C.3 Personnel

Open Doors Community School (ODCS) will be staffed as outlined below to support a high-quality program of instruction and the results-oriented operation of the charter school. The school will achieve economies of scale with the support of administrative staff and fiscal staffing from the parent organization, Arizona Youth Partnership (AzYP).

Alignment with No Child Left Behind Highly Qualified Requirements

Instructional staff qualifications will align with No Child Left Behind (NCLB) Highly Qualified requirements. A highly qualified teacher has a bachelor's degree, a valid Arizona teaching certificate and has a passing score on the AEPA or fulfils another requirement listed on the Attestation form. All teachers in core academic content areas must be highly qualified, and candidates for instructional positions must meet these standards. Teachers will need to complete the Arizona Highly Qualified Elementary Attestation form.

Instructional Assistants will complete the Arizona Highly Qualified Instructional Paraprofessionals Attestation Form. Assistants will need to meet the criteria on the form which includes a high school diploma and one of the following: associate's degree or completed 2 years of study or 60 credit hours at an accredited institution of higher education or obtain a passing score on an ADE-approved assessment (Para-Pro, ACT Work-keys or Master Teacher's Para Educator Learning Network). School Director/Principal will be responsible for completing the Principal's Verification of Highly Qualified Compliance within the first four weeks of school.

Staffing Plan

Administration and Support	Year 1	Year 2	Year 3
School Director	1.0 FTE	1.0 FTE	1.0 FTE
Lead Teacher/Director of Curriculum	1.0 FTE	1.0 FTE	1.0 FTE
Office Manager/Registrar	.50 FTE	.50 FTE	1.0 FTE
Bookkeeper	.50 FTE	.50 FTE	.50 FTE
Instructional Staff			
Regular Education Teachers	4*	8*	12
Special Education Teachers	1, filled by classroom teacher also SPED certified, contracted services	1	1
Instructional Assistants (.5 FTE)	In-kind from AzYP	In-kind from AzYP	3.0 FTE

*One of the teachers will also serve as the Director of Curriculum

<u>School Director/Principal</u>

Roles and Responsibilities

- hired and supervised by the Open Doors Community School Board of Directors/Governing Body
- responsible for student academic achievement and the overall success of the Open Doors Community School
- collaborate with the CFO and Executive Director of AzYP in order to develop the financial plan
- develop revenue streams for the school through grant-writing and other means
- organizes, implements, and oversees the operation of the school
- ensures compliance with state mandated instruction, assessment, reporting, and maintains appropriate communication with the ODCS Governing Body
- hires, supervises, and evaluates all personnel, including consultants, who provide educational services for students, including supplementary programs and services which are appropriate for meeting the academic, cultural, emotional, social, physical, creative and other holistic needs of students.
- train the school staff in the ODCS educational philosophy
- interacts with the Board of Directors and implements board-directed policies and practices to fulfill the school's mission
- establish and lead by example in the culture and methodology to deliver the dual goals of academic excellence and life success skill
- observes classroom teaching on a regular basis and organizes appropriate training and professional development to ensure staff effectiveness in all areas
- engages the community in supporting and participating in the Community School model
- develops and implements a marketing plan
- develops and maintains good relationships with parents, businesses and neighboring community, among other responsibilities.

Qualifications (preference for the following)

- Degree in Educational Administration and Leadership or comparable degree
- qualifying combination of degrees and experience, with Elementary education experience.
- demonstrated expertise and experience in personnel supervision, faculty management and evaluation
- educational assessment, planning, program resources; collaborative leadership; communication skills
- effective teaching and learning styles
- sensitive to the needs of all students, especially those deemed "at risk" and/or students with special needs.
- educational research; leadership development; cultural based curriculum, school culture development; educational transformation and restructuring; and other appropriate areas of competency

Recruitment

The board of directors of AzYP and Open Doors Community School will develop a search

committee and a recruiting plan for the initial Director/Principal. In designing the position job description and qualifications required, the board will describe the ideal candidate for this position and recruit accordingly. The Director/Principal will be responsible for a recruitment plan for teaching and administrative staff. The school will hire teachers with a baccalaureate degree from an accredited college/university. Teachers will be aligned with the school's educational philosophy, demonstrate an understanding of appropriate State of Arizona/Common Core standards, and have an attitude of critical thinking, self reflection, and continuous learning.

