B.3 MANAGEMENT & OPERATIONS

The leadership and guidance of the Governing Board will drive the policies of Create Academy and its success in offering school choice as well as increasing student achievement. Once Create Academy has been authorized as a charter school, the Founding Board will transition to the Governing Board and this body will meet on a regular basis to ensure the organization is fulfilling its mission, increasing student achievement, and carefully planning for its financial future.

A. Management Roles and Responsibilities

The key to Create Academy's leadership structure is shared-leadership. While the Director of Elementary Education and the Director of Secondary Education will each ultimately have oversight over specific areas, and will have leadership over their distinct areas of expertise and interest, they will make the majority of key decisions together. We believe strongly that collaboration is the key to making Create Academy a successful organization, and in addition to teaching collaborative skills to our students and staff, we intend to model those skills on a daily basis.

Two key administrative positions, Director of Elementary Education and Director of Secondary Education, oversee management of all school duties. All other instructional and administrative staff positions report directly to one of the two Directors. All academic, operational, and business responsibilities for year one are outlined below, as are the responsibilities associated with the Special Education Director/Teacher, and Office Manager. As the school grows, these responsibilities will be adjusted slightly. The breakdown of those responsibilities are listed in the table below.

The Governing Board of Create Academy will evaluate both the Director of Elementary Education and the Director of Secondary Education. They will carry out the mission and vision of Create Academy in their everyday actions.

Office Manager's Role and Responsibilities

- Clearly communicate, both in English and Spanish, the mission and vision of Create Academy through various communication mediums and manage daily office duties. This includes, but is not limited to the following:
    - Communicate paperwork and records requirements to the parents of Create Academy's students
    - Communicate messages, needs, or expectations between stakeholders and school staff
    - Answer the phone, register students, translate documents into Spanish and English, copy, file, and manage the Student Information System as well as all student records
    - Administer medication to students as necessary and hold CPR and First Aid Training
    - Post Governing Board meeting agendas and minutes
    - Manage personnel files
    - Manage automated mass communication system

- Manage Point of Sale for National school lunch Program breakfast and lunch service
- Coordinate annual vision and hearing testing
- Manage substitute teacher request process
- Coordinate school mailings and written parent communication

Special Education Director/Teacher's Role and Responsibilities

- Carry out the mission and vision of Create Academy through ensuring students with special needs receive the accommodations and modifications they are entitled to. For specialized accommodations like Speech Language Pathology and psychology services, the school will contract with an outside provider
- Serve as AIMS-A Test Coordinator
- Create, implement, monitor, evaluate, and revise all Individualized Education Plans
- Provide appropriately accommodated instruction for all students with special needs
- Provide training to staff on all issues relevant to the school's special education population
- In Y2 and Y3, in addition to all responsibilities above, this staff member will lead the additional Special Education teachers in ensuring students with special needs receive the accommodations and modifications they are entitled to.

Director of Operations' Role and Responsibilities (to be hired Year 2)

- Carry out the mission and vision of Create Academy by ensuring all operational needs are proactively maintained and accounted for, and by increasing the financial and cultural health of the organization
- Manage and implement the budget (under the guidance of the Director of Elementary Education)
- Manage long-term strategic planning efforts (under the guidance of the Director of Elementary Education and support of the governing board)
- Manage payment of contracted services
- Manage compliance issues related to grants management
- Manage parent and community volunteers
- Oversees management of SAIS data

B. Operations Plan

In the first year of operations, all key administrative responsibilities will be split between the Director of Elementary Education and the Director of Secondary Education. Because both Directors will ultimately lead their respective grade levels (e.g., Director of Elementary will lead K-6 and Director of Secondary will lead 7-12), and because neither the elementary nor the secondary areas of the school will be filled, the Directors will have the capacity to balance their time between Academic responsibilities and Operational

responsibilities. In the second year of operation, a Director of Operations will be hired to take on the bulk of the operational responsibilities.

