## Business Plan-Succession Plan

### Corporate Succession

As a corporation formed under the laws of the State of Arizona, an appointment to fill openings on the Board of Directors or officers is fairly standard among corporate entities. The process the Corporation will follow to fill an opening on the Board of Directors is to call a meeting of shareholders who would appoint a new member to the board. If there were a vacancy in the office of President, the Corporate Board would appoint someone to serve in that position. Any other vacant position will be filled in the normal course and operation of the Corporation.

### School Succession

At the school level, any opening on the Governing Board would be filled by appointment and at the discretion of the Corporate Board. The Governing Board would fill a vacancy in the Executive Director position. The balance of positions will be filled in the normal course and operation of the school.

### Continuity of Charter

Because the Corporation is a closely held corporation with centralized leadership and control, continuity of the charter is assured so long as the current directors and officers remain with the Corporation and BFCS. The consistency and vision of the Corporation and BFCS have remained constant with perennial continuity as a result of exceptional stability and longevity in top management. The same persons have held the offices of President and Vice President of the Corporation since the Corporation's inception in 1995. BFCS has experienced the same long-term stability in top management with the Executive Director, the Director of Curriculum and the Personnel Director all holding those positions since their inception. Many of the other leadership positions are held by individuals with many years affiliation with BFCS.

Recognizing that eventually these individuals will retire or otherwise no longer be associated with the Corporation or BFCS, management has created a system of inputs and participation at various levels of the organization, including, among other things, an advisory management team that meets regularly to discuss operations and procedures, mentor teachers, and teacher trainer and curriculum advisor. These mechanisms will assist any new management to recognize the purpose and vision of BFCS and have the support and resources to continue in the successful operation of schools.

Succession Plan For BFCS Instructional Leadership

From the time teachers are identified as candidates for hire at BFCS they enter into a highly structured framework that is designed to identify instructional skills and talent, leadership skills, and other traits that can be built upon through experience and training provided by BFCS.

The process begins with the recruiting/hiring of compatible teachers. Teachers experience a preliminary interview to determine compatibility from both the teachers' point of view and the needs of the schools. Upon successful completion of the preliminary interview, the teachers are interview by all of our principals and invited to perform a teaching demonstration in front of a live classroom. These minimum steps successfully will generally result in a contract offer.

Training and Development

Teachers are then required to take a 45-hour Spalding I course provided by our resident certified Spalding Teacher Trainers prior to entering a classroom for the first time. Additionally, they are oriented and trained for our discipline, curriculum, and planning procedures by their grade-level mentor. Ongoing evaluation, coaching, and training by principals, staff specialists, and grade-level mentors are a central feature of the program. At the end of their first year with BFCS, teachers are required to take a more reflective version of the 45-hour Spalding I course with special emphasis on philosophy, skill refinement, and classroom diagnosis/implementation.

In the second year with BFCS, teachers are expected to take the 45-hour Spalding II course. This course is also taught by our certified Spalding Teacher Trainers. Again, teachers are evaluated, coached, and receive additional training on various aspects of the program through regular in-services and individual sessions with mentors, education specialists, and principals.

After the required training process has been completed, teachers may choose to become a certified Spalding teacher. The certification process provides an opportunity to develop a higher level of knowledge and skill refinement, and expects a greater commitment to the program. In order for each campus to become a Spalding Accredited school, a minimum of one teacher at each grade level must become a certified Spalding teacher, which can help their campus meet Spalding Accreditation Goals. Upon completion of this process, teachers become candidates for grade-level leadership as a mentor, choose to begin the process of becoming a Spalding 1 and/or 2 Teacher Trainer, begin an administrative internship with one of our principals as part of their Administrative degree program, and/or choose to specialize in other educational areas important to the organization.

The mentor program provides master teachers with a leadership opportunity to help administrators evaluate, coach, and train teachers at their grade level. The mentor teachers receive a stipend for this extra responsibility, which includes: beginning of the year training and orientation, in-service planning and delivery, formal and informal observations of peers, and subsequent coaching. Mentor teachers also provide input to the

organization regarding training, curriculum, and supply needs. Mentor teachers are selected annually depending on skill, effectiveness, and grade-level need.

Salary and Incentive Plan

BFCS has a competitive salary structure aligned with most surrounding school districts. Annual increases and bonuses are based on a merit system with objective and subjective measurement procedures utilizing a series of formal and informal observations and performance goals/objectives. Additional measurements of performance are derived from classroom academic growth on monthly testing, pre- and post criterion reference tests, and AIMS-DPA exams.

Conclusion

Over the term of the charter, BFCS has used and refined this process to develop a strong leadership core tasked to serve, train, and replenish our faculties and staffs. As a result, we presently have three principals (out of a total of four) who have come through this process beginning as teachers. We have eight grade level mentors for each grade level across all campuses, special-areas mentors in music, physical education, and resource, certified Spalding teachers at most grade levels on each campus, six certified Spalding Trainers, and a corporate level Spalding Liaison and Mentor-mentor. The BFCS program is dependant on consistency from campus to campus and our customers expect that consistency. The only way to insure that consistency is to have a process of training and quality control that makes it happen. The system is designed to replenish itself with the same level of high-quality people that built and maintained the program from the start - and hopefully far into the future.