B.4 Management and Operation

Open Doors Community School will be governed by a six-member (5 voting members and a non-voting, Ex-Officio member) Board of Directors initially, which according to the by-laws allows as many as nine members. From the outset, it will consist of a minority representation of Board members who also serve on the Arizona Youth Partnership (AzYP) board. AzYP is heavily invested in the success of the proposed charter school as it is a key component of its strategic focus for the future.

Please find an organizational chart for Open Doors Community School that graphically portrays the relationship and shared staffing provided by the parent organization, Arizona Youth Partnership (AzYP) in the attachments to this section.

The management team represents the diverse set of skills and experience necessary to successfully implement a high-quality charter school for rural, low-income and underserved students and their families in Marana.

Management Needs and Priorities

Following the culture of Arizona Youth Partnership Open Doors Community School will operate with a collaborative, team-oriented management style and structure. A strong operational collaboration on a day-to-day basis will exist between ODCS and AzYP staff, primarily resulting from the shared space and administrative support. The following individuals and proposed roles will fulfill the day-to-day operation of Open Doors Community School.

To be hired, **School Director/Principal:** This position will be hired and supervised by the Open Doors Community School Board of Directors/Governing Body and will have the following critical skills and experience:

1. ***Instruction Management***

- Establish the methodology to deliver the dual goals of academic excellence and life success skills
- Drive student academic achievement that exceeds state averages as required for charter schools and the overall success of Open Doors Community School
- Ensure compliance with state mandated instruction, assessment, and ODCS board reporting
- Monitor and evaluate program performance to ensure compliance with the charter contract, governmental regulations, and perform quality assurance for continual improvement efforts.

2. ***Community Relations***

- Develop and maintain good relationships with parents, businesses and the Marana community
- Engage the community to support and participate in the Community School model
- Implement the marketing/community outreach plan with support from the AzYP Development Director

- Serve as the school liaison to the AZ Department of Education, State Board for Charter Schools, collaborative school districts, and other partnership agencies and associations

3. Administration and Organizational Management

- Collaborate with the AzYP Charter School Team to finalize the AZ Charter School Program proposal
- Develop revenue streams for the school through grant-writing and other means
- Plan, organize, implement, and oversee the operation of the school
- Meet enrollment goals outlined by the Open Doors Community School Superintendent and Board
- Coordinate with the CFO/Executive Director of AzYP to develop the financial plan
- Collaborate with the AzYP Director of Foundations for Youth programs to ensure that supplementary programs and services meet the academic, cultural, emotional, physical, and creative needs of students
- Interact with the Board of Directors and implement board-directed policies and practices
- Other duties as assigned

4. Team-Building and Staff Development

- Train the school staff in the prescribed ODCS educational philosophy outlined in our charter application and set the culture of the school through servant leadership
- Hire, supervise, and evaluate all staff/consultants who provide educational services for students

Critical Skills and Experience

- Masters Degree in Educational Administration or comparable degree with K-8 education experience
- Demonstrated expertise and experience in personnel supervision, faculty management and evaluation
- Commitment to and/or experience with the Community School model
- Eligibility for school administrator certification in Arizona
- Excellent planning, organization, communications, and analytical skills
- Strong team leadership and participatory management skills
- Knowledge of educational theory and pedagogy
- Strong community development experience and understanding of the needs of rural, low-income youth Educational assessment, program development, collaborative leadership, and communication skills
- Sensitive to the needs of all students, especially those deemed "at risk", or students with special needs
- Proficiency educational research; leadership development; cultural based curriculum, school culture development; and educational transformation and restructuring.

Kimberly Danley, Lead Teacher/Curriculum Director: 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 who has also served as a curriculum architect and an experienced Director of a Pre-K school. Kimberly Danley has a bachelor's degree in Education, taught in an

Excelling public school district, served as a Mentor Teacher and curriculum committee member, and has been a private school classroom teacher. This position will report to the Director/Principal and be responsible to:

- assist the School Director/Principal in providing leadership to meet the academic goals of the school
- fulfill all of the duties and responsibilities of a classroom teacher
- mentor other classroom teachers
- work with the Director/Principal and individual teachers to manage and assess curriculum
- oversee the assessment process in collaboration with teachers using the Acuity system
- collaborate with the Director/Principal to implement a meaningful professional development program.

The ***qualifications for the Lead Teacher/Curriculum Director position include*** a minimum of three years in the classroom as a certified teacher, and a strong knowledge of curriculum development and design and current best instructional practices. An understanding of NCLB and Title programs is also essential to success in this position.

