



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Tycely Williams – Monument Academy PCS

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- Enrollment Ceiling Increase
Program Replication of Grades Served
Grade Level Expansion (Single Grade)
Grade Level Expansion (Grade Band)
Additional Facility or New Location
Goals and Achievement Expectations
Mission or Education Philosophy
Curriculum, Standards or Assessments
Name Change – Campus or Facility
Campus Reconfiguration
LEA Status for Special Education
Special Education Enrollment Preference
Governance Structure
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: 6/24/2020

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

- 1. Provide the following information about your Local Education Agency (LEA) by campus:
a) Campus name(s) and location(s): Monument Academy PCS, 500 19th St NE
b) Year opened: 2015
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): 5-8
d) Date that charter will be eligible for possible renewal: 2024; contingency 5-year renewal was granted in December 2019

2. Please select the performance indicators below that describe the school’s current performance*: (Mark all that apply)

- Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
School is not currently under corrective action.
Has historically met enrollment projections w/in 80% of target.
School has been in operation for 3+ years.
School is currently accredited. Enter expiration date.

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: Enter text.

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board’s consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

PROPOSAL

Monument Academy PCS submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on_____, 20_____ (leave blank if this has not been determined).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

Monument Academy is requesting to remove all goals within the Alternative Accountability Framework (AAF) related to the PARCC exam. The rationale for this change is that Monument students often enter the school so far behind grade level that their progress does not get captured by the PARCC exam. Monument also wishes to align itself with the other AAF schools, who have also been advised by the PCSB to remove PARCC from their AAF goals.

Monument also proposes to change its two goals related to growth on the NWEA MAP assessment to match the school's conditions of continuance. For each goal in Math and Reading, Monument proposes to change the target to at least 50.0% of all students meeting or exceeding their fall-to-spring growth targets on the NWEA MAP assessment.

Monument also proposes to change the business rules for its two Gateway goals such that the universe of students changes to all Full Academic Year 8th grade students instead of all audited 8th grade students. The rationale is that students within the Enrollment Audit roster may transfer to other schools, both public and non-public, during the course of the school year and may only end up enrolled at the school for a matter of weeks or months. Monument has a small enough 8th grade that these enrollment changes have a huge impact on the rate of students who are able to satisfy the terms of these goals.

Monument also proposes to change the school's attendance goal within the School Environment umbrella, from a target of 90% to 88%. The rationale behind this change is to match the school's conditions of continuance.

Finally, Monument proposes to change its goal related to Lost Instructional Time within the School Environment umbrella, adapting the metric from Lost Instructional Time to out-of-school suspension rate. Moreover, the school proposes to change the comparison group to the charter sector average for at-risk students in grades 5 through 8 for the previous school year. The goal will be for Monument's out-of-school suspension rate to be lower than this target. The rationale for this change is that Monument made great strides in reducing its suspension rate in SY19-20 compared to SY18-19, but was still much higher than the charter average across all grade levels. It makes more sense to compare the school's population to other 5th through 8th graders across the sector, as it will provide an apples-to-apples comparison.

Monument's leadership team has worked closely with the PCSB to develop these proposed changes and is confident that the school's improvement on

each of these metrics during the 19-20 school year portends that the school will continuously exceed each target in the years to come.

2. How will the proposed amendment(s) support or enhance the school's mission?

Monument's mission guides the school to serve the city's most at-risk youth. Often as a result of the widespread housing instability, homelessness, involvement with CFSA, poverty, mobility between schools, and adverse childhood experiences that our students have faced, they are multiple years behind grade level when they enter the school. By focusing our academic goals solely on academic growth as captured by the NWEA MAP assessment, we will more accurately be able to capture the growth our students are making in a way that PARCC cannot.