Lead Teacher/Director of Curriculum

During the founding and start-up phase of ODCS, we've engaged the services of an experienced K-8 educator with both public and private school experience, is our curriculum architect, and is an experienced Director of a Pre-K school. Kimberly Danley will meet the requirements for Highly Qualified as defined by No Child Left Behind. She has a bachelor's degree in Education and taught in an Excelling public school district, has been a Mentor Teacher, curriculum committee member, has been a private school classroom teacher and is a founding team member. She will be responsible for taking the lead role in meeting the academic goals of the school and mentoring other classroom teachers, as well as teaching her own classroom. She has excellent classroom management skills and has been primarily responsible for development of ODCS' academic success plan. For the first two years of operations she will have her own classroom, all of the duties and responsibilities of our Classroom Teachers will also apply to her role, and she will report to the Director/Principal.

Regular Education Teachers

During the first year, three additional full-time highly qualified (as defined by No Child Left Behind legislation) classroom teachers will report to the Director/Principal and will be responsible for meeting the academic goals of the school for Grades K-4; as well as, one teacher who will be highly qualified in Special Education and cover IEPs. In year two, the number of regular education teachers will increase to eight including the Lead Teacher (Grades K-5) and then to twelve total teachers in year three (Grades K-6). During year three the Lead Teacher/Curriculum Director will transition to her curriculum management and administrative duties full-time. This staffing plan is structured to ensure classrooms do not exceed a maximum of 25 students; and therefore, we will realistically have an average teacher to student ratio of less than 1:25.

Each teacher will be highly qualified as defined by No Child Left Behind. This includes at least a bachelor's degree, a valid Arizona teaching certificate (A.R.S. § 15-502.B), and a passing score on the Elementary Education Subject Knowledge AEPA test or met the equivalent requirement. Each teacher will be responsible for managing and teaching a classroom. Teachers will be responsible for curriculum development and implementation in collaboration with the Lead Teacher/Curriculum Director, plus classroom and school-wide assessment (including the AIMS).

Listed below are the roles, responsibilities and qualifications for ODCS teachers.

Roles and Responsibilities

- engage students while maintaining rigor, and will develop supportive and respectful relationships with students

- maintain collaborative relationships with other teachers
- effectively manage the classroom, ensure enforcement of school rules, and develop a safe and supportive classroom and school environment for all students
- strive to teach to the diversity of students in the classroom (gender, culture, "ability," ethnicity, etc.)
- participate actively in the professional learning community, professional development activities and continuous professional improvement
- facilitate teacher-student-parent conferences and maintain communication and good relationships with parents
- develop connections between students, classes, and subject-matter experts in the community and local colleges and universities
- when appropriate, write grants for resources that will enrich class and/or project activities.

Qualifications

- bachelor's degree from accredited university
- valid Arizona teaching certificate with required endorsements or required training for subject and level assigned (aligned with No Child Left Behind P.L.107-110)
- demonstrate classroom experience, student teaching or approved internships that provided the required experience
- comprehensive knowledge of Arizona State Academic/Common Core Standards for grade levels/subject area assigned
- ability to instruct and maintain emotional control under stress
- ability to communicate verbally and in writing with administrators, colleagues, and parents
- general knowledge of curriculum and instruction
- ability to work with youth from all cultures and circumstance
- ability to develop course goals and handle multiple priorities in an efficient manner

Instructional Assistants

Roles and Responsibilities

- provide in school and after school tutoring and academic support in core subjects, life skills curriculum, both one-on-one and in small group settings
- work with classroom teachers on project based learning and field trips.

Qualifications

- high school diploma
- one of the following (as required by No Child Left Behind and Title I): associate's degree or completed 2 years of study or 60 credit hours at an accredited institution of higher education or obtain a passing score on an ADE-approved assessment (Para-Pro, ACT Work-keys or Master Teacher's Para Educator Learning Network).

- experience in AzYP's programs, youth and family services as well as the proper qualifications for instructional support

In Years 1 and 2, staff from AzYP will assist with both academic support and life skills curriculum and activities at no charge to ODCS. Two half-time instructional assistants (Regular Education) and one full-time instructional assistant (Special Education) will report to the Director/Principal and assist in student mastery of core academic subjects in Year 3. Additionally, the Special Education instructional assistant will report to the Special Education Teacher, and will assist with SPED services as appropriate.

Office Manager/Registrar

Roles and Responsibilities

- provide administrative support to the Director/Principal
- responsibility for attendance procedures and SAIS management
- work closely with other administrative staff to assist in the data management, records management, and other compliance related duties for ODCS

The current budget is projecting this to become a full-time position in Year 3 as enrollment and other needs grow. However, for Years 1 and 2 this is a part-time position and will be annually assessed along with the Bookkeeper/Finance position to determine the proper utilization and level of resources to address all of our administrative requirements.

