B.3 MANAGEMENT & OPERATION

Description of Organizational Structure & Day-to Day-Operation

As explained earlier, Hirsch Academy: A Challenge Foundation Academy will be governed by a single Governing Board ("Board"), which will be responsible for the policy decisions of the charter school. The School Director of Hirsch Academy: CFA is hired by, and reports directly to, the Board.

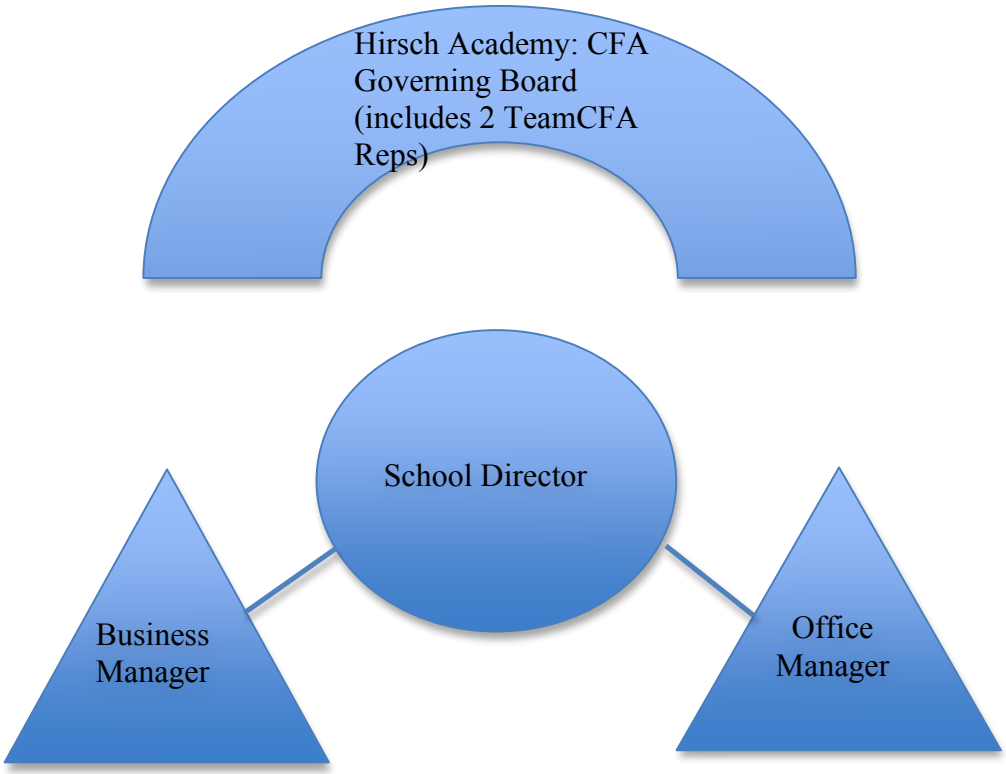
This School Director will be responsible for overseeing the day-to-day operations of Hirsch Academy: CFA and will also be responsible for managing the budget, working to create a school culture, manage hiring and evaluation of all staff, evaluating the school's performance and progress toward goals, maintaining relationships with the Board, parent and community organizations, and business leaders, and maintaining compliance with the charter agreement and regulations.

The Business Manager will report to the School Director and will oversee financial and business operations of the school. The Office Manager will be responsible for the school's operations. A Lead Teacher Team will advise on the planning, management, and implementation of curriculum and on professional development. While the roles of School Director, School Office Manager and Business Manager will be filled by one individual in each position, only one person will fill the Office Manager and Business Manager position in years 1-3. The Lead Teacher Team will have four to ten members depending on the number of classrooms and special area teachers employed by Hirsch Academy: CFA. In preparation for implementation of the TAP (Teacher and Principal Advancement) System elements in year 3 or 4, there will be one Mentor Teacher identified annually beginning in Year 1.