Figure B.3.1 Overview of School Director Roles and Responsibilities in Year 1

Y1	
Director of Elementary Education Curriculum: K-2 and 5-6 Instructional Evaluations: K-2 Professional Development: K-2 Personnel Financial Management Contracted Services Grants Management SAIS Legal	**Director of Secondary Education** Curriculum: Social Justice Projects Instructional Evaluations: 5-6 Professional Development: 5-6 Personnel Partnership and Community Outreach Parent and Student Communication Culture/Discipline Marketing and Enrollment Crisis Management Legal

Figure B.3.2 Administrative Positions for the First Three Years

	Y1	Y2	Y3
Administrative Positions	1 Director of Elementary Ed. 1 Director of Secondary Ed. 1 Office Manager 1 SPED Director/Teacher	1 Director of Elementary Ed. 1 Director of Secondary Ed. 1 Office Manager 1 SPED Director/Teacher 1 SPED Teacher 1 Director of Operations	1 Director of Elementary Ed. 1 Director of Secondary Ed. 1 Office Manager 1 SPED Director/Teacher 2 SPED Teachers 1 Director of Operations

To facilitate understanding of a more detailed breakdown of the administrative roles at Create Academy, the types of responsibilities have been outlined below.

Figure B.3.3 Detailed Administrative Responsibilities for the First Three Years

Duties by Category	**Y1**	**Y2**	**Y3**
Instruction	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K-2 • Recruit, hire, and evaluate Special Education Teacher • Oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grades K-2 and 5-6 *Director of Secondary Education:* • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education)	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K-3 • Recruit, hire, and evaluate Special Education Teacher • Oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grades K-3 and 5-6 *Director of Secondary Education:* • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education)	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K-5 • Recruit, hire, and evaluate Special Education Teacher • Oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grades K-6 *Director of Secondary Education:* • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education)

	• Evaluate teachers of grades 5-6 • Evaluate all studio arts teachers • Oversee the development of standards-aligned social-justice projects *Special Education Director/Teacher*: • Create, implement, monitor, revise, and evaluate Individualized Education Plans for all Special Education Students • Provide individualized instruction to students who qualify for Special Education, ensuring appropriate modifications and accommodations are provided at all times	• Evaluate teachers of grades 6-7 • Evaluate all studio arts teachers • Oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grade 7 *Special Education Director/Teacher*: • Create, implement, monitor, revise, and evaluate Individualized Education Plans for all Special Education Students • Provide individualized instruction to students who qualify for Special Education, ensuring appropriate modifications and accommodations are provided at all times	• Evaluate teachers of grades 7-8 • Evaluates all studio arts teachers • Oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grades 7-8 *Special Education Director/Teacher*: • Create, implement, monitor, revise, and evaluate Individualized Education Plans for all Special Education Students • Provide individualized instruction to students who qualify for Special Education, ensuring appropriate modifications and accommodations are provided at all times
Curriculum & Assessment	*Director of Elementary Education*: • Oversee the creation,	*Director of Elementary Education*: • Oversee the creation,	*Director of Elementary Education*: • Oversee the creation,

	implementation, and evaluation of all curriculum and assessment practices for grades K-2 and 5-6 *Director of Secondary Education*: • Oversee the creation, implementation, and evaluation of twice yearly all-school major projects engaging social justice/injustice • Oversee the planning of the creation, implementation and evaluation of all curriculum and assessment practices for grade 7, to be put into practice Y2, including standards-aligned scopes and sequences, curriculum maps, and assessments.	implementation, and evaluation of all curriculum and assessment practices for grades K-3 and 5-6 *Director of Secondary Education*: • Oversee the creation, implementation, and evaluation of twice yearly all-school major projects engaging social justice/injustice • Oversee the creation, implementation, and evaluation of all curriculum and assessment practices for grade 7, as well as the planning for grade 8, including standards-aligned scopes and sequences, curriculum maps, and assessments.	implementation, and evaluation of all curriculum and assessment practices for grades K-6 *Director of Secondary Education*: • Oversee the creation, implementation, and evaluation of twice yearly all-school major projects engaging social justice/injustice • Oversee the creation, implementation and evaluation of all curriculum and assessment practices for grades 7 and 8, as well as the planning for grade 10, including standards-aligned scopes and sequences, curriculum maps, and assessments.
Professional Development	*Director of Elementary Education*: • Create and facilitate Professional Development specific to	*Director of Elementary Education*: • Create and facilitate Professional Development specific to	*Director of Elementary Education*: • Create and facilitate Professional Development specific to

