B.3 Management and Operations

Arizona Autism Charter Schools (AZACS) Corporate Board currently has seven members who will transition to become the school's Governing Body upon approval by the Charter Board. The Corporate Board will serve full fiduciary responsibilities as the holder(s) of the charter contract. The Board of Directors will entrust the management of AZACS to the Executive Director to provide necessary expertise in the field of autism and ensure program of instruction meets state standards.

The Executive Director of AZACS will comply with all applicable statutes including but not limited to Arizona Department of Education policies, School Board policies, policy for open, public meetings and all other state and federal applicable requirements.

Policies and Procedures

The Board will continue to develop the mission, vision and values of the charter school as well as policies to accomplish the same. The Executive Director of AZACS will make recommendations to the Board, but primarily be responsible for the implementation of Board adopted policies and as such will develop procedures for implementation. All procedures must be in accordance with the mission, vision and values outlined by the Board. Some of the Corporate Board's main duties include:

- Developing and promoting school's mission and vision
- Setting and adopting policies to ensure school's mission is accomplished
- Reviewing financial reports and meeting minutes at least on a quarterly basis to ensure that appropriate legal and financial procedures are being implemented and make any necessary recommendations
- Hiring and evaluating the Executive Director and setting salary
- Making final approval decisions on school personnel recommendations made by Executive Director
- Providing recommendations for trainings and professional development for schools executive staff and board members
- Marketing and promoting the school in the community and for enrollment purposes
- Setting fundraising goals and participating in development plan to bring available private and public funding to the school.

Key Oversight Responsibilities Related to Instruction, Operational Services & Policies and Procedures

The table below indicates key areas of instruction and operational services and who will be responsible for oversight. The table also delineates the roles and responsibilities regarding setting policies and procedures.

	Board of Directors	Executive Director (ED)	Curr/ABA Sup. Consultant	Curr. Director	Bus & Oper. Manager	Contrct. Financial Services	Tchrs
Policies & Procedures	X-Adopts Policies & Oversees Procedures	Recommends Policies & Develops Procedures	Policy & Procedure Recommen-dations to ED	Policy & Procedure Recommen-dations to ED	Policy & Procedure Recommen-dations to ED	Policy & Procedure Recommen-dations to ED	
Instruction	X	X	X	X			X
Curriculum/ Assessment	X	X	X	X			X
Staff Development	X	X	X	X			
Financial Management	X	X			X	X	
Contracted Services	X	X	X (Spch, OT only)	X (Spch, OT only)	X	X	
Personnel	X	X	X	X	X		
Grants Management	X	X			X	X	
SAIS	X	X			X	X	

Roles and Responsibilities of School Staff

The AZACS Board of Directors will oversee the Executive Director. The Executive Director will make personnel recommendations for the positions of Curriculum and ABA supervisor, Curriculum Director, Teachers and Paraprofessionals. The Executive Director will oversee the Curriculum/ABA Program Supervisor and Curriculum Director, who will be in charge of educational programs, instruction and staff training and development. The Executive Director will take the lead in ensuring the school's mission and vision are being implemented on a daily basis and with each and every school activity. The Curriculum Supervisor and Curriculum Director will work with the Executive Director to develop school routines, programs and procedures to ensure the highest quality program in alignment with Arizona state standards and delivered via Applied Behavior Analysis (ABA). This executive team will ensure that all staff remains up to date on cutting edge best practices in the field of autism education to ensure state standards are accessible to all students. The Executive Director will interact with parents and the community and will organize and collaborate with school committees.

The Executive Director will also make a personnel recommendation to the board for the position of Business and Operations Manager. The Business and Operations Manager will assist the Executive Director to develop the budget and also maintain the annual budget. He or she will oversee purchasing, manage student enrollment and attendance and also handle any incidents related to the school facility. The Administrative Assistant and part-time Custodian will report to the Business and Operations Manager.

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.

