B.3 MANAGEMENT & OPERATION

Overview

The Southwest Leadership Academy is structured with the Board of Directors providing policy decisions and providing oversight, planning and direction including meeting fiduciary responsibilities and reviewing the school's academic achievement. This Board proposes operating the one school site (called Southwest Leadership Academy), and will focus its time and energy toward the success of this school. The Principal, in collaboration with the Charter Management Organization (CMO), will manage the day-to-day operations of the school.

Roles and Responsibilities

The following section provides the roles and responsibilities of key administrators (Principal and Vice-Principal) as well as other staff responsible for the day-to-day management, instruction, and educational services of Southwest Leadership Academy. This section also briefly outlines the roles and responsibilities of the CMO, which is detailed further in Section B.3.1.

Principal
The Principal is responsible for managing the day-to-day operations of the school including implementing the policies, regulations, and procedures to ensure that all students receive the approved curricula in a safe learning environment, while meeting the mission of the school. The Principal:

1. Develops, implements, manages and modifies the SLA education program, ensuring compliance with state standards, school accreditation, and the SLA Performance Management Plan.
2. Is responsible for:
    - School's operations, policies and procedures.
    - Safety, health and welfare as it relates to the staff and students
    - Overseeing delivery of the SLA educational services
    - Ensuring facilities are safe, clean, and well maintained
    - Maintaining and improving athletic programming and recreational/ community activities
    - Overseeing development, implementation, assessment and evaluation of all curriculum
3. Manages and oversees school administrative functions relating to student records/registrar information and scheduling with the assistance of the Counselor
4. Ensures the growth and development of program technology
5. Provides proper management and allocations of site budget as it relates to:
    - Staffing, logistics, academics, supplies, etc.

- Management of stipends relating to extra-curricular activities
- Budget recommendations and implementation
- Management and audit of school expenditures

6. Provides management and leadership knowledge, skills and abilities to the staff and is primarily responsible for:
    - Training and continuous development and growth of staff to ensure staff are knowledgeable and understand all procedures
    - Employee evaluations and classroom observations. Reviews staff professional goals and objectives on a quarterly basis.
    - Discipline and/or corrective action including staff mentoring and additional support
    - Investigations relating to allegations of violations relating to Equal Employment Opportunity, harassment, safety, discrimination, violation of policies and procedures, conduct, ethics and SLA norms and culture (as a minimum)
7. Ensures proper staffing levels are maintained and manages:
    - Selection and staffing, ensuring proper licensing and credentialing of staff and educational operations
    - Retention initiatives and goals
8. Works in conjunction with CMO to successfully recruit students to fulfill enrollment projections.
9. Establishes and promotes positive communications and interactions between all departments, School Board, Parent Advisory Council, and State Education Agencies
10. Actively supports and contributes to Graduation Ceremonies
11. Sits on the Parent Advisory Council

The Board and CMO will assist the Principal by providing expertise in a broad range of areas, acquiring resources and other support that will provide the Principal with the tools necessary to further the school's mission and vision and enhance the educational program. The Principal will report to the CMO's Director of Education.

- Critical skills and/or experience: The Principal will hold a valid Principal's Certificate and will have a strong background in educational management with previous teaching experience, preferably at the secondary level. This position will require the individual to have a Master's Degree in Educational Administration (or closely related field), practical business operations experience as well as a proven track record in school improvement, staff leadership, academic program monitoring, curriculum and instruction in a high school environment. A candidate with first-hand knowledge and experience of the Positive Youth Development model is desirable. Principal will also have demonstrated ability to effectively supervise,

work with and support staff and students in a high school environment with a minimum of five years of staff supervisory experience.

This position will be filled after the charter is approved. Selecting an individual with strong leadership skills who has demonstrated his/her ability to develop staff, and create and maintain a culture that meets the mission and vision of Southwest Leadership Academy will be a necessity to the creation and implementation of the school.

