

**Prairie Crossing Charter School
Organizational Assessment**

APPENDIX MATERIALS

October 2006

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Boston Preparatory Charter School
Head of School Job Description
August 1, 2004 – July 31, 2005

The Head of School serves as Chief Executive for Boston Preparatory Charter School. He or she works with the Board to assess the school's adherence to its mission and to set short- and long-term goals. The Head of School manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. Responsibilities include:

REVIEW AREA	PRIMARY JOB RESPONSIBILITY	MEASUREMENT
Facility	Provide BPCS students with a positive environment in which to learn. Work with BOT to locate, secure, finance, renovate/construct, and move into a long-term facility.	<ul style="list-style-type: none"> The school building is reflective of BPCS values and standards Plan for financing of the long-term facility in place by December Plan in place to occupy a long-term facility by year 3 of operation
Fundraising	Work with the BOT to raise funds to meet operational and capital needs	<ul style="list-style-type: none"> Determine fundraising goals Help to create and execute fundraising plan Achieve fundraising goals determined to be the primary responsibility of staff in the development plan (foundations, minor individual donors)
Financials	Work with the BOT to develop and manage the annual operating budget. Demonstrate financial viability to an independent auditor.	<ul style="list-style-type: none"> Budget is created on schedule Financials are presented to the board in a timely manner The school is on budget Work with the BOT to identify and hire an independent auditor Successfully complete an annual audit
Educational Program (testing)	All students take the Stanford Achievement Test in the fall and spring and the MCAS test in the spring. All students take the MCAS exam in the spring.	<ul style="list-style-type: none"> Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines Average student scores on the MCAS will surpass Boston city averages in all subjects



	All students take the Stanford Achievement Test in the fall and the spring.	<ul style="list-style-type: none"> Students will demonstrate, on average, in their national rankings in both reading and math, an improvement of at least 3 Normal Curve Equivalent (NCE) points between fall and spring tests A clear decline can be seen over the course of the year in the number of demerits, suspensions, and expulsions accrued by students
Educational Program (student conduct)	Oversee the development of school culture and student adherence to the Student Code of Conduct.	<ul style="list-style-type: none"> The ethical philosophy and service learning programs are in place by the middle of the year
Educational Program (programs)	Oversee the design and implementation of the ethical philosophy and service learning programs. Oversee the implementation of the Saturday Academy, Homework Center, and tutoring programs.	<ul style="list-style-type: none"> The Saturday Academy, Homework Center, and tutoring programs are in place within the first three months of school opening
	Oversee the design and implementation of the College Preparation Portfolios (CPP).	<ul style="list-style-type: none"> The College Preparation Portfolio program is in place and all students have completed the videotaped oral interview by the middle of the year By the end of the year, all students have added 2 pieces of work to their portfolio
	Oversee the design and implementation of enrichment programs. Acquire and retain outstanding faculty members.	<ul style="list-style-type: none"> Enrichment programs are in place within the first three months of school opening
Educational Program (staff)		<ul style="list-style-type: none"> Start the 2004-2005 school year 100% staffed Retain teachers for the full school year Identify BPCS staffing needs for FY06 Recruit and hire 90% of BPCS staff for FY06 by July 31 of 2005 Positive feedback is obtained from a teacher survey
	Provide quality professional development.	<ul style="list-style-type: none"> All teachers have developed professional goals for each quarter in conjunction with the HOS Once a month, faculty discuss best practices Eight times a year faculty participate in co-grading Each teacher's classroom performance has been evaluated three times by the HOS



<p>Community (Parents)</p>	<p>Oversee the implementation of a yearly parent satisfaction survey. Achieve high parental satisfaction.</p>	<ul style="list-style-type: none"> • Achieve a 90% return rate on the parent survey • 80% of parents report that they are "satisfied" or "extremely satisfied" with their child's academic and personal development • 75% of parents attend a school-sponsored event during the course of a year • The Parent Advisory Council meets with the HOS once a month • The Parent Advisory Council reports to the BOT twice a year • Parents receive weekly reports • Parents have bi-monthly conversations with their children's advisors • Disseminate best practices to other schools and the educational community • The school's waiting list exceeds 10% of the school population • Average student attendance is 98% (2% unexcused absences) • The HOS attends all board meetings and presents all requested information to the board in a timely manner • The school receives no citations for federal, state, or city noncompliance.
<p>Community</p>	<p>Achieve high parent participation.</p>	
<p>Organizational Health (students)</p>	<p>Oversee the development and implementation of parent journals.</p>	
<p>Community</p>	<p>Oversee the dissemination of best practices.</p>	
<p>Organizational Health (board)</p>	<p>The HOS works well with the board.</p>	
<p>Organizational Health (Compliance)</p>	<p>The school complies with all relevant federal, state, and city guidelines.</p>	



Finance Committee¹

General Purpose

The finance committee is commissioned by and responsible to the Board of Trustees. It has the responsibility for working with the Principal and Chief Financial Officer (CFO) to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. The finance committee shall be assisted by the Principal and CFO.

