B.3 Management and Operations

A. Roles and Responsibilities

Highland Prep will administer an education program designed to ensure that the school operates successfully on a daily basis. The organizational charts below (See Fig 1-3), delineate the reporting relationships of the Corporate Board, Governing Board, Executive Director, Principal, and all school staff for the first three years of operation. Below the organization, charts are brief narratives of each individual's role within the organization (years 1-3).

Highland Prep proposes to open with five key administration positions including the Executive Director (.5 FTE), Principal, Office Manager, Registrar, Special Education Coordinator (.5 FTE), and Bus Driver. We will open with a freshman class requiring 6 high school teachers. The school will actively recruit interns through the ASU University Service Learning program, all with fingerprint clearance cards, to assist the Special Education Coordinator and the Registrar as well as other personnel. By Y2, our student population has increased by 100 students. We have added the tenth grade as we add four high school classrooms, which means we have recruited and hired four new teachers, added an Assistant Principal, and a second Bus Driver. Y3 marks a student population increase of another 100 students, consistent with the addition of a junior class, which means we have added another four teachers, added a special education paraprofessional, an office assistant, and a third bus driver.

Figure 1: Organizational Chart (Operational Year One)

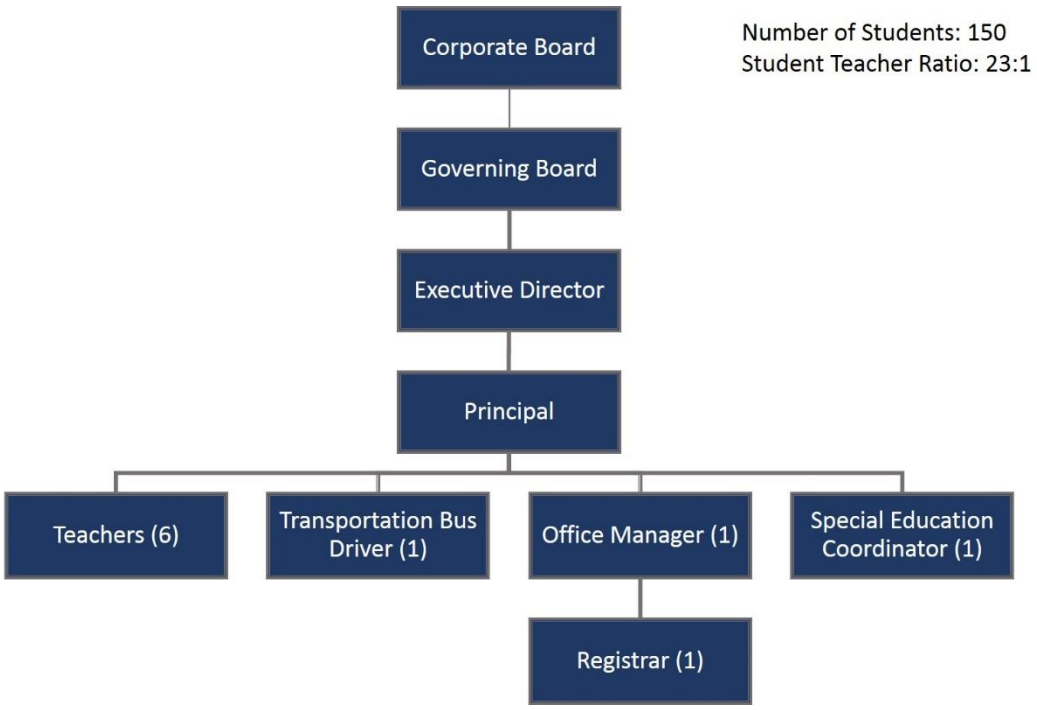


Figure 2: Organizational Chart (Operational Year Two)

