

Metropolitan Preparatory Academy

Virginia Board of Education Hearing

Charter School Application

Richmond Urban Collective

Wednesday, September 25, 2013, 1:00 p.m., Jefferson Room, VBOE



Metropolitan Preparatory Academy: Overview of Recent Changes & Developments

Based on the VBOE charter review staff comments and our ongoing internal creative process, we have made several significant program changes worth highlighting:

- ▶ We have eliminated the pre-Algebra entry requirement for new students.
- ▶ We have removed the Foreign Language Proficiency requirement for graduation.
- ▶ We have selected an SOL-based curriculum which will have Common Core enhancements. Rather than reinvent more SOL-based courses, we embraced the curriculum framework of Virginia Beach Public Schools.

Metropolitan Preparatory Academy: An Overview of Recent Changes & Developments

Programming changes (cont.)...

- ▶ We enhanced our process with the addition of a performance tracking and improvement framework including rigorous school Performance Goals and Objectives, a Performance Contract, and adoption of a Framework for Academic and Operational Quality created by a consortium of industry organizations.
- ▶ To ensure excellence in our CTE track, we're leveraging the VDOE Career Clusters programming.

Metropolitan Preparatory Academy: An Overview of Recent Changes & Developments

- ▶ Remediation. Selected My Reading Lab by Pearson for Reading remediation. And SRA Number Worlds for Math remediation.
- ▶ SAT Subject Tests. We have shifted our strategy to combine both SAT Subject testing and SOL testing for high school standardized assessments.
- ▶ Organizational Structure. Streamlined our organizational structure by removing the Foundation entity.
- ▶ We've created internal capacity for fundraising with an additional full-time administrative position: Development Officer.

Metropolitan Preparatory Academy: An Overview of Recent Changes & Developments

- ▶ Surplus school property: As a result of recent school closings, 3 turn-key school properties may be available for our program. We've revised our budget based on actual utilities expense for one of the properties.
- ▶ We've discovered an economically-priced combination of tools by Pearson Data Solutions with the capacity to collect, integrate, analyze, report, and warehouse student data.

Metropolitan Preparatory Academy: An Overview of Recent Changes & Developments

- ▶ The Chief of RPS Financial Reporting and Budgeting has reviewed the 3-year Budget and will give feedback regarding specific recommendations.
- ▶ We met last week with the RPS Interim Superintendent. We have plans for a second meeting regarding Human Resource options some time during late October.
- ▶ We have extended our community support outreach to the area universities and recently met with university administrators from VUU and VCU.

Charter Application: Educational Components

Section 2. Mission Statement

Section 3. Goals and Objectives

Section 4. Evidence of Support

Section 6. Educational Program

Section 2. Mission Statement

With respect to the charter school's mission statement, the staff requested clarification of 4 issues:

- ▶ Compliance of the school's educational program with the Virginia Standards of Quality and SOL framework.
- ▶ Explanation of "college and career preparatory"
- ▶ The Algebra-readiness entry requirement
- ▶ The Single-gender education legal matter

1. Compliance of Charter School Educational Program with Virginia SOQ

- ▶ Instructors will follow the Virginia Standards of Learning and its Curricular Framework, for credited classes, in compliance with the Virginia Standards of Quality.
- ▶ Credited classes include: Core courses, Health and Physical Education, Fine Arts, Global Languages, & credited electives for grades 6 - 12.

1. Compliance of Charter School Educational Program with Virginia SOQ (cont.)

- ▶ Furthermore, with Common Core enhancements and non-credit supplementary seminars to deliver specialized instruction (such as Cognitive Training), our instructors will reach beyond the SOQ and SOL standards to provide extra reinforcement.
- ▶ As an example of a Common Core enhancement to the SOL-based English curriculum:
- ▶ We are adding a 7th Strand, Grammar, to the 6 SOL strands---Reading, Writing, Speaking, Listening, Media Literacy, and Research.

