C.3 Personnel

Table 1: Instructional and Non-instruction Staff Needs of Scottsdale Country Day School

Administration and Support	Year 1	Year 2	Year 3
Principal	1	1	1
Assistant Principal	1	1	1
Office Manager	1	1	1
Bookkeeper/Finance	1	1	1
Instructional Staff	Year 1	Year 2	Year 3
Classroom Teachers	7	9	10
SPED Teacher	1	1	1
P.E. Teacher	0.5	0.5	1
Instructional Assistants	0	0	2

All instructional staff will possess valid Arizona Fingerprint Clearance Cards, be a certified teacher with the Department of Education, and meet all requirements of the No Child Left Behind Act as a highly qualified teacher. Table 2 highlights the administrative plan of responsibilities at SCDS.

Table 2: Administrative Plan

Area of Oversight	***Position Responsible***
Curriculum Development and Oversight	Assistant Principal
Special Education	Principal & Special Education Teacher
English Language Development Programs	Principal & Assistant Principal
Staff Training and Development	Principal
Assessments and Academic Data Collection	Principal & Assistant Principal
Mandated Testing (AIMS, Stanford 10, AZELLA)	Principal & Assistant Principal
Financial Management	Principal/Bookkeeper
Contracted Services	Principal
Personnel - Hiring and Evaluation	Principal, Governing Board & Assistant Principal
Grants Management	Assistant Principal
Student Accountability Information System (SAIS)	Office Manager

<u>Principal</u>

Roles and Responsibilities

- Non-voting member of SCDS Governing Board
- Oversee SCDS personnel and students on a daily basis
- Establish and maintain a positive school culture
- Discipline of students
- Lead faculty and staff meetings
- Personnel - Hiring and Evaluation

- Conduct orientations for new staff members
- Organize and attend professional development
- Conduct parent/student meetings when necessary
- Attendance at IEP meetings
- To monitor and assess services from contracted service providers
- Organize and conduct advertising/marketing ideas
- To be the testing coordinator for AIMS and Stanford 10
- Supervise school faculty and have full responsibility
- Reports to the school governing board
- To organize and participate in professional development training for staff
- To work with bookkeeper/Finance staff member to monitor financial management
- Contracted Services
- Ensure compliance with state and federal regulations

Qualifications

- Bachelors Degree and Masters degree in Education
- Arizona Department of Education Principal and Teaching Certificate
- Previous managerial experience of at least 5 years
- AIMS coordinator experience
- Valid Arizona Fingerprint Clearance
- Structured English Immersion Endorsement

<u>Assistant Principal</u>

Roles and Responsibilities

- To assist Principal in day-to-day running of the school
- To be the acting Principal in the absence of the Principal
- Assessments and Academic Data Collection
- To monitor implementation and delivery of curriculum
- To ensure state standards are being adhered to and achieved
- To be the testing coordinator and director of programming for English Language Learner students.
- Oversee and manage Grants Management
- Previous managerial experience of at least 5 years
- Assist in recruitment and hiring of staff
- Reports to the Principal

Qualifications

- Bachelors Degree and/or Masters degree in Education
- Arizona Department of Education Teaching Certificate
- Valid Arizona Fingerprint Clearance
- Structured English Immersion Endorsement

Office Manager

Roles and Responsibilities

- Answer school inquiries via phone, email, mail, or in person
- Responsible for Student Accountability Information System
- Deal with student inquiries and records requests
- Enroll students and ensure documentation on file meets state guidelines
- Ensure staff documents are current and on file
- Schedule orientations and meetings
- Take attendance and call for absent students
- Assist Principal and Assistant Principal
- Be the first point of contact for students, parents, and staff members
- Reports to the Principal/Assistant Principal

Qualifications

- College degree
- Accounting Experience minimum 3 years
- SAIS Experience minimum 1 year
- Office Experience
- Valid Arizona Fingerprint Clearance
- Proficient in data processing

Bookkeeper/Finance

Roles and Responsibilities

- Accounting
- Payroll
- Benefits
- Bank account maintenance
- Calculating and submitting payroll taxes
- Maintaining and providing financial reports upon request of Principal
- Reports to the Principal

Qualifications

- College degree in accounting/finance
- Accounting Experience
- Office Experience
- Valid Arizona Fingerprint Clearance
- Proficient in online data management

Classroom Teachers

Roles and Responsibilities

- To plan, deliver. and evaluate lessons aligned to the Arizona State Standards for Education
- To communicate with students and family members regarding progress/concerns
- To strive toward achieving the vision and mission for SCDS