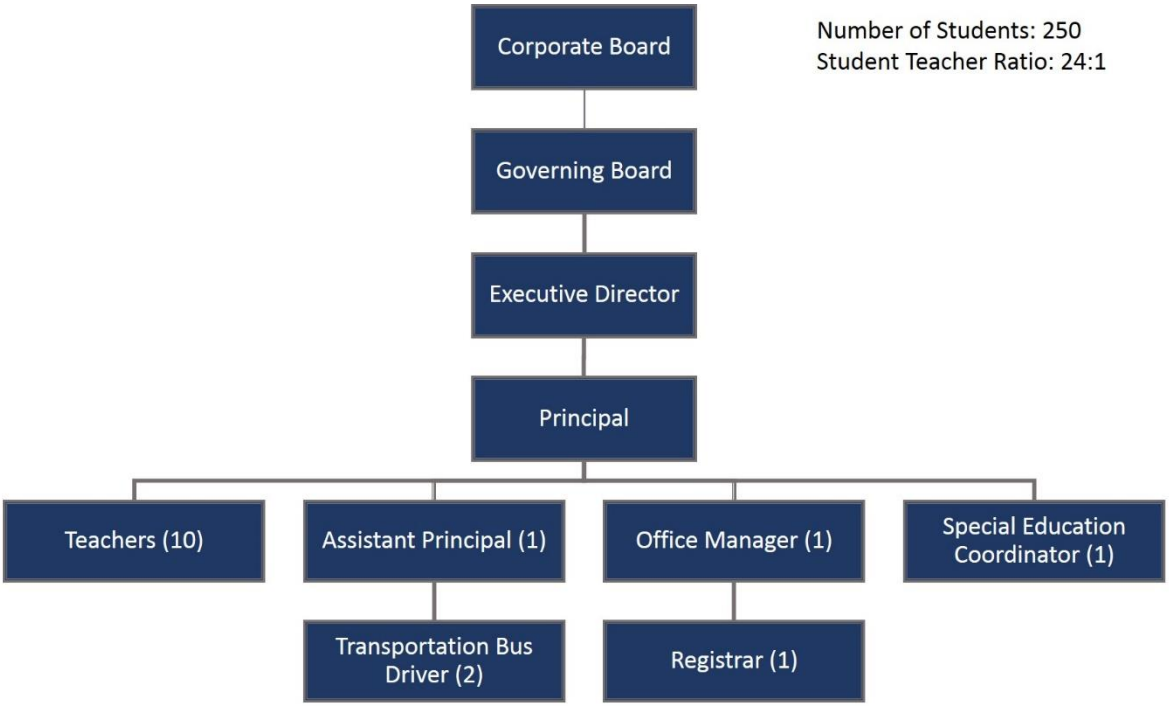
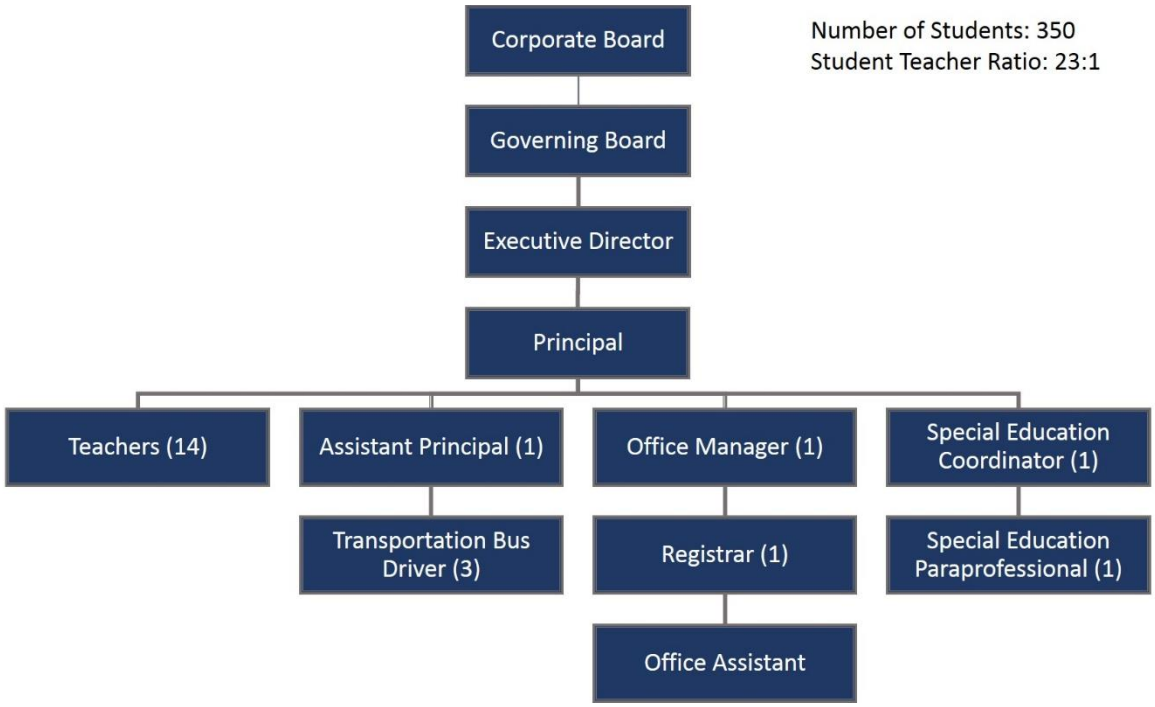


