CHARTER HOLDER SUCCESSION PLAN

As stated in the Bylaws of the charter holder, the replacement/succession procedures for vacancies are as follows:

BOARD OF DIRECTORS

Nominations of Directors shall be made to the Board of Directors by the following methods:

1. By a current Director
2. By the Chief Executive Officer
3. By a public official or a municipality or other political subdivision, of a designated representative, by a written nomination duly authorized by the public official, municipality or political subdivision.
4. As provided under subsection C, by farm workers or the rural poor, or by an organization of, or which represents, farm workers and/or the rural poor, of a designated representative, by written nomination signed by not less than 25 farm workers and/or rural poor of a community, or their authorized representatives. Such designated representative need not necessarily be a farm worker or among the rural poor themselves. For purposes of this subsection, "community" need not be a legally incorporated or officially established jurisdiction. The Board of directors shall have full discretion to define and determine "community", "farm workers", "rural poor", and any other term contained in this Article.

COMMITTEES

Committee members shall all be selected from among the Board of Directors.
Any vacancies in committees shall be filled by the President for the balance of the unexpired term.

OFFICERS

Officer vacancies, in any office shall be filled by the affirmative vote of a majority of the Directors present at any regular meeting or at a special meeting called for the purpose of filling a vacancy in an office.

CHIEF EXECUTIVE OFFICER

In the absence of the Chief Executive Officer (CEO) the Management Team under the Governing Board of Directors operates the everyday operations until a replacement is found.

CHARTER SCHOOL SUCCESSION PLAN

The Arizona Virtual Academy is committed to succession planning as evidenced by its current leadership team. Everyone on the current leadership team (except for the business manager) has been promoted from within the school ranks. AZVA has carefully,

consciously and deliberately developed teachers, administrators and operations team members into school leaders. AZVA is also proud of its administrator and teacher retention data. AZVA has never lost an administrator (except to promotion within the K12 Inc. structure). AZVA loses fewer than 5 percent of its teachers annually due to attrition.

Arizona Virtual Academy leadership has undergone formal succession planning training since January 2010. A professional trainer has developed customized tools for AZVA and provided two training sessions. The succession planning includes several steps, including:

Formal Succession Planning Preparation:

- Talent review – a talent review has occurred with all leadership team members; teachers and other administrators are in the process of completing the talent review. The talent review examines (for each employee): education, career history, performance history, career goals, goal readiness assessment, strengths, and development needs.
- Identification of mission-critical positions – School leaders identified the mission-critical positions at the school. Job descriptions for these positions were refined. Specific tasks within the job descriptions were prioritized.
- Draft list development – The school leader developed a list of people who may be groomed for the mission-critical positions. These employees are in the process of developing plans to grow into these positions.
- Individual meetings - School leaders meet with teachers across the disciplines and programs to discuss career and educational goals. Teachers meet with leaders outside of their direct report chain.

Succession Planning Implementation:

Three positions were identified as the most important mission-critical positions: operations manager, head of school and business manager. The head of school has identified school leaders and teachers to groom for these positions. The goal is to be two people deep in each key position.

All administrators develop quarterly goals that include components of succession planning and professional development. Goals include dependencies on other staff members and necessary training or development to ensure attainment of goals.

Ongoing training and development:

Teachers receive monthly professional development in a virtual and face-to-face setting. Additionally, teachers participate in content-specific training and technology training on a monthly basis. Title funds are utilized to provide more in-depth content and instructional practice training.

Administrators submit development plans to their supervisors to include conference attendance, training and additional coursework.

Teachers receive $2000 annually toward training and development. Administrators receive $6000 annually toward training and development.

Rewards for development and performance:

Teachers receive approximately 25 percent of their compensation in the form of performance pay. Teacher performance pay plans are reviewed with teachers annually. Teachers have the opportunity to vote on the adoption of the performance pay plan. Goals within the performance pay plans are measurable and relate to the larger school goals of increasing student achievement and reducing withdrawals. Professional development goals and expectations are incorporated into performance pay plans.

Teachers receive merit-based salary increases annually based on performance against a measurable set of metrics. Teachers do not receive compensation based on a step scale. Rather, teachers that demonstrate performance through measureable metrics receive merit-based salary increases. All increases are dependent on sufficient state funding.

Administrators may earn up to 10 or 20 percent of their salary in merit pay (highest level administrators may earn 20 percent). Administrators earn merit pay based on attainment of quarterly goals and meeting overall school goals. School goals are developed annually. Administrators do not have a salary schedule. Salary increases are based on merit and measurable contribution to the school.

Recruitment and training of new teachers and administrators

AZVA has an excess of qualified teachers and administrators for each open position. AZVA conducts employment fairs in late winter/early spring each year. The school uses a team approach in reviewing and interviewing candidates. Candidates are rank ordered based on qualifications and interviews. Upon hiring, candidates participate in school-based training, AZVA University, in cohort groups. Teachers are assigned mentors. New teachers participate in 40 hours of virtual teacher training and 3 days of face-to-face training.

New administrators participate in shadowing and mentoring activities with other AZVA administrators and administrators in schools across the country who hold the same position. Administrators join a peer group from schools across the state and participate in regular training and development within this peer group. For instance, testing coordinators participate in weekly meetings and trainings with testing coordinators from other states.

Teacher advancement and succession

Teachers within AZVA have the opportunity to become lead or master teachers within their content areas, programs or grade levels. The school maintains one leader teacher per ten teachers, and one master teacher per three lead teachers. All current lead and master teachers have been promoted from within the teaching ranks.