Appointments and Composition

1. The members of the finance committee shall be the treasurer of the Board who shall serve as chair, the president who shall serve as an ex-officio member, together with other trustees appointed by the president with the advice and consent of the Board in accordance with the bylaws.
2. Both the Principal and the CFO will be members of the finance committee.
3. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

1. Prepare an annual budget for the charter school in collaboration with the Principal and CFO.
2. Also in collaboration with the Principal and CFO, develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast.
3. Arrange for an annual audit to be provided to the Board of Trustees.
4. Review grant proposals at the request of the school leadership team.
5. Provide oversight of the procurement process.
6. Review quarterly financial statements and variances from budget, and recommend action to the Board, as appropriate.
7. Annually submit objectives as part of the planning and budgeting process.
8. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.
9. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.

¹ Committee job descriptions courtesy of Two Rivers Charter School, Washington, D.C.



Board Governance Committee

General Purpose

The Board governance committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the school as well as established policies and practices approved by the Board of Trustees. This committee is also responsible for developing and revising Board policies and the Board handbook, reviewing and revising the bylaws and Articles of Incorporation

Appointments and Composition

1. Appointments of the chair and members of the Board governance committee shall be made annually by the President of the Board with the advice and consent of the Board in accordance with the Bylaws.
2. The chair of this committee shall be a member of the Board of Trustees.
3. Other members of this committee shall be members of the Board of Trustees.
4. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

1. Analyze the skills and experience needed on the Board.
2. Recruit members to serve as members of the Board and develop a slate of trustees for consideration by the membership at the annual meeting in accordance with selection/election procedures outlined in the bylaws.
3. Develop and review annually the procedures for Board recruitment.
4. Develop an orientation and training plan for new Board trustees and assist in the planning of the annual Board retreat.
5. Develop and revise a Board member handbook outlining the responsibilities of the Board and Board members, Board policies, and other relevant information.
6. Review on an annual basis and revise, as needed, the bylaws and Articles of Incorporation.
7. Conduct an annual board and individual board member evaluation
8. Organize board education and board retreats as necessary
9. Routinely evaluate the effectiveness of board meetings
10. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.
11. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.



Development Committee

General Purpose

The resource development committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for raising non-grant funds to meet the budget of the charter school. The Board of Trustees, in consultation with the resource development committee, finance committee, Principal, and CFO will determine the fundraising goal for the resource development committee, as well as for school-based committees and grants.

Appointments and Composition

1. Appointments of the chair and members of the resource development committee shall be made annually by the president of the Board with the advice and consent of the Board in accordance with the bylaws.
2. The chair of this committee shall be a member of the Board of Trustees.
3. Members of this committee shall be members of the Board of Trustees, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

1. Develop an annual fundraising plan that will generate the funds needed to meet the non-public and non-grant fundraising goal.
2. Coordinate fundraising plan with fundraising efforts by staff, parents, and other volunteers.
3. Develop the necessary sub-committee systems to successfully carry out the fundraising events and activities that are part of the annual fundraising plan; supervise the functions of the sub-committees; develop a plan for involving Board trustees in the non-grant resource development activities of the charter school.
4. Investigate new resource development projects, activities, and ideas for possible use in the future.
5. Cultivate large financial and in-kind donors.
6. Arrange for Board training on development issues, as needed.
7. Annually submit objectives as part of the planning and budgeting process.
8. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.
9. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.



Facilities Taskforce

General Purpose

The Facilities Taskforce is commissioned by, and responsible to, the Board of Trustees to assume the responsibility for overseeing the acquisition, renovation, or construction of an appropriate facility for the school. It will work closely with the school leadership team in carrying out these responsibilities. The Taskforce will exist only as long as there is a defined need.

Appointments and Composition

1. Appointments of the Chair and members of the Facilities Taskforce shall be made annually by the President of the Board with the advice and consent of the Board in accordance with the bylaws.
2. The Chair of this Committee shall be a member of the Board of Trustees.
3. The CFO and Principal will be members of this Taskforce.
4. Members of this taskforce shall be members of the Board of Trustees, subject to the conditions stated in the bylaws.
5. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

1. Identify appropriate facilities that would meet the needs of Two Rivers.
2. Develop a timeline for the acquisition, construction, and/or renovation of an appropriate facility for Two Rivers.
3. Acquire adequate funding and prepares necessary paperwork to ensure an appropriate building can be acquired.
4. Work closely with the architect and engineers to develop an appropriate design for the building.
5. Monitor the construction/renovation process, ensuring the project is adhering to agreed upon timelines and budget.
6. Identify and acquire temporary facilities while a permanent facility is pursued.
7. Coordinate with other Board committees on relevant issues, such as budget and community outreach.
8. Report to the Board of Trustees on a regular basis in a manner determined by the Board.



Sample Job Description for the Academic Excellence Committee

General Purpose

The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Appointments and Composition

1. Appointments of the chair and members of the Academic Excellence Committee shall be made annually by the chair of the Board with the advice and consent of the Board and the school leader and in accordance with the bylaws.
2. The chair of this committee shall be a member of the Board of Trustees.
3. Members of this committee shall be members of the Board of Trustees, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Board of Trustees. It is anticipated that given the nature of this committee that it may be necessary to have several outside academic leaders on the committee.