Figure 3: Organizational Chart (Operational Year Three)



The Administrative Team (Y1-Y3)

Executive Director (Y1-Y3). The Executive Director oversees school performance, provides executive management and ensures organizational viability. The Executive Director leads external issues, works with Board, reports to/interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. The Executive Director manages the Principal, and Assistant Principal, Office Manager, Administrative Personnel, and Teachers. The Executive Director reports to and is evaluated by the Governing Board.

Principal (Y1-Y3) The Principal aids the Executive Director in the overall executive management of the school. The Principal ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed. The principal is primarily responsible for scheduling student classes, and coordinating transportation and other support services. The Principal handles student discipline and attendance problems, social and recreational programs, and health and safety matters. The Principal will provide counseling to students on personal, educational, and college and career planning. The Principal reports to and is evaluated by the Executive Director and Governing Board.

Assistant Principal (Y2-Y3). The Assistant Principal supports teaching and learning - developing curriculum, overseeing the assessment system, and observing teachers in conjunction with the Principal. The Assistant Principal will lead professional development, manage teachers, deliver instructional written and verbal feedback, testing, and develop curriculum. Along with the Principal, the Assistant Principal manages the disaggregation of data, the sharing of results and the implementation of interventions that result. The Assistant Principal reports to and is evaluated by the Principal, and Executive Director.

Instructional Team (Y1-Y3)

Teachers
Six teachers will develop and implement curriculum and support all students in reaching clear academic goals in the first year. These same teachers will also deliver instruction to and facilitate learning for students. All teachers are Highly Qualified as defined by No Child Left Behind, possessing a valid Arizona Teaching Certificate, and DPS fingerprint clearance card. The Principal with the input of the Director of Curriculum hires teachers. Teachers report to the Assistant Principal (Y2), the Principal, and the Executive Director. In the second year, HP will add four teachers commensurate with the addition of the eleventh grade bringing the total to ten, and in the third year, four additional teachers will be added totaling fourteen teachers.

Special Education Coordinator (Y1-Y3). The Special Education Coordinator maintains special needs records, oversees the IEP process, ensures that special needs students receive accommodations and modifications within the classroom, and will be AZ certified in special education. The SPED Coordinator is hired by, reports to and is evaluated by the Assistant Principal (Y2), Principal, and Executive Director.

Special Education Para Professional (Y3)
A Special Education Para Professional will join HP's instructional team in the second year to work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. Since the school's enrollment will have increased significantly, the Special Education Para Professional will assist the Special Education Coordinator and classroom teachers in ensuring that the day-to-day accommodations and modifications are carried out on behalf of the students. The Special Education Para Professional ensures the delivery of special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests and abilities. The Special Education Para Professional distributes and collects workbooks, papers and other materials for instruction. The Special Education Para Professional assists the Special Education Teacher in maintaining accurate records required by federal, state and District policies. The Principal with the input of the SPED Coordinator hires the SPED Paraprofessional. The SPED Para Professional reports to and is evaluated by the Special Education Teacher with input from the Assistant Principal and Principal.

