

## **School Models Conceptual Draft**

### **Elementary School Focus One School with Multiple Campuses**

#### **The Vision**

**‘... all the parts of the body, though many, are one body, so also Christ. For in one Spirit we were all baptized into one body.’**

1 Corinthians 12:12-13

#### **Summary**

All parish schools in a given geographical area could combine into one interdependent elementary school organization with a grade configuration that meets the needs of the community. The relationship with the feeder high school would continue to be developed in terms of curriculum, staff, and governance. In addition, the resources of the University and Colleges could be tapped for access to teachers, counselors, best practices, research, and other resources to assist the elementary school and provide support for integrated curriculum and services.

#### **Values**

- Catholic education is for everyone
- The tuition is affordable
- Preference for current locations influenced by demographics and conditions of buildings
- School grade configurations would offer choices for parents/families
- Parents want neighborhood schools and we remain a Catholic presence in as many neighborhoods as possible
- Parents want small school setting for children

#### **Governance and Centralized Services**

The one school organization with multiple campuses would be an archdiocesan school and not a parish school but parish-connected school under the governance of a Board of Limited Jurisdiction. A board of Trustees would provide leadership and oversight.

All schools can close and open with the same IRN number, possibly – depending upon the public districts, but a new name as desired by the pastors and/or community with a different name for each campus connected to the overall name.

The educational and administrative staffing could include:

- 1 Educational Director or Principal for the Community of Learners
- 1 Assistant Director depending upon the size and number of campuses involved
- 1 Education Coordinator at each campus
- 1 Business Manager
- Share teachers of special subjects: 1-2 teachers for all schools in art, music and physical education
- 1 Administrative Assistant at each campus
- Maintenance and janitorial services are centralized

This concept consolidates all business, facilities, development and academic leadership functions. A central office would be established at one of the local school sites with the appropriate positions staffed to meet needs.

- ✓ Centralized board of limited jurisdiction
- ✓ Centralized administration for centralized operation
- ✓ Each school could have a local advisory committee
- ✓ Each school could have one key educational leader through the Educational Director and the Assistant Education Director and the schools could maintain some autonomy in day-to-day decision-making and goal-setting
- ✓ All schools operate from common curriculum guidelines – unity not uniformity
- ✓ Each school could maintain its special character, adjusting to the needs of its school community but grow into a one school concept with multiple campus locations
- ✓ Major financial decisions are centralized through the central office
- ✓ Community of Learners would have one Business Manager and one Development Director

### **Finances**

Critical to this model is developing strategies that keep the schools affordable to those families who choose a faith-based school. The desire creates a gap between what is affordable and what is needed to provide a quality education to the students. A centralized fund can be established and governed by the Board of Trustees. There would also be centralized tuition and salaries.

### **Marketing**

Vital to this model is an aggressive marketing program. Continue to build on the growth of the marketing that has been established. The goal is to connect with the families that are looking for a quality faith-driven education program. The message should

- ◆ tell the story of Catholic schools and this new school model
- ◆ stress that the new school is affordable
- ◆ offers choice
- ◆ investment in the future

### **Relationship with the Community**

Customized plans need to be developed so that each stakeholder group can be engaged to support the schools through Board and committee involvement, financial contributions and student encouragement.

- ◆ A community based development program could be established to provide funding
- ◆ Build on alumni support
- ◆ Secure, maintain, or increase foundation funding since this concept meets the needs of students, families and the community
- ◆ Continue to look to the local school community and neighborhood parishes for financial help. This may strengthen the schools and give the local community a sense of ownership of the school.
- ◆ Invite Religious Orders of origin to pray for the community during time of transition and later
- ◆ Identify traditions of the individual school charismas to build a unified identity for the future

### **Relationship to Secondary Schools**

This new school would use the same curriculum, one that is potentially coordinated with the feeder High School or through the centralized administration of the new school. This could create a seamless entry from the elementary school into the high school.

The high school could be responsible to provide specialized teachers, counselors, and after-school and summer programs to work with academically challenged and gifted students. The goal would be to meet the individualized need of each student.

### **Potential Grade Configurations**

- ❖ One early childhood center
- ❖ One or more campuses for grades 1-8
- ❖ One campus for grades 1-5, one campus for grades 6-8
- ❖ One campus for grades 1-8 and two campus with split grade configuration
- ❖ One campus for grades 1-3, one for grades 4-6 and one for grades 7-8
  
- ❖ One or more campuses for PK – 8
- ❖ One campus for grades PK – 3, one campus for grades 4-8
- ❖ Once campus for PK – 3, one for 4-6 and one for 7-8
  
- ❖ Other

### **Strengths and Areas of Concern for the One School with Multiple Campuses Concept**

#### **Strengths**

- Maintain schools in neighborhoods where and when possible
- Allows for more viable Catholic schools
- Provides for total Catholic education in grades preschool through 12
- Potential for minimal transition of students
- Provides a means for continued evangelization
- Better stewards of available resources through centralization
- Accessing the resources from the high schools and colleges strengthens the existing programs
- Collaboration in place of competition
- Consistency in curriculum
- Provides a visible presence of the Church and the ministry to children and their families

#### **Areas of Concern**

- Change of organization and structural design may cause a loss of students
- Connection with a parish becomes less tangible; need to better define the role of the parish
- Financially may not be as strong for parishes.

### **Summary Statement**

This concept allows for a core pulse through centralized administration and services but keeps the focus on learning as a community based on sharing the Good News of Jesus Christ through the teaching mission of the Catholic Church.