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
Curriculum Director	1	1	1
Office Manager	1	1	1
Instructional Staff	Year 1	Year 2	Year 3
Classroom Teachers	8	9	10
SPED Teacher	1	1	1
SPED Assistant	0	0	0.5
P.E. Teacher	0.5	0.5	1
Instructional Assistants	0	0	1
Number of Students Served	160 (KG-6th)	180 (KG-6th)	200 (KG-6th)

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

<u>Principal</u>

Roles and Responsibilities

- Oversee school personnel and students on a daily basis
- Establish and maintain a positive school culture
- Oversee instructional methods used by SCDS teachers
- Discipline of students
- Lead faculty and staff meetings
- Monitor technology and its use within the school

- Conduct orientations for new staff members
- Organize professional staff development and attend professional development for self-growth
- Monitor and fulfill Grants Management requirements
- Conduct parent/student meetings when necessary
- Attend IEP meetings
- Organize and conduct advertising/marketing ideas
- Be the testing coordinator for mandated state testing
- Voting member of SCDS Governing Board
- Reporting back to the school governing board
- Identify and work with contracted services clientele and oversee the work being done

Qualifications/Key Skill Sets

- Degree and Master's degree in Education
- Arizona Department of Education Principal and Teaching Certificate
- Leadership skills
- Excellent communication skills both written and verbal
- Experience working with children
- AIMS coordinator experience
- Structured English Immersion Endorsement
- Arizona Fingerprint Clearance Card

Curriculum/ELL Director

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
- To design, plan, oversee, and monitor the 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.
- To oversee the ELL students and ensure their needs are being met.

Qualifications/Key Skill Sets

- Degree and/or Master's degree in Education
- Excellent communication skills both written and verbal
- Leadership skills
- Experience working with children
- English Language Learner Program knowledge and experience
- Structured English Immersion Endorsement
- Arizona Fingerprint Clearance Card

Office Manager

Roles and Responsibilities

- Responsible for Student Accountability Information System (SAIS)
- Answer school inquiries via phone or in person
- Deal with student inquiries and records requests
- Enroll students
- Schedule orientations and meetings
- Take attendance and call for absent students
- Assist Principal and Curriculum Director
- Be the first point of contact for students, parents, and staff members
- Board Member

Qualifications/Key Skill Sets

- College Degree
- Excellent Communication skills
- Ability to work with students, parents, and family members
- Experience in specific office and accounting practices
- Experience with computer programs necessary for job duties
- Arizona Fingerprint Clearance Card

Classroom Teachers

Roles and Responsibilities

- To plan, deliver. and evaluate lessons aligned to the Arizona State and Common Core 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

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 Special 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 2012/2013 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 shall screen applications and determine which candidates are suitable for interview based on resume qualifications as required by the position
- The 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 Board 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 check will be coordinated by the 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 Curriculum Director 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, 2013 through August 9, 2013 prior to the start of the 2013/2014 school year. In addition to this, SDCS dismisses students at 12:30 p.m. on the last Friday of each month, 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 2013/14 school calendar.

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 fully equipped and prepared to deliver lessons which will afford students the opportunity of mastering them.

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 small 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, 1.0, 1.0	$70,000,$ 75,000, $80,000	66% Health Insurance
Curriculum/ELL Director	1.0, 1.0, 1.0	$33,000, $35,000, $37,500	66% Health Insurance
Office Manager	1.0, 1.0, 1.0	$35,000, $36,000, $37,000	66% Health Insurance
SPED Teacher	1.0, 1.0, 1.0	$33,000, $35,000, 37,000	66% Health Insurance
SPED Assistant	0, 0, 0.5	$0, $0, $15,000	none
Classroom Teachers (average)	8.0, 9.0, 10.0	$33,000, $34,000, $35,000	66% Health Insurance
P.E Teacher	0.5, 0.5, 1.0	$15,000, $15,500, $32,000	None for years 1 and 2, 66% for year 3
Instructional Assistants	0.0, 0.0, 1.0	$0, $0, $15,000	none

Employee Benefits

SCDS will provide health insurance benefits by way of paying 66% 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 $240 per month, making the 66% payment by SCDS at $1,920 per year, per full-time employee. This is reflected in the 3 year operational budget.

Employee benefits (required employer contributions) have been figured at 15% of the total salaries. This includes Medicare, SS, SUI, and workers compensation.