Critical Skills

• Knowledge and communication skills to be a champion and an advocate for each and every student and to instill the same in all school personnel
• Capable of identifying with families and students with autism and meeting the needs of this specific population
• Ability to connect with professionals in the field of autism and engage top professionals to bring their talents and experience to the school
• History of researching best practices and guiding professional development for teachers and staff
• Experience with financial management
• Culturally competent with experience working with students and families of various cultural backgrounds (bilingual and bicultural in Spanish and English)
• Track record of community outreach
• Experience in creating marketing and promotion plans
• Master's degree in Education or related field

Curriculum ABA Supervisor/Consultant (part-time)

- Serve as an expert consultant on Applied Behavior Analysis methodologies
- Doctorate level Board Certified Behavior Analyst (BCBA-D) 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 Arizona Common Core Standards and with evidence-based strategies for autism
- Conduct evaluations of students requiring a School Psychologist
- Conduct teacher and staff trainings as needed

Critical Skills

- Doctoral level expertise in Applied Behavior Analysis (ABA) with at least five years of experience implementing this methodology in educational settings for students with autism
- Leadership skills in the area of staff development, ABA training and autism research
- Proven track record of improving outcomes for students with autism

Director of Curriculum, Board Certified Behavior Analyst (BCBA)

- Reports to Executive Director
- Oversees teachers and paraprofessionals/teacher's aides
- Responsible for leading curriculum committees in the areas of reading, writing, math, science and social studies
- Responsible for short and long term instructional plans in all academic areas
- Oversees and manages Individual Education Plans (IEPs) for all students
- Ensures that IEP goals are aligned with state standards and appropriate given a student's abilities
- Oversees mandated state tests, 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
- 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

Critical Skills

• Ability to be a champion and an advocate for each and every student and to instill the same in all school personnel
• Capable of identifying with families and students with autism and meeting the needs of this specific population
• At least three years of experience in Applied Behavior Analysis (ABA)
• History of researching best practices and guiding professional development for teachers and staff
• Experience with effectively collecting data via ABA programs of instruction and analyzing data to produce measurable results for students
• Ability to effectively evaluate teachers and create professional development goals
• A Master's level Board Certified Behavior Analyst (BCBA)

<u>Teachers</u>

- Responsible for working with Curriculum Director and Curriculum Committees to create long term plans of instruction in the areas of reading, writing, math science and social studies that are in line with AZACS' program of instruction and aligned with Arizona Common Core Standards
- Write and implement individualized ABA lesson plans that are data-driven
- Regularly analyze student data to ensure students are making progress; make modifications and adjustments based on data
- Coordinate with Director of Curriculum to oversees paraprofessionals/teacher's aides
- Assist with training paraprofessionals
- Conduct formative and summative assessment based on the ABA model
- Prepare students for mandated state tests AIMS and AIMS-A as well as other assessments used for students with disabilities including but not limited to ABLLS and VB-MAPP testing.
- Participate in 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
- Meet state/federal requirements for Highly Qualified

Critical Skills

- **Be Highly Qualified in compliance with No Child Left Behind regulations which include:**
  *Bachelor's Degree
  *Arizona Special Education Certificate; intern, provisional, reciprocal or standard
  *And one of the following: Pass the Elementary Education subject knowledge AEPA exam, pass the Early Childhood subject knowledge AEPA exam, an out-of-state reciprocal exam or rubric for Highly Qualified Teachers, minimum of 100 points on AZ HOUSSE for veteran teachers returning to the profession in Elementary Education or minimum of 100 points on the AZ HOUSSE for Special Education Teachers elementary content
- Experience and passion for working with children with autism
- Experience in Applied Behavior Analysis including data collections and analysis
- Willingness to work on collaborative teaching environment

<u>Paraprofessionals/ Teachers' Aides</u>

- 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/lessons 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 classroom teacher and executive staff