Responsibilities

It is important to note that this is a governance function, not a management function, and it is anticipated that the school leader will have a great deal of input into the work and composition of this committee. The committee's main role is to assure that academic excellence is defined, and that the board approves annual goals to attain academic excellence.

1. Define and continue to refine what academic excellence means for our charter school.
2. Ensure that all board members understand the key charter promises we have made to our community and to our authorizer.
3. Work with the school leadership to devise clear and consistent ways to measure progress towards stated goals.
4. Work with school leadership to set annual academic achievement goals, to be presented to and approved by the full board.
5. Work with school leadership to share with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers.
6. Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
7. Annually submit objectives as part of the planning and budgeting process.
8. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.
9. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.



Standard Operating Procedures for Committees of the Board of Directors²

Committees are essential to the effective operation of an organization. Strong committee leadership and dedicated committee members are necessary if the organization hopes to be a successful organization.

The relationship between the Board of Directors and its committees and the committees and staff require a delicate balance and constant communication. Committees perform the work of the Board and report to the Board. Staff, particularly the Executive Director, serve as a primary resource to committees during all committee deliberations. Staff also use committees to help in decision-making and planning.

Committees and staff operate within the board-adopted plan (e.g. mission and goals) and annual budget. Activities of the agency including programming, public relations, fund raising, etc. all happen within the structure of plans and budget. Any initiative or activity outside these fundamental annual guidelines requires board approval prior to development and funding.

Remember: Committee members need not be board members. Look to your community. There are people out there who would willingly serve on committees but may not want to serve on the board.

Standing and Ad Hoc Committees

The bylaws establishes standing committees of the Board of Directors. The President appoints ad hoc committees as needed. (Make sure that you don't have a lot of standing committees in the bylaws. You really only need Nominating, Finance and Fund Development. All the rest can be ad hoc.)

Establishment of Committees

1. Each committee is chaired by a member of the Board of Directors. Committee members include community representatives as well as board members.
2. All board members are expected to serve on one committee. It is recommended that board members not be given multiple committee assignments; this can be too burdensome.
3. The President (or Chair if that is the term you use) of the Board of Directors, in consultation with the Executive Director, appoints all committee chairs.
4. Committee chairs are responsible to recruit their own committee members, in consultation with the President and Executive Director. (Exception: The Nominating Committee chair and members are appointed by the President.)
5. The President is an ex-officio member of all committees except the Nominating Committee.
6. It is recommended that the President and Executive Director meet with each committee chair after the board election, in order to review the committee responsibilities and direction for the new year. Committees may have tasks remaining from the previous year; critical issues may have surfaced during annual planning.

² Developed by Simone P. Joyaux, ACFRE, Joyaux Associates, Rhode Island, www.simonejoyaux.com



7. If Board, staff and/or committees identify new initiatives, prior approval by the Board of Directors is required before the committee begins developing plans.

Operations of Committees

1. Committees report to the Board of Directors. Regular reports, presented by the committee chair, should be presented at each board meeting.
2. The President of the Board monitors activities of the committees and ensures task completion. The President maintains regular (i.e. at least monthly) contact with committee chairs. Committee chairs should report to the President on a regular basis, at least monthly. It is recommended that the President share this task with the Vice President. Committee monitoring can be divided between the President and Vice President.
3. Committee Chair and Executive Director coordinate committee meeting dates.
4. Committee Chair and Executive Director establish the agenda of each committee meeting.
5. Each committee is asked to take its own minutes and, if possible, reproduce and distribute its materials to committee members, the President and Executive Director.
6. While staff are usually completely responsible for implementation, due to limited resources at the organization, volunteers and board members may actually help carry out some activities. This implementation is done under the guidance/approval of the Executive Director. (Be careful! Role confusion can sometimes result when board members get involved in management implementation. It is vital that the board members keep in mind their appropriate role in relationship to management decision-making even though they may be implementing certain tasks.)

Relationship of Staff and Committees

- Committee and staff responsibilities are a delicate balance. The Executive Director and committees may develop some activities together. At other times, staff may pursue activities, within budget and strategic plan, without committee participation. This requires careful judgment on the part of the Executive Director and constant communication between Executive Director, President and committee chairs.
- The Executive Director (or his/her staff designee) serves as staff to all committees.
- The staff person assigned serves as primary resource to all committee deliberations.
- Activities and materials require approval by the staff person assigned. While this cooperative process rarely encounters conflict, sometimes disagreement between staff and committee may occur. At that time, the Executive Director and Committee Chair should convene a meeting with the President so that the situation can be resolved.

