III. Succession Plan

A. Charter Holder

The corporate bylaws designate four officers of the BoD: President, Vice President, Secretary, and Treasurer. Additionally, and as authorized by the bylaws, ACYR's BoD has included a Vice President for Resource Development as a board principal. Officers are elected annually in October per bylaws requirements. A nominating committee is appointed to develop a slate of nominees. Additional names may be placed in nomination at the annual meeting when officers are elected. Should the President's office become vacant, the Vice President will assume the role of the President until a special election can occur. The line of succession then becomes, in order, Vice President for Resource Development, Secretary, and Treasurer. Vacancies in other offices may be filled through a special election or may remain vacant until the next scheduled election, based on action by the BoD. There is no provision in the bylaws for automatic succession of the Vice President to the office of President; rather, the out-going president remains as either an active or ex-officio member of the board and mentors the incoming President. In the event of a mid-term resignation or other circumstance, the prior past-President provides guidance and mentoring. Ease of succession is also accomplished through the weekly telephone meetings with the Executive Director, where the immediate past-President conferences in to join the Executive Director and current President to discuss current status, progress, issues and/or concerns, and to provide continued support during the transition.

The organization has developed and is implementing a succession plan for the Executive Director, a key individual in the overall operation of the agency in general and the charter school specifically. Planning began in 2006 upon the retirement of the organization's two Division Directors (Workforce Development and Education). At that time, the agency underwent an internal re-alignment that flattened the organizational structure by eliminating the Division Director positions and placing a greater degree of leadership and decision-making responsibility at the Program Manager level. The administrative support unit was also expanded. The wider distribution of responsibility was intended to create opportunities for leadership experiences, allowing potential organizational leaders to emerge, more efficiencies in both program and agency operations, and more effective cross-program communication at the operational level. The realignment included establishing a structured meeting schedule that resulted in regular meetings between individual Program Managers and the Executive Director that included structured mentoring and guidance. The individual meetings are coupled with monthly meetings of all Program Managers to ensure the development of an established organizational culture, and a common vision, philosophy, and mission focus. The strategic plan includes a second re-alignment no later than 2012 to create the position of Assistant Director, providing additional opportunity for the next level of mentoring, leadership development and preparation. Although ACYR maintains a policy of internal promotion when appropriate, the option exists for seeking a candidate from outside the agency, particularly in the event of an unexpected need to replace the Executive Director. ACYR maintains relationships with the membership of the National Youth Employment Coalition, the Arizona Association of Charter Schools, and the Organization of Non-Profit Executives, which should assist in recruitment if necessary.

B. Instructional Leadership Team

For the purpose of instruction and curriculum, the Principal is assisted by a lead teacher, who provides additional support and guidance on instructional strategies, lesson plan development, and classroom management. The lead teacher is encouraged to pursue administrative certification and is released from teaching assignments on a reasonable basis to do so. The Principal works with each teacher at the beginning of the school year to develop a professional development plan for the year and then allocates resources from Titles I and IIA to support the plan. Teachers are released from teaching responsibility to attend training opportunities outlined in their plans.

Teachers are eligible for performance incentives, based on achieving annual goals. The school establishes three schoolwide goals that support AYP performance goals. Each teacher sets two additional individual goals, which must also tie in to student achievement and/or school performance. Incentives are distributed at the end of each year.

The governing body has establish specific requirements and procedures for hiring qualified personnel that includes qualifications, recruitment strategies, and the interview/hiring process. A copy of the current procedure is attached for review