

Textron/Chamber of Commerce Academy Board Minutes

Meeting Location: Textron/Chamber of Commerce Academy
130 Broadway, Providence, RI 02903

Date and Time of Meeting: Tuesday, March 18, 2008 4:30 PM

Directors Present: (10) Irina Abramov, Mark Andrade, Chelle Butler, Fred Butler, Leesa McCarthy, Peter Mezei, Tom Robillard, Vince Saele, Kathryn Shanley, Ela Silva

Directors Absent: (5) Mike Jarrett, Rob Leylegian, Mayra Llanos Piazza, Shirley Price, Michael Shepard

Others Present: Larry DeSalvatore, Peter Phillips

Presiding Officer: Kathryn Shanley

Decisions Adopted, Rejected, or Tabled: **ADOPTED:** Minutes from January 15, 2008 meeting.

ADOPTED: Minutes from February 27, 2008 meeting.

ADOPTED: A motion to accept the nomination of Peter Phillips to a Board term as a business representative beginning upon affirmative vote and concluding with the annual meeting in November 2009.

ADOPTED: The following as amendment to the TCCA charter:

College Preparatory Education

~~The sole educational program is to provide a complete college preparatory education. Our Academy will be divided into two Schools:~~

- ~~• Lower School — 9th and 10th grades~~
- ~~• A. Philip Randolph School — 11th and 12th grades~~

~~The course of study selected by each student will fit his or her personal goals. To achieve this, the Lower School course of study will include an initial two-year core curriculum during which the student pursues core competency.~~

~~Lower School — Core Curriculum — 9th and 10th grades~~

~~The core competency requires study in the areas of:~~

~~9th grade year: Algebra/Geometry, English, Western Civilization, Biology, Spanish 1, Health/Lifestyle~~

~~10th grade year: Algebra/Geometry, English, US History, Physical Science, Spanish 2, Health/Lifestyle~~

~~The core competencies include competency in the areas of:~~

- ~~• reading, oral expression and written expression in two languages~~
- ~~• mathematical analysis of patterns in the physical and social worlds~~
- ~~• scientific analysis of the material world: biological and physical organization~~

- cultural awareness
- history of the US, including history of A. Philip Randolph
- health and lifestyle as contained in the documents Healthy People 2000 Rhode Island

A. Philip Randolph School — Graduation Committee — 11th and 12th grades

Upon demonstration of the core competencies, which may take longer than two years but which will in no case take fewer than two years, the student will enter the A. Philip Randolph School. Entering the Randolph School is a significant watershed event in the student's career at the Academy and will be marked as such by a major public ceremony. Upon entering the Randolph School each student will participate in the formation of his or her personal graduation committee. This committee will participate in the development of a plan for the two years of study in the Randolph School.

Graduation Committee

The student's personal graduation committee shall consist of:

- two teachers, one chosen by the student and one assigned by the faculty
- one parent, mentor or other non-school adult representative chosen by the student
- One student assigned by the faculty

Any graduation committee can be expanded to five members either permanently or for any special purpose.

The responsibility of the graduation committee shall be to engage with each student in a process of guidance and review of the course of study over approximately two years, from the entrance of the student into the Randolph School until graduation.

Graduation is dependent on demonstrated knowledge and mastery of skills in successful completion and oral defense of the required portfolio. The graduation committee will evaluate the portfolio and recommend the student to the Governing Board for graduation. Diplomas will be awarded by majority vote of the Governing Board, upon recommendation of each student's graduation committee.

The initial plan of study will be created by the student in consultation with the members of the committee, and approved by the graduation committee at its first meeting. At subsequent committee meetings, the student will make oral presentations of bodies of work prepared for the Graduation Portfolio. The graduation committee will examine the student in a question and answer format, and will decide upon acceptance of the body of work. If the body of work is deemed unsatisfactory, the committee will outline further additions required of the student prior to reconsideration.

In order to fulfill graduation requirements, the student will take traditional courses, perform work internship, perform community service, and/or pursue independent study. These graduation requirements will include preparation of the Graduation Portfolio that represents evidence of quality thinking and performance in the areas which we deem crucial for a graduate of the Randolph School.

The graduation Portfolio will, at a minimum, include the following work which will demonstrate knowledge and mastery of skills along the following dimensions. Every section represents a report of extended academic research into important questions chosen by the students.