	curricular, assessment, and instructional needs for grades K, 1, and 2 • Creates and facilitates Professional development specific to operational needs *Director of Secondary Education*: • Create and facilitate Professional Development specific to curricular, assessment, and instructional needs for grades 5 and 6 (in collaboration with Director of Elementary Education) • Create and facilitate Professional development specific to twice yearly major projects engaging social justice/ injustice *Special Education Director/Teacher:* • Create and facilitate Professional development	curricular, assessment, and instructional needs for grades K, 1, 2, 3, and 5 *Director of Secondary Education*: • Create and facilitate Professional Development specific to curricular, assessment, and instructional needs for grades 6 and 7 (in collaboration with Director of Elementary Education) • Create and facilitate Professional development specific to twice yearly major projects engaging social justice/ injustice *Special Education Director/Teacher:* • Create and facilitate Professional development	curricular, assessment, and instructional needs for grades K-6 *Director of Secondary Education*: • Create and facilitate Professional Development specific to curricular, assessment, and instructional needs for grades 7 and 8 • Create and facilitate Professional development specific to twice yearly major projects engaging social justice/ injustice *Special Education Director/Teacher:* • Create and facilitate Professional development

	relating to the needs and compliance issues of special education students.	relating to the needs and compliance issues of special education students. • Leads development of SPED teachers *Director of Operations*: • Create and facilitate Professional development specific to operational needs • Create and facilitate Professional Development regarding compliance issues	relating to the needs and compliance issues of special education students. • Leads development of SPED teachers *Director of Operations*: • Create and facilitate Professional development specific to operational needs • Create and facilitate Professional Development regarding compliance issues
Financial Management	*Director of Elementary Education*: • Oversee creation of budget • Implement budget (major fiscal decisions made in collaboration with Director of Secondary Education and with Board approval) • Lead long-term strategic planning efforts to ensure financially sustainable	*Director of Elementary Education*: • Oversee creation of budget • Oversee implementation of budget • Oversee long-term strategic planning efforts • Oversee negotiation and payment of contracted services	*Director of Elementary Education*: • Oversee creation of budget • Oversee implementation of budget • Oversee long-term strategic planning efforts • Oversee negotiation and payment of contracted services

	growth of the organization, in collaboration with the Director of Secondary Education and the Governing Board • Oversee negotiation and payment of contracted services (with major decisions made in collaboration with the Director of Secondary Education)	*Director of Operations*: • Create budget • Implements budget • Lead long-term financial strategic planning efforts • Manage all contracted services including negotiation and payment	*Director of Operations*: • Create budget • Implements budget • Lead long-term financial strategic planning efforts • Manage all contracted services including negotiation and payment
Contracted Services	*Director of Elementary Education*: • Co-oversee Special Education Director/Teacher who oversees Special Education Contracted Services *Director of Secondary Education*: • Co-oversee Special Education Director/Teacher • Oversee transportation and scheduling of after-school programs • Oversee technology plan	*Director of Elementary Education*: • Co-oversee Special Education Director/Teacher *Director of Secondary Education*: • Co-oversee Special Education Director/Teacher	*Director of Elementary Education*: • Co-oversee Special Education Director/Teacher *Director of Secondary Education*: • Co-oversee Special Education Director/Teacher

	Office Manager: • Manages point of sale for National School Lunch program including all required paperwork	*Office Manager*: • Manage point of sale for National School Lunch program including all required paperwork *Director of Operations*: • Oversees transportation and scheduling of after-school programs • Oversees technology plan	*Office Manager*: • Manage point of sale for National School Lunch program including all required paperwork *Director of Operations*: • Oversees transportation and scheduling of after-school programs • Oversees technology plan
Personnel	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K, 1, and 2 • Recruit, hire, and evaluate Special Education Director/Teacher	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K, 1, 2, and 3 • Recruit, hire, and evaluate Special Education Director/Teacher • Oversees Director of Operations in grants management, budgetary matters,	*Director of Elementary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Secondary Education) • Evaluate teachers of grades K, 1, 2, 3, 4, and 5 • Recruit, hire, and evaluate Special Education Director/Teacher • Oversees Director of Operations in grants management, budgetary matters,

	Director of Secondary Education: • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education) • Evaluate teachers of grades 5 and 6 • Evaluate all studio arts teachers • Recruit, hire, and evaluate Office Manager • Manage all human resources requirements • Manage parent and community volunteers *Office Manager*: • Manage and maintain all personnel files	and contracted services. *Director of Secondary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education) • Evaluate teachers of grades 5, 6, and 7 • Evaluate all studio arts teachers • Recruit, hire, and evaluate Office Manager • Oversees Director of Operations in recruitment, enrollment, marketing, parent engagement, and community outreach matters. *Office Manager*: • Manage and maintain all personnel files *Director of Operations*: • Manage all human resources requirements	and contracted services. *Director of Secondary Education*: • Recruit and hire all instructional staff (in collaboration with Director of Elementary Education) • Evaluate teachers of grades 6, 7, and 8 • Evaluates all studio arts teachers • Recruit, hire, and evaluate Office Manager • Oversees Director of Operations in recruitment, enrollment, marketing, parent engagement, and community outreach matters. *Office Manager*: • Manage and maintain all personnel files *Director of Operations*: • Manage all human resources requirements