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

Over the past 3 years Monument Academy's board actions have supported the decision making and operations of the school. In the spring of 2018, the Board voted to recommend the closure of the school that June. The Board reneged on the recommendation, however, instead opting to work with the Friendship Education Foundation who offered a turnaround plan and management oversight. The turnaround plan has been in effect for the last year, and the School has seen improvements in all aspects of previous areas of concern. This also extends to community inquiries and complaints. Over the course of 3 years Monument has had several inquiries and complaints from staff, families and community members. Every complaint has been responded to within the allotted 5 days, and each has been satisfactorily concluded. Monument communicates effectively with all stakeholders to proactively avoid inquiries and complaints, however should any complaints arise the School continues to respond within the allotted timeframe and works towards resolution.

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

Note: *If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).*

N/A

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you



plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

N/A

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The minutes from this meeting (May 26th) have not been approved as yet. We will submit them after the Board approves them.

Section B2. **Mission or Educational Philosophy**

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

A school should apply to amend its mission or education philosophy when it is proposing a material change to its current mission that directly affects students and families. Changes include adding or removing components of the mission, such as second language acquisition, a specific curriculum listed in the mission (e.g., Core Knowledge, Expeditionary Learning, STEM), or specific outcomes (e.g., Career and Technical Education/Certification, International Baccalaureate Diploma). Changes that are revisions in syntax do not require a petition and public hearing. These changes, however, will need to be approved by the DC PCSB Board and memorialized in an executed charter agreement amendment.

A change in a school's mission/education philosophy must happen prior to the start of a school year. DC PCSB will not consider proposed amendments to a school's mission/education philosophy during the year prior to or during the year of a high-stakes review or renewal. Revisions to a school's mission or education philosophy will generally be approved if the school demonstrates a need for the change in the mission through:

- *Family support (e.g. petition with signatures, letters of support, minutes from PTO/PTA meeting(s));*
- *Staff support (e.g. application with signatures, letters of support, minutes from staff meeting(s));*
- *An explanation of how the revised mission will directly improve student outcomes and future success;*
- *Evidence that the amended mission is supported by the curriculum, instruction, and school day.*

1. What is the school's current mission statement and/or educational philosophy?

Our mission is to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people.

2. What are the proposed changes to the school's mission statement and/or educational philosophy?

Our mission is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.

3. How will the new mission and/or educational philosophy impact the school's existing curriculum, operations, and education experience for families?

The new mission will not impact the school's existing curriculum, operations of education experience for families.

4. Describe how the School came to this decision to change its mission, and describe the involvement of the greater community in its revision, including parents, staff, and others.

The School would like to adjust the mission so that it will more closely define the student body and families we serve. We felt our original mission spoke to the experience of some of our students, however there are so many other factors that were not included in our original mission that speaks to a greater number of our students and families. The School surveyed families discussed the change with staff at an all staff meeting, and then went to the Board with the input from staff and families.

Section B1. **Goals and Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely
- b. Appropriately challenging.
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.
- d. At least one goal should directly measure the extent to which the school is meeting its mission.

Note: DC PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

Monument Academy PCS Goals SY19-20

- 1) (Requesting to be deleted) Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in math as measured by:
 - (i) The percentage of non- special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students sector-wide earning level 3 or higher on the PARCC math assessment
 - (ii) The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students

sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC math assessment.

2) (Requesting to be deleted) Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in English Language Arts (ELA) as measured by:

(i) The percentage of non-special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students sector-wide earning level 3 or higher on the PARCC ELA assessment;

(ii) The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC ELA assessment.

2) (Requesting to be deleted) Annually, the Median Growth Percentile (MGP) in ELA of all non-special education Monument Academy PCS students will exceed the MGP in ELA of the charter sector subgroup of non-special education students who are at-risk.

3) (Requesting to be deleted) Annually, the MGP in ELA of all Monument Academy PCS special education students will exceed the MGP in ELA of the charter sector subgroup of students who are both at-risk and receiving special education services.

4) (Requesting to be deleted) Annually, the Median Growth Percentile (MGP) in math of all non-special education Monument Academy PCS students will exceed the MGP in math of the charter sector subgroup of non-special education students who are at-risk.