Bookkeeper/Finance

Roles and Responsibilities

- handle the day to day Accounts Payable duties, requisition and internal control processes
- maintenance of financial records
- report to the AzYP CFO for financial management responsibilities of the school
- Other financial duties will be assigned as needed

Support Provided by Arizona Youth Partnership through a Memorandum of Agreement

Administration and Support	Year 1	Year 2	Year 3
Executive Director (AzYP)	.10 FTE	.10 FTE	.10 FTE
Chief Financial Officer (AzYP)	.25 FTE	.25 FTE	.25 FTE
Dir of Relationship Education (AzYP)	In-Kind	In-Kind	In-Kind

Executive Director (AzYP): K. Daniel Stoltzfus, MPA is the Executive Director of AzYP and will do whatever it takes to get Open Doors Community School operational and integrated into the culture and operations of Arizona Youth Partnerships. He will lead the efforts to build essential community partnerships to implement the Community School Model. He may serve as the School Director/Principal on an interim basis once the charter is approved to work with the ODCS board of directors to select and hire a permanent School Director/Principal among both

internal and external candidates. He will also serve as an Ex-Officio member of the ODCS school board.

Chief Financial Officer (AzYP): As the CFO of AzYP, James Danley's role will expand to include responsibility for ODCS's financial reporting, accounting, compliance, internal controls, and financial planning. He will work closely with the Director/Principal of ODCS in this endeavor. He will also work with outside CPA's for auditing and other services as needed. He will supervise and oversee any bookkeeping and finance/accounting functions for both organizations. He will work with the Director/Principal of ODCS, the Executive Director of AzYP, and both Boards of Directors to determine, review, and plan for the financial and operating needs of the organizations in order to successfully fulfill their missions.

Director of Relationship Education (AZYP): Lori Malangone, M.Ed. has six years of experience with AzYP managing Federal and State grant-funded youth programs including teen pregnancy prevention and substance abuse prevention. She will oversee the integration of AzYP prevention, life success and healthy relationship education into the curriculum and afterschool programs at ODCS. Lori will supervise the afterschool program staff and provide management for the wraparound, grant-funded enrichment programs implemented at ODCS.

Special Education Staff Teacher
In our year one budget, we have allocated one classroom teacher who will also be special education certified. The teacher with special education certification at the elementary and middle school levels will have the following responsibilities in additional to regular classroom instruction:

- Develops and implements IEPs
- Collaborates with IEP team
- Provides instructional and behavioral support
- Ensures accommodations and modifications are implemented
- Knowledgeable on procedures and compliance
- Assesses student's IEP progress
- Conducts formal and informal assessments

Contractual Special Education Director
In addition, as a key component of our Community School model, we have developed a close working relationship with the Marana Health Center - Behavioral Health Services. We plan to contract with them for the oversight, supervision and more specialized services for our special education students. Special Education supervision will be provided contractually and have the following primary responsibilities:

- Reviews all incoming IEPs and provides on-going monitoring of all SPED files
- Ensures IDEA compliance and interprets laws to staff
- Oversees delivery of services
- Handles parental complaints regarding SPED.
- Provides FERPA/Child Find training
- Provides training on best practices and updated regulations

Upon charter award, we will finalize an agreement with a contracted provider for high quality services and care to our special education program. ODCS Board Member Dr. Michelle Ellis, Chief of Behavioral Health Services at Marana Health Center, is a certified Special Education Supervisor/School Psychologist and will assist us in making a decision on the best, most cost-effective provider for our school. To avoid any possible conflict of interest, the special education contract will also be put out for bid to ensure the most cost-effective and quality services are being provided.

Serving English Language Learner Students

Teachers at ODCS will have their SEI endorsement. In the first three years, there are less than three students expected to qualify for English Language Learner (ELL) services based on percentages in the surrounding area (Less than 2% qualify for ELL services in Marana Unified School District). Students eligible for ELL services will have an Individual Language Learner Plan (ILLP). According to Arizona Department of Education, "Schools with 20 or fewer ELLs within a three grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL (2008).

Students will also benefit from ELL strategies incorporated in classroom instruction as teachers implement valuable methods such as inclusion, use of pictures, rich language, conversation, cultural and diverse centered information, etc. In addition, individual attention will be offered with homework and daily work. Before and after school programs will be provided through OCDS Staff promoting academic success of the English Language Learners (ELL) students to give the students the extra support they need to advance in the school culture.