1. Compliance of Charter School Educational Program with Virginia SOQ (cont.)

- ▶ The purpose is to consolidate the grammar standards currently interspersed throughout the other strands into a single strand.
- ▶ Grammar elements (capitalization, punctuation, usage, spelling, and vocabulary, etc.) are essential building blocks of the other Language Arts strands and merit special focus.

2. Defining “college and career preparatory”

- ▶ A. The Commonwealth’s definition of college and career readiness begins with proficiency in the SOL content areas.
- ▶ B. Furthermore, the state has identified several indicators that contribute to a high probability of enrollment and success in four-year postsecondary institutions of learning. A few of the indicators are:

2. Defining “college and career preparatory” (cont.)

- ▶ Participating in a college preparatory curriculum that includes Algebra II and Chemistry
- ▶ Earning advanced proficient scores on mathematics, reading, and writing SOL assessments
- ▶ Participation in dual-enrollment courses
- ▶ Earning college ready scores on placement tests such as the SAT and ACT

2. Defining “college and career preparatory” (cont.)

- ▶ Based on the Commonwealth’s college and career readiness model and a standard Virginia SOL-based curriculum model, we aim to assist urban males, who are typically underrepresented in postsecondary education, with increasing their chances for graduation, matriculation, and persistence.

2. Defining “college and career preparatory” (cont.)

- ▶ Again, the charter school’s curriculum will be substantially standard.
- ▶ What distinguishes our program is the utilization of innovative pedagogy and instruction focused on:
 - interactive learning,
 - more time in school,
 - intense remediation, and
 - cognitive training.

3. Pre-Algebra readiness entry requirement.

- ▶ We agree with the review staff; the pre-Algebra readiness entry requirement is restrictive. We have eliminated it.

4. Single-Gender Education in Virginia

Section 3. Educational Goals and Objectives

With respect to the Charter School's Goals & Educational Objectives, the review staff requested clarification of 4 issues:

- ▶ Clarification is needed regarding the content standards that will form the basis of curriculum and instruction.
- ▶ Regarding student performance standards, what are the school's performance-based goals?

Section 3. Educational Goals and Objectives (cont.)

- ▶ Regarding the Fine Arts curriculum, how will the programs be offered? Performance measured? Outside resources utilized to support the programming?
- ▶ What are the related educational objectives? How will student performance relative to attainment be measured? For core courses? For Fine Arts? For Global Languages?

Course content standards: the basis of curriculum & instruction.

- ▶ The charter school will implement the Virginia Standards of Learning and its Curricular Framework as the foundation for instruction for credit courses---including the core courses, Health and Physical Education, Fine Arts, Economics and Personal Finance, Foreign Language, Computer Technology, Family Life and Driver Education---for grades 6-12.

Course content standards: the basis of curriculum & instruction (cont.)

- ▶ Additional school non-credit courses, such as the “*Dare to Be Kings*” segment and *Cognitive Calisthenics* will be delivered in brief symposium format.
- ▶ Common Core State Standards enhancements will be added, where applicable, for curriculum enhancement.
- ▶ As a curricular model, we will employ the Virginia Beach Public Schools curriculum framework as the basis for instruction for grades 6-12 core, elective and exploratory credit courses. With the SOL-based curriculum and CCSS enhancements, all credit course content will meet or exceed SOL content requirements.

Performance Standards: the performance tracking framework.

- ▶ With respect to performance goals, we are adopting the Charter School Quality Consortium's (CSQC) model frameworks for academic and operational quality as the starting point.
- ▶ [The CSQC model results from a collaboration of four organizations---including the National Association of Charter School Authorizers (NACSA) and the National Alliance for Public Charter Schools. The U.S. Department of Education's Charter Schools Program funded the effort.]

Performance Standards: the performance tracking framework (cont.)

- ▶ The *CSQC Framework for Academic Quality* focuses on 4 primary indicators of academic success:
 - ▶ (1) student achievement,
 - ▶ (2) student growth overtime,
 - ▶ (3) student postsecondary readiness, and
 - ▶ (4) student engagement.

Performance Standards: the performance tracking framework (cont.)