		• Manage parent and community volunteers	• Manage parent and community volunteers
Grants Management	*Director of Elementary Education*: • Manage all grant compliance requirements of the school with outside agencies	*Director of Operations*: • Manage all grant compliance requirements of the school with outside agencies	*Director of Operations*: • Manage all grant compliance requirements of the school with outside agencies
Student Accountability Information System	*Director of Elementary Education*: • Oversee compliance with SAIS and timely and accurate record keeping *Office Manager*: • Manage Student Information System and all student records, including attendance, discipline, immunization, and vision and hearing testing records. • Ensure all student records are in compliance • Review and correct SAIS uploads on a monthly basis, as needed	*Director of Operations*: • Oversee compliance with SAIS and timely and accurate record keeping *Office Manager*: • Manage Student Information System and all student records, including attendance, discipline, immunization, and vision and hearing testing records. • Ensure all student records are in compliance • Review and correct SAIS uploads on a monthly basis, as needed	*Director of Operations*: • Oversee compliance with SAIS and timely and accurate record keeping *Office Manager*: • Manage Student Information System and all student records, including attendance, discipline, immunization, and vision and hearing testing records. • Ensure all student records are in compliance • Review and correct SAIS uploads on a monthly basis, as needed

Marketing and Enrollment	*Director of Secondary Education*: • Lead, organize and manage marketing and enrollment efforts • Lead enrollment goals and progress • Manages marketing and enrollment contracted services • Oversee parent and student communication *Office Manager:* • Manages student registration and student records • Translates written documents between English and Spanish • Makes appointments and phone calls in support of recruitment, enrollment, and marketing	*Director of Secondary Education*: • Lead, organize, and manage marketing and enrollment efforts • Lead enrollment goals and progress • Manage marketing and enrollment contracted services • Oversee parent and student communication *Office Manager:* • Manages student registration and student records • Translates written documents between English and Spanish • Makes appointments and phone calls in support of recruitment, enrollment, and marketing	*Director of Secondary Education*: • Oversee marketing and enrollment efforts • Oversee enrollment goals and progress • Oversee marketing and enrollment contracted services • Oversee parent and student communication *Office Manager:* • Manages student registration and student records • Translates written documents between English and Spanish • Makes appointments and phone calls in support of recruitment, enrollment, and marketing
Crisis Management	*Director of Secondary Education:* • Oversee compliance with crisis management plan	*Director of Secondary Education:* • Oversee compliance with crisis management plan	*Director of Secondary Education:* • Oversee compliance with crisis management plan

		Director of Operations: • Attend to day-to-day responsibilities of crisis management plan	*Director of Operations:* • Attend to day-to-day responsibilities of crisis management plan
Parent and Student Communications	*Director of Secondary Education:* • Oversee parent and student communications *Office Manager:* • Attend to daily parent and student communications	*Director of Secondary Education:* • Oversee parent and student communications *Office Manager:* • Attend to daily parent and student communications	*Director of Secondary Education:* • Oversee parent and student communications *Office Manager:* • Attend to daily parent and student communications
Discipline and Culture	*Director of Secondary Education:* • Oversee Discipline and Culture	*Director of Elementary Education:* • Oversee Discipline and Culture for grades K-3 *Director of Secondary Education:* • Oversee Discipline and Culture for grades 5-7	*Director of Elementary Education:* • Oversee Discipline and Culture for grades K-5 *Director of Secondary Education:* • Oversee Discipline and Culture for grades 6-8
Legal Services	*Director of Elementary Education:* • Co-oversight over legal services. Will specifically oversee K-2 and budgetary/finance issues, as well as other	*Elementary Education:* • Co-oversight over legal services. Will specifically oversee K-3 and budgetary/finance issues, as well as other responsibilities	*Elementary Education:* • Co-oversight over legal services. Will specifically oversee K-5 and budgetary/finance issues, as well as other responsibilities

	responsibilities specific to this director. *Director of Elementary Education:* • Co-oversight over legal services. Will specifically oversee 5-6 and parent/student-communication related issues, as well as other responsibilities specific to this Director	specific to this director. *Director of Elementary Education:* • Co-oversight over legal services. Will specifically oversee 5-7 and parent/student-communica-tion related issues, as well as other responsibilitie s specific to this Director	specific to this director. *Director of Elementary Education:* • Co-oversight over legal services. Will specifically oversee 6-8 and parent/student-communicatio n related issues, as well as other responsibilitie s specific to this Director