5) (Requesting to be deleted) Annually, the MGP in math of all Monument Academy PCS special education students will exceed the MGP in math of the charter sector subgroup of students who are both at-risk and receiving special education services.

6) (Requesting to modify) Students will demonstrate academic progress toward skills proficiency in Math as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students

will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for Math.

7) (Requesting to modify) Students will demonstrate academic progress toward skills proficiency in ELA as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for ELA.

8) (No change) By the end of 8th grade, 90% of students will have completed 3 university visits to be documented in the student's' personalized learning plans and tracked on an internal spreadsheet.

9) (Requesting to modify) 90% of 8th graders will have outlined a course path and extracurricular activity plan to achieve High School graduation and prepare themselves for college and a career. This document will be included in the student's' personalized learning plans and will be filed with their transcripts.

10) (Requesting to modify) On average, Monument Academy's yearly in seat attendance will be 90%.

11) (Requesting to modify) Annually, Monument Academy PCS's Lost Instructional Time due to Suspension Rate will be equal to or lower than the charter sector's Lost Instructional Time due to Suspension rate for at-risk students.

Monument Academy PCS Proposed Goals Commencing SY20-21

1) At least 50.0% of all students will meet or exceed their spring growth targets in Math on the NWEA MAP's national norms by the spring test administration each year.

Numerator: Number of students meeting or exceeding their typical spring growth target on the NWEA MAP Math assessment

Denominator: Number of full academic year (FAY) students who pre- and post- test on the NWEA MAP Math assessment

****If the school does not have a participation rate greater than or equal to 85.0%, an adjusted progress rate will be used for this goal. The adjusted progress rate is calculated by multiplying the measure rate by the participation rate. For example, if the rate is 65% and**

the participation rate is 90%, then $65.0 \times 0.9 = 58.5$ would be the final rate.

2) At least 50.0% of all students will meet or exceed their spring growth targets in ELA on the NWEA MAP's national norms by the spring test administration each year.

Numerator: Number of students meeting or exceeding their typical spring growth target on the NWEA MAP ELA assessment

Denominator: Number of FAY students who pre- and post-test on the NWEA MAP ELA assessment.

**If the school does not have a participation rate greater than or equal to 85.0%, an adjusted progress rate will be used for this goal. The adjusted progress rate is calculated by multiplying the measure rate by the participation rate. For example, if the rate is 65% and the participation rate is 90%, then $65.0 \times 0.9 = 58.5$ would be the final rate.

3) By the end of 8th grade, 90% of students will have completed 3 university visits to be documented in the student's' personalized learning plans and tracked on an internal spreadsheet.

Roster: All FAY 8th grade students

Numerator: Number of 8th grade students with three or more documented university visits

Denominator: All FAY 8th Grade Students

Evidence: Student personalized learning plans, internal spreadsheet

4) 95% of 8th graders will have outlined a course path and extracurricular activity plan to achieve High School graduation and prepare themselves for college and a career. This document will be included in the student's' personalized learning plans and will be filed with their transcripts.

Roster: All FAY 8th grade students

Numerator: Number of 8th grade students with an outlined course path and extracurricular activity plan to achieve High School graduation Denominator: All FAY 8th grade students

Evidence: Student personalized learning plans

5) Monument Academy's yearly in-seat attendance will meet or exceed 88%.

In-seat attendance will be calculated in accordance with the PMF Policy and Technical Guide for the given year.

6) Annually, the school's rate for out-of- school suspensions will be lower than the rates for

at-risk students in the charter sector.

Numerator: Number of students enrolled at the time of the enrollment audit who have received an out-of-school suspension

Note: This will include students for whom a partial day suspension (Involuntary Dismissal) has been reported

Denominator: Total number of students enrolled at the time of the enrollment audit.

The target will be set at the charter sector average for at-risk students in the same grade band for the previous school year. For example, the SY 2020-21 targets will be set based on the charter sector suspension rate for at-risk students in grades 5-8 in SY 2019-20.

