Purchase Order is then forwarded to the CFO for filing.
- At least three bids are needed for purchases over \$5,000 or unless the item(s) to be purchased appear on the State of RI/RIDE Master Purchase Agreement.

#### *When goods arrive:*

- Shipments are received by the main office and contents are reconciled against the packing slip.
- Packing slip is forwarded to the business office for filing, material is forwarded to requester.

#### *Invoicing and payments:*

- Mail is opened and date stamped received by the secretary in the main office.
- Invoices are forwarded to the business office for processing.

- Invoices to be paid are assembled by the CFO and presented to the CEO in an orderly fashion with management initials on every invoice.
- Checks are produced.
- Checks are presented to the CEO for signing.
- Non-recurring and non budget specific checks exceeding \$10,000 are dually signed by the CEO and the Treasurer.
- The CFO–processes the envelopes for mailing.

*Recording cash receipts and oversight of the reconciliation report*

- In-house cash receipts are kept for misc. activities.
- The majority of the school’s funds are in the form of checks from sending districts or wired transfers from the state
- Prior to depositing, funds are recorded received daily on a spreadsheet by the CFO.
- These funds are locked in a lockbox until the settlement sheets can be reviewed and processed by the CFO.
- The CFO affixes their signature to the settlement sheets verifying the reconciliation between the amounts listed on the settlement sheet and the actual amount of cash held
- Only a RINI MC employee or officer may deposit either check or cash into the checking or savings account of the school. The deposit package, in suitable container, must be prepared by the business office with completed deposit slips and an accounting sheet listing transaction items, types of deposit and amounts as a way for the school employee or bank official to double check the accuracy of the deposit.
- Bank reconciliations are reviewed in detail, not simple summary, by the CEO on a monthly basis

### **Financial Management Policy**

1. RINI Middle College Charter School will maintain its accounting records using fund accounting and the modified accrual basis of recording revenue and expenditures.

2. An annual independent financial audit of the school’s records will be conducted in accordance with our contract with the Board of Regents. There will also be an annual UCOA compliance audit.

3. One to three-year budgets will be created and maintained. These budgets will support the school’s mission and stated goals. To that end these budgets must:

a. Contain enough detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trails.

b. Solvency – expenditures must be planned in a way so that they equal or are less than anticipated revenues.

c. Be in line with board-stated priorities.

4. Fixed assets will be acquired and disposed of only upon proper authorization, and will be adequately safeguarded and insured to their replacement value. Assets worth more than \$5,000 will be properly recorded with the CFO and be part of the school's IRS 990.

5. The school will establish and adhere to a set of effective internal accounting controls which require good accounting practices.

6. The school will operate in a manner which insures its long-term financial strength:

a. The school will operate in the black.

b. Cash will be managed in a way that ensures maximum liquidity, and safety.

c. Restricted contributions will be used only for the reason the donations were given.

d. Restricted fund balances will not be used for operations.

e. Payroll and other debt obligations will be paid in a timely manner.

7. The school will report its information in UCOA format at the end of the fiscal year or at any other interval as requested by a regulating agency such as RIDE or the OAG.

### **Miscellaneous Cash Receipts Procedures**

1. Any money turned into the CFO or office by any faculty member, PO official, family or staff member must be accompanied by a form signed by the depositor stating the amount being turned in.

2. The form and money are deposited with the CFO.

3. The CFO verifies the amount turned in and signs the form to verify receipt.

4. The CFO secures funds and prepares the deposit for the bank.

5. The Executive Assistant to the CEO will bring the deposit to the bank, and return the deposit slip to the CFO for reconciliation.

### **Disbursement Procedure**

1. Checks are prepared no less than twice a month.
2. Checks are prepared by the CFO.
3. Checks are prepared for all current obligations for which there is proper documentation of approval:
  - a.) For checks to individuals, there must be an approved purchase requisition, and a check request with a different approved signature than that which appears on the requisition
  - b.) For checks to companies, there must be an approved purchase requisition, and an invoice with a different approved signature than that which appears on the requisition
  - c.) For various ongoing items (such as utilities and periodic billings on previously approved obligations) there must be an approved signature on the invoice
4. Checks are then signed by the CEO.
5. Under no circumstances may the CFO sign checks.
6. Nonrecurring or budget non-specific checks exceeding \$10,000 require two authorized signatures
7. Once the checks are signed, they are given directly to the CFO to be processed and mailed.

### **Reporting**

Before each Board meeting, the CFO will publish simultaneously to the administration and Finance Committee a single dated report detailing, at a minimum, the following items:

1. Total cash on hand by account
2. Amount of state funding received to date and length of time to each upcoming payment including amount projected to be received.
3. Amount of district funding received to date and length of time to upcoming payments including amounts. Numbers of students invoiced for by district is to be

- included in the report for months when a district billing cycle is included. A list of cities in arrears should be detailed by months and quarters behind.
4. Evidence of strict adherence to state schedule for invoicing districts is assured by timely billing and prompt notification to RIDE when any district falls into arrears in excess of thirty days.
  5. Status of federal and state monthly reimbursement requests and receipts on RIDE and DHS managed grants
  6. Budget spreadsheet with approved, actual, variance and revised surplus figures for the closest end of month report

*Year-End Report/Audit:*

At fiscal year-end, and in time for the January meeting of the Board of Directors, a year end Audit report should be prepared by a retained CPA Firm summarizing the total income and expense activity for the year. A balance sheet should be prepared as of September 30 and should be attached to the income and expense report. This report will be initially reviewed by the Executive Director and Treasurer, and then by the President of the Board of Directors, prior to distribution at the January meeting.



## **Appendix I**

### **14.1.9 Insurance Policy Declaration Pages**