While the School Director is ultimately responsible for the success of Hirsch Academy: CFA, there is an appropriate process established to streamline the operations of the school. Parent concerns for classroom issues and questions about curriculum should go first to the classroom teacher. If unresolved, the issue or question will go to either the Lead Teacher Team, or directly to the School Director if more serious or confidential, and the concern will be investigated and addressed as then deemed appropriate and necessary. Following the investigation, the Lead Teacher Team will provide a report to the School Director, or the School Director will report to the Governing Board. The School Director will be responsible for determining the appropriate course of action.

Issues involving the school plant or daily business operations should go to the Business Manager and if unresolved will go to the School Director. Public relations and community development issues should go first to the School Director. The Director will decide what issues go to the Board unless a complaint is directed at the School Director. Then the complainant will go directly to the Governing Board.

Hirsch Academy: CFA *Administrative Personnel* Organizational Chart Years 1-3



*Note: School Business Manager and School Office Manager will be a 1.0 combined position in years 1-3, or until enrollment can support 1.0 for each position

Roles and Responsibilities of Administrative Personnel

School Director
Roles and Responsibilities

The School Director is instrumental in the school's success, providing instructional, operational, and administrative leadership necessary to ensure success. The Director wears many hats, serving both as a school principal and superintendent, in many cases. The Director works with the Board, the Challenge Foundation's National Schools Director, and the school leadership team in driving the school's vision and impacting student learning.

The School Director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school; and is expected to guide staff in understanding and implementing the Core Knowledge Sequence across each grade level and content area. He or she organizes, administers, supervises, and evaluates all aspects of the school's design within the school's and the greater school community. The School Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The School Director is responsible for planning improvements that directly address the school's critical points of accountability:

- student performance,
- school design / instructional process,
- financial management,
- customer satisfaction, and
- systems growth.

Achieving outcomes in these five areas of accountability requires strong leadership. School leadership is clustered in terms of three distinct roles:

- instructional leader,
- site-based manager, and
- builder of school culture.

Accordingly, our performance standards for directors, represented in the job description, are listed in three categories below:

The School Director as **instructional leader** will:

- guide the school's vision for learning;
- set standards for student achievement;
- provide leadership, direction, and support to the implementation of the school's instructional and program plans;
- provide instructional leadership in advancing proven teaching and learning practices, and implementing the Core Knowledge sequence;
- provide leadership in the formulation and annual adjustment of the school's instructional and program plans;
- observe—and ensure that teachers observe—instruction regularly;
- monitor—and ensure that teachers monitor—student growth and achievement;
- support the development of a network of student support systems;
- supervise and evaluate staff to ensure quality instruction and student achievement;
- support and monitor the professional development plans of lead teachers, team teams, and curriculum coordinators to continuously improve instruction;

- ensure that continuous improvement is guided by student academic standards; school performance standards; and concrete data from school, state, and local assessments; and
- ensure that continuous improvement processes address the achievement of all students.

The School Director as **site-based manager** will:

- develop and manage the school budget;
- supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations;
- maintain complete and accurate records of the entire school program;
- manage student recruitment and enrollment process;
- recruit, select, and hire school staff, including teachers and school-based support staff;
- continually monitor progress on all measures of school and staff performance;
- work with lead teachers and professional development specialists to address team needs;
- ensure a safe and orderly environment;
- ensure compliance with federal, state, and local regulations and policies (unless otherwise waived);
- establish and maintain close working relationship with the school's Board/trustees; and
- work with accountability agent to complete and present the annual school's progress report to stakeholders – staff, students, families, board and community.

The School Director as **builder of school culture** will:

- communicate the vision that supports the school's goals and articulate the school's values and model those values;
- develop a plan for achieving the school's vision; achieve a common understanding with the school community;
- seek feedback on the progress of the school;
- serve as a spokesperson for the school in the community and elsewhere;
- create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence;
- engage parents and community in planning and implementing programs, including community use of the school site;
- manage and facilitate group planning and problem-solving sessions;
- build on the strengths of staff; recognize improvement;
- support and monitor the development of all staff and implementation of program improvements; and
- provide leadership to the Board and the school leadership team.