- ▶ The related *Framework for Operational Quality* is built on 3 pillars of operational effectiveness:
 - ▶ (1) financial performance and sustainability,
 - ▶ (2) board performance and stewardship, and
 - ▶ (3) parent and community engagement. For each academic and operational indicator, we have established related goals, objectives, and targets.

Performance Standards: the performance tracking framework (cont.)

- ▶ Additionally, to facilitate compliance with the SOQ and other state and LEA requirements and school performance commitments, we have drafted a **Charter School Performance Contract**.
- ▶ Encapsulating our charter arrangement in two separate agreements---a charter performance contract and the charter application---facilitates developing open and clear communication between our school and the authorizer.

Performance Standards: the performance tracking framework (cont.)

- ▶ Our goal is to provide a comprehensive, clear and transparent process through which the charter school can be successful in consistently meeting performance targets and, thereby, producing positive academic outcomes for its students.
- ▶ We have created these tools, the Performance-Based Goals Chart and Performance Contract, to serve as tools for year-round in-house compliance tracking and mid-term internal audits.

Performance standards: student performance goals & objectives .

- ▶ For core classes, student performance measures derive from **classroom assessments** (quizzes, projects, homework) and **standardized test results** (SOL, substitute state assessments, ACT, SAT).
- ▶ For Fine Arts, Health/P.E., Global Language, and other elective credit courses, instructors will apply **SOL content standards**, and measure performance by **classroom assessments** (and ACT/AP tests where applicable).

Section 4. Evidence of Support

With respect to the charter school's Evidence of Support, the staff requested clarification of 3 issues:

- ▶ Demonstrate that parents, other members of the community, and other stakeholders are supportive of the application.
- ▶ Provide letters of support. Provide information about how community organizations would be involved with the school.
- ▶ Furnish a more detailed plan regarding Parental Involvement.

Section 4. Evidence of Support (cont.)

1. Parental, organizational, and other community stakeholder support of the school.

- ▶ In addition to the 100 or so petition signatures submitted with the application as originally filed, we have garnered:
- ▶ Letters of community support from parents, organizations, and other community stakeholders.
- ▶ More petition signatures through an online petition on [Change.org](https://www.change.org)

Section 4. Evidence of Support (cont.)

1. Parental, organizational, and other community stakeholder support of the school (cont.)

- ▶ Furthermore, the community has been involved in school development in several other ways:
- ▶ 25 community leaders participated in our first charter school concept meeting during April 2012. From that group, emerged several current members of our initial board of directors.

Section 4. Evidence of Support (cont.)

1. Parental, organizational, and other community stakeholder support of the school (cont.)

- ▶ We organized early informational meetings with 8 of the 9 current Richmond Public School Board members, the district 7 councilperson and General Assembly delegate, the Office of Economic and Community Development, RPS Superintendent's office, RPS School Nutritional Services, and the Virginia Board of Education.
- ▶ Urban League-Richmond generously agreed to a free office space-sharing arrangement.

Section 4. Evidence of Support (cont.)

1. Parental, organizational, and other community stakeholder support of the school (cont.)

- ▶ Metropolitan area Boys and Girls Clubs are lending space in their clubs for our community Town Halls beginning this autumn.
- ▶ By headmaster invitation, we participated in the International Boys School Coalition Conference hosted by St. Christopher's School this summer.
- ▶ We host a website, [www.richmondurbancollective@wordpress.com](http://www.richmondurbancollective.wordpress.com).
- ▶ We host a Facebook page.

Section 4. Evidence of Support (cont.)

1. Parental, organizational, and other community stakeholder support of the school (cont.)

- ▶ And lastly, we recently met with administrators at VUU and VCU to build awareness about our program and to examine ways that the universities could assist our effort, should the charter school be approved.

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement.

- ▶ Regarding our parental engagement plan, we will implement a parental engagement strategy based on Dr. Joyce Epstein's Categories of Involvement.
- ▶ The strategy will include simple, sustainable activities which are aligned with Dr. Epstein's categories including:

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement (cont.)

Parental Engagement Category	Parental Engagement Activity
Parenting	<p>Planned Activity: The governing board will establish a Parents' Association.</p> <p>Planned Activity: The Parenting Association will plan an annual interactive Creative Conflict Resolution symposium for parents.</p>

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement (cont.)