Office Personnel and Student Services

Office Manager (Y1-Y3). The Office Manager manages daily operations and provides financial and programmatic oversight. The Business Manager ensures financial records are accurate and up-to-date and programmatic guidelines for reporting and implementation are followed. Along with the Principal, and the Assistant Principal, the Office Manager will manage student data, and the tracking of data. The Office Manager reports to and is evaluated by the Assistant Principal (Y2), Principal, and the Executive Director.

Registrar (Y1-Y3) The Registrar enters and maintains student records, immunization and attendance information, and grade reports into online student information system; reviews student records to ensure current information, accuracy and completeness with state regulations and county office policies and guidelines; assists in collecting and maintaining daily and weekly average attendance; provides instructors, school districts and outside agencies with information regarding student enrollment; prepares a variety of records and reports regarding student enrollment; prepares records/paperwork for re-admission to former district. The Registrar is hired by the Principal with the input of the Office Manager. The Registrar reports to and is evaluated by the Office Manager, Assistant Principal Y2), Principal and Executive Director.

Office Assistant (Y3). The Office Assistant oversees day-to-day office procedures, ensuring that a high level of service is provided to the school's stakeholders. The Office Assistant will uphold office and school policies and procedures. The Office Assistant maintains records, and trains staff members in procedures, systems, and equipment. The Office Assistant is hired by the Principal with the input of the Office Manager. The Office Assistant reports to and is evaluated by the Office Manager, with input from the Assistant Principal, and Principal.

Bus Driver (Y1-Y3) Bus Drivers ensure the safe day-to-day transportation of student to and from the school. Bus Drivers also ensure that students are safely transported to and from the school for extra-curricular activities. Bus Drivers will maintain all state licensure, ensuring that they are qualified to drive

and meeting all expectations of the Department of Public Safety. Bus Drivers are responsible for maintaining the safety and mechanical operation of their bus. Bus Drivers must conduct regular bus evacuation drills. Bus drivers must maintain up-to-date family contact information for students they transport. Bus drivers are responsible for maintaining a safety inspection and occurrence log book. Bus Drivers report to and are evaluated by the assistant principal (Y2), the principal, and the Executive Director.

B. Operational Plan

As Highland Prep's enrollment increases, its operational structure will expand. **Table 1** identifies the staff structure for Y1-Y3. The listed positions represent administrative, instructional and support roles with detailed descriptions for each position noted in the above section, roles and responsibilities. **Table 2** provides an outline of oversight responsibilities related to instruction and operational services as well as identifies the administrative personnel's oversight responsibility related to the specific area of service.

Table 1: Staff Chart

Position	Y1	Y2	Y3
Executive Director	.5	.5	.5
Principal	1	1	1
Assistant Principal		1	1
Office Manager	1	1	1
Special Education Coordinator	.5	.5	1
Teachers	6	10	14
Special Education Para Professional			.5
Registrar	1	1	1
Bus Driver	1	2	3
Office Assistant			1
Total	**11**	**17**	**24**