1. Self Knowledge
 - autobiographical statement including family history
 - post-graduation transition plan
 - 5-year, 10-year, 15-year plans
 - resume
 - letters of introduction to potential employers
2. Work Experience
3. Community service and citizenship
4. Mathematics
5. Literature

6. Writing

7. Historical analysis

8. Scientific investigation

9. Social organization

10. Artistic expression

We anticipate the initial course offerings for the A. Philip Randolph School to include:

English Composition

Literature

Advanced Algebra

Pre-Calculus

Economics

Sociology

Political Science

Chemistry

Physics

Astronomy

Health

Artistic Expression

ADOPTED: The following as an amendment to the TCCA charter:

The responsibilities of the Educational Officers will include, but not be limited to:

- ~~Teacher Support and Evaluation Officer: assisting teachers and implementing the peer evaluation process~~
- ~~Curriculum Development Officer: facilitating curriculum integration and developing the graduation committee process~~
- ~~Compliance Officer: developing and implementing student discipline policies~~
- ~~Community Growth Officer: organizing and leading activities and events which build participation by students, parents, mentors, and teachers in the life of the school~~

~~The Educational Officers will be responsible for leading the development of alternate instructional methods facilitated by educational technology and by integration of the school with the business community. We anticipate and hope to facilitate a long-term merging of goals between the student development goals of the school and the human resource expectations of corporations in the employer community. A primary responsibility of the Educational Officers will be to move this agenda.~~

~~What will drive the development of alternative instructional methods will be the portfolio graduation requirements. These requirements will include self-directed longitudinal learning tasks and appropriate products which demonstrate achievement of individual educational objectives.~~

~~Instruction prior to achieving core competency will consist of tradition closely monitored classroom instruction supported by current educational technology. Specific examples of applications of educational technology are instruction via the internet, tutorial software, and group projects via the internet which offer opportunities for communication and collaboration.~~

~~Instruction following the achievement of core competency will be structured along the tutorial model where the student pursues in depth study within areas of interest. There will still be classes, but their focus will be on supporting independent work. Each student will work closely with a personal graduation committee to plan and carry out a course of study designed to achieve graduation and fulfill post graduation goals.~~

~~The Board will also select several teachers, nominated by the Executive Director, to be Educational Officers. The Officers will form a Cabinet to support the Director.~~

ADOPTED: The following as amendment to the TCCA charter:

Total average annual enrollment will not exceed 225 students ~~be 180, including 18~~ with at least ten percent comprised of students in special population programs. The population of the school will reflect the overall population of the Providence Schools, ensured by targeted recruitment efforts carried out by the Education Career Advisors.

At the time of this writing, a waiting list of 210 students exists. The Board will establish policies which ensure that the student body faithfully represents the overall population of the Providence Schools.

Enrollment procedure is: ~~1. Student submits application
2. Student meets with ECA
3. Student visits for one days~~

Academic criteria for admission: ~~1. Student submits transcript from previous school
2. Student completes placement exam~~

Selection criteria: ~~1. Commitment statements and goal statement, both written and oral, made by the applicant during the application procedure. These statements must be consistent with the commitments required by the school and goals supported by the school's program.
2. Membership of applicant in high-risk category
3. Family member of applicant is already a member of the student body
4. Evaluation by ECA of the likelihood that the applicant will benefit from membership in the student body
5. Successful participation in Chamber School Summer School during the summer prior to enrollment in the traditional 180 day school year.
6. Results of placement exam indicate that the student is able to fulfill terms of the Student School Contract.~~

Enrollment Procedure:

Step 1

Student completes and returns the Textron/Chamber of Commerce Academy Charter School lottery application to the Dean of Students/Admissions.

Step 2a

When fewer students apply than seats are available, all student applicants shall be enrolled in our summer school program or an alternative.

Step 2b

When more students apply than seats are available, the school will conduct a blind lottery to determine selections of all completed applicants to determine enrollment.

Step 2c

Once all available seats have been filled, the remaining lottery applications shall be placed on a waiting list and ranked in order the way they were drawn. The waiting list shall not be carried over from year to year.

Step 3

The school will exempt sibling of current and graduated students from participating in the lottery process.

Step 4

Students must successfully complete a one-day observation visit at TCCA.

<u>Step 5a</u>	<u>Families will be notified in writing or by phone call whether or not the student has been selected from the lottery process for summer school enrollment.</u>
<u>Step 5b</u>	<u>Students selected with pre-existing IEPs shall be subjected to an IEP Evaluation Team meeting post-lottery. Only the IEP Evaluation Team can determine that the school is not an inappropriate placement for a student with an IEP.</u>
<u>Step 6</u>	<u>An orientation interview will be scheduled with the student, parent(s)/guardian(s) and the Dean following the notification. The student, parent(s)/guardian(s), and the school will sign a tri-party contract that outlines the responsibilities of each person.</u>
<u>Step 7</u>	<u>All accepted students must successfully complete the mandatory TCCA Summer School Program. Students enrolled into the school during the school year are required to attend the next year's summer school session or an appropriate alternative.</u>

ADOPTED: The following as amendment to the TCCA charter:
Measurements of progress will be:

1. Student attendance rates
2. Grades achieved by students
3. Expulsion rates
4. Lower School core competency achievement rates
5. ~~Portfolios produced by Randolph Academy students~~
6. Graduation rates
7. Testimony provided by students, collected by anonymously and identifiably
8. Rates of successful transition to post-high school activity

Accountability to the public, parents, school committee, and Commissioner will be achieved by:

- Open invitation to visit the school to observe educational activities
- Annual report of data identified above
- Annual financial audit as prepared by external auditors
- Adherence to State of Rhode Island Open Meeting Laws
- ~~Quality of Randolph Academy graduation portfolio presentations evaluated by individual members of these outside evaluating groups.~~ Participation of parents, business community mentors, school board members, and public representatives on the graduation committees will constitute the greatest possible accountability of the school.

ADOPTED: The following as amendment to the TCCA charter:

Notwithstanding any provision of the collective bargaining agreement:

1. A teacher may ~~consent~~ be required to work a non-traditional work day (flex-time).
2. Teacher schedules can be amended after the first day of school, ~~with consent of the teacher.~~
3. An expanded health curriculum will replace physical education. However, the school will contain a health and fitness room available for student use.
4. ~~Present contract language for self selection of staff (Appendix V) will be permanently incorporated into the by-laws.~~
5. The Governing Board may create the position of Officer of the school, and may designate a teacher to hold such a position. A teacher holding such a position may receive additional compensation for such position. ~~The following Officers will be designated:~~

- ~~• Compliance Officer~~
- ~~• Curriculum Development Officer~~

- ▲——Teacher Support and Evaluation Officer
- ▲——Community Growth Officer

These positions are described elsewhere in this proposal, and are fundamental to the innovative structure of this Charter school. We intend to have an administrative structure that responds quickly and effectively to student needs. These positions are not found in the collective bargaining agreement.

6. The teachers' workday can no longer be defined in terms of number of classes taught. Participation on graduation committees in the Upper School is to be considered teaching in the same way that classroom delivery of instruction is considered teaching. All contractual rights derived from classroom teaching will also derive from participation on graduation committees. There is no infringement on a teacher's right to file a grievance and have that grievance adjusted by pre-established processes as recognized by the PTU. However, the PSD will utilize its best efforts to avoid resolving any union grievance in such a manner as to interfere with the ability of Textron Chamber of Commerce Academy to manage or administer the Charter School consistent with the school's design and its authority and responsibility under this charter.

It is recognized by and between the parties that a teaching position at Textron requires extensive preparation over and above that encountered in typical teaching assignments. Accordingly, Article 12 of the collective bargaining agreement governing the Providence Teachers Union shall not be applied to positions at Textron.

ADOPTED: The following as amendment to the TCCA charter:

The school year will extend for the traditional school year of 180 student days and ~~183 teacher days~~ established by the LEA and the Providence Teachers Union. In addition, a supplemental period of 30 half-days will be scheduled during July and August prior to the opening of school in September. The additional teacher half-days will be paid at one-half of 1/181 of that teacher's salary.

This schedule is in keeping with long-standing practice of the School-to-Work Program and Chamber Academy dating back to 1989. The successful summer school is a hallmark of this school, and is integral to our success. Most summer school students attend classes in the morning and work in the afternoon. During the summer school period, both student days and teacher days will be half-days.

~~Some students of the school will be excused from attendance during the additional 30 days, as a consequence of their fulfillment of all course requirements during the traditional 180-day school year.~~

~~Some teachers will be excused from attendance during part or all of the additional 30 days, at the option of the teacher.~~

The contractual day defined for teachers will be:

~~8:00 8:05~~ Teachers' start time
~~2:30 2:35~~ Teachers' end time

The school day will be structured as follows:

~~8:00 – 8:45 ——— Common meeting and planning time for staff, including graduation committee meetings~~
~~8:45 – 10:05 ——— Class period A~~
~~10:10 – 11:30 ——— Class period B~~
~~11:30 – 12:00 ——— Lunch~~
~~12:05 – 1:25 ——— Class period C~~
~~1:30 – 5:00 ——— Work and Community Placements~~

The school week will be structured as follows:

1. ~~Classes meet every other day, in rotation.~~
2. ~~School-wide town meetings will be held weekly on Wednesday at 1:30.~~

ADOPTED: The following as amendment to the TCCA charter:

The terms and conditions of employment of employees who are members of collective bargaining units will be determined by those collective bargaining agreements except as otherwise noted in this Charter.

All teaching positions will be posted and filled in accordance with Appendix Y of the collective bargaining agreement. ~~the procedures set forth below:~~

Notwithstanding any provision of the collective bargaining agreement governing the Providence Teachers Union, Textron shall have the sole, absolute, and total discretion to recommend teaching personnel and non-instructional staff.