Parental Engagement Category	Parental Engagement Activity
Communicating	Planned Activity: The governing board will host an Annual Town Hall series at several area Boys & Girls Clubs (and other community locations) for prospective new students and their families. Invitations city-wide through area elementary school guidance counselors.

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement (cont.)

Parental Engagement Category	Parental Engagement Activity
Volunteering	Planned Activity: Through the school's social entrepreneurship efforts, students will engage twice annually in themed area service events. Students will invite their families for additional people-power.

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement (cont.)

Parental Engagement Category	Parental Engagement Activity
Decision-Making	<p>Planned Activity: The governing board will establish a Parents' Association.</p> <p>Planned Activity: The Advisory Board will invite at least 1 parent from the Parents' Association and at least 1 student as members.</p>

Section 4. Evidence of Support (cont.)

2. Charter school parental engagement (cont.)

Parental Engagement Category	Parental Engagement Activity
Collaborating with the Community	Planned Activity: The school's Success Services Director will be tasked with establishing a closely-knit network of providers to facilitate an effective wrap-around services program for students.

Section 6. Educational Program

With respect to the Charter School's Educational Goals & Objectives, the review staff requested clarification of multiple matters:

- ▶ Career & Technical Education program design which will enable students to meet minimum requirements for state CTE completion.
- ▶ Foreign language proficiency requirement
- ▶ Explain how ACT prepares students for SOL assessments?

Section 6. Educational Program (cont.)

With respect to the Charter School's Educational Goals & Objectives, the review staff requested clarification of multiple matters: (cont.)

- ▶ Scientifically-based remediation methodologies for getting the students who would be reading below grade level” to a level where they can be successful in AP courses?
- ▶ Clarify which standardized assessments will be used for each grade level. SOL? SAT?
- ▶ More detail regarding how data will be used to monitor student achievement and program improvement.

Section 6. Educational Program (cont.)

With respect to the Charter School's Educational Goals & Objectives, the review staff requested clarification of multiple matters: (cont.)

- ▶ Clarification regarding minimum and maximum enrollment.
- ▶ More detail regarding the Special Education referral and records management processes.

Section 6. Educational Program (cont.)

With respect to the Charter School's Educational Goals & Objectives, the review staff requested clarification of multiple matters: (cont.)

- ▶ A more comprehensive plan of cooperation with the division to comply with Title III requirements related to ELL students in: screening, identification, ESL instruction, assessment, parental notification, document translation, professional development.
- ▶ Adherence to the requirements of the gifted referral and identification criteria for Richmond City Public Schools as noted in their local gifted plan. Additional details are needed to support a program of services for gifted students regarding 'appropriate and differentiated curriculum.
- ▶ More specifics regarding a virtual education program.

Section 6. Educational Program (cont.)

1. Career & Technical Education program design which will enable students to meet minimum requirements for state CTE completion.

- ▶ During summer school (prior to 7th grade) students will select academic and career paths of study. We will participate in the Commonwealth's Career Clusters Pathways initiative providing the curriculum and instructional standards necessary for career preparatory program completion.
 - 16 possible career areas for student exploration
 - Aligned to the National Career Clusters framework.

Section 6. Educational Program (cont.)

1. Career & Technical Education program design which will enable students to meet minimum requirements for state CTE completion. (cont.)

- ▶ The Futures Planning Director will serve as the school's CTE Administrator.
- ▶ Students will participate in requisite courses via classroom, online, and dual-enrollment program options.
- ▶ We will seek a partnership with Richmond Technical Center.
- ▶ Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

Section 6. Educational Program (cont.)

2. Foreign Language Proficiency Requirement.

- ▶ We will eliminate the foreign language “proficiency” requirement for graduation, as it would require special permission. And, instead strongly encourage persistence in global language studies.
- ▶ 6th graders will take a 4-exploratory course medley of languages and culture in grade 6, including French, Spanish, Chinese, and German.
 - To maximize global exposure and
 - To facilitate selecting a language for long-term study.
 - We will encourage persistence in global languages through senior year.