Vice-Principal

The Vice-Principal will be hired during the second year of operations. This position will assist the Principal in managing the overall school site operations in accordance with SLA, charter school and state policies. This position will be responsible for managing a positive learning environment and complying with state-mandated testing and meeting Special Education requirements. The Vice-Principal will:

1. Maintain safety of the school environment including managing student behavior and processing disciplinary actions
2. Supervise the Behavioral Mentors and provide training to the Behavioral Mentors
3. Provide instructional leadership and support to all staff
4. Oversee administration of all state testing, pursuant to ADE testing policies and laws
5. In collaboration with the Principal, the Vice-Principal will lead Performance Management Plan strategies and action steps, including processes for analyzing and disaggregating assessment data results to ensure students are learning and making progress
6. Administer MAP testing to all students and identify all underperforming students needing interventions. Report all assessment findings and recommendations to Principal, Counselors, Teachers and staff
7. Supervise athletic programs and extracurricular activities
8. Manage the special education process (such as accommodations and IEPs for students with special needs) in addition to Individual Education Plan (IEP) to ensure compliance. Works with the Special Education Teachers and Counselor in this process
9. Create the ECAP and Personal Education Plan in conjunction with the Instructional Leader and Counselor
10. In collaboration with the Principal and Instructional Leader, responsible for staff training and development and will help facilitate a Professional Learning Culture among Teachers by presenting assessment data for analysis of student learning
11. In collaboration with the Principal, take the lead in researching alternative funding streams and opportunities to support school activities
12. Coordinate site activities and represent the school in the community
13. Actively support and contribute to Graduation Ceremonies
14. Serve as Instructor during Advisement period

The Vice-Principal will aid the Principal by providing oversight, in conjunction with the Instructional Leader, in the development and implementation of curriculum, assessments, and student/staff performance, as well as report on all incidents and testing results relating to students. The Vice-Principal reports directly to the Principal.

- Critical skills and/or experience: The Vice-Principal will have a strong background in educational management with previous teaching experience, holding a valid Arizona Teaching Certificate. Candidate will also possess the SEI endorsement and be required to hold a valid Arizona Special Education Endorsement. This position will require the individual to have a Master's Degree in Educational Administration (or closely related field) as well as a proven track record in school improvement, staff leadership and academic program monitoring. A candidate with first-hand knowledge and experience of the Positive Youth Development model is desirable. The Vice-Principal will also have demonstrated ability to effectively supervise, work with and support staff and students in a high school environment with a minimum of three years of staff supervisory experience.

Instructional Leader

The Instructional Leader will support the Principal and Vice-Principal by assisting in the organization and compliance of the education program. The Instructional Leader will set and enforce rigorous standards for student achievement that are in line with the goals of SLA. This position will also lead Teachers and work collaboratively with the Teachers in developing and implementing curriculum as well as:

1. Assist the Principal in developing a Curriculum, Instruction and Assessment Handbook
2. Implement literacy best practices and assess Teachers' integration of practices in classroom instruction
3. Work with Principal in hiring qualified Teachers aligned with SLA's educational philosophy
4. Oversee professional development sessions in which teachers will:
    - Identify priority learning and cognition targets and use targets to develop standards-based performance outcomes
    - Create formative/summative assessments for each grade level
    - Create course content area curriculum maps for the school year
    - Analyze student performance data to monitor student achievement
    - Revise assessments and curriculum maps throughout the year based on student achievement and learning needs
5. Lead Professional Learning Communities (PLC) every two weeks
6. Develop and use rubric/qualitative evaluation tool for evaluating curriculum maps and use the tool for providing feedback to teachers for professional development
7. Assist Principal in developing criteria for Teacher Evaluation and walk-through observation protocols

8. Work with Principal in developing Teacher support and coaching protocols and use these tools to conduct job embedded professional development
9. Create the ECAP and Personal Education Plan in conjunction with the Vice-Principal and Counselor
10. Assist with administering MAP testing to all students, managing MAP data and evaluating assessment
11. Serve as Instructor during Advisement period

The Instructional Leader is responsible for ensuring Teachers and students are assessed and evaluated effectively and are provided the educational tools necessary to be successful at SLA. The Instructional Leader is instrumental to the Principal and Teachers in providing the information necessary to meet all state standards relating to curriculum and student testing.