General oversight responsibilities ultimately lie with the School Director in all areas, in collaboration with related personnel noted below:

Instruction- Classroom, Special Areas and Contracted Services (e.g. SPED/ELL)

- CK Coordinator and Lead Teacher Team

Curriculum and Assessment (mandated State testing)

- AIMS, NWEA and CK Coordinator

Staff Development

- CK Coordinator and Lead Teacher Team

Financial Management

- School Business Manager

Contracted Services

- School Office Manager

Personnel

- School Office Manager

Grants Management

- Business Manager and Accountant

Student Accountability Information System (SAIS)

- School Office Manager

Critical skills and/or experience:

- advanced degree
- minimum five (5) years of appropriate teaching and/or administrative experience
- experience teaching or leading in a Core Knowledge school preferable, but not required
- certified (or eligible for certification) as a school director

School Business Manager (SBM)

Roles and Responsibilities

The School Business Manager is responsible to the School Director for the daily financial and business operations of the school including but not limited to facilities maintenance, tracking budget compliance, payroll and human resource functions. He/she will work collaboratively with the School Director and will be intimately involved in maintaining moral and establishing a learning community. They should have excellent communication skills and be able to spearhead grant-writing activities.

The School Business Manager is a key member of the school's leadership team. He or she is an individual with varied business experience who pays keen attention to detail. The School Business Manager is an exempt employee who oversees, indirectly, the School Office Manager and Nurse, if applicable.

Financial Responsibilities:

- must have comprehensive financial knowledge and skills.
- manages banking, petty cash, purchasing, payables, fixed asset, and payroll functions for school site(s).
- follows all payable procedures as established by the school's headquarters finance department
- accountable for gathering, interpreting, and disseminating short-term and long-term budget information to the Director and Accountants
- maintains frequent and timely communication with school director and accountant regarding all aspects of accounts payable and receivable
- must participate in discussion of management estimates
- submits regular reports to all accountability agents as required.
- ability to write reports (word processing and spreadsheets using QuickBooks and MS Excel) and business correspondence

Business Administrative Responsibilities:

- maintains frequent and timely communication with school director and accountant regarding all aspects of accounts payable and receivable
- (includes procurement, receiving/distribution, and payment procedures, vendor relationships, district/charter relationships, and reporting structures)
- acts as liaison between teaching and administrative staff and appropriate human resources and payroll entities
- reports any worker compensation, property, or liability claims to appropriate insuring party
- responsible for booking travel for teachers
- responsible for overseeing inventory of all curriculum materials (by classroom) and furniture in conjunction with curriculum coordinators

Leadership Responsibilities:

- meets regularly with site leadership team, teaching, and administrative staff to determine the supplies and services needed in relation to budget and financial capabilities of the school
- shares leadership skills and knowledge with other BSMs and may participate in national training sessions
- interacts with internal contacts such as school staff and director to develop local policies and procedures, discuss ideas for new programs, and serve as a point of reference on inquires and problems associated with the operations of the school
- interacts with external contacts such as charter management and financial and other outsourced vendors, federal, state, local government and private funding organizations, consultants, and community leaders.

Facilities Responsibilities, to be further designated between and in collaboration with the School Office Manager:

- establish and maintain personnel and/or services for all facility-related matters including maintenance, rubbish collection, security services, fire-alarm maintenance, emergency generator maintenance, elevator maintenance, pest control, and office machine rentals in conjunction with director
- ensure procedures are in place for preventative maintenance program, asbestos management plan, OSHA compliance plan, building evacuation plan, and federally mandated programs
- coordinate communication of policy and procedures of maintenance standards and risk management with director and staff.