Section 6. Educational Program (cont.)

3. Relation of ACT testing to SOL Preparation.

- ▶ Purpose of administering the ACT Explorer program for 8th graders is to nurture, in middle school students, preparedness for the rigor of high school AP testing, SAT Subject tests, and ACT/SAT college entrance examinations.

Section 6. Educational Program (cont.)

4. Remediation Plan for lifting below-level students to proficiency and, ultimately, AP capability in English.

- ▶ We have constructed a three-prong remediation strategy to move students from remediation to proficiency in reading:
 - students in grades 6-12 take two periods of English;
 - including 1 daily period of remedial reading and related exercises via My Reading Lab by Pearson.

Section 6. Educational Program (cont.)

4. Remediation Plan for lifting below-level students to proficiency and, ultimately, AP capability in English.

- ▶ My Reading Lab (Pearson), the leading online reading remediation product, includes more than 1,200 readings across 26 topic areas, practice exercises, assessments, and electronic progress tracking. Students begin with a diagnostic pre-test which records individual student's strengths and weaknesses.
- ▶ cognitive training exercises, which research shows improves meaningful learning capacity. We plan a summer school concentration and continuous cognitive strengthening throughout the year.

Section 6. Educational Program (cont.)

4. Remediation Plan for lifting below-level students to proficiency and, ultimately, AP capability in English. (cont.)

- ▶ one will be dedicated exclusively to reading remediation for grades 6-8. The second daily English session will cover the other strands: grammar, writing, media literacy, and communication.
- ▶ Short-term performance target is to improve student reading by 1 grade level per middle school year. The long-term target is to have 100% of students reading on at least grade level by the end of grade 8.

Section 6. Educational Program (cont.)

5. Remediation Plan for lifting below-level students to proficiency and, ultimately, AP capability in Math.

- ▶ For Math remediation for the middle school years, we have selected SRA Number Worlds, a research-based product which has gained notoriety as an intensive intervention program for students who are one or more grade levels behind in elementary mathematics.
 - The pedagogical model is “number sense”.
 - It provides mechanisms to assess students’ abilities, individualize instruction, and to build foundational skills and concepts.

Section 6. Educational Program (cont.)

- ▶ Every Number Worlds activity is tied to a Key Common Core State Standard. We will assess the curriculum for each grade level to ensure SOL compliance. Development of the program is supported by Clark University.
- ▶ 2 periods of Math daily
- ▶ The remediation performance target is to improve student math skills and knowledge by 1 grade level per middle school year. The long-term target is to have 100% of students performing and comprehending math on, or above, grade level by the end of grade 8.

Section 6. Educational Program (cont.)

6. How will data be used to monitor student achievement and school improvement?

Classroom homework, projects, tests



SOLs and other standardized results



Attendance, Learning Styles assessment, other



Section 6. Educational Program (cont.)

6. How will data be used to monitor student achievement and school improvement?

- Beginning in the opening summer school session, we will commence building individual student academic data profiles. Benchmark data gathered during the summer session will include:
 - (1) individual student 5th grade SOL assessment results
 - (2) Pearson remediation benchmark reading and math assessment scores,
 - (3) a learning styles assessment,
 - (4) benchmark cognitive testing results,
 - (5) and benchmark behavioral/social/emotional development data

Section 6. Educational Program (cont.)

7. What constitutes minimum/maximum enrollment?

CONTRACT YEAR	MAXIMUM ENROLLMENT	MINIMUM ENROLLMENT
YEAR 1	100	90
YEAR 2	200	180
YEAR 3	300	270
YEAR 4	400	360
YEAR 5	500	450

Section 6. Educational Program (cont.)

8. Virtual Learning: What type of virtual learning program is offered? How will it be used? What's the source of the virtual learning program?

- ▶ The primary mode of instructional delivery for credited courses will be via live instructor. Overall, virtual learning will encompass less than 10% of classroom time. While teachers of credited courses may incorporate virtual learning as a tool in their interactive lesson-planning chest, teaching will be substantially instructor-guided. Virtual learning may figure more prominently in non-credit learning at the school, such as cognitive training, special symposiums, and the *Dare to Be King* programming.