Professional Development and Continuous Improvement

There will be a culture of continuous learning at Open Doors Community School. Teaching staff will actively participate in Common Core Sequence Trainings, Essential Elements of Instruction (EEI) and seek out other professional development and continuing education opportunities to deepen their understanding of their students, subjects and themselves. Trainings will be scheduled regularly and will include SAIS and Arizona State/Common Core Standards training. Through both trained facilitators and peer-to-peer learning models they will integrate and apply subject areas through cross-curricular thematic learning, data-driven instruction and differentiation, and other areas as necessary to improve teaching and student learning at the school.

Administrative Plan

Area of Oversight	***Position Responsible***	***Notes***
Curriculum Development and Oversight	Director / Principal	Working closely with Lead Teacher/Curriculum Director
Special Education	Director / Principal	Working closely with contracted special education provider
English Language Development Programs	Director / Principal	Working closely with Lead Teacher/Curriculum Director

Staff Training and Development	Director / Principal	Working closely with Core Knowledge consultants and trainer
Assessments and Academic Data Collection	Director / Principal	Working closely with Lead Teacher/Curriculum Director
Mandated Testing (AIMS, Standford 10, AZELLA)	Director / Principal	Working closely with Lead Teacher/Curriculum Director
Financial Management	Director / Principal	Working closely with the bookkeeper and AzYP CFO.
Contracted Services	Director / Principal	Working closely with the AzYP CFO and Executive Director.
Personnel – hiring and evaluation	Director /Principal	Working with Lead Teacher/Curriculum Director
Compliance and Grants Management	Director /Principal	Working closely with the AzYP CFO, Finance staff and Executive Director.
Student Accountability Information System (SAIS)	Director / Principal and Office Manager	Working closely with Arizona Charter Schools Association Success Center and AzYP CFO where relevant.

Training

Open Doors Community School will have a culture of continuous learning. Teaching staff will actively participate in Common Core Sequence Trainings, Essential Elements of Instruction (EEI) and seek out other professional development and continuing education opportunities to deepen their understanding of their students, subjects and themselves. Trainings will be scheduled regularly and will include SAIS and Arizona State/Common Core Standards training.

We have contacted Core Knowledge and received a detailed budget for the professional development, training and consultation required to be certified as a Core Knowledge School. Through both trained facilitators and peer-to-peer learning models they will integrate and apply subject areas through cross-curricular thematic learning, data-driven instruction and differentiation, and other areas as necessary to improve teaching and student learning at the school.

Compensation Plan

The budget is based on a competitive compensation plan for the area and exceeds the Marana Unified School District pay scale. Teacher's salaries represent an average annual contracted amount for base pay. The salary range budgeted for the School Director/Principal is consistent with other management level positions within the parent organization, AzYP. Additionally, compensation for this position will include incentive pay based on a range of performance metrics including student enrollment, attendance, student progress and achievement, and overall school performance which will be fully developed in the negotiations with identified candidate for this position. An ODCS board-appointed search committee has already begun the search for a School Director/Principal.

Teachers will also be eligible for performance based incentives and a pool will be created

initially based on 5% of all teacher/administrative salaries in order to reward performing teachers and administrators. The expense for these performance incentives are budgeted and are not dependent upon obtaining and using Prop. 301 dollars. ODCS is intentionally not constraining compensation to a step-scale system based purely on years of teaching experience and education. Instead, we have proposed a performance-based model that is conducive to attracting and retaining highly qualified and performing teachers. ODCS administrative positions have compensation levels consistent with similar sized non-profit organizations and the administrative staff pay scale of the parent organization, Arizona Youth Partnership.

The compensation plan also includes a competitive benefits package. Employees working more than 20 hours per week will receive a comprehensive package of benefits including 80% employer paid health care with employer matching HSA contributions up to $100 per month, 100% employer paid term life insurance AD&D, up to 2% matching retirement 403B contributions, various available employee paid options such as Dental and Short Term Disability, and ample personal leave time (PTO). ODCS will not participate in the Arizona State Retirement System.

Employee Benefits

The competitive benefits package described above, as well as other Employee Related Expenses (ERE), has been calculated based on the same existing benefits paid by AzYP for employees with the addition of a 2% matching retirement contribution and are as follows: FICA & Medicare (7.65%), SUTA & FUTA (0.25% = 2.05% of 1st $7,000), Workmen's Compensation (0.57%), and Medical/Life Insurance (14.53% avg. per employee incl. HSA contrib.), and Retirement contribution (2%) = Total **ERE (25%)**.