Responsibilities of Committee Members

1. Know and understand the committee's purpose, scope and authority
2. Attend meetings and participate in discussion
3. Participate in group decision making
4. Put aside personal agendas for the larger purpose
5. Carry out specific task assignments by the due date and report back to the committee
6. Use the staff as key resource and guide



Responsibilities of Committee Chairs

1. Together with the Executive Director (or other staff person assigned to support the committee) schedule committee meetings, identify the purpose and agenda of each meeting.
2. Together with the Executive Director, ensure that proper information is provided to the committee.
3. Define tasks to be accomplished and select appropriate committee members to do each job and report back to the committee.
4. Monitor activities of each committee member; if the assigned individual does not accomplish
5. his/her tasks, assign the work to another individual.
6. Maintain minutes of the committee meetings as needed. (Depending upon size of staff, this may be a staff function.)
7. Maintain proper records and files of projects and activities; turn them in to the office at year-end.
8. Report progress, at least monthly, to the President of the Board of Directors.
9. Notify President if committee has action that must be taken at board meeting.
10. Make reports at board meetings as necessary.

Responsibilities of the Executive Director (or staff assigned to support the committee)

1. Work with the President to identify committee chairs.
2. Work with the President to ensure effective committee operations.
3. Work with the President to determine what/when issues should be referred to committees.
4. Together with the Committee Chair, schedule committee meetings, establish the purpose and agenda for each meeting.
5. Attend all committee meetings.
6. Provide information and guidance to committees.
7. Ensure that the committee has the necessary information for decision-making.
8. Alert the President if there is any difficulty within committee operations.
9. Work with committee chair to ensure smooth committee operations.

Other thoughts

- Try ad hoc task forces and limit the number of your standing committees.
- Ad hoc task forces are convened to address a specific issue – and then go out of business.
- Task forces allow Board members to participate in diverse experiences during the course of the year.
- Task forces (rather than numerous standing committees) can result in a more manageable number of committees.



Why do some boards manage more than govern?³

- Some board responsibilities, such as raising money, or recruiting and evaluating a management team, unavoidably involve trustees in operational activities that blur the distinctions between governance and management.
- In a newly formed school, board members may have to perform hands-on tasks before staff are hired.
- As a board's confidence in the leadership team wanes, trustees become more intimately involved with day-to-day operations, both to stabilize the school and to better determine whether to make a change at the top.
- In periods of crisis, whether due to turbulence in the external environment or disruptive conflict within the school, boards are likely to intercede in an effort to restore normality.
- Management, more than governance, creates an immediate sense of accomplishment and gratification, in part because managerial issues are frequently more amenable to decisions and actions. Matters of strategy and policy, by comparison, often require extended discussions, in-depth analyses, and a considerable knowledge of the school's context--- conditions not easily fulfilled by a trustee committee or board that meets intermittently and relatively briefly.

These circumstances help explain why so many boards instinctively gravitate toward day-to-day operations, and short-term management. In a sense, to concentrate the board's attention on governance requires that the organization act deliberately to counterbalance trustees' natural tendency to drift into management.

The burden to concentrate the board's attention on governance falls on both the board and the school leader; each has a role to play and neither can succeed without the other.

Ultimately, policy and strategy are (or should be) the direct result of a partnership between the board and the school leader. In reality, though, the preferences and the actions of the school leader, more than the inclinations of the trustees, will influence the nature of the board's focus. The school leader selects the issues, frames the questions, and presents the information that shapes the discussion and determines the blend of governance and management.

Boards that concentrate on trivia frequently do so not by design but by default, as a direct result of the school leader's failure to engage trustees' attention on crucial questions. To the degree that management teams explicitly direct the board's attention to issues with significant stakes, boards are far less likely to focus on minutiae.

³ Adapted from Chait, Richard, How to Help Your Board Govern More and Manage Less (National Center for Nonprofit Boards, 1994).



**Statement of Organization and
Purpose for the Massachusetts Charter School Resource Center
Advisory Committee**

The mission of the Massachusetts Charter School Resource Center (MACSRC) at Pioneer Institute is to foster the development and ensure the success of charter schools in the Commonwealth. We provide guidance on founding charter schools and resources to help existing schools maintain organizational strength, fiscal and managerial stability, and high levels of student achievement. Our programs promote broad public understanding of the charter school model and keep educators informed regarding exemplary practices in successful schools. The Resource Center supports public policies that encourage innovation and reward the pursuit of excellence in public education.

Purpose

The Advisory Committee will assist in supporting the mission of the Massachusetts Charter School Resource Center (MACSRC). In working with charter schools the guidance and resources of the Center are directed at:

- Fostering the founding and development of high quality, high functioning charter schools
- Ensuring success
- Promoting organizational strength and managerial stability
- Encouraging the move toward increased student achievement
- Communicating exemplary practices to the public and to policy makers and opinion leaders

Advisory committee members will be asked to:

Advocate – be champions in building the constituencies necessary to support charter schools and the Resource Center.

Invest – become stakeholders in the charter school movement by investing financially and otherwise in a charter school.

Consult – provide valuable counsel to the Resource Center and to individual charter schools.

Fund – assist in bringing financial resource to the Resource Center and to charter schools.



Membership

There will be a minimum of nine (9) and a maximum of fifteen members (15) of the Advisory Committee.