Charter Application: Logistical Components

Section 7. Enrollment Process

Section 8. Displacement

Section 7. Enrollment Process

With respect to the Charter School's Enrollment Process, the review staff requested clarification of 5 issues:

- ▶ Recommendation that we allow online prospective student application completion.
- ▶ Explain how new students to the division will be accommodated.
- ▶ Clarify whether students with disabilities who could not meet the pre-Algebra requirement could enroll.
- ▶ Clarification about the Town Halls. How will invitation information be disseminated? How will parents who can not attend learn about the school?
- ▶ How students seeking enrollment after school year begins will be accommodated?

Section 7. Enrollment Process (cont.)

1. Online applications.

- ▶ Following the recommendation of your review staff, we will allow online application completion, in addition to hard-copy application submission. The student acceptance letter will bear an original signature.

2. Pre-Algebra requirement.

- ▶ We have removed the requirement for pre-Algebra readiness from the enrollment criteria. Given the low percentage of 6th grade boys scoring proficient on recent Math SOLs, the requirement would be prohibitive.

Section 7. Enrollment Process (cont.)

3. Community Outreach for challenged Parents.

- ▶ The governing board will host an Annual Town Hall series at several area Boys & Girls Clubs (and other community locations) for prospective new students and their families.
- ▶ Invitations will be extended to parents of age-eligible students city-wide through the Boys and Girls Clubs and area elementary school guidance counselors.
- ▶ Additionally, the governing board will produce an orientation video which parents can access from our the RPS website via our landing page, from the charter school's website, or from our Facebook page.

Section 7. Enrollment Process (cont.)

4. Transfer Students.

- ▶ Regarding transfer students, presuming the student meets residency requirements, in order to enroll, state law requires a parent or guardian of a child to provide certain information to the child's school division:
- ▶ Birth certificate, street address, School Entry Health Form, documentation of required immunization, Social Security Number and Expulsion Statement.

Section 7. Enrollment Process (cont.)

4. Transfer Students (cont.)

- ▶ Students transferring from accredited k-12 schools shall be given recognition for all grade-level work completed. Student academic records shall be evaluated to determine appropriate grade placement in accordance with RPS policy.
- ▶ Parents or guardians with students new to the division will find information about the charter school on the RPS website. Also, we have established a digital footprint including a web page and a Facebook page.

Section 7. Enrollment Process (cont.)

5. Enrollment after the school year begins.

- ▶ Students who seek enrollment after the school year begins will be considered if space is available and no other students are on a waitlist.
- ▶ Otherwise students seeking enrollment after the school year begins will be eligible to enter the lottery process for the next academic year.
- ▶ The charter school operates on the same calendar as RPS, and will comply with any local LEA deadlines for late student registration.

Charter Application: Business Components

Section 11. Economic Soundness

Section 12. Management and Operation

Section 13. Employment Terms & Conditions

Section 12. Management & Operation

With respect to the Charter School's Management & Operations, the review staff requested clarification of 5 issues:

- ▶ Clarify where the school will be located.
- ▶ Clarify the roles of the various organizational units. Clarify the roles and responsibilities of the administrative personnel. Is there a guidance counselor?
- ▶ How will the school's custodial services be furnished?
- ▶ With respect to the start-up plan and timeline, show responsible parties. When would the charter application be submitted to the school board?
- ▶ Clarify the role the school division and any other external entity would have in running the school.

Section 12. Management & Operation

1. School location.

- ▶ Based on recent school closings, 3 turn-key school properties have become vacant since the original charter application submission. While we have engaged in no negotiation as of yet, a recently vacated school property may be a possibility.

Section 12. Management & Operation

2. Role the school division and any external entity would have in running the school?

- ▶ Our school will be self-managed. The Board of Directors and Administrators will coordinate management of the school's operational and academic functions. The governing board will not elect to use a third-party management company to run daily operations.
- ▶ RPS School Board and Administration.
 - ▶ Once the VBOE review and approves a charter application, the RPS School Board is empowered to authorize, monitor, and renew/close Richmond charter schools.
 - ▶ Serves as our vendor for school nutrition & transportation. And, preferably, custodial, security, and Human Resources, also, if economically feasible.