Table 2: Oversight Responsibilities

Instructional or Operational Services	Administrative Staff and Responsibilities
Instruction	Executive Director (Y1-Y3) • Ensures organizational viability. • Provides lead on external issues, works with Board, reports to/interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. • Recruit and hire positions outlined in Table 1: Staff Chart, page 5 • Observe and evaluate the performance of instructional staff with the assistance of the Principal and Assistant Principal • Oversee implementation of Professional Learning Community (PLCs). • Develop and implement school, teacher, and student schedules • Develop and implement academic schedules Principal (Y1-Y3) • Principal ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed • Schedules student classes, and coordinates transportation and other support services • Lead staff development and administrative meetings • Manages student discipline and attendance, social and recreational programs, and health and safety • Provides counseling to students on personal, educational, and college and career planning • Lead teacher training and professional development • Oversee implementation of Professional Learning Community (PLCs), • Oversee general instruction to help develop and monitor the lessons scope and sequence • Monitors student Special Services Assistant Principal (Y2 –Y3) • Supports teaching and learning • Develops curriculum, overseeing the assessment system, and observing teachers in conjunction with the Principal. • Lead professional development, manage teachers, deliver instructional written and verbal feedback, testing, and develop curriculum. • Manages the disaggregation of data, the sharing of results and the implementation of interventions that result. • Student Discipline • Student Athletics

Instruction cont.	Special Education Coordinator (Y1-Y3) • Create, monitor, revise, and implement IEP's process and compliance for all Special Education Students • Create, monitor, revise, and implement 504's process and compliance for all Special Education students • Provide in class or pull out instruction to students who qualify for Special Education services, ensuring students receive at all times appropriate modifications and accommodations • Provide instructional strategies to teacher for students who qualify for Special Education services, ensuring students receive at all times appropriate modifications and accommodations.
Curriculum and Assessment (Mandated State Testing)	Executive Director and Principal (Y1-Y3) • Lead in the process for selection and purchase of high-quality, aligned curricular materials aligned with STEM and AP curriculum • Oversee and manage disaggregation of school-wide academic data collection, analyze and report results, develop and report implementation of interventions to all stakeholders • Monitor individual class and school wide academic achievement • Lead data analysis meetings • Develop student Personalized Education Plans (PEP) Principal and Assistant Principal (Y1-Y3) • Oversee General, Special Education and English Language Learners curriculum development and implementation • Oversee development and implementation of district assessments • Serve as Test Coordinator overseeing mandatory assessments, including AZELLA, Beginning of Course (BOC) and End of Course (EOC) assessments • Oversee academic intervention programs • Student-Teacher-Course Connection • azMERIT preparation and administration Office Manager (Y1-Y3) • Ensure all curriculum/assessment information is in the SAIS Special Education Coordinator (Y1-Y3) • Serve as AIMS-A Testing Coordinator and ensure compliance with reporting requirements. • Administer, analyze, and collect data of special education testing for incoming students

Staff Development	Executive Director and Principal (Y1-Y3)
	• Plan new and returning staff and teacher training and professional development to:
	  ○ Increase knowledge of high quality instruction for STEM and AP curriculum
	  ○ Ensure compliance with school policies and procedures
	  ○ Ensure compliance with all charter, state, and federal requirements including regulations and funding
	  ○ Ensure compliance with English Language Learner (ELL) requirements to qualifying students in accordance with state and federal laws.
	• Plan new and returning staff and teacher training and professional development to ensure overall compliance with charter school increases knowledge of high quality instruction for STEM and AP curriculum
	Office Manager (Y1-Y3)
	• Plan new and returning staff and teacher training and professional development to ensure overall compliance with school office matters such as SAIS, Grade Book, technology, and payroll and benefits
	Special Education Coordinator (Y1-Y3)
	• Plan new and returning staff and teacher training and professional development to ensure compliance with special education services to qualifying students in accordance with state and federal laws

