III. Succession Plan

A. Charter Holder Succession Plan

Presidio School is committed to the long-term success of the school and as such has developed a comprehensive succession plan for both board members and the school's principals ensuring institutional knowledge is shared and retained and transitions in school leadership are smooth and seamless. Long-term success does not mean making sure that everything stays the same – constant not stagnant is the guiding principle. The governing board is persistent in keeping pace with changes in the community, the population being served, educational strategies and innovations, changes in law impacting education and charter schools, and any other factor that would result in a need to make board membership and school leadership changes and/or enhancements in a timely manner that is both effective and responsive.

The governing board's membership will continue to be of sufficient numbers that should more than one member leave the board will still be able to continue in an emergency. In addition to the existing board, associate board members have been selected. Associate board members are chosen based upon not only current skill needs but also with an eye on changes the school may be forecasting for the future. Associate board members attend board meetings, serve in an advisory capacity, and are provided with the same professional development as standing board members. In other words they intern for full board membership. They are ready and able to step in should the board have an opening. The placement of the school's principals on the board also provides stability and a continuum of critical knowledge about all aspects of the school and its operations.

Given the Boards responsibility for the academic success of each child and the school as a whole, all Board Members now and in the future will need on-going and sustained instruction in understanding and use of educational outcome measures so that they can set realistic academic benchmarks and monitor students' progress.

B. Instructional Leadership Succession Plan

An important component of the succession plan is for the school to operate with two Co-Directors. The Co-Directors have both distinct and shared duties, but are cross-trained so that either can complete the job of the other. This allows for the sustained stability and for the school to function at its full capacity should one of the directors be gone from the school for an

abbreviated time, extended time or permanently. Obviously, a single director cannot complete both jobs for an extended period and permanent replacements need to be ready to take over. The continuing viability of the school is dependent upon growing leaders from within. The school is and will continue to identify teachers with leadership potential, provide them with pertinent professional development, and prepare them to replace one of the directors should it be needed. These future leaders will be designated as lead teachers and/or department heads within the school's framework. They will be prepared to step in immediately in an emergency, but should time permit, more intensive training with the vacating principal will be provided. Lead teachers and/or department heads are also continually identifying and grooming potential replacements for themselves should the need arise.

Whenever there is a change in leadership every effort is made to make the transition as effective as possible. When possible, bi-weekly meetings during school hours between the outgoing and incoming director, department head, or will be held. This will give them an opportunity to communicate and to actively work together insuring the smoothest transition possible. Teachers, staff and parents will also be involved in the transition. They will be invited to share knowledge and concerns that will help guide the incoming principal. The greatest assistance will come from the continuing principal who will be there when unanticipated questions and situations arise.

In order to fill leadership positions, the school has implemented a policy to ensure hire and retain highly qualified teachers and para-professional staff. The following is the stated policy and procedures:

In order to ensure that 100% of the teachers and paraprofessionals at Presidio School are highly qualified by the first day of school as measured by completion of attestations, individual documentation such as AEPA and Parapro test results and transcripts, and the HQT Input Position Report the following procedures will be followed:

- Presidio School's recruitment efforts will target only those meeting highly qualified requirements. Presidio School's newspaper advertisements and other recruitment efforts will clearly state that only those meeting NCLB highly qualified requirements need apply.

- Presidio's Human Resources Administrator will develop and implement a hiring process that insures that only those who are able to meet NCLB highly qualified requirements by the first day of school are hired.
    - The Human Resources Administrator will have a clear understanding of the NCLB HQ requirements for each position being filled and will ensure that those requirements are met before an official offer of employment is given.
    - The Human Resources Administrator will ensure that documentation needed for ascertainment of NCLB HQ status is verified and placed in personnel files. Such items will include such items as certification, transcripts, resumes, fingerprint clearance, and AEPA and ParaPro test results.
- Presidio School administration will implement retention strategies aimed at retaining highly qualified teachers and paraprofessionals.
    - Presidio will provide mentor teacher support for newly hired teachers and paraprofessionals.
    - Presidio will offer professional development opportunities needed for retaining certification, obtaining specialized endorsements, improvement of teaching, enhancement of subject knowledge, and use of 21st Century technology.
    - Presidio will provide weekly opportunities for team planning and curriculum development.
    - Presidio administrators will provide opportunities for teachers to have significant input into curriculum design and implementation.