2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

Monument Academy PCS is a middle school whose mission is to serve children who are in foster care and others who are deemed at-risk in order to provide a quality education and social/emotional support. 30% of our students are homeless with another 17% experiencing unstable housing. 50% of our students have a parent who is currently or has been incarcerated. Greater than 55% of our families reported that the students who attended MAPCS during SY19-20 had attended 3 or more schools, not including Monument, since first grade. Greater than 13% of the students have attended 5 or more schools since grade, again not inclusive of MAPCS. Using this data our leadership concluded that our school will spend a considerable amount of time stabilizing our students and teaching them how to learn before we can teach them what they must learn. We shall be instituting consistency within their practices and modeling appropriate behaviors to ensure our scholars are equipped to be successful in the classroom long-term. Many of our students enter our doors 2 or more grade levels behind: thus, we focus on consistent growth measured by NWEA MAP, a research-proven assessment tool that provides a reasonable growth goal for all students. Lastly, we are setting goals that are guaranteeing success through attendance, positive behaviors, and strategic practices.

3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

Our mission is to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people. Therefore, it is imperative that Monument Academy provides opportunities that will ensure our scholars engage in relevant activities in the community. The students and their families will

have access to resources that will raise academic achievement at a rate aligned with that of similar communities. In addition, the updated goals will guarantee that Monument maintains an environment that is conducive to highly effective teaching and learning for all students.

In accordance with DC PCSB's latest goals guidance for AAF schools, Monument is electing to remove PARCC and continue measuring Student Progress with NWEA MAP. Our students enter our halls after attending multiple schools. Their experiences have not created mindsets that will produce the requisite scores on the PARCC. Many of our students must heal and learn how to be productive students.

The school will effectively utilize the NWEA MAP assessment to monitor growth. This change aligns Monument's NWEA MAP goal to its conditions of continuance. Monument has been administering NWEA MAP since its founding. Academic growth will occur at a rate that signifies at least 50% of our scholars will make significant gains each year.

Students enrolled in the school for only a few months were being held accountable for making three university visits or outlining a high-school course path. Limiting the roster to FAY students is consistent with other goals that require a significant amount of time to achieve. Monument strategically schedules field experiences, and the visits to universities and colleges are conducted in the first two months of the school year.

Monument Academy believes all students must be in school daily in order to receive quality instruction. However, we do acknowledge that many of our students are experiencing unstable housing and/or familial issues that are not easily rectified. We opine that a student being in school 88% of the time will ensure instruction can be implemented to a level that will raise academic achievement, and services can be delivered that will positively impact social/emotional well-being. Lastly, this change aligns to Monument's In-seat attendance goal and its conditions of continuance.

In SY 2019-20, Monument significantly reduced the number of students receiving an out-of-school suspension as compared to the previous year. The school is focused on decreasing inappropriate behaviors by re-enrolling students year over year and maintaining an environment that will positively impact newly enrolled students, encouraging them to engage in school-supported practices designed to positive behaviors and self-regulation.

Acknowledging there is work still to be done, Monument is keeping a discipline goal but switching to an OSS rate in order to reflect the work being done to lower the number of students suspended.

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

Monument Academy Public Charter School utilizes multiple data collection tools to ensure the school is making progress towards its goals. All of the tools are research-proven and are supported by education systems around the region as well as nationwide. The following systems to monitor progress are in place:

- **NWEA Measure of Academic Progress - the students will be assessed three times per year to gather information on academic progress in mathematics and Reading. The BOY data will drive the planning for instruction. The MOY data will provide feedback on the progress and support planning for the remainder of the school year. The EOY data will provide information on both student and staff performance, enabling the administrators to make decisions for the future.**
- **eSchool Plus: Attendance and Behavior Referrals - Attendance and behavior data will be collected in real time, giving the staff members information that will generate next steps. The attendance and behavior goals will be shared with all stakeholders in order for the school to consistently address its strategic plan.**
- **Empower K-12 Dashboard - This tool provides snapshots as well as comprehensive reports on student progress in academics, social/emotional behaviors, and attendance. The dashboard is utilized in all planning meetings to keep all leadership members abreast of progress.**
- **Monument Academy Teacher Evaluation (MATE Tool) - The Evaluation tool for the Academic team provides a rubric for quality instruction. Collaborative planning and professional development are created and supported using this document and the framework in which it is grounded.**
- **Classroom Observations - Instruction will be monitored and evaluated in order to ensure quality instruction continuously and consistently takes place throughout the school.**
- **INSIGHT Survey for MAPCS stakeholders - All stakeholders are provided with multiple opportunities to provide feedback to the school's administrators. The feedback is utilized to assess and ultimately improve our overall practices.**
- **Dialectical Behavior Therapy "Ways of Coping Checklist" - The program used to positively impact behaviors through constant reflection is assessed for effectiveness through a self assessment. the students will self report on their usage of the strategies taught to all students.**

- **MobyMax Technology-based Instruction and Assessments** - The tech-based tool is utilized in Mathematics, ELA, Social Studies, and Science to instruct students based on their personal levels. The lessons and assessments are aligned with the Common-Core Standards. Teachers monitor usage and proficiency of the standards.
- **Master Schedule** - All stakeholders must adhere to the schedule to ensure instruction is delivered in a timely manner. The teachers are directed to maximize time on task during the instructional blocks.
- **Yearly Quality School Review (QSR) for DC PCSB (participation next 4 years)** - Monument will receive feedback from the authorizing body and will use the results to plan for overall operations.
- **DC Statewide Longitudinal Education Data System (SLED)** - The administrators will create, review, approve and then upload all documents that are required for operations. Leadership will monitor its effectiveness through the review of its resorts that will summarily be reviewed for compliance by OSSE.
- **Consistent collaboration with MAPCS Board of Directors** - The school's leadership will participate in the review of the school's operations with the governing body. Monthly meetings will be held to discuss progress and receive feedback from the Board. In addition, monthly committee meetings will be held and supported by identified committee members.

Monument Academy PCS will input data within the mandated time frames to ensure governing bodies have access to progress. In addition, reports will be submitted according to guidelines and timeframes.

Section E1. **Governance Structure**

***ONLY complete this section if applying to amend Governance Structure.**

Please review the criteria below for revising a school's governance structure and set up a meeting with DC PCSB leadership prior to applying.

For Approval: *A school should use this section to amend the governance structures established in the following attachments to its charter agreement: Articles of Incorporation, Bylaws, and the description of the proposed rules and policies for governance and operation of the proposed school (usually, Attachment A). These changes range broadly and may include changing the school's legal name (thus requiring a conforming change to its submitted articles of incorporation) or engaging or severing a relationship with a management company. A school does not need to amend its charter when hiring a new school leader or board chair. According to the School Reform Act, a public charter school shall be governed by a Board of Trustees in a manner consistent with the charter granted to the school.*

DC PCSB will generally approve changes to governance structure as long as the school's Board of Trustees members are acting as fiduciaries of the School and operate in accordance with the School Corporation's articles of incorporation and bylaws. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization and take this into consideration when approving a significant departure from the current governance structure, especially if the change will positively or negatively impact the school's financial health.

1. What is the school's current governance structure and what changes are you proposing to make?

Note: *Attach a red-lined Articles of Incorporation, Bylaws, or description of the governance structure attached to the charter agreement (usually Attachment A). If the school is only amending Attachment A and does not have the document, it should provide a new document that includes a comprehensive description of the board's relationship to school personnel and any management organization it is contracting with or seeks to be approved to contract with, and any policies or procedures related to these relationships. This description should elaborate on the structure established in the school's Articles of Incorporation and outlined in its Bylaws.*

Please see attached.