Selection

During the initial year, the Director of the Massachusetts Charter School Resource Center will select members. In subsequent years members will be selected by the established membership of the advisory committee.

Term of Office

An advisory committee member serves a two-year term. To enable new people to join, a member can be elected to a maximum of two consecutive two-year terms, but then must be off the committee for at least one year before being eligible for an additional one or two terms. To ensure continuity in the committee's work, terms will be staggered, requiring that on the initial committee one-half of the members will serve one year terms and one-half will serve two-year terms.

Member Responsibilities

Each committee member is expected to:

1. Attend three meetings a year.
2. Actively participate in the functioning of the committee.
3. Be available for individual consultations to the MACSRC and its director.
4. Involve / invest in at least one Massachusetts Charter School.
5. Contribute to the financial health of the MACSRC and charter schools.

Officers

The Director of the Massachusetts Charter School Resource Center will appoint a chairperson of the committee. The chairperson will preside at all meetings of the advisory committee.

Meetings

The advisory committee will hold three breakfast meetings a year in October, January and May.



POSITION ANNOUNCEMENT
Director of Operations and Finance

Summary

KIPP Academy Lynn (KAL) is a 2nd year college-preparatory middle school serving the culturally diverse urban population of Lynn, MA (10 miles North of Boston). KIPP Academy Lynn's mission is to create an environment where the students of Lynn will develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond.

KIPP Academy Lynn is modeled after the nationally recognized, tested and proven KIPP Academies (Knowledge Is Power Program) in the South Bronx, New York and Houston, Texas. The New York and Houston schools have realized measurable success working with a population of students who have historically been underserved -- 88% of the students qualify for the free or reduced meal program and many enter below grade level. These schools work with a population of students similar to Lynn and, as measured by standard test scores, are the highest performing middle schools in their school districts. Over the past 3 years, eighth grade students in the Bronx and Houston have earned \$19 million of combined scholarships to college preparatory high schools (an average of \$45,000 per student).

We are seeking individuals who have the heart, expertise, and devotion needed to share in our mission of developing and maintaining an exemplary school. KIPP Academy Lynn prides itself on a professional work environment with a focus on continual learning and collaboration. Each member of the KIPP Lynn team plays an integral role in defining the systems and standards enabling the school to prosper as it grows from serving 160 students in 2005-2006 to 320 students in 2007-2008.

Responsibilities

The Director of Operations and Finance will be responsible for all financial and operational functions within the school and serve as a key member of the school leadership team. The Director will work closely with the Principal and Board of Trustees (BOT) in strategically planning key initiatives and delivering on the school's overall mission. The Director of Operations and Finance will:

- Lead all elements of financial management for \$3 million organization including setting financial strategy, overseeing budgeting, accounting, financial reporting processes and ensuring fiscal health and stability.
- Work closely with Principal in cooperation with BOT in school-wide strategic planning and problem solving in typically complex and dynamic business environment.
- Ensure excellence in school operations including vendor negotiations, procurement and general logistics, HR systems, record keeping, non-academic student services and continual process improvement.
- Direct real estate development initiatives including on-site construction and off-site search for new school grounds. Project management of contractors, consultants, attorneys, financiers, BOT, and landlord.



- Support Development Director in sourcing and cultivation of fundraising opportunities.
- Support Principal in compliance with state regulations, and manage relationship with Dept. of Education.
- Strengthen board relationships via regular reports, correspondence and management of legislative process.
- Initiate partnerships with non-profits and community leaders including recruitment of board members.
- Complement Principal in establishment of trust & loyalty within organization.

Qualifications

We are seeking applicants able to demonstrate initiative, the ability to lead and create while also collaborating well with others. The Director of Operations and Finance will have a passion for the mission of the school and possess the following qualities:

- 5 – 7 years work experience;
- Demonstrated passion for the mission of KIPP: Lynn Academy;
- Financial management and operational experience; experience with facilities and real estate management and negotiations preferred;
- An inner drive for the relentless pursuit of excellence in all aspects of the school;
- A strong ability to multi-task, handling numerous tasks across multiple functions each day, prioritizing effectively, and managing time well to accomplish all key tasks;
- Intellectual sophistication;
- The drive and ability to do whatever it takes, regardless of circumstances, to fulfill responsibilities and achieve results;
- The ability to remain unflappable during crises, and to support the Principal in a calm, effective manner through various difficult and stressful circumstances;
- Professionalism, sound judgment and maturity;
- An effective oral and written communicator, with an ability to communicate with various constituencies;
- Highly organized and resourceful, with attention to detail, a keen ability to be on top of the “day to day” management of the school;
- Positiveness and enthusiasm; ability to motivate and build trust within and outside the organization;
- Integrity, an impeccable character; and
- Self-confident and humble, good sense of humor.

Ideal candidates will be attracted to the opportunity of developing the program within a dynamic and evolving work setting, and the chance to participate actively in a small team of committed educators dedicated to professional and personal growth.