Legal Services

Legal services will be contracted through Carter Law Group (CLG), a firm that has substantial experience working with Arizona charter schools, and which has been recommended to participate in the Charter Starter Program by the Arizona Charter Schools Association. While CLG will discuss and report all relevant legal information to both Directors, the Directors will oversee the legal services that best fit with each of their respective roles. For instance, if a legal issue relating to finance, accounting, fundraising, or the elementary grade levels comes up, the Director of Elementary Education will take the lead in overseeing that particular legal issue in conjunction with CLG. In the case that a legal issue arises which relates to student recruitment, marketing, community engagement, or the secondary grade levels, the Director of Secondary Education will take the lead and oversee that particular project. In Y2-Y3, while still maintaining transparent communication between CLG and the Directors of Elementary and Secondary Education, the Director of Operations will take the lead on all operational-related legal issues, including budgetary/finance and marketing/recruitment issues.

Parent/Student Communication

Parent and student communication will be overseen and administered by the Director of Secondary Education, with day-to-day support provided by the Office Manager. Teachers will be the primary source of communication to parents about academic progress, however, the Office Manager and Director of Secondary Education will support teachers with translation as needed. In Y2-Y3, the Director of Operations will oversee all day-to-day communications between parents and staff members, though the Office Manager will be responsible for the bulk of those communications.

Discipline/Culture

In Y1, the Director of Secondary Education will oversee all Discipline/Culture-related issues, and in Y2-Y3, the Directors will oversee the students of their respective grade levels for each year. In Y2, because the the Director of Elementary Education is overseeing and evaluating all teachers of grades K-3, she will also oversee all discipline/culture-related issues. Similarly, because the Director of Secondary Education is overseeing/evaluating all teachers of grades 5, 6, 7, and studio arts, she will oversee all discipline/culture-related issues for those grade levels.

Crisis Management will be co-developed and co-planned by both Directors, but overseen by the Director of Secondary Education. The Office Manager will support the Director in administering pertinent paperwork, trainings, and communications on a day-to-day basis. In Y2-Y3, the Director of Operations will take over all crisis management responsibilities.

Instruction and Curriculum Oversight

While the co-Directors will split many of the instructional and curricular responsibilities like professional development and teacher evaluation, as indicated in the chart above, the Director of Elementary Education will oversee the development of standards-aligned scopes and sequences, curriculum maps, and assessments for grades in Y1. The Director of Elementary Education will continue to oversee those responsibilities each year as the elementary grades are built out, ultimately being responsible for all curriculum and assessment development, as well as instructional development for grades K-6. The Director of Secondary Education will oversee the development of standards-aligned scope and sequences, curriculum maps, and assessments for the 7th grade in Y3 of operations, and all subsequent secondary grades that are added as the school is built out.

Each Director will specifically oversee the teachers of designated grade levels. This means that in Y1, the Director of Elementary Education will oversee the instructional practices and evaluations of all teachers of grades K-2 while the Director of Secondary Education will oversee all instructional practices and evaluations of teachers in grades 5 and 6, as well as the studio arts teachers. The rationale behind this is to ensure that the Directors' responsibilities are shared as evenly as possible, but more importantly, this will allow both Directors to work as instructional leaders from the outset to ensure school and curricular cohesion from day 1.

C. Critical Skills and Experiences for Administrative Roles

Director of Elementary Education: Critical Skills and Experiences

- Relentless commitment to, belief in, and alignment with the mission and vision of the school
- Selfless passion to serve a primarily low-income population of primarily students of color
- Ability to think outside the box and attempt creative solutions
- Results-driven, self-reflective, coachable, with a strong commitment to continual growth

- Strong organizational skills
- Self-starter
- Bachelor's Degree required, Master's Degree Preferred
- Experience leading, managing, and coaching adults
- Experience working with a