2. How will the new structure ensure the school is effectively governed?

The new structure in the updated bylaws right sizes the length of time the parent/guardian board members serve. Prior to this change, parent/guardian members would be asked to serve for 3 years. However, unless their student was a 5th or 6th grader, this term didn't make sense as their child would leave the program prior to the end of their board service. The updated language makes all parent/guardian board members length of service one year.

3. If the school is planning to hire or terminate a management organization, explain the rationale for this change, and how the school's overall governance will be impacted. Will



there be any key changes in leadership? Describe any planning or tentative timelines that are currently underway.

N/A

Monument Academy Board Meeting Minutes, July 28, 2020

5:00-5:45 PM via ZOOM

Attendance: Tycely, Sharisse Baltimore, Carla Watson ,Matt, Donna, Neela, Emily, James Waller

Staff: Grant, Keisha, Anna

1. [Adoption of Minutes from May 26 Board meeting](#) - vote to accept minutes without the data table attachment

2. [Approval of Revised PCSB Goals](#)

- a. [Language from Erin re: Nonpublic Students](#)

Tami updated progress on Goals revision and agreement with PCSB. Shifting to MAP for growth instead of PARCC, alignment with expectations of PCSB in terms of conditions on our charter in terms of academics (50% of students enrolled meet NWA MAP growth goals in reading and math) and agreement on business rules with respect to how calculated, retaining the college visits and personalized learning plan for transitioning to high school. Clarifying that applies to full academic year students and not students attending non-public schools. Meet or exceed 88% attendance. Changed discipline measure to be lower than at-risk students in the charter sector. Are not adding a social-emotional goal for the next year. Requires more research and may pilot one next year. Given delay in in person learning not the right time to add to the measures.

Tami reviewed timeline process for PCSB to vote on goals, and implication of continuing the conversation on the goals in terms of final vote. There was discussion re questions that came up with respect to discipline goals and go back to PCSB to ask questions.

Dr. Biel offered to support with evaluating appropriate SEL measures as we look towards incorporating those into goals.

Neela moved, Matt seconded, and board voted unanimously to approve the goals as presented

3. [Approval of Revised Mission](#)

Dr. Grant reviewed history of the mission and the work done to revise the mission to more appropriately and comprehensively reflect the students and families who are the focus of Monument's work. After a discussion of the revised mission it was moved and approved unanimously. Will be submitted to the PCSB for review and approval.

4. [Budget Discussion & Vote](#)

- a. [Full Finance Package](#)

Monument Academy Board Meeting Minutes, July 28, 2020

Donna reviewed the budget with the board. Due on August 1 to PCSB. Reminded board that timeline affected by city budget deliberations. Board voted unanimously to approve the budget.

5. Meeting Calendar Discussion & Vote

a. Retreat Date Discussion

Decision to cancel August meeting, and move regular meetings to Wednesdays. Tycely will canvas board re retreat date some time in September.

6. OSSE Audit Update (*no attachment*) -

Tami updated board on Council vote that all meetings have to be open. Monument already does that but recommended alignment with Council requirement. One thing is meeting recording requirements.

Keisha reviewed area of findings. Donna, Mayank and Keisha are working with EdOps procurement department to ensure we're following all processes accurately. Doc and SPED team working to put plans in place to ensure requirements being met and fully compliant. Will have plan ready for review by August 15th and ready for submission prior to deadline of August 20th.

Dr. Grant gave update re school opening. Starting with virtual, but plans in place to go in person based on monthly check ins and monitoring health data. First benchmark end of September, and then monthly thereafter. Counsel submitted questions which Dr. Grant is put into a google doc with answers that counsel can review. Has to submit plan for virtual reopening to PCSB and OSSE on August 7. Discussion of timeline for sharing plans so that Board is fully aware of plans as they evolve. Tycely thanked Dr. Grant on behalf of Board for work and dedication while handling challenge of having to adapt and adjust plans to trying circumstances and in face of uncertainty.

Board meeting adjourned at 6:57pm