- Critical skills and/or experience: The Instructional Leader will have a Master's Degree in Education and hold a valid Arizona Teaching Certificate. Candidate will also possess the SEI endorsement. A minimum of three years of teaching experience as well as experience in teacher training and knowledge of Arizona's Common Core for all grades will also be required.

Registrar

The main job duty of the Registrar will be assisting students with enrollment of classes, maintaining student records including formal assessment data, grades and schedules. The Registrar will request records and transcripts for new students transferring from other schools and districts and evaluate the transcripts to determine allowable credits and placement. The Registrar will also:

1. Establish the school office as a responsive and effective administrative unit to the site, external agencies and parents/guardians, as well as establish and maintain office and organizational procedures for the school office to ensure effective school operations and administrative support
2. Meet and/or exceed timelines to ensure the school office operates in a proactive manner for compiling and reporting school information
3. Demonstrate knowledge and understanding of student enrollment and scheduling using Student Accountably Information System (Powerschool), and ensure every student is scheduled in accordance with their ECAP and Personal Education Plan
4. Ensure youth experiencing homelessness are immediately enrolled and alert designated Homeless Liaison (Counselor)
5. Track and monitor student progress toward diploma and ensure students are in appropriate classes
6. Facilitate the timely response from education staff for collecting and reporting student information, including but not limited to report cards, transcripts and assessment information
7. Create and maintain student files for tracking and compiling student information

8. Share information with external agencies in a timely manner
9. Maintain the confidentiality of students' personal information and other sensitive issue
10. Provide other clerical and administrative duties as assigned

The Registrar will ensure all students are enrolled correctly and promptly, student files are secure and managed appropriately, all transcripts are processed successfully and without incident, and will provide all staff with required reports and documentation in a timely manner.

- Critical skills and/or experience: The Registrar will have a minimum of two years of college education and at least three years' experience working in a school or business setting. Must be bilingual in English and Spanish and have excellent written and oral communication skills and computer skills.

Counselor

The Counselor will be responsible for providing students with related counseling as well as career advisement, and administering formal assessments and vocational tests. This person will also prepare students for graduation and help students prepare for college or other continuing education by making information available to and assisting them with the application and funding process. During the first year (before the Vice-Principal is hired), the Counselor will manage the special education process and will oversee the state standardized testing in collaboration with the Special Education Teachers and Instructional Leader.

1. Oversees cognitive-based instruction programs (Aggression Replacement Training and Active Parenting), providing materials, lessons and training and support for Advisement instructors
2. Provides counseling services based on parent/Teacher referrals and student walk-ins and refer to mental health agencies if needed
3. Acts as designated Homeless Liaison to connect SLA enrolled youth experiencing homelessness with Local Liaisons and ensures youth's needs are being met
4. Refer students and families to community-based social service agencies as needed
5. Establishes, develops and maintains positive relationships with educational institutions (high schools and colleges) and regional career path employers
6. Oversees process for developing students' ECAPs and Personal Education Plans, ensuring every student receives necessary guidance and support for timely graduation and post-secondary planning
7. Collaborates with Career Exploration Teacher to prepare students for employment (i.e., job searches, resume preparation), ensuring alignment with students' ECAPs and Personal Education Plans
8. Provides individual guidance in academic and career planning as needed
9. Assists Principal in determining screening procedures and data sources within the RtI framework to identify underperforming students, and develops system for monitoring classroom progress of underperforming students

