SUCCESSION PLAN

Part A: Succession Plan for the Charter Holder

Including replacement of Officers, Members Partners, or Board in the event of retirement, resignation or other circumstances.

The charter holder is the Education Board as described in Section II.C. Strength and Stability of the Charter Holder, Part 1. List of Officers of the Corporation.

The recruitment and selection process for the charter holder is as described in Section II.B. Strength and Stability of the Governing Body, Part 2. Governing Body Recruitment and Selection.

In summary, the pool of community members who are eligible to be members of the Education Board is based on tribal enrollment. The continuing interest in, and qualified candidates for, Education Board participation will continue to expand over time with the continued growth of the tribe and the continued success of Community Schools.

The Education Board orientation and training program continues to be enhanced and refined over time thus resulting in improved Board member understanding and decision making.

Part B: Succession Plan for the School's instructional leadership team.

Instructional Leadership Career Path

The Education Board adopted a Succession Planning Policy (June 22, 2009) that addresses employee retention, training, "key" position definition, "acting" appointments, knowledge transfer, and vacancy transition planning.

The Education Board adopted a Compensation Policy (May 18, 2009) that addresses fair, equitable, consistent and timely compensation that attracts and retained highly qualified employees and rewards exceptional performance. The policy provides for COLA adjustments, internal and external equity adjustments, requires accurate job descriptions with periodic updates, and establishes criteria for establishing compensation.

The Education Board adopts an annual Compensation Plan that encourages educational attainment by certificated staff by weighting educational attainment and years of service.

In addition, additional compensation is provided for facilitating or coordinating specific program areas in a leadership role. These leadership roles provide opportunities for educators to demonstrate their teambuilding and organizational skills in preparation for assistant principal or principal assignments.

Incentive Plans and Professional Development

Teachers are evaluated annually based on Community Schools adopted evaluated based on five adopted standards including: 1) Effective Instruction Planning and Curriculum Design; 2) Pedagogy; 3) Developmentally Appropriate Learning Environment; 4) Effective Assessment, Reporting and Feedback; and 5) Professional Responsibility. Mentor programs, curriculum support and professional development opportunities are provided.

The Education Board adopts an annual Compensation Plan that provides for optional professional development opportunities for educators. Educators may either participate in on-site training programs or submit professional development plans for approval and receive commensurate compensation to encourage and reward their professional development efforts.

High Standards for Hiring Qualified Personnel

The Education Board continually emphasizes the importance of hiring qualified personnel and adopts a competitive annual Compensation Plan to attract and retain qualified staff. All teaching staff must be certified and highly qualified in their subject area. In addition, the Board has allocated resources to create a Human Resources Office to attract and retain qualified employees.

This office assures compliance with applicable tribal, state and federal laws governing employment and employability including, but not limited to:

ARS 15-106	Identity verified fingerprints
ARS 15-512	Noncertificated personnel; fingerprinting personnel; background investigations; affidavit, civil immunity; violation; classification;
ARS 15-534	Fingerprinting; review and disciplinary action; violation; classification
ARS 15-550	Unprofessional Conduct: Penalty
ARS 15-1330	Fingerprinting personnel; affidavit

ARS 41-1758.03	Fingerprint clearance cards; issuance; immunity
PL 101-630	Indian Child Protection and Family Violence Prevention Act of 1990 (for all staff and volunteers)

At the current time certificated staff at Salt River High School and the Accelerated Learning Academy / DOC have achieved education levels are as identified in the tables below:

Salt River High School Certificated Staff Education Levels		
Bachelor's Degree	1 to 3 yrs	2
Bachelor's Degree	4 to 6 yrs	2
Bachelor's Degree	7 to 9 yrs	4
Bachelor's Degree + 30 Cr Hrs	4 to 6 yrs	1
Bachelor's Degree + 30 Cr Hrs	7 to 9 yrs	1
Master's Degree	1 to 3 yrs	2
Master's Degree	4 to 6 yrs	3
Master's Degree	7 to 9 yrs	3
Master's Degree	10 to 12 yrs	7
Master's Degree	13 to 15 yrs	0
Master's Degree	16 to 18 yrs	2
Master's Degree + 15 Cr Hrs	10 to 12 yrs	2
Master's Degree + 15 Cr Hrs	13 to 15 yrs	1
Master's Degree + 30 Cr Hrs	7 to 9 yrs	1
Master's Degree + 30 Cr Hrs	10 to 12 yrs	1
Master's Degree + 45 / Education Specialist	10 to 12 yrs	1
Master's Degree + 45 / Education Specialist	16 to 18 yrs	1
Master's Degree + 45 / Education Specialist	19 to 21 yrs	1
Master's Degree + 60 Cr Hrs	16 to 18 yrs	1

Accelerated Learning Academy Certificated Staff Education Levels		
Bachelor's Degree	4 to 6 yrs	1
Bachelor's Degree	7 to 9 yrs	1
Bachelor's Degree + 15	13 to 15 yrs	1
Bachelor's Degree + 30	1 to 3 yrs	1
Bachelor's Degree + 30	7 to 9 yrs	1
Master's Degree	7 to 9 yrs	1