C. BUSINESS PLAN

C.3. PERSONNEL

STAFFING PLAN		
YEAR-1	**YEAR-2**	**YEAR-3**
244 students	320 students	376 students
Instructional Staff		
9 General Instruction Teachers	11 General Instruction Teachers	12 General Instruction Teachers
1.0 half FTE Languages Teacher	1.5 half FTE Languages Teacher	1.5 half FTE Languages Teacher
1 Special Education Teacher	1 Special Education Teacher	1 Special Education Teacher
0 Teacher Aides	3 Teacher Aides	3 Teacher Aides
0.5 Physical Education Teacher	0.5 Physical Education Teacher	0.5 Physical Education Teacher
0 Lead/Specialist Teacher	1 Lead/Specialist Teacher	2 Lead/Specialist Teacher
0.33 Executive Director	0.33 Executive Director	0.33 Executive Director
1 Assistant Director	1 Assistant Director	1 Assistant Director
244 students / 12.83 teaching staff; or 19.02 to 1 ratio.	**320 students / 19.33 teaching staff; or 16.55 to 1 ratio.**	**376 students / 21.33 teaching staff; or 17.63 to 1 ratio.**
Non-Instructional Staff		
0.67 Executive Director	0.67 Executive Director	0.67 Executive Director
1 Office Manager/Ad Assistant	1 Office Manager/Secretary	1 Office Manager/Secretary
0 School Nurse	1 School Nurse	1 School Nurse
2 Clerks/receptionists	2 Clerks/receptionists	2 Clerks/receptionists
0 Accounting/Sdt Affairs Clerk	0.5 Accounting/Sdt Affairs Clerk	0.5 Accounting/Sdt Affairs Clerk
1 Custodial service person	1 Custodial service person	1 Custodial service person
Total: 4.67 Non-Instructional Staff	**Total: 6.17 Non-Instructional Staff**	**Total: 6.17 Non-Instructional Staff**
Total Number of Staffs		
17.50	**25.50**	**27.50**

Table 1. Staffing at Seneca Preparatory Academy (SPA)

C.3. PERSONNEL

C.3.a. Staffing Plan for Instruction Program

Objectives of Seneca Preparatory Academy Staffing Plan

The overall goal of SPA staffing plan will be to hire high-quality staffs who share the School belief that "every child can learn, and ultimately can become successful in life and positively contribute to society". The school staff will implement the RE Program.

One of the main objectives of SPA's staffing program will be to have the primary (K-3) classroom student-to-teacher ratios aligned as closely as possible to those recommended by the SAGE study (Molnar et al., 1999); that is, a 18-1 kindergarten student-teacher ratio, and a 30-2 (or 15-1) grade 1-3 student-teacher ratio.

General Information on the Staffing Implementation Plan

In Year 1, Seneca Preparatory Academy (SPA) is anticipated to open with 244 students from kindergarten to 4th grade. Except for grade K that will start with one classroom, all the other grades (1-4) will start with two classrooms per grade; therefore SPA will open with 9 classrooms each staffed with a homeroom teacher.

No teacher aides will be available in Year 1. As shown in Table 1, the student-teacher ratio will be 20-1 for kindergarten; and 28-1 for grade 1-4. Together the 8 classes in grade 1-4 will have up to 224 students. Year 1 will have 12.83 instructional staffs including the two part-time French and/or Spanish language teachers. The student-teacher ratio will be 19.02-1. There will be 4.67 non-instructional staffs on hand in Year 1.

Student enrollment will increase in Year 2 to 320 students with the opening of 2 grade 5 classes each with up to 28 students; and an extra classroom of up to 20 students for any grade between grades 1 to 3 as decided by SPA. The School will hire 3 teacher aides for grade 1-3; and their student-teacher ratio will be 16.55-1. Therefore, SPA will have a total of 12 classrooms that year; and 6.17 non-instructional staffs with an increase from Year 1 due to the hiring of the School Nurse.

Year 3 will have a total enrollment of 376 students with the addition of two new grade 6 classes each with up to 28 students. There will be a total of 14 classes and 21.33 instructional staffs; and the student-teacher ratio will be 17.63 with and 6.17 non-instructional staffs.

Table 1 also shows that there will be 2 French/Spanish 0.5 FTE part-time language teachers in Year 1; and 3 in Year 2 and 3. The School will hire a part-time 0.5 FTE physical education teacher; and the Executive Director will derive 33% of his compensation from his teaching activities especially as a French teacher.

In summary, Table 1 shows that the School will be well staffed with an average student-teacher ratio of 19.02-1 in Year 1; 16.55-1 in Year 2 and 17.63-1 in Year 3. In addition, the non-

instructional staffing will be adequate with 4.67 full-time employees in Year 1; and 6.17 in Year 2 and 3.

C.3.b. Staff Qualification Aligned to NCLB

Seneca Preparatory Academy (SPA) will hire highly qualified teachers as per NCLB; that is, the teachers will have: (1) a minimum of a bachelor's degree; (2) a full state certification (charter schools are exempt from this requirement); (3) demonstrated high level of competency in core academic areas, as defined by the state of Arizona.

C.3.c. Hiring and Training Program

Hiring and Training Program

1. Skills & Requirements for Positions

Seneca Preparatory Academy's objective is to hire the best teachers and non-teaching staff. SPA has developed a hiring and training program that first defines the skills and requirements needed for positions.

Executive Director (1 FTE)

- Credentials and experience required

(1) Doctorate degree from an accredited university or Master's Degree and superintendant-level experience in lieu of advanced graduate degree; (2) demonstrated business management experience (MBA); (3) detailed knowledge and experience with the French or European Education System; (4) expert level knowledge and experience in strategic development and project management; (5) ability to conceive, formulate and implement an education program from scratch; (6) flexibility, versatility and ability to troubleshoot situations and think outside the box; (7) ability to inspire and turn complex ideas into reality.

- Key Responsibilities

(1) Responsible for spear-heading and implementing The Right Educational (RE) System; (2) responsible for the design and implementation of SPA's Performance Management Plan; (3) responsible for the design and implementation of the RTI-Early Intervention Reading & Math Program; (4) responsible for interacting and collaborating with the School Governing Board and major school stakeholders such ADE and local school districts; (5) responsible for the day-to-day running of Seneca Preparatory Academy (SPA); (5) responsible for the financial, marketing, grant management, personal, computer and all the non-academic aspects of running Seneca Preparatory Academy (SPA); (6) with Assistant Director of Curriculum & Instruction, the Executive Director is co-responsible for professional development, training and discipline at SPA; (7) ultimately responsible for driving and moving SPA in the right direction.

The incorporator (Dr. Abougou) will hold this position. Overall the Executive Director is the overseer of the whole corporation.

Assistant Director of Curriculum & Instruction (1 FTE)

- Credentials and/or Experience Required

(1) Minimum Bachelor's Degree, preferably Master's Degree in Curriculum and Instruction and Highly Qualified credentials as per NCLB; (2) Arizona state teaching certificate for elementary and/or middle school; (3) Arizona ELL endorsement and, experience with Core Knowledge Sequence and/or Singapore Math; (4) substantial classroom teaching experience; (5) managerial and/or teacher's training experience; (6) expert knowledge of kindergarten and elementary school policies; (7) excellent interpersonal skills.

Note: according to the No Child Left Behind, a highly qualified teacher must have the following qualifications: (1) a minimum of a bachelor's degree; (2) a full state certification (charter schools are exempt from this requirement); (3) demonstrated high level of competency in core academic areas, as defined by the state of Arizona.

- Key Responsibilities

(1) Mainly responsible for curriculum and instruction; (2) with Executive Director, is co-responsible for professional development and for the implementation of the RTI-Early Intervention Reading & Math; (3) also co-responsible for discipline and interactions with parents and relatives.

School Nurse (0.5 FTE)

- Credentials and/or Experience Required

(1) Must be a registered nurse (RN) licensed from an accreditated US nursing school; (2) substantial nursing experience (at least 15 years) with underserved population; (3) minimum experience required: ICU, medical and surgery, case management, managerial and nursing education experience.

- Key Responsibilities

(1) Coordinate health and supportive services between the School and the community; (2) support the school community in addressing contemporary health and social issues facing young people and their families; (3) coordinate health promotion and primary prevention activities, health education including small group work and classroom activities, and community development activities; (4) provide first aid and emergency medical services; (5) initiate emergency and individual health plans for students with chronic medical conditions, and keep track of student immunizations; (6) provide assessment for students and attend Individualized Education Plan (IEP) meetings for students with special educational needs; (7) conduct and supervise state mandated screenings, such as vision, and hearing screening; (8) provide families with information on available resources for procuring free or low-cost services.

Full-time Teachers Needed. Year 1: 16.33; Year 2: 19.33; Year 3: 21.33

- Credentials and/or Experience Required:

(1) Bachelor's degree or higher; (2) demonstrated teaching experience in the public or private sector and with a diverse student population; (3) preferably (but not necessary) hold a current Arizona teaching certificate for regular classroom and appropriate grade; (4) highly Qualified Teachers as per NCLB and current fingerprint card; (5) Arizona ELL Endorsement as per the Arizona Department of Education; (6) Knowledge of Core Knowledge Sequence and/or

Singapore Math preferable (but not essential); (7) excellent interpersonal skills and ability to relate and work with parents and with a diverse group of people.

Note: according to the No Child Left Behind, a highly qualified teacher must have the following qualifications: (1) a minimum of a bachelor's degree; (2) a full state certification (charter schools are exempt from this requirement); (3) demonstrated high level of competency in core academic areas, as defined by the state of Arizona.

- Credentials and/or Experience Required for Lead Teachers or Teacher Specialists:

SPA will open one Lead Teacher position in Year 2. In addition to the requirements for certified teachers, Lead Teachers will need the following skills and/or experience: (1) Master Degree in Education or in the content area of specialization, plus a minimum of 3 year teaching experience; or BA/BS and 8 years of teaching experience in the content area; (2) demonstrated leadership skills as shown through service and support provided to others; (3) and additional special skills such as being/or having the potential to be a Trainer, or a Project, Technology, or Curriculum Specialist.

Non-Teaching Staff

- Office Manager/Administrator

The candidate for this position will have a Bachelor's Degree in Business Administration, and prior experience running a school front office. S/he will supervise the following non-teaching staff: 2 Receptionist/Secretary, 1 Accounting/Computer clerk and 1 Maintenance Specialist. In addition, the candidate will perform the following duties: 1) coordinate all operations of the front office; 2) design and implement office records and filing systems; 3) be responsible for typing confidential documents and taking and transcribing minutes of key meetings

2. Recruitment, Hiring and Training of School Staff

Advertisement of Seneca Preparatory Academy Open Positions.

Presently, SPA advertisement is conducted through the Word-Of-Mouth Advertising Plan that has been conducted by Dr. Abougou and the other Founding Corporate Directors since 2010. This advertising program focuses on SPA core beliefs and mission statement, and discusses the value of the future School to the target community. The strength of the Word-Of-Mouth Advertising Plan rests on the integrity, honesty, character, sense of duty and reputation that the Founding Corporate Directors have built in the more than twenty-year period that they have been living in Tucson.

The main objective of the Word-Of-Mouth Advertising Plan is to use the personal contacts made by SPA Corporate Directors to identify experienced and highly-qualified prospective teachers who also share SPA core beliefs. So far, SPA has received some substantial positive feedback from the public, and the Corporate Directors have met with six highly qualified teachers who would fit very well in School program.

Seneca Preparatory Academy (SPA) intents to move to a more open and aggressive advertising format once the charter contract is awarded to SPA. At that point, SPA Corporate Directors will begin to actively network within the elementary school community by attending the monthly

meetings of the Arizona Charter Schools Association in Tucson and Phoenix where they will openly ask for leads on highly qualified prospective teachers. In addition, the Founding Corporate Directors will use their relationships with the Arizona Core Knowledge Network, the Arizona Charter School Association and the University Of Arizona College Of Education to get some information and leads on prospective employees. Afterwards, the Corporate Directors will hold informal meetings with potential teachers and non-teaching staffs; and they will decide who to invite for formal interview(s) in March/April 2012.

In January/February 2012 once the charter contract is awarded to the Foundation, SPA will start to openly advertise for positions by posting ads online in Craig's List, Arizona Charter School Association, and social network websites; and later on at the School website.

Hiring of Teaching and Non-Teaching Staffs

Seneca Preparatory Academy (SPA) Hiring Committee will initially be made of the following individuals who have agreed to be involved in the hiring process: the three Founding Corporate Directors, a retired elementary school teacher, a special education teacher, a highly experience elementary school teacher, and a math and science high school teacher. The hiring process will take place from March to July 2012; one of the key objectives will be to hire the Assistant Director of Curriculum & Instruction.

After screening the applications received for the advertised positions, a selected group of applicants will be invited to interview with the Hiring Committee. If necessary a second interview will be held with the Hiring Committee. This latter group will then choose the two to three best applicants for the position who will interview with the Executive Director. He will ultimately decide who to hire. The hiring of a teacher will be finalized once the candidate is approved by the School Governing Board.

Seneca Preparatory Academy (SPA) will hire all teaching and non-teaching staffs by mid-July 2012.

Staff Training at Seneca Preparatory Academy (SPA)

Seneca Preparatory Academy (SPA) fully believes in professional development; in 2012-2013 the School will devote the equivalent of 15 days on staff training and development. SPA professional development program will be organized as a professional learning community where SPA will provide a differentiated professional development program that will meet the individual educational needs of each school staff. The ultimate goal of the school differentiated professional learning community will be to provide teachers with the skills required to learn and successfully implement The RTI-Early Intervention Reading & Math Program within 24 months after school open; and therefore meet the objectives of the Performance Management Plan (PMP).

In Year 1, from July 30 to August 3, 2012, the newly hired staffs will attend the pre-service training program where they will be introduced to SPA history, philosophy and goals. They will

also be introduced The RTI-Early Intervention Reading & Math Program. The pre-service training will focus on the implementation of Core Knowledge, Singapore Math, curriculum alignment and differentiated instruction. Several follow-up training workshops will be held during the school year; and in addition, teachers will receive more training on Wednesday early-release-days, during the 1.5 hour in-service sessions.

C.3.d. Administrative Plan

Seneca Preparatory Academy (SPA) administrative duties will be handled by Seneca Preparatory Academy (SPA) Foundation Corporate Office, the School's Executive Director and Assistant Director; and the Office Manager.

SPA Foundation Corporate Office will be responsible for the financial management of the School. The Executive Director will have oversight responsibilities on all personnel-related activities such as hiring, evaluating and disciplining school staffs. He will also be responsible for applying and managing grants such as the CSP-Grant. In addition, he will be responsible for researching, hiring and managing contracted services providers such educational consultants for staff training and special education specialists. The Executive Director will oversee all the school testing activities with AIMS, Stanford 10 and AZELLA; and he will also be in charge of training and staff development.

The Assistant Director of Curriculum & Instruction will have oversight responsibilities on the school curriculum; and the Office Manager will be in charge of the Student Accountability Information System (SAIS).

C.3.e. Compensation Plan

Seneca Preparatory Academy (SPA) will provide a compensation plan that will align and measure to employee qualifications and experience. For instance, a Lead Teacher compensation package will be higher than regular classroom teachers because Lead Teachers usually have more experience, skills and/or qualifications than regular teachers.

Seneca Preparatory Academy (SPA) will contribute funds equivalent to 20% of employees' salaries to the benefit accounts of full-time employees. Through these funds SCA will be able to offer adequate health and retirement benefits.

Teachers' salaries at SPA will be as competitive as those offered by the neighboring Sunnyside Unified School District (SUSD). SPA will provide certified teachers with a based-salary of $34,000 and non-certified teachers (associate teachers) with a $30,000 based-salary. As of April 2011, Sunnyside Unified School District advertised the following starting salaries for beginning certified teachers: $32,225 for a teacher with B.A.; $34,475 for a teacher with M.A.; and $36,894 for a teacher with Ed.D. or Ph.D. (SUSD, 2011).

In addition, Lead or Specialist Teachers will receive more compensation for their additional skills and experience. Finally, salaries for non-teaching SPA staff will be comparable to those

currently offered in the open market since they were determined from the feedback received from local charter schools and from jobs advertised in local papers.

C.3.f. Reporting of Employee Related Expenses

As reported in the 3-Year Operational Budget, Seneca Preparatory Academy (SPA) will contribute funds equivalent to 20% of employees' salaries to the payroll tax benefits of all employees and to the benefit accounts of full-time employees. Through these funds SCA intent to contribute to full-time employees' health, retirement, disability and life insurance benefits accounts. However, SPA does not intent to participate in the Arizona State Retirement program unless additional funding becomes available.

Before school opens on August 6, 2012 SPA will pay salaries, stipends or administrative fees to some employees and to contractors who will provide some services to the School. SPA will pay payroll taxes but not employee benefits to anyone.

REFERENCES

- SUSD, 2011. http://www.sunnysideud.k12.az.us/node/45. Sunnyside Unified School District with Salaries for Teachers. Human Resource Site. Capsule Information on Sunnyside Unified School District (K-12).
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