- To continue professional development
- To maintain Arizona Teacher Certification, a valid Arizona Fingerprint Clearance Card, 1st aid and CPR training, and Highly Qualified Status
- Reports to the Principal
- Include technology in 90% of lessons taught

Qualifications

- College Degree in Education or specific subject area taught
- Valid Arizona Fingerprint Clearance
- Highly Qualified per No Child Left Behind
- Arizona Teacher Certification
- Structured English Immersion Endorsement
- Technology based teaching experience

Special Education Teacher

Roles and Responsibilities

- Identifying and accommodating all students with IEP's and 504 plans
- Scheduling and conducting all SPED related meetings
- Communicating with staff and parents regarding all SPED students
- Conducting 45 day screenings on the appropriate students
- Chairing the Child Study Team
- Direct contact for all SPED related issues
- Reports to the Principal
- Provide services in school to all IEP students per their IEP documents
- Determining and scheduling SPED contract service providers for required therapies and evaluations

Qualifications

- College Degree in Education
- Valid Arizona Fingerprint Clearance
- Highly Qualified per No Child Left Behind
- Arizona Teacher Certification in Special Education

Instructional Assistants

Roles and Responsibilities

- To assist classroom teachers
- Reports to the Principal

Qualifications

- College Degree
- Valid Arizona Fingerprint Clearance

Recruiting and Hiring of Instructional Staff

SCDS will comply with applicable laws pertaining to personnel and is an equal opportunity employer, not limiting employment based on age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status. In addition to advertising for applications from

within our private school which is running for the 2011/2012 school year, the following procedures will be implemented as deemed appropriate in individual cases:

- Accepting suggestions from staff and citizens about potential applicants to be contacted
- Advertising in appropriate publications and online resources

Screening Applications
The selection criteria by the Governing Board and Principal will determine the guidelines for filling the open position.

Interviewing of Candidates

- The Principal and Assistant Principal shall screen applications and determine which candidates are suitable for interview based on resume qualifications as required by the position
- The Principal and Assistant Principal will determine the most suitable candidates to be interviewed and will conduct the interviews
- Recommendations will then be made by the Principal to the School Governing Body regarding suitability of candidates and recommendations for hiring
- The School Governing Board will then decide contract terms and give to the Principal for presentation to the candidate
- Candidate can be offered a position once fingerprint clearance and qualifications are verified.

Other Considerations

- The Principal may ask the candidate to teach a 30-minute lesson to a group of students while being observed by faculty, parents and/or administrators
- Reference and background checking will be coordinated by Office Manager and accomplished through correspondence, telephone calls, and conversations

Serving English Language Students
Arizona law requires a charter school to comply with all federal laws regarding English Language Learner (ELL) students. SCDS is accountable for complying with ELL laws and its administrative unit is responsible for ensuring that all students eligible for ELL status in its school receive the appropriate support, accommodations, and education. SCDS will ensure compliance with these ELL laws and has identified the need for hiring an individual with training, expertise, and experience in dealing with ELL students.

The Principal and Assistant Principal, will attend professional development classes to ensure SCDS is in full compliance with its English Language Learner program.

Serving Special Education Students
Arizona law requires a charter school to comply with all federal laws prohibiting discrimination based on disability. SCDS is accountable for complying with special education laws and its administrative unit is responsible for ensuring that all students eligible for special education in its school receive a free and appropriate public education (FAPE). The provisions of NCLB and the

Individuals with Disabilities Education Act require that schools must help students with special needs to access, participate, and progress in the general curriculum.

The full-time special education teacher and Principal are responsible to ensure all special education laws are adhered to and students are serviced according to their individual needs. The special education teacher and Principal, will attend professional development classes to ensure SCDS is in full compliance with its special education program.

Professional Development and Continuous Improvement

As outlined in section A.4 - School Calendar and Weekly Schedule, our professional development will begin August 1, 2012 through August 10, 2012 prior to the start of the 2012/2013 school year. In addition to this, SDCS dismisses students at 12:30 p.m. every Friday, which gives 3 hours for staff training, development, and meetings. This is the foundation of our new staff orientation, training and development and is also represented on the 2012/13 school calendar.