Financial Management	Executive Director and Principal (Y1-Y3) • Manage recruitment and retention for all staff members, including salary, contracts, and employee benefit options with the assistance of administrative personnel as needed • Recruit, select, hire, monitor, and evaluate the Office Manager • Prepare annual budget with assistance from the Office Manager, which will be discussed and approved by the Governing Board • Collaborate and oversee long-term financial planning, including recommend budget with the Governing Board • Approve expenditures • Manage fundraising and grant writing efforts (i.e. AZ CSP, IDEA, all Title funding, e-rate funding, etc…) • Manage marketing plan and strategies for recruiting students • Manage facility acquisition, construction, and grounds maintenance Office Manager (Y1-Y3) • Create and maintain a high standard of financial oversight and management of annual budget regarding cash flow, expenditures, and revenues aligned with all types of grant and title funding • Ensure GAAP aligned with UFSRCS as well as federal, state, and local regulations. Training will be provided from a Certified Public Accountant. • Manage daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources • Provided regular financial feedback and reports to the Executive Director, Principal and the Governing Board • Submit budget and Annual Financial Report and any required revisions or amendments • Prepare for and oversee annual audit and all other monitoring visits regarding financial or operational services
Contracted Services	Executive Director (Y1-Y3) • Hire, manage, and evaluate the performance of contracted services, including vendors and special education service providers (e.g. speech and language, occupational therapy, and physical therapy) with the assistance of administrative personnel • Enlist community partnerships to engage students in STEM and AP extra-curricular actives Principal (Y1-Y3) • Hire, manage, and evaluate the performance of contracted services, including legal, accounting, payroll services, and vendors, with the assistance of administrative personnel • Enlist community partnerships to engage students in STEM and AP extra-curricular actives Office Manager (Y1-Y3) • Coordinate contract and bids for copy service • Collaborate with the Student Accountability Information System (SAIS)

Personnel	Executive Director and Principal (Y1-Y3) • Recruit, select, and hire personnel with assistance from the Director of Curriculum • Manage and oversee all administrative, instructional, office, and student service personnel. • Create and provide evaluations of all staff members with the assistance from administrative personnel • Request and manage instructional substitutes with the assistance of administrative personnel Office Manager (Y1-Y3) • Maintain personnel files • Conduct background checks, verify current fingerprint clearance card status for all employees • Check compliance with e-verify, I-9, and other personnel policies • Manage and maintain employee benefits including health, retirement, and personal leave time • Monitor teacher Highly Effective status or certifications
Grants Management	Executive Director, Principal, and Office Manager (Y1-Y3) • Oversee, manage, and ensure all compliance requirements and regulations of school regarding Grants Management, including researching, writing, applying, and managing federal, state, city, and local grants. • Apply to grants following school guidelines • Manage disbursement and reporting of time and effort • Prepare all required reports, evaluations, and data to all agencies, funding sources, and departments • Provide written and verbal reports to the Governing Board members and at the board meetings as needed.

Student Accountability Information System (SAIS)	Executive Director, Principal, and Office Manager (Y1-Y3)
	• Manage the Student Accountability Information System (SAIS)
	Business Manager (Y1-Y3)
	• Train and oversee Registrar
	  ○ to enter and maintain student records, immunization, attendance, and online grade reports
	  ○ Review student records to ensure current information accuracy and completeness with state regulations and county office policies and guidelines
	  ○ Assist in collecting and maintaining daily and weekly average attendance
	  ○ Provide instructors, school districts and outside agencies with information regarding student enrollment; prepares a variety of records and reports regarding student enrollment; prepares records/paperwork for re-admission to former district.

C. Critical Skills and Experiences for Administrative Roles

Executive Director Critical Skills and Experiences

- Strong commitment and belief in the mission and vision of the school
- Data-driven decision making, self-motivated, ongoing collection and analysis of data, and willingness to grow in professional knowledge
- Master's Degree (required)
- Excellent communications skills, promotes collaborative problem solving and open communication
- Ability to collect, analyze, and use data to identify school needs
- Ability to use data to identify and plan for needed changes in the instructional program
- Implement and monitor the school strategic plan
- Effective leadership and management leading to attainment of student achievement goals in the classroom
- Experience managing school finance and operations
- Understanding of ADE, charter school, and grant compliance
- Experience with Contracted Services
- Experience with managing a school, and personnel.
- Strong organizational skills and ability to multi-task
- Experience managing SAIS
- Experience in marketing, fundraising, and public relations
- SEI Endorsed
- Arizona Principal or Superintendent Certification (required)
- Valid Arizona Fingerprint Clearance Card (required)

