C.3 Personnel

Arizona Autism Charter Schools (AZACS) will recruit top level, experienced professionals in the field of autism education to provide leadership in implementing the specialized programs of instruction that will be offered at the school. Some of these very experienced professionals have already been identified and are eager to join the AZCS team. In addition, AZACS will recruit individuals who are newer in the field of autism education, but have a passion and desire to serve this population. This team of professionals will be charged with implementing the specialized education programs at AZACS as well as managing the schools day-to-day operations.

Staffing Plan

Executive Director:

The Executive Director will report to the AZACS Board of Directors and will take the lead in ensuring that the school's mission and vision are being implemented on a daily basis and with each and every school activity. The Executive Director will make hiring recommendations to the board regarding the Curriculum and ABA Supervisor/Consultant and the Curriculum Director. The Executive Director will work with these individuals to develop school routines, programs and procedures that ensure the highest quality program based on Applied Behavior Analysis (ABA). This executive team will ensure all staff remains up to date on cutting edge best practices in the field of autism education. The Executive Director will interact with parents and the community and will organize and collaborate with school committees. The Executive Director will also oversee the Business and Operations Manager, who will provide the daily financial management of the school, work with contracted services for payroll, SAIS management and Title grant management. The following describes in more detail the duties and responsibilities of the Executive Director:

Purpose: Serves as the school's chief administrator; recommends policy development to the Governing Board; develops procedures to implement Board policies; works with the Director of Curriculum to develop academic programs and activities for students and staff; works with the Business Manager to create and oversee budgets; ensures the school remains in compliance with all authorizer, state, and federal rules and regulations.

School Culture: Serves in a manner that promotes the educational development of each student and professional development of each staff member; promotes a positive working and learning environment; ensures that entire school focus is on the achievements of Autistic students; ensures staff have proper support to accomplish duties.

Planning: Develops and leads plans to ensure that procedures and schedules are implemented to carry out the total school program; ensures that the school programs are compatible with the legal, financial, and organizational structure of the school system; leads the Governing Board in annual strategic planning to identify annual objectives for instructional and extracurricular activities and organizational development.

Coordination: coordinates the input of the ABA Supervisor and the Curriculum Director to ensure consistent direction to staff; collaborates with the Board President to ensure effective Board meetings.

Human Resources: directly or indirectly supervises all school personnel, directly oversees the Curriculum Director and Business Manager; works with Business Manager to develop employee benefits, makes final recommendations for hiring to the Governing Board; ensures that professional development activities are regularly available to staff.

Community: develops community partnerships, ensures use of community resources, cooperates with the community in the use of school facilities; interprets the school program to the community; ensures compliance with open meeting regulations; leads marketing efforts; ensures appropriate orientation for new students, their families, and new staff.

Curriculum and ABA Supervisor/Consultant (half-time)

The Curriculum Supervisor/Consultant will be the lead expert at AZACS in the area of curriculum development and implementation. This expert will be a doctoral level supervisor in the area of autism education and implementation of strategies that are aligned with Arizona Common Core Standards and are also grounded in Applied Behavior Analysis (ABA). The person holding this position will also be a School Psychologist and doctoral level Board Certified Behavior Analyst. The Curriculum ABA Supervisor/Consultant will collaborate with the Curriculum Director to ensure all programs are leading students to mastery of academic skills.

This is a high level supervisory position that has been designated as half time. The person holding this position will serve as a consistent consulting resource to the school working on site about 20 hours per week and collaborating with the Director of Curriculum who will be a full-time on-site employee directly supervising all ABA programs. **The Curriculum and ABA Supervisor's half time status and salary is reflected in the second line of the salaries section of the Three Year Operational Budget at .50 of $75,000 plus $3,750 in required contributions for a total of $41,250 in year 1. (Half time salary without required contributions is $37,500). The $37,500 half-time salary can also be seen in the second row of the salaries section in the Three Year Budget Assumptions.**

- Serve as an expert consultant on Applied Behavior Analysis methodologies
- Expert level consultant in the field of autism and research related to best practices in autism education
- Work with curriculum director to ensure all programs of instruction are aligned with state standards and evidence-based strategies for autism
- Conduct evaluations of students requiring a School Psychologist
- Conduct teacher and staff trainings as needed

Director of Curriculum, Board Certified Behavior Analyst (BCBA)