Critical Skills

- **Be Highly Qualified in compliance with No Child Left Behind regulations which include:**
  *Secondary Diploma or GED
  *And one of the following: Hold an associate's degree or higher, complete two years of college education or a passing score on ADE-approved assessment
- Preference will be given to college students working toward a degree in special education, Applied Behavior Analysis, speech pathology, occupational therapy or related field
- Able to take direction and follow through with tasks
- 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
- Bilingual preferred but not required

PARTNERSHIPS TO RECRUIT TEACHERS AND PARAPROFESSIONALS

AZACS is in the process of developing collaborations with certification programs for Board Certified Behavior Analysts (BCBAs) at Arizona State University, the University of Arizona and Northern Arizona University. Students seeking their BCBA typically already have bachelors or master's degree in education or a related special education field and are receiving training in delivering instruction via Applied Behavior Analysis. In order to fulfill the program requirements, students must complete approximately 1,500 hours of supervised field work experience. Field work must be supervised by a masters level or doctorate level BCBA. AZACS plans to partner with these universities to offer the supervised field work experience and in turn, create a pool of potential teachers and paraprofessionals for the school. Upon charter approval, AZACS will seek to formalize these partnerships with Board Certified Behavior Analyst programs at ASU, U of A and NAU.

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

Critical Skills

• Working knowledge of bookkeeping techniques and procedures
• Skilled in accounting and financial management
• Proficient in computer programs for word processing, spreadsheets and data base management
• Ability to work independently with minimal supervision
• High attention to detail and accuracy
• Ability to manage multiple projects and multi-task

Administrative Assistant (School Secretary)

• Answers telephones and greets visitors
• Maintains daily attendance and calls homes of unexcused children
• Requests records for incoming students
• Sets up permanent records for any new students who enroll in school
• Provides support for Business and Operations Manager and Executive Director
• Maintain School Master Calendar
• Maintains scheduling for Staff Development, Parent Training, Outreach Program Registration, School Tours, and Student Evaluations
• Assists in coordination of meetings
• Prepares and sends out records of transferring students at the end of the school year and upon request of other schools
• Assists teachers as needed

Critical Skills

• Working knowledge of computer programs such as Word, Excel and SAIS reporting software
• Excellent phone skills and communication skills
• Experience working in an educational setting
• Experience in providing customer service to families affected by a disability
• High attention to detail and accuracy
• Ability to manage multiple projects and multi-task

Finance/Human Resources/Payroll/Grant Management (contracted services)

- Plans are to outsource to Diamond Financial Management
- Provide full service accounting services including payroll
- Provide services for SAIS reporting and reconciliation as well as
- Entitlement grant writing and management
- Other “back-office” duties as needed

Critical Skills

- Vast experience in the financial management of charter schools
- Proven track record of providing financial services to charter schools in a cost-effective manner
- Willingness to work with AZACS internal staff

Speech Language Pathologist (contracted service)

• Provides Speech Therapy services to students, in compliance with their IEP.
• Provides support to Curriculum Director with regard to the IEP process for Speech Therapy Services.
• Collaborates with classroom teachers and paraprofessionals to ensure speech strategies are incorporated in daily lessons
• Incorporates ABA strategies in speech therapy programs

Critical Skills

- Certified by the state of Arizona in Speech Pathology
- A track record of success in working with students with autism
- Ability to work cooperatively delivering speech therapy services in a school setting

Occupational Therapist (contracted service)

• Provides Occupational Therapy services to students, in compliance with their IEP.
• Provides support to Curriculum Director with regard to the IEP process for Occupational Therapy Services.
• Collaborates with classroom teachers and paraprofessionals to ensure occupational therapy strategies are used to help students access the curriculum and daily lessons
• Incorporates ABA strategies in occupational therapy programs

Critical Skills

- Certified by the state of Arizona in Occupational Therapy
- A track record of success in working with students with autism
- Ability to work cooperatively delivering speech therapy services in a school setting