To be hired, **Classroom Teachers**: During the first year, four additional full-time qualified classroom teachers (one will also be special education certified) will report to the School Director/Principal and will be responsible for meeting the academic goals of the school for Grades K-4. In year two, the number of teachers will increase to eight including the Lead Teacher (Grades K-5) and then to twelve total teachers in year three (Grades K-6). This staffing plan is structured to ensure classroom sizes do not exceed a maximum of 25 students resulting in a teacher to student ratios that does not exceed 1:25. Each teacher will have at least a bachelor's degree and 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).

Teachers must demonstrate the following experience, skills and responsibilities:

- classroom experience, student teaching or approved internships that provide the required experience
- certification according to State of Arizona standards or eligible for emergency certification
- maintain collaborative relationships with other teachers within and across subject areas
- engage students while maintaining rigor and develop supportive and respectful relationships with students
- strive to teach to the diversity of students in the classroom
- effectively manage the classroom
- ensure enforcement of school rules
- develop a safe and supportive classroom and school environment for all students
- actively participate 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
- write grant proposals for resources that will enrich class and/or project activities.

To Be Hired, **Special Education:** 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

Special education specialized services will be arranged by the Director/Principal with a provider such as Marana Health Center or Marana Unified School District; however the School Director/Principal will oversee the special education services. Once student enrollment increases in Year 2 and 3, we will hire a dedicated, certified special education teacher who will oversee an Academic Resource Classroom.

TBD, **Instructional Assistants:** 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. These assistants will have experience in AzYP's programs, youth and family services as well as the proper qualifications for instructional support. In year 3, the school will employ three half-time instructional assistants (one for Special Education) who will report to the School Director/Principal and assist in student mastery of core academic subjects.

Qualifications for Instructional Assistants, consistent with Title I requirements:

- have completed at least two years of study at an institute of higher education, possess at least an associate's degree or demonstrate subject matter competence through appropriate assessment
- provide in school and after school tutoring and academic support in core subjects, life skills curriculum, in both one-on-one and in small group settings
- work with classroom teachers on project based learning and field trips.

To Be Hired, **Office Manager/Registrar:** This position will provide administrative support to the School Director/Principal as well as have responsibility for attendance procedures and SAIS management. This person will 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 (.5 FTE) and will be annually

assessed along with the Bookkeeper/Finance position to determine the proper utilization and level of resources to address all of the administrative requirements. **Qualifications/Critical Skills:** The ***Office Manager/Registrar*** will have three or more years of experience, preferably as a registrar or registrar's assistant; experience working in a school or business setting and have excellent oral, written, and computer skills;

To Be Hired, **Bookkeeper/Finance Manager:** A part-time finance person/bookkeeper will be hired to handle the day to day Accounts Payable duties, requisition and internal control processes, as well as the maintenance of financial records. This position will report to the AzYP CFO for financial management responsibilities of the school. Other financial duties will be assigned as needed; and additional administrative functions may be assigned and/or shared with the Office Manager/Registrar position. **Qualifications/Critical Skills:** The ***Bookkeeper/Finance Manager*** will possess a minimum of a Bachelor's degree in Business Administration or Finance, and three or more years of experience in school finance is preferred.

The following management and administrative personnel will be provided through a Memorandum of Agreement with Arizona Youth Partnership.

James Danley-Chief Financial Officer (AzYP): As the CFO of AzYP, James' role will expand to include responsibility for ODCS's financial reporting, accounting, compliance, internal controls, and financial planning. He will work closely with the School 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. James has spent over 10 years working in non-profit organizations and over 20 years total working in finance. As CFO at AzYP, James has created stable financial management, value-added management reporting, and consistent, accurate financial reporting to the organization. Further, James has attended several training in charter school finance through the Arizona Charter Schools Association's Charter Starter Program.

K. Daniel Stoltzfus, MPA-Executive Director (AzYP): Daniel will do whatever it takes to get Open Doors Community School operational and fully integrated into the culture and operations of Arizona Youth Partnership. He will lead the efforts to build essential community partnerships to implement the Community School Model. Once the charter is approved, Daniel will 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, non-voting member of the ODCS school board. Over 15 years of development and management experience in the not-for-profit sector provide him with the unique experience and preparation to lead Arizona Youth Partnership and Open Doors Community Schools, Inc. through the process of starting and operating the charter school.

Lori Malangone, M.Ed.-Director of Relationship Education/Foundations for Youth (AZYP): Lori 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 to be implemented at ODCS.

Resumes

Please find resumes for the individuals named above (who were not included in B.2 Applicant Composition) who fulfill key management roles in the proposed Open Doors Community School.