Board Goals 2004-2005

Secure school facility

- obtain a site at least 20,000 sq ft. in size, for at least 10 years time
- insure that facilities cost is no greater than 17% of operating costs

Raise funds for the school

- raise sufficient funds to close a deal to secure a new facility
- raise \$20,000 towards the school's regular operating costs

Strengthen the board

- add 4 new members; 2 by September, 2 by February
- engage in board development activities (training, work w/consultant) throughout the year

Oversee responsible fiscal policies

- oversee the budget to produce an operating surplus of at least \$100,000
- insure audit is completed in a timely way

Complete successful charter renewal

- support senior management's efforts to secure the renewal of the charter

Develop a plan to celebrate 10th anniversary

- Develop a plan that strengthens the school's image among foundations, donors, charter school advocates, policy makers, current/prospective students & their parents

Support and evaluate school leaders

- Conduct timely and thorough performance evaluations of Principal and Executive Director



SAMPLE BOARD GOALS

City on a Hill Charter School Board 2005-2006

School-wide goals for 2005-2006	Executive	Academic Performance	Real Estate	Development	Finance
<p>Board Objectives</p>	<p>Demonstrate substantial progress toward achieving Accountability Plan goals</p> <p>Add 2-3 new board members</p>	<p>Improve MCAS scores: Math-Adv from 9% to 20% Math-Prof from 30% to 50% ELA-Adv from 0% to 10% ELA-Prof from 49% to 60%</p> <p>Increase average SAT scores: From 1200 to 1350 (out of 2400)</p> <p>Raise the percentage of seniors admitted to competitive colleges From 64% to 70%</p> <p>Produce a report by 9/15/06 on the rate and causes of student attrition</p>	<p>Purchase a building at least 25,000 square feet in size by 12/31/05</p> <p>Finance the purchase and renovation of a building at a carrying cost that is less than 17% of future operating revenue</p>	<p>Raise \$250,000 for capital campaign by 12/15/05</p> <p>Raise \$165,000 for operations by 6/30/06</p> <p>Raise an additional \$500,000 for the capital campaign by 9/1/06</p>	<p>Produce a surplus of at least \$100,000 while maintaining a robust educational program</p> <p>Secure an unqualified 2004-05 audit opinion</p>
	<p>Conduct individual and collective board performance evaluations by 9/15/06</p> <p>Conduct performance evaluation of Executive Director and Principal by 9/15/06</p>	<p>Mentor 4 seniors in their preparation for college</p> <p>Analyze student attrition data</p>	<p>Examine potential school sites for suitability</p> <p>Inform architect in designing school space to suit CoaH's program</p>	<p>Provide 10 names for annual appeal</p> <p>Bring 3 new people to the 11/10 fundraiser</p> <p>Organize/buy a table for the Spring gala; donate or solicit auction items</p> <p>Make a meaningful pledge to the Capital Campaign</p>	<p>Review regular financial reports</p>



	Executive	Academic Performance	Real Estate	Development	Finance
Executive Director Objectives	<p>Assist the board in identifying and vetting 2-3 new board members</p> <p>Plan and organize annual board retreat</p>	<p>Plan and oversee the expansion of 1 on 1 tutoring program to freshman and sophomores</p> <p>Recruit at least 400 student applicants; insure clear messaging about CoaH's program to prospective applicants</p> <p>Analyze student attrition data</p>	<p>Lead efforts to finance the purchase and renovation of a building.</p>	<p>Produce professional marketing materials (annual report, newsletter)</p> <p>Organize fundraising activities (annual appeal, events)</p>	<p>Provide the Board and Principal with timely financial information.</p> <p>Insure timely completion and submission of audit to DOE</p> <p>Maintain spending levels within budgeted amounts</p>
Principal Objectives	<p>Provide the Academic Performance Chair with monthly school reports (criteria set in September) and the Board with quarterly school reports</p>	<p>Lead efforts to improve academic performance at City on a Hill</p> <p>Oversee revision of curriculum to improve proficiency, coursework, and MCAS/SAI alignment.</p> <p>Recruit and retain excellent teachers who are committed to CoaH's mission</p> <p>Implement Silent Sustained Reading program</p> <p>Oversee and expand AP classes offered to seniors</p> <p>Ensure all juniors take SAT prep course prior to June '06 test</p> <p>Analyze student attrition data</p>	<p>Examine potential school sites for suitability</p> <p>Inform architect in designing school space to suit CoaH's program</p>	<p>Participate in efforts to secure and close gifts</p> <p>Mobilize students and teachers to assist with fundraising</p>	<p>Maintain spending levels within budgeted amounts</p>