10. Managed the special education process (such as accommodations and IEPs for students with special needs) in addition to Individual Education Plan (IEP) to ensure compliance (year 1). Works in collaboration with the Special Education Teachers and Vice-Principal (year 2) to develop IEPs and assess student's IEP progress. Ensures students with special needs receive the services, accommodations, relevant curriculum and testing
11. Administers MAP testing to all students and identifies all underperforming students needing interventions
12. Enrolls underperforming and credit-deficient students in targeted intervention programs and credit recovery online courses, respectively
13. Assists with disaggregating assessment data, analyzing data and placing/removing/re-placing students based on results of data
14. Creates the ECAP and Personal Education Plan forms in conjunction with the Vice-Principal and Instructional Leader
15. Serves as Instructor during Advisement period

While the Counselor works very closely with the Principal, Vice-Principal, Instructional Leader and Teachers to ensure students receive the academic and emotional support needed to achieve their educational goals, the Counselor will also work with the Principal and Vice-Principal to create a Staff Development calendar and assist in training staff on all components of RtI.

- Critical skills and/or experience: The Counselor will hold a Bachelor's Degree (Master's preferred) and will have at least three years of experience with high school aged youth. Counselor will also be knowledgeable in cognitive-based curriculum such as Aggression Replacement Training (ART) and Active Parenting. Teaching experience is desirable. Candidate must have SEI and Special Education endorsements.

Teachers

Teachers are primarily responsible for delivering instruction to the students, while implementing and adhering to the mission and instructional strategies established by Southwest Leadership Academy. Teachers will report to the Instructional Leader (directly) and the Principal (indirectly) and will work with the Instructional Leader in developing and implementing curriculum. **Special Education Teachers** will also assume all the duties listed below as well as provide services, accommodations, relevant curriculum and testing for special education students and monitor their IEPs. Teachers will:

1. Work in collaboration with other SLA staff to support students while emphasizing a positive attitude toward students, staff and parents
2. Adhere to daily school schedule
3. Collaborate with Principal and Instructional Leader to develop standards-based performance outcomes
4. Work with Instructional Leader to create formative/summative assessments for each grade level that align with performance outcomes

5. Work with Principal and Instructional Leader to create curriculum maps for the school year for each content area course that guides instruction toward student success on all assessments
6. Track student attendance and maintain and provide student grades (weekly and quarterly) for the purpose of providing documentation of student progress
7. Respond to the questions and needs of all students at all levels of ability
8. Prepare in advance for each class by writing lesson plans containing standards-based objectives and following guidelines outlined in the *SLA Curriculum, Instruction and Assessment Handbook*
9. Deliver written lesson plans that demonstrate implementation of best practices in literacy instruction
10. Develop and implement effective classroom management strategies for the purpose of ensuring a safe and secure learning environment, as well as maintain a clean, positive and inviting learning environment
11. Commit to attending all training/staff development classes and PLC meetings in order to ensure sufficient hours of training, professional development and analysis of student learning
12. Serve as Instructor during Advisement period and may sit on the Parent Advisory Council
13. Special Education Teachers, with a Special Education Endorsement, will work in collaboration with the Counselor and Vice-Principal to develop IEPs, assess student's IEP progress, and ensure that IEPs abide by laws outlined in IDEA and Arizona Department of Education laws and policies. Special Education Teachers will ensure students with special needs receive the services, accommodations, relevant curriculum and testing.

Teachers work in collaboration with all school staff to ensure a safe learning environment and exemplary curriculum for all students to attain their educational goals.

- Critical skills and/or experience: Teachers will hold an Arizona Teaching Certificate within their respective content areas and possess the SEI endorsement. Based on the needs of the population, SLA will also hire Special Education Teachers who hold a valid Arizona Special Education Endorsement. Hiring emphasis is placed on Highly Qualified Teachers. Special education endorsements are desirable for all candidates. Three or more years of successful classroom teaching and related experience working with at-risk youth is desirable.