The Director of Curriculum will be responsible for supervising and training all instructional staff including teachers and paraprofessionals. Because this individual will be a Master's level Board Certified Behavior Analyst (BCBA), she will be well versed in making state standards accessible to students and experienced in the correct implementation of Applied Behavior Analysis (ABA) teaching strategies. In addition, she

will work with a Ph.D. level BCBA consultant to ensure programs aligned with state standards and are executed to the highest degree of fidelity to ABA practices and in a manner which meet students' individual needs. Data driven instruction will be guided by the Curriculum Director, who will implement school wide processes for gathering and analyzing data. She will be the leader in data-driven decision making. The Curriculum Director will work hand-in-hand with the Executive Director to promote a positive school culture that focuses on helping students with autism achieve their full potential. The AZACS Board has already identified an individual who has the training, credentials and experience to fill this role and is eager to join the AZACS team. The following describes in more detail the duties and responsibilities of the Curriculum Director:

- Ensures that IEP goals are aligned with state standards and appropriate given a student's abilities
- Oversees teachers and paraprofessionals/teacher's aides
- Oversees mandated state testing (AIMS and AIMS-A) as well as other assessments used for students with disabilities including but not limited to ABLLS and VB-MAPP testing.
- Conducts group training for teachers, paraprofessionals and new employees
- Conducts one on one coaching sessions for teachers and paraprofessionals
- Performs new child evaluations
- Conducts parent trainings
- Oversees and manages Individual Education Plans (IEPs) for all students
- Observes teachers and students on a regular basis to ensure quality programing
- Ensures instruction is data driven
- Bi-weekly data analysis and ABA program review for each child with lead teacher
- Prepare Behavioral Plans on a case-by-case basis for students when necessary
- Conducts teacher evaluations and performance evaluations for the paraprofessional staff (data collection of teacher performance)
- Works with speech and occupational therapists to ensure all students goals are aligned and ensure any prescriptive instructions are followed through by classroom staff

Business and Operations Manager

The Business and Operations Manager will report to the Executive Director and will be responsible for the financial and operational functions of the school. The principal duties for this position will include developing long and short term financial plans for the school, management of all aspects of the school's finances and reporting all financial information to the Executive Director. This person will collaborate with the contract service provider who will handle payroll, SAIS management and Title grants management. The Business and Operations Manager will work to ensure that the school has the necessary revenue and resources to run effectively and with the highest degree of educational excellence. The following describes in more detail the duties and responsibilities of the Business and Operations Manager:

• Makes recommendations to Executive Director regarding Policies and Procedures related to financial management of the school
• Directs and manages day-to-day office systems, including mail, fax, phone, email, photocopying and program databases
• Serves as the main contact person for business contracted services for SAIS reporting and management, Title grant management, payroll and other back-office functions
• Oversees daily attendance and calls or directs administrative assistant to call homes of unexcused children
• Serves as a primary point of direct administrative contact and liaison with other business offices and individuals ensuring or delegating appropriate responses and or actions are taken by relevant person or persons.
• Maintains renewal contracts, professional resume book and fingerprint card documentation for teachers
• Prepares and reviews new teacher hire packets
• Oversees and manages all health insurance and other benefit plans
• Maintains relationship with insurance providers
• Provides information to faculty and staff regarding benefits and insurance coverage
• Places orders for textbooks, classroom and office supplies, etc. from the approved budget and maintains separation of duties in regards to purchasing
• Supervises contracted janitorial and facilities maintenance services

Certified Special Education Teachers (Nine in Year 1, Ten in Year 2, Eleven in Year 3)

Teachers will report directly to the Director of Curriculum but will also receive guidance and support from the Executive Director and the Curriculum and ABA Supervisor/Consultant. Teachers will have a strong passion for working with students with autism and this will be reflected in their dedication to the progress of each of their students. Each teacher will be responsible for writing Individual Education Plans (IEP's) or Personalizes Education Plans (PEPs) for each of their students. In addition, teachers will write and implement customized lesson plans in the form of ABA programs for each student. These lessons plans will give students access to the most rigorous curriculum possible while making any necessary adjustments and/or modifications based on their needs. AZACS will recruit certified special education teachers who have experience in working with students with autism and Applied Behavior Analysis (ABA) and are classified as Highly Qualified per No Child Left behind requirements. Teachers will work in conjunction with two highly trained paraprofessionals in each classroom who are also Highly Qualified per NCLB requirements. The following describes in more detail the duties and responsibilities of AZACS teachers:

- Oversees paraprofessionals/teacher's aides
- Assist with training paraprofessionals

- Write and implement individualized ABA lesson plans that are data-driven
- Conduct formative and summative assessment based on state standards and the ABA model
- Prepare students for mandated state testing (AIMS, AIMS-A) as well as other assessments used for students with disabilities including but not limited to ABLLS and VB-MAPP testing.
- Participate teacher trainings and individual coaching sessions and be fully committed to professional development
- Effectively communicate with parents and provide clear feedback in report cards and other written communications
- Must be excited to work in a collaborative teaching environment focused on educating students with autism

Paraprofessionals (18 in Year One, 20 in Year Two, 22 in Year Three)

- Participate in training in ABA teaching strategies and any other coaching and training as directed by Curriculum Director and Executive Director
- Work one on one and in small groups with students
- Maintain student binders with relevant teaching programs and data
- Follow through with lesson plans as directed by teacher
- Implement strategies as directed by Speech Therapists and Occupational Therapists
- Help with daily communication logs to parents
- Assist with any other functions as directed by lead teacher and executive staff
- Must have a passion for working with students with autism and do everything possible to help these students achieve their full potential.
- Must be excited to work in a collaborative teaching environment focused on educating students with autism

Recruitment

Local and national recruitment strategies for certified teachers and other licensed personnel will include, but not be limited to, the AZACS website, web based employment advertisements, newspaper job postings, direct classroom presentations and participation in career fairs at colleges and universities recognized for their special education programs. Jobs will also be posted through the Arizona Charter Schools Association, Teach for America and through college and university placement offices. Advertisements will also be placed in publications by local and national autism service providers such as Autism Speaks, the Southwest Autism Research and Resource Center (SARRC) and the Arizona Autism Coalition. In addition, members of the AZACS Board are working to establish partnerships with programs for Board Certified Behavior Analysts (BCBAs) at Arizona State University, The University of Arizona and Northern Arizona University. These programs require practicum and allows for field work that is supervised by a doctoral level BCBA. AZACS will offer practicum opportunities at the school while increasing its pool of potential teacher and paraprofessionals.

Because this will be a pioneer school in Arizona, we anticipate we will be able to attract high level professionals with the credentials and experience to educate this special population. As mentioned previously, the Curriculum Director and Curriculum and ABA Supervisor have already been identified by the AZACS Board. The recruitment period for the Business and Operations Manager, teachers and paraprofessional will begin as soon as the charter is approved in January of 2013. AZACS will aim to hire the Business and Operations Manager by March, and all nine certified lead teachers by May. Recruitment for future positions at AZACS will be advertised in a similar manner.

Compensation and Benefits Plan

Another tool that will be used to attract high-quality teachers and staff is a comprehensive compensation package offering competitive salaries with at least a 3% increase each year, health insurance and a 401k plan. AZACS has budgeted the following salaries for its key positions (these salaries are not inclusive of Employee Related Expenses).

Executive Director	$72,000
Curriculum & ABA Supervisor Consultant (half-time)	$37,500 (.50 of $75,000)
Curriculum Director	$55,000
Special Education Teachers	$40,000
Paraprofessionals	$20,000
Business and Operations Manager	$50,000

AZACS will offer a health insurance plan through JPET. Cost is $400 per month and AZACS will pay 50% of those costs for employees. AZACS will offer to contribute 2% of each employee's salary into a 401k plan if employees wish to participate. Teachers will also be offered a $1,000 stipend for work to be done the summer prior to the opening of the school.

Training

One of the defining elements at AZACS is that teachers and paraprofessionals will be highly trained in Arizona state standards and Applied Behavior Analysis, as well as best practices in the field of autism education. We intend to hire certified teachers who already have experience in ABA and autism. The AZACS executive team will have a good idea of teachers' strengths and areas of need through the interview process and will design the initial teacher training around those areas of need. AZACS will conduct a one week intensive training prior to the school year, which will include didactic teaching by a doctoral level BCBA and hands on coaching in ABA teaching strategies. This intensive, hands on training will be conducted with students at different levels of the autism spectrum who will be attending the school. Paraprofessionals will also be a part of this one week intensive training. A key element of the teacher and paraprofessional training will be data collection and analysis.

Training will be continued throughout the school year. Students will be released early one day every other week to allow time for professional development, data analysis and individual coaching with the Curriculum and ABA Supervisor and Director of Curriculum.