Oversight responsibilities:
Financial Management, in collaboration with the School Director
Contracted Services, in collaboration with School Office Manager and School Director
Personnel, in collaboration with the School Director

Qualifications/Key Skill Sets

- Advanced degree preferred.
- Must have comprehensive financial knowledge and skills.
- Ability to write reports (word processing and spreadsheets using Quickbooks and MS Excel) and business correspondence.
- Must have five years (5) experience in Business or Operations Management field

School Office Manager (SOM)

Roles and Responsibilities

The School Office Manager will play a key support role within the school's operations. He or she will serve as the focal point for communication by mail, telephone and in person. The School Office Manager will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the School Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the School Office Manager as representative of the school. He or she must be flexible, personable, able to communicate the school's mission and vision, and possessed of the same core values that are part of the school's.

The School Office Manager will:

- Act as the school's representative;
- Create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork;

- Greet and announce all school visitors appropriately;
- Use proper telephone etiquette and direct calls appropriately to school staff;
- Provide needed assistance and communicate effectively with director and all school staff;
- Be attentive, patient and fair with students;
- Treat parents as valued and respected customers;
- Be knowledgeable about school as well as the school community; be familiar with key school personnel, school board members and/or district personnel;
- Maintain all school records, including school schedule, student waitlist, enrollment process, attendance records, and school calendar;
- Be responsible for recording, tracking and following up on student tardiness, excused absences and unexcused absences and providing this information to the SAIS, as required;
- Provide and/or manage standard school operations, including, but not limited to:
    - Student entrance/exit procedures
    - Safety and emergency procedures/guidelines
    - Distribution of student medication, in absence of nurse and understand the local legislation concerning such distribution
    - Correspondence and schedule for director
    - Business related processes as assigned by director and/or business services manager (purchasing/expenses, invoices, shipping and receiving, etc.)
    - School newsletter
    - Coordination of volunteer hours/participation
- Responsibility for all voicemail administration including setting up new mailboxes and changing school voicemail greeting for vacations, field trips, etc.; and
- Maintain school directory and updates to phone tree.
- Any additional duties as assigned by the School Director.

Facilities Responsibilities, to be further designated between and in collaboration with the School Business Manager, and reporting to the School Director:

- Establishes and maintains personnel and/or services for all facility-related matters including maintenance, rubbish collection, security services, fire-alarm maintenance, emergency generator maintenance, pest control, and office machine rentals in conjunction with director;
- Ensures procedures are in place for preventative maintenance program, asbestos management plan, OSHA compliance plan, building evacuation plan, and federally mandated programs; and
- Coordinate communication of policy and procedures of maintenance standards and risk management with director and staff.

Oversight responsibilities:
Contracted Services, in collaboration with the School Director and School Business Manager
Student Accountability Information System (SAIS)

Qualifications

- High School or Equivalency Diploma or Higher
- Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs
- At least three (3) years of experience in office management or in a secretarial position

Core Knowledge (CK) Coordinator and Lead Teacher Team

Roles and Responsibilities

The CK Coordinator and Lead Teachers in particular will work with the School Director in taking initial responsibility for the organizational management of a teaching team. The CK Coordinator and Lead Teachers will play a significant supporting role in the facilitation of the Core Knowledge Sequence of learning, guiding professional development of their teammates in understanding critical practices of direct and integrated content. In addition, they will take responsibility for directing the development of new curriculum, in conjunction with curriculum coordinators and in alignment with the school's education model and facilitating communication between parents and other team members.

As a member of a teaching team, the Lead Teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The Lead Teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities.

The CK Coordinator and Lead teachers, through their extended experiences and education, have a 'tool box' that provides evidence of successful teaching techniques and classroom management skills (e.g., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as evidenced through classroom observations and interaction with staff. He / she possesses leadership ability, creative and innovative instructional strategies and lesson design, is able to lead professional development with staff, and provides scaffolding resources in developing students as independent learners.