OBJECTIVES	BACKGROUND	MEASURES	TIMEFRAME
DEVELOPMENT COMMITTEE			
Support the parent committee members in encouraging and cultivating parent donations	Two Rivers launched its second annual campaign in early December 2005.	<ul style="list-style-type: none"> • 75% of families participate in giving • Raise \$20,000 • Make personal contact with all previous donors who have given over \$50 to the annual campaign. 	<ul style="list-style-type: none"> • May 2006 • February 1, 2006
Have each Board member provide a personally meaningful contribution	The Board agrees that it is critical to be able to say to potential donors that there is 100% Board participation in supporting Two Rivers.	<ul style="list-style-type: none"> • 100% participation • Raise \$6,000 • 100% initial contribution by December 31, 2006 	<ul style="list-style-type: none"> • December 2006 • June 2006 • December 31, 2006
Cultivate relationships with existing major donors	Two Rivers has been successful in establishing relationships with several major donors and needs to maintain and strengthen these relationships over the 2005-2006 school year. For the 2005-2006 school year, a major donor is defined as someone who has donated at least \$250 during the 2004-2005 school year or the 2005-2006 school year.	<ul style="list-style-type: none"> • 85% of existing major donors with have a fully completed contact checklist (e.g., dictates minimum number of personal contacts, number of contacts by mail, invitations to events) • 100% of existing major donors will receive a minimum of two contacts • Raise \$10,000 	<ul style="list-style-type: none"> • June 2006 • June 2006




OBJECTIVES	BACKGROUND	MEASURES	TIMEFRAME
DEVELOPMENT COMMITTEE			
Develop and cultivate new major donors	Two Rivers needs to expand its base of major donors.	<ul style="list-style-type: none"> • Identify 20 new major donor prospects • Establish regular contact with all prospects • Obtain ongoing support from at least 7-8 new major donors 	<ul style="list-style-type: none"> • February 2006 • First contact: March 2006 • June 2006 • June 2006
Develop an active prospective corporate donors list	Two Rivers needs to actively seek support from corporate donors, especially those located in the metropolitan area, that support education.	<ul style="list-style-type: none"> • Identify top 5 prospects • Establish contact with top 2 prospects 	<ul style="list-style-type: none"> • August 2006 • First contact: October 2006
Add non-Board members to the committee	The development committee needs to seek additional members outside of the Board with interest and expertise in relevant issues.	<ul style="list-style-type: none"> • Identify possible committee members • Add 2-4 committee members 	<ul style="list-style-type: none"> • Ongoing, beginning January 2006 • March 2006
Develop relevant marketing materials	We need a more comprehensive package of materials to promote the school (materials could benefit development efforts, as well as outreach and recruiting efforts)	<ul style="list-style-type: none"> • Identify pro-bono help to develop materials • Develop letter of introduction • Develop more elaborate DVD • Develop new packet of materials for distribution 	<ul style="list-style-type: none"> • March 2006 • March 2006 • June/July 2006 • April 2006



SAMPLE MANAGEMENT LEVEL GOALS

KIPP Academy Lynn Proposed Management Goals 2006-207

Goal	Measurement	Key Strategies	When to report to board	Status
<p>Academics</p> <p>KAL students will make significant yearly progress across all of their subjects</p>	<ul style="list-style-type: none"> A greater percentage of KAL students, who have been enrolled in the school for at least two years will achieve the performance standard of "Proficient or above" on all MCAS exams than their peers are LPS as well as the state. All grade-level cohorts will demonstrate, on average, an improvement of at least 10 NCEs until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance on SAT-10 tests (Zero (0) NCE growth is 1 years worth of growth) 	<ul style="list-style-type: none"> Offer consistent, effective classroom observations & support Research & develop appropriate professional development for each member of the staff Use MPSP data to inform instruction 	<ul style="list-style-type: none"> MCAS: Sept 2007 SAT-10 July 2007 	
<p>Research, develop & execute high school placement strategy</p>	<ul style="list-style-type: none"> A detailed plan is written & Executed <p style="text-align: center;">Meetinghouse Solutions </p>	<ul style="list-style-type: none"> C. Plummer outreach All 7th grade students attend weekly high school preparation class taught by C. Plummer 	<p>Quarterly</p> <ul style="list-style-type: none"> October January March July 	<p style="text-align: right;">23</p>

Goal	Measurement	Key Strategies	When to report to Board	Status
Financial KAL will remain financially stable in FY'07	<ol style="list-style-type: none"> 1. Maintain a balanced budget for FY'07 2. Develop a preliminary budget for FY'08 by March 2007 Board meeting, approved by June 2007 Board meeting 3. Evaluate current operational systems and adjust them to be in compliance with our Fiscals Policies and Procedures guide 4. Receive a "Clean" Audit for FY'07 	<ol style="list-style-type: none"> 1. AMS closing books 2. Coordinate with strategic plan 3. IV, ER, AMS and Auditors 	<ol style="list-style-type: none"> 1. Monthly 2. January Progress Report 3. December 4. October 2007 	
KAL will raise enough money to run its extended programming.	<ul style="list-style-type: none"> • Create and execute a development plan for FY'07 that will raise at least \$300,000 	<ul style="list-style-type: none"> • Outreach to other successful charter schools • Consult MCF 	<ul style="list-style-type: none"> • Plan presented in Oct. • Monthly updates 	



<p>Governance Improve preparation for and quality of board meetings</p>	<ul style="list-style-type: none"> All Board documents and communications follow the Board approved time line 	<ul style="list-style-type: none"> Develop and follow Board communication timeline (i.e. agenda, packet, review) by October 2006 	<ul style="list-style-type: none"> Monthly 	
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Notes: Ideas for HOW to proceed - Board items only