Section 12. Management & Operation

3. How will the school's custodial services be furnished?

- ▶ The school will contract with the LEA for the provision of custodial services.
 - The services will be funded via the per-pupil amount.
 - In the event of a successful application process, pricing will be finalized post-award.

Section 12. Management & Operation (cont.)

4. Start-up plan and timeline. Timing of RPS School Board Review?

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor?

- ▶ **Local Education Authority.** Under Virginia law, the Richmond Public School (RPS) Board authorizes Richmond charter schools; hold us accountable to state and local laws, and applicable regulations; monitors us; renews/closes us.

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

- ▶ **The Board of Directors.** Legally, the Board of Directors, as the governing body of the school, oversees school operations, and ensures the school is financially sound and complies with the law.

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

- ▶ The Board of Directors, also ensures that the school adheres to the mission and vision.
- ▶ Monitors student and school performance and practices to ensure alignment with goals and objectives.
- ▶ Sets the school's general policies, including personnel & curriculum policies;
- ▶ Approves and monitors the annual budget and financial procedures;

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

- ▶ Finally, the Board of Directors assures that the charter school fulfills its performance contract;
- ▶ Leads strategic planning; capital enhancement, capital management, and investment; image branding; community partnering; and
- ▶ Oversight of our educational *Institute*, *Parents Organization*, other school affiliated entities.

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

► Advisory Board.

- Comprised of experts in education, business, and youth development who civic and other community leaders and members, including church leaders.
- Serves as a resource reservoir and grassroots connection for the governing board and Parents Association. Advises, assists with capital campaign, assists with resource fishing.

Section 12. Management & Operation (cont.)

- ▶ **The Institute.** The Institute, a separate affiliated entity, will manage the school's data management process and provide educational research capability and professional development opportunities for staff.
 - Responsible for internal and external stakeholder reporting of data as directed by the school's principal and governing board.
 - Plans and furnishes administration and faculty professional development

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

► Administration, Faculty, and Staff.

- Our goal is to recruit a predominantly male instructional team that is 100% "highly qualified" by federal *No Child Left Behind Act* standards.

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

- ▶ **Metropolitan Preparatory Academy Parents' Association.**
 - ▶ Our Parents' Association will support the school's administration, faculty, staff, students and parents. Membership includes all parents and/or guardians of the school's students.
 - ▶ Identifies community opportunities for supporting school activities, fosters school-community relationships.

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

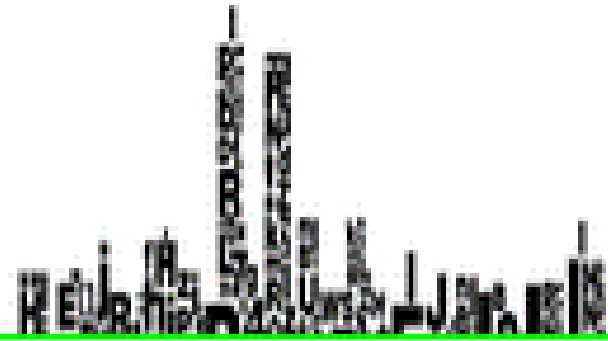
Parents Association (cont.)...

- Sponsor parent informational and educational programs.
- Provides a mediating function to assist with healthy resolution of complex school issues.
- Recruits parent volunteers and raises funds

Section 12. Management & Operation (cont.)

5. Roles of various organizational units. Roles and responsibilities of administrative personnel. Is there a guidance counselor? (cont.)

- ▶ **International Boys' Schools Coalition.** The International Boys' Schools Coalition (IBSC) is a not-for-profit organization of boys' schools worldwide. St. Christopher's School introduced us to the organization.
 - Collaborative effort to fellowship with other boys' schools to maintain a fresh program and perspective.
 - Pipeline for best practices for providing high quality education for boys.



richmond urban collective