Dr. Kerry Clark has served as a high school principal for the past 14 years. His first school was a turn-around assignment, his second school was a start-up college preparatory school, and his third school was a turn-around and ultimate transformation to a STEM college preparatory high school. As a result of Kerry's leadership and quality staff, his three previous schools experienced exemplary student academic growth. His two most recent schools were each recognized as one of *America's Best High Schools* in 2010, 2011, 2012, and 2013 by U.S. News & World Report. The former was ranked 13th in the state of Arizona for exposure of the Advanced Placement (AP) curriculum for its students, and the latter was also recognized by Newsweek as one of America's Top high schools, in addition to receiving an 'A' label for *AZ Learns*, and designation as a Title I 'High Performing Reward School'. Kerry is currently serving as operator and start-up principal for Highland Prep, a STEM college prep high school in central Phoenix. Previously, Kerry served as a Quality Assurance Review Chair for AdvancED. Kerry holds state superintendent certification and is a member of the Arizona School Administrators Association, and the National Association of Secondary School Principals.

Principal Critical Skills and Experiences

- Strong commitment and belief in the mission and vision of the school
- Data-driven decision making, self-motivated, ongoing collection and analysis of data, and willingness to grow in professional knowledge
- Master's Degree required
- Excellent communications skills, promotes collaborative problem solving and open communication

- Ability to collect, analyze, and use data to identify school needs
- Ability to use data to identify and plan for needed changes in the instructional program
- Experience managing, developing, and overseeing curriculum, instruction, assessment, and professional development
- Experience observing, evaluating, and coaching teachers
- Experience managing school finances and operations, analyzing financial reports and managing cash flow and budgets
- Proficient or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management software
- Knowledge of school finance, budgetary planning, and generally accepted accounting principles (GAAP) aligned with Uniform System of Financial Records for Arizona Charter Schools (USFRCS)
- Strong organizational skills and ability to multi-task
- Experience managing SAIS
- Grants Management experience and proficiency
- Technologically experienced and proficient in computer skills
- Arizona Principal or Superintendent certificate (required)
- SEI Endorsed
- Valid Arizona Fingerprint Clearance Card (required)

Assistant Principal Critical Skills and Experiences

- Strong commitment and belief in the mission and vision of the school
- Data-driven decision making, self-motivated, ongoing collection and analysis of data, and willingness to grow in professional knowledge
- Bachelor's Degree required, Master's Degree preferred
- Excellent communications skills, promotes collaborative problem solving and open communication
- Ability to collect, analyze, and use data to identify school needs
- Ability to use data to identify and plan for needed changes in the instructional program
- Experience scheduling student classes, coordinating transportation and other support services
- Experience in leadership and managing student discipline and attendance
- Experience in managing student social and recreational programs
- Experience managing and facilitating health and safety training
- Experience in managing and facilitating college and career planning
- Excellent public speaking skills
- Strong organizational skills and ability to multi-task
- Proficient in Spanish (preferred)
- Arizona teaching certificate (required)
- Arizona Principal Certificate (required)
- SEI Endorsed
- Valid Arizona Fingerprint Clearance Card (required)

Office Manager Critical Skills and Experiences

- Strong commitment and belief in the mission and vision of the school
- Data-driven decision making, self-motivated, ongoing collection and analysis of data, and willingness to grow in professional knowledge
- Bachelor's Degree preferred
- Experience managing school finances and operations, analyzing financial reports and managing cash flow and budgets

- Proficient or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resource software
- Knowledge of school finance, budgetary planning, and generally accepted accounting principles (GAAP) aligned with Uniform System of Financial Records for Arizona Charter Schools (USFRCS)
- Experience managing SAIS and student records
- Experience coordinating vision and hearing testing and managing immunization records
- Strong organizational skills and ability to multi-task
- Proficient in Spanish (preferred)
- Technologically experienced and proficient in computer skills
- Valid Arizona Fingerprint Clearance Card (required)