Item #	JPIC (in bold) / RECOMMENDATION CATEGORY	Board Responsibility, mainly	Start now	Start by June, 2007	Start by Sept. 2007	Administration responsibility, mainly	Eliminate
A.	Progress Towards Achieving Vision						
A.1.	Begin to fix academic problem					X	
A.2.	Strengthen the school's financial health	X					
A.3.	Stop debating whether the school is about strong academics or an environmental approach.	X					
A.4.	Create a culture of civility	X					
B.	Defining Roles of Top Administration						
B.1.	There was a great deal of consensus about the skills, qualities and experience needed in the next leaders. This should be clearly communicated to the search firm as soon as possible.	X					
B.2.	Make the process as transparent as possible—use the search for new leaders to strengthen the trust among stakeholders. If not executed properly this process will only serve to exacerbate current tensions.	X					
B.3.a.	The Board should commission the Interim Director to assess the strengths and weaknesses of the current curriculum	X				X	
B.3.b.	The Board should commission the Interim Director to determine what can be done immediately to improve curriculum.	X				X	
B.3.c.	The Board should commission the Interim Director to determine whether there is a true need for a curriculum specialist and if so, whether this should be a full or 1/2 time position, what the specific scope of work should be, etc.	X				X	

Done? Or only started?

In the works?

All of B3 is done for the Board. The Interim Director has

already taken these tasks on as Administration priorities.

Notes: Ideas for HOW to proceed - Board items only

Item #	TO DO (in bold) / RECOMMENDATION CATEGORY	Board Responsibility, mainly	Start now	Start by June, 2007	Start by Sept. 2007	Administration responsibility, mainly	Eliminate
C.	Roles of the Board of Directors						
C.1.	Strengthen the board structure						
C.2.	Clarify board roles and responsibilities. Conduct a board member education program and board evaluation.	x					
C.3.	Clarify board roles and responsibilities—by setting annual strategic board level goals for this year, stay the course, stay focused and report on progress regularly.	x					
C.4.	Start practicing effective governance, and learn to stay out of management so that you will be able to retain the new leaders.	x					
C.5.	Recruit board members based on skills not stakeholder representation	x					
C.6.	Create short and long term policies to deal with conflicts of interests inherent with too many board members and employees also being parents of students in the school.	x					
C.7.	Concrete steps need to be taken to outline clear criteria for recruitment and retention of board members, teachers, teaching assistants and administrative staff with a long-term goal of reducing the number of conflicts.	x					
D.	Role of the PSO						
D.1.	The PSO should work with the Interim Director and the Principal to reflect on these survey results (and those of their recently initiated communications survey) to determine how to improve their effectiveness and focus.					x?	

Notes: Ideas for HOW to proceed - Board items only

Item #	TOPIC (in bold) / RECOMMENDATION CATEGORY	Board Responsibility, mainly	Start now	Start by June, 2007	Start by Sept. 2007	Administration responsibility, mainly	Eliminate
D.2.	Given the other pressing issues facing the organization, the PSO should work with the Interim Director and the Principal to identify the most important elements of their mission rather than adding any new things at the moment.					x?	
D.3.	In light of the transition going on at the school and the survey results that question who the PSO should report to, perhaps the PSO should shift to report to the Interim Director.	x?					
E.	Addressing the Need for a Parent Voice						
E.1.	As part of the board and management level goals for the year, the board should commission the Interim Director to create a Director's Parent Council.	x				x	
E.2.	Structurally the Parent Council would be formed by the parents of each grade electing two representatives (two kindergarten parents, two 1st grade parents, etc.) for a total of 18 parents on the council.					x	
E.3.	The role of the Parent Council would be to: ???					x	
E.4.	Creating an entity like this now would send a strong signal that the board and school leadership are ready and willing to listen to parents in a constructive way.					x	
F.	Roles of an Advisory Group						

The Interim Director is thinking this through.

The Interim Director should propose this.

Notes: Ideas for HOW to proceed - Board items only

This was recently discussed with the Interim Director. Ellen Winick can report.

Item #	TC. (in bold) / RECOMMENDATION CATEGORY	Board Responsibility, mainly	Start now by June, 2007	Start by Sept. 2007	Administration responsibility, mainly	Eliminate
F.1.	For now the advisory group should be disbanded. There are much more pressing needs for the organization. The organization should first get the balance and boundaries right between the board, the director and the parents.	X				
G.	Final Recommendations (These are a combination of recommendations from topics above. Evaluation results here will be compared to topic results above, to verify evaluation consistency.)					
G.1.	Clearly define the roles, responsibilities, authority and boundaries of the board, school director, principal, teachers, teaching assistants, and parents and hold each other accountable to maintaining these.	X			X	
G.2.	Begin to create a more effective board in structure, composition, focus, and practice.	X				
G.3.	Partner with the Interim Director to strengthen the academic program and create an effective vehicle for parents to voice their concerns.				X	