Textron agrees to follow the provisions regarding notice and posting of teaching vacancies contained in the collective bargaining agreement governing the Providence Teachers Union. However, the following procedures will be utilized to select an appropriate candidate for teaching positions at Textron:

1. Selections shall be made by a Search Committee consisting of the Superintendent or his designee, appropriate area supervisor, the principal of Textron, a Textron faculty member elected by the faculty, a Textron faculty member designated by the Union, a parent, and a service agency representative, shall serve as the interview committee and recommend a candidate to the Superintendent for appointment by the School Board.
2. Appointments shall be made on the basis of qualifications. It is understood that the following are included as qualifications for a teaching position at Textron Chamber of Commerce Academy, whether specifically included in any posting or not:
 - a. Strong commitment to collaborative/team teaching, service learning, performance-based assessment, small group and individual advisement and values education.
 - b. Willingness to develop new, non-traditional curricula and Textron school values in collaborate in decision-making with parents and students, and engage in service activities.
 - c. Willingness to develop and participate in new non-traditional hours and/or school year.
 - d. Interest in working in new and meaningful ways with students, parents, and the community.
 - e. Willingness to assist in curriculum design.
3. The Search Committee's decision on the relative qualifications shall be unreviewable.

Nothing in the collective bargaining agreement shall be construed so as to prevent Textron from soliciting, interviewing, or selecting candidates for teaching positions outside the Providence School Department.

Faculty Opt-Out: Faculty members who are home based at EMST may opt out of their assignment at the end of each school year by indicating their intent to exercise said option by writing to the Superintendent of Schools no later than April 1 or the first business day in April. Said teachers shall be reassigned pursuant to the provisions of Teachers Contract regarding Summer Placement Meeting. No teacher is to be laid off in order to accommodate a teacher who had decided to opt out. If a position is not available at the Summer Placement meeting, said teacher must remain as a member of the Textron faculty.

ADOPTED: The following as amendment to the TCCA charter:

The staff size is:

1. ~~14 Teachers (2 special education, 2 English, 1 ESL, 2 math, 2 science, 2 social studies, 1 Spanish, 1 guidance, .5 health/physical education, .5 nurse teacher)~~
2. ~~1 Teacher Assistant~~
3. ~~3 Education Career Advisors~~
4. ~~1 Addiction Counselor~~
5. ~~1 Chief Executive Officer~~
6. ~~2 Staff Support Secretaries~~
7. ~~1.5 Custodians~~

The student: teacher ratio will be 13:1

Teacher Accountability

The primary responsibility of the Teacher Support Officer will be to develop and implement the following teacher evaluation and support plan.

In consultation with the Teacher Support Officer, each teacher and teacher assistant will select one month during the school year to be Evaluation and Support Month. During that month, every other teacher in the school will make one or more observational visits. The host teacher will prepare a portfolio for the visiting teachers broadly outlining the five dimensions of teaching, as well as the outcomes, assessments, and teaching strategies which will be observed.

Every visiting teacher will have the responsibility to complete one or more observational reports to provide evaluation and support. The Teacher Support Officer will take a leading role in the development of useful and appropriate exchanges of evaluation and support information.

ADOPTED: The following as amendment to the TCCA charter:

16. Timetable

December 2, 1996	Filing of proposal
December 2, 1996 – February 2, 1997	Period of Public comment Filing of amendments
February 2, 1997 – May 2, 1997	Period of evaluation by Commission Period of evaluation by LEA Board
May 2, 1997	Receipt of Charter
April 2, 1997 – May 2, 1997	Elections of Governing Board members
May 2, 1997 – June 16, 1997	Board conducts nationwide search for Chief Executive Officer
May 2, 1997 – August 15, 1997	Board finalizes by-laws Board enters into Memorandum of Agreement for rental of 130 Broadway Board hires Addiction Counselor Board approves Compliance Policy written by the Compliance Officer

Board approves the Core competency requirements for admission to the Randolph School
 Board posts and fills teacher vacancies
 Board negotiates agreement with District Administration on reimbursement for selected services

June 16, 1997 – July 15, 1997 ———— CEO prepares Operating Budget and Financial Plan

July 15, 1997 ————— Board approves Operating Budget and Financial Plan

Present – May 15, 1997 ————— Recruitment of students

July 7, 1997 ————— Charter School Begins

July 7, 1997 – August 15, 1997 ————— Summer School

————— Purchasing of Materials and Supplies
 ————— Installation of Computer Lab

Other Notes and Comments:

- The Board expressed its desire that the CEO/Head of School craft language for inclusion in the charter document that articulated in general terms the overall mission and primary objectives of the school.