The CK Coordinator and Lead Teacher will:

- demonstrate proficient understanding of the Core Knowledge Sequence
- meet school's education model performance standards for mid-career teachers
- implement school policies and procedures

- manage the grade level or content area teaching team
- develop team strategies for building a learning environment consistent with school's standards and guidelines
- model implementation of curriculum for the team
- ensure the implementation of school performance standards for team teams
- facilitate the team's benchmark assessment, including plans for continued improvement
- establish a culture of professionalism among team members
- observe instruction and facilitate opportunities for team members to observe each other
- lead, coordinate, and support the implementation of peer coaching
- lead and support the development of professional growth plans and a team professional development plan
- monitor academic progress of team students
- ensure ongoing communication with parents, staff, and community
- integrate technology into the instructional program and be proficient in its use
- serve on more than one building-level committee, having a leadership role in at least one committee
- serve on the school lead teacher team
- supervise and mentor student teachers
- collaborate and assist the senior teacher with team mentoring; act as a resource to other mentors
- work closely with the resident teacher
- serve as a professional-development resource for team members
- coach team members as needed
- demonstrate effective instructional and classroom management techniques
- assist school director in the performance assessment process

Oversight responsibilities, in collaboration with the School Director:
Instruction
Curriculum and Assessment, also in collaboration with the AIMS and NWEA Coordinator
Staff Development

Qualifications/Key Skill Sets

- Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- master's degree (or, within 5 years)
- appropriate teacher certification
- evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.)

- 3–5 years of successful teaching experience with performance ratings that indicate a high level of proficiency; to include teaching and developing lessons for Core Knowledge. If teachers with Core Knowledge experience are not available, Lead Teachers will receive training in both Core Knowledge and in implementing Core Knowledge curriculum.
- positive references from all places of prior employment
- willingness to specialize in a subject area or specific instructional practice

Mentor Teacher

Roles and Responsibilities

The Mentor Teacher position differs from the CK Coordinator and Lead Teacher Team in that this role is solely focused on raising student achievement through building and supporting teacher capacity. In the TAP System model, the Mentor Teacher is one who has chosen to increase their role and responsibilities beyond the expectation of the "Career Teacher" and is therefore compensated accordingly with a modest stipend. The Mentor Teacher serve as a "liaison" between the School Director, CK Coordinator and Lead Teachers to ensure all teachers are receiving the support they need. This is a step toward becoming a TAP System school. In a full TAP model this person would be released of teaching responsibility on a part-time basis to serve teachers on a weekly basis, and would work closely with a "Master Teacher", a non-teaching position with more comprehensive responsibility than the Mentor Teacher. The intent of Hirsch Academy: CFA is to implement the TAP System model in year 3 or 4 as it becomes financially possible.

The Mentor Teacher will:

- Serve on the leadership team and participate in school wide academic goal setting
- In cooperation and oversight from the School Director, develop the long-range mentoring plan for teacher observations and evaluations, both informal and formal
- With oversight from the School Director assist teachers with developing their individual professional growth plans for setting goals and acquiring effective instructional strategies and interventions
- Co-lead grade level "cluster" meetings (at least twice quarterly) during grade level prep time for mentoring, prior to and following Instructional Round observation to assist with planning, coach and facilitate follow-up articulation
- Following grade level "cluster" meetings, provide observation feedback to the classroom teacher, teach a model lesson and facilitate reflection
- Assist with bi-monthly data meetings in support of continuous improvement model and mentoring; use data to guide Instructional Rounds for instructional methods, classroom management, and follow-up professional development needs

Oversight responsibilities, in collaboration with the School Director:
Instruction
Evaluation
Staff Development, also in collaboration with the AIMS and NWEA Coordinator, CK Coordinator, Lead Teacher Team, SPED and ELL

Qualifications/Key Skill Sets

- Appropriate bachelor level degree
- master's degree (or, within 5 years)
- appropriate teacher certification
- evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, leadership, etc.)
- 5+ years of successful teaching experience with performance ratings that indicate a high level of proficiency; to include teaching and developing lessons and assessments and a broad range of knowledge and experience with effective instructional strategies. If no prior mentor teacher experience, informal training will be sought through release time and shadowing experiences at a local TAP school.
- positive references from all places of prior employment
- willingness to specialize in mentoring and meeting facilitation skills

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