Special Education Teacher Critical Skills and Experiences

- Strong commitment and belief in the mission and vision of the school
- Experience in writing Individual Education Plans (IEPs) and 504s, and communicating the contents in an accessible way to multiple audiences
- Experience with planning new and returning staff and teacher training and professional development to ensure compliance with special education services to qualifying students in accordance with state and federal laws
- Advanced knowledge of disabilities and the educational implication of disabling conditions
- Experience in special education legal issues
- Experience in AIMS-A testing and ensure compliance with reporting requirements.
- Data-driven decision making, self-motivated, ongoing collection and analysis of data, and willingness to grow in professional knowledge
- Bachelor's Degree required, Master's Degree preferred
- Excellent communications skills, promotes collaborative problem solving and open communication
- Ability to collect, analyze, and use data to identify special education needs
- Ability to use data to identify and plan for needed changes in the instruction for qualifying special education students
- Experience managing, developing, and overseeing curriculum, instruction, assessment, and professional development for Special Education
- Experience observing, evaluating, and coaching others to ensure appropriate modifications and accommodations are being provided the qualifying students
- Strong organizational skills and ability to multi-task
- Proficient in Spanish (preferred)
- Technologically experienced and proficient in computer skills
- Highly Qualified in Special Education (required)
- Arizona teaching certificate (required)
- SEI Endorsed
- Arizona Fingerprint Clearance Card required

D. Fair and Equitable Enrollment Procedures

Enrollment information will be readily available throughout the outreach period, families and students will be able to meet with the leadership team, register and acquire information about the academic program. The leadership team will target outreach efforts to reach all students in the area, particularly low-income students.

Highland Prep shall put forth every effort to "inform students in the community about the charter school and to give each student an equal opportunity to attend," (20 U.S.C. 7221b (b)(3)(I)). The school shall enroll all eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade-level, or building (A.R.S. 15-184).

Highland Prep is an open enrollment, public school of choice with no admissions criteria except for timeliness of a submitted application. HP will not discriminate based on ethnicity, national origin, religion, gender, economic status, disabilities, proficiency in the English language, etc. HP admission and enrollment practices comply with all applicable state and federal laws and regulations. If by the application deadline, the number of applications exceeds the capacity of the charter for its first year of all applications are selected for available slots through a lottery. The lottery is a random selection process by which applicants are admitted, with the exception of (a) siblings of already enrolled students, and (b) children of Highland Prep's founders (school's founder, employees of the school, employees of the charter holder, members of the governing body of the school or directors, officers, partners or Board members of the charter holder). Highland Prep's enrollment policy and its implementation is aligned with the , CSP Non- Regulatory Guidance, April 2011 and those sections of ARS §15-184; ESEA 5210 (1)(H).

Highland Prep acknowledges that its enrollment practices will comply with State law and applicable Federal laws. A charter school's admissions practices must also comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.

Enrollment Timeframe

June 27, 2016: Deadline for submission of enrollment packets.

July 11, 2016: Letters sent to students and parents informing them of their admission status: eligible for admission or waitlist.

July 22, 2016: Last day for students and parents to return contracts and "Intent to Enroll" forms.

July 29, 2016: Students admitted from waiting list to fill vacancies.

August 5, 2016 – New Student Orientation

August 8, 2016 – First Day of School.

Enrollment Packet

Highland Prep will provide enrollment packets to prospective students and their parents/guardians who are interested in attending the school. The Enrollment Packet contains all the forms and guidelines necessary to inform parents and students of school policies and procedures, as well as regulatory information to be mandated and provided to the state. Each enrollment packet will include a:

- Welcome letter from the Principal
- Enrollment Checklist to complete at the time of enrollment
- HP Annual Enrollment Form

- Emergency Information Form
- Home Language Survey
- Section 504 of the Rehabilitation Act of 1073 Notice
- Summary of Child Find Procedures
- Notification to Parents Regarding Confidentiality of Student Records
- Notification of Rights under FERPA
- Immunization records
- Photo Media Release Form
- Code of Conduct/Rules/Dress code/Internet Contract
- Parent Student Compact
- General Permission and Waiver of Liability Form
- Request for Release of Student Records
- McKinney-Vento Regulations and Eligibility Questionnaire