SCDS's ability to identify, support, and follow through on the most effective teaching strategies is not only contingent on staff expertise in technology, but in our continued commitment in finding and in participating in quality professional development opportunities such as those offered by the Arizona Association of Charter Schools, PDLA (Professional Development Leadership Academy), NCTM (National Council of Teachers of Mathematics), NSDC (National Staff Development Council). A comprehensive school-based professional development program promotes accessibility and a continuing learning process and improvement for teachers and staff. The result of which can only enhance the learning experience for our students.
Learning outcomes from planned professional development initiatives will depend upon consistent and well-structured schedules and individual training foci, but will typically include outcomes such as:

- Utilization of authentic student assessment and immediate performance data feedback for intrinsic student motivation to increase student responsibility and accountability for academic progress
- Increasing the instructional capacity of the teaching staff through more creative and effective lesson design and training in state of the art technology based monitoring through computer labs and classroom computer centers. Drake and Roe (2003) support this by expressing classroom computer centers help create learning stations that foster cooperative learning
- Continuing to apply a variety of tools such as easyCMB assessments, observation tools found in the Direct, Explicit, and Systematic Instruction components of "Teach for Success", joint research based lesson planning, and a school based peer coaching model system as part of the daily overall planning goals aimed at enhancing student

achievement

- Collection of trend data through teacher observations to monitor success and make changes to teaching and assessment practices where required
- Increased sense of community, communication, and collaboration within SCDS in order to develop and sustain a continuously effective school plan
- Enhancing comprehension of meaningful lesson design to include more emphasis on research and critical thinking, therefore adjusting and increasing effectiveness, as measured by student performance assessments

SCDS's professional development goals seek to ensure not only that our staff continue to receive a wide range of training experiences, but also that they work with teachers to create an on-going sense of collaboration and community in our school. It is critical that the entire SCDS staff is able to positively impact every part of daily school activity and have the current skills needed to accurately monitor the resulting improvements in student achievement.

Experience shows the rewards of professional development which begin when faculty are inspired with new, creative ideas, enthusiasm, and the drive to impact changes that benefit the school, each classroom, teachers, and ultimately every student. The NCTM offers opportunities for e-workshops and seminars. SCDS will seek recommendations from organizations such as the National Staff Development Council (NSDC) specifically regarding their research on peer coaching. This program is closely tied to specific school or district's curriculum and helps the staff and teachers adopt and implement new teaching and learning practices. SCDS's affiliation and learning from these educational resources will provide the latest information on the most effective assessment tools and math and reading instructional methodologies. This will offer tremendous opportunities for SCDS teachers to collaborate regarding their experiences and successful teaching techniques.

Professional development will take place for staff throughout the entire school year at SCDS and is thoroughly detailed in Strategy IV of the Performance Management Plan. Topics covered at these classes will be technology and its use throughout the school (monthly), DIBELS training (annually), instruction (bi-annually), Arizona Education and Common Core Standards (bi-annually), Curriculum and Lesson Planning (monthly), and School Culture (monthly).

Participation and completion of the above mentioned professional development classes will educate and better the SCDS staff members so they are better equipped and prepared to deliver excellence to the SCDS students.

Compensation Plan

Table 3 highlights the compensation plan for staff at SCDS. This plan is also represented in the 3 year operational budget which is included with this application. The salaries are conditional on all staff meeting the minimum requirements set forth earlier in this section regarding their

qualifications for the respective position and include a 3.5% pay increase per year. All full time contracts run from August 1 to July 31.

Table 3: Employee Benefits

Position	FTE	Salary (Year 1, 2 & 3)	Benefits
Principal	1.0	$70,000,$ 72,450, $74,986	60% Health Insurance
Assistant Principal	1.0	$40000, $41,400, $42,849	60% Health Insurance
Office Manager	1.0	$35,000, $36,225, $37,493	60% Health Insurance
SPED Teacher	1.0	$35,000, $36,225, 37,493	60% Health Insurance
Classroom Teachers (average)	8.0, 9.0, 10.0	$33000, $34,155, $35,350	60% Health Insurance
Bookkeeper	0.5	$15,000, $15,525, $16,068	none
P.E Teacher	0.5	$15,000, $15,525, $32,136	None for years 1 and 2, 60% for year 3
Instructional Assistants	0.0, 0.0, 2.0	$0, $0, $15,000	none

Employee Benefits

SCDS will provide health insurance benefits by way of paying 60% of an individual's policy, if the staff member is a member of the SCDS health insurance group policy. A health insurance policy has been identified for SCDS employees at approximately $210 per month, making the 60% payment by SCDS at $1,500 per year. This is reflected in the 3 year operational budget. Employee benefits (required employer contributions) have been figured at 10% of salaries. This includes Medicare, SS, SUI, and workers compensation.