Behavioral Mentor

Behavioral Mentors will provide assistance and tutoring in the classroom, and will be responsible for supervising, instructing and mentoring students to ensure a positive and pro-social culture is maintained at the school. Behavioral Mentors will report to the Vice-Principal (year 2). In addition, they will:

1. Adhere to the school schedule and assist with ensuring students are on time for all classes
2. Provide students with academic assistance by working with the students on homework, test preparations, etc.
3. Prepare and submit notes to the Teachers/Instructional Leader regarding students' progress toward their educational and behavioral goals
4. Provide seasonal athletic coaching and activity guidance for the students
5. Provide encouragement, guidance and resources to the students
6. Act as a positive role model and mentor for both staff and students
7. Provide consistent interactive supervision of students to ensure the safety, health and welfare of staff and students at all times
8. Complete required reports and documentation in a timely manner, provide staff with required reports and advise of any problematic situations
9. Provide mentoring activities for students during the summer months to ensure learning continues even after the school year has ended
10. Assist with recruitment efforts, as needed, during the summer months to fulfill enrollment projections

Behavioral Mentors will complete other duties as assigned.

- Critical skills and/or experience: The Behavioral Mentors will be required to possess, at minimum, an Associate's Degree from an accredited institution of higher education. A Bachelor's Degree is preferred. Related experience working with high school aged students will also be required.

Charter Management Organization

Management staff and educational specialists at SLA's Charter Management Organization, Rite of Passage, will mentor and assist the Principal, as necessary, in areas including education and business operations. Ski Broman, Chief Executive Officer for Rite of Passage; Carolyn Jenkins-Bower, Chief Financial Officer for Rite of Passage; Tracy Bennett-Joseph, Director of Education for Rite of Passage; and Lisa Broman, Curriculum Specialist for Rite of Passage as well as Rite of Passage program staff Shawn Hill, Director of Education for Prestige Day School and Special Education services at Rite of Passage; Brian Heath, Program Director for Canyon State Academy; Mark Yockus, Principal at Canyon State Academy; and Elizabeth Gonzalez, Assistant Principal of Curriculum and Instruction at Canyon State Academy, have contributed to the planning of Southwest Leadership Academy. They will provide guidance and support to the SLA school management, Board and staff to ensure SLA's success with providing an exceptional choice in education for our students.

Mr. Ski James Broman, Chief Executive Officer and Co-Founder – Rite of Passage

For the past 27 years, Mr. Broman has dedicated his career to developing effective juvenile treatment programs. Through his leadership, Rite of Passage has evolved into a nationally acclaimed organization that provides residential treatment as well as female-responsive programs, architecturally secure programs, chartered educational programs,

and non-residential mentoring and tracking programs. During his tenure, 25,000 students have gone through Rite of Passage's programs. Always emphasizing the importance of a "learning organization," Mr. Broman is credited with spearheading Rite of Passage's evidence-based approach for working with youth. Mr. Broman has a Bachelor's Degree in Business and holds a Master's Degree in Marriage, Family and Children's Counseling from the University of San Francisco. Mr. Broman has a second Master's in Business Administration from Pepperdine University.

Carolyn Jenkins-Bower, Chief Financial Officer – Rite of Passage

Ms. Jenkins-Bower has a Master of Business Administration Degree from Chaminade University in Honolulu, Hawaii, and has a Bachelor of Science Degree in Business Administration from San Jose State University in California. Ms. Jenkins-Bower has 25 years' experience in Finance, including: education, human services, banking, manufacturing and hospitals. As Rite of Passage's Chief Financial Officer for the past 13years, Ms. Jenkins-Bower oversees the Finance, MIS, Purchasing and Human Resources Departments. Ms. Jenkins-Bower is also a volunteer board member of St. Mary's Food Bank, serving on the Finance and Audit Committees.

Tracy Bennett-Joseph, Director of Education – Rite of Passage

Ms. Bennett-Joseph holds a Masters in Educational Leadership and is in the process of obtaining the highest professional distinction, Doctorate of Education, from Nova Southeastern University. Ms. Bennett-Joseph has over 15 years of experience in the field of education and has held positions that include Teacher, Principal, Director of Curriculum, Special Education Administrator and Director of Education. As Rite of Passage's Director of Education, Ms. Bennett-Joseph acts in an advisory capacity to the school principals and program directors in all matters pertaining to educational services. As the chief administrator of the Education Department, Ms. Bennett-Joseph oversees the total operation of each school including administrative, fiscal, human resources and facilities management functions.

Shawn Hill, Administrator – Prestige Day School, and Special Education

Mr. Hill has over 15 years of experience in education as a Special Education Teacher, Principal, Special Education Director, and Director of Education. Mr. Hill has worked in the states of Washington and Arizona as a Special Education Teacher, a cross-categorical Teacher and Transitional Coordinator/Developer. Mr. Hill holds a Master's in Special Education and a Bachelor's in Psychology. Mr. Hill is on schedule to obtain his Professional Administrators License in 2011. Mr. Hill's responsibilities include directing special education services for the Rite of Passage sites in Arizona which include Canyon State Academy, the largest voucher school in Arizona, and Sycamore Canyon Academy. In 2009, Mr. Hill founded and is currently the Director for the Prestige Private Day School in Queen Creek, Arizona. All facilities and programs are dedicated to improving the lives of youth.

Brian Heath, Program Director – Canyon State Academy

Mr. Heath has a Master of Social Sciences with emphasis in Criminal Justice Administration and Public Administration from the University of Colorado as well as a Bachelor of Arts in Criminal Justice from the University of New Mexico. Mr. Heath has over ten years' experience in educational facilities working with youth who are disadvantaged, at-risk of failing or being expelled, and who are youthful offenders. Prior

to Rite of Passage, Mr. Heath served as Director of the Foothills Youth Center and the Fillmore Detention Programs in Denver, Colorado, as well as the 18th District Detention Program in Aurora, Colorado. Mr. Heath has also been involved in the program development and operational start-up of three secure juvenile facilities at the Director level. In addition, Mr. Heath has been employed as a Treatment Counselor, Youth Program Supervisor, Mental Health Technician, Community Tracker/Mentor, Crisis Team Captain and Recreation Program Supervisor.

Mark Yockus, Principal – Canyon State Academy

Mr. Yockus holds a Post-Secondary Teaching Certificate, has a Master of Education Administration Degree from the University of Phoenix, and is a Certified Principal in the State of Arizona. Mr. Yockus acquired over ten years' experience in Maricopa County's Regional School District in a variety of educational administrative roles including, Assistant Principal of East Valley High School in Mesa, Principal of East Valley Middle School in Mesa and Pappas Regional High School in Phoenix. Over the past 8 years, Mr. Yockus has served as the Principal of Canyon State Academy's voucher school where he manages the day-to-day operations of their school in addition to overseeing educational services at Sycamore Canyon Academy.

Elizabeth Gonzalez, Assistant Principal Curriculum/Instruction – Canyon State Academy

Ms. Gonzalez holds a Master's in Educational Leadership from Northern Arizona University and is a University of Arizona PhD Candidate in Philosophy with an emphasis in Language, Reading, and Culture in Social Justice. Additionally, Ms. Gonzales also holds her Standard Secondary Education and Administration Certificates from the Arizona Department of Education with English and Bilingual Education Endorsements. Ms. Gonzalez has over 15 years' experience in the field of education. As the Assistant Principal of Curriculum and Instruction at Canyon State Academy, Ms. Gonzalez is responsible for the organization, coordination, implementation and evaluation of the total curriculum and instruction program.

Lisa Broman, Curriculum Specialist – Rite of Passage

Ms. Broman holds a Master's of Education in Curriculum and Instruction from Columbia University Teacher's College with specialization in Literacy. Additionally, Ms. Broman holds a Bachelor's degree in English with a double major in Secondary Education from University of Tulsa. With 16 years in the education field, Ms. Broman has been a teacher for grades 8 through 12, a district Instructional Specialist where she coached and evaluated up to 80 teachers a year while also teaching staff development courses and overseeing district curriculum and assessment initiatives. In 2003 and 2004, Ms. Broman served on the Writing Committee for the Arizona Writing Standards with the Arizona Department of Education. In her current position at Rite of Passage, she writes curriculum materials for the juvenile justice program that focus on positive youth development, transitioning back to the community and promoting self-advocacy.

Operational Plan

Southwest Leadership Academy is committed to providing a positive learning environment for its students. Therefore, we recognize that staff must hold themselves accountable for the success

of all students. In addition to the qualifications already listed, it is imperative that each staff member also possess character traits necessary to ensure the school's mission and vision is upheld. These qualities include but are not limited to having a strong shared vision of the mission and philosophy of SLA; being innovative, experimental and having an openness to new ideas; providing a nurturing environment for students and their families; possessing a strong work ethic that includes taking a collaborative approach; and conducting themselves in a manner that is appropriate in a positive organizational culture. Additionally, school leadership will ensure that all staff who are recruited demonstrate cultural understanding and are sensitive to the needs, strengths and differences of SLA students.

Table 1 identifies the staff, by title, responsible for instruction and operation services of SLA.

Table 1: Staffing Chart

Position	Yr 1	Yr 2	Yr 3
Principal	1	1	1
Vice-Principal		1	1
Instructional Leader	1	1	1
Registrar	1	1	1
Counselor	1	1	1
Teachers	4.5	12	14
Special Education Teachers	1	4	6
Behavioral Mentor	4	10	13
Janitor/Maintenance	1	2	3
Total	**14.5**	**33**	**41**

Each staff member (and the CMO) has specific responsibilities and person(s) to which they report, as illustrated in Table 2.

Table 2: Duties and Oversight

Duties	Oversight by	Specific Duties
Instruction	Principal, Instructional Leader	With oversight by the Principal and Instructional Leader, Teachers deliver instruction to students following guidelines outlined in the *SLA Curriculum Instruction and Assessment Handbook*
Curriculum & Assessment	Principal, Vice-Principal, Instructional Leader, Counselor, Registrar	Curriculum oversight by the Principal and Instructional Leader. Administration of formal assessment (including state standardized tests) overseen by the Counselor during the first year. During the second year, the Vice-Principal will oversee state standardized tests. The Registrar shall ensure all curriculum/assessment information is in the SAIS. Instruction Leader will oversee the creation of classroom summative assessments.
Staff Development	Principal, Vice-Principal, Instructional Leader, Counselor, CMO	In collaboration with the Instructional Leader, the Principal shall create the Professional Development Plan for the staff to facilitate Professional Learning Community. The Vice-Principal in collaboration with the CMO staff shall oversee training for the Behavioral Mentors. The Counselor shall train staff in cognitive-based curricula (*ART, Active Parenting).*
Financial Management	Board of Directors, CMO, Principal	With the approval of the Board, the CMO shall set up financial systems including policies and procedures, accounting of school assets (A/R, A/P and GL), payroll processing and year-end audit, and oversee the operations and maintenance of the charter school facility. The Principal is responsible for adhering to the school budget set by the Board.
Contracted Services	Board of Directors, Principal, CMO	Board of Directors approves contracted services; managed by Principal and CMO.
Personnel	Principal, Instructional Leader, CMO	The Principal will manage personnel on a day-to-day basis as well as be responsible for the hiring and evaluation. The Instructional Leader will supervise the Teachers. The CMO will provide payroll services, benefits administration and human resource policies/systems.
Grants Management	Board of Directors, Principal, Vice-Principal, CMO	The Board shall approve all grant applications. The Vice-Principal will research alternative funding opportunities. The Principal and Vice-Principal shall administer grants on a day-to-day basis, and the CMO shall provide the accounting, reporting and compliance work.
Student Accountability Information System	Principal, Registrar	The SAIS (Powerschool) shall be overseen by the Principal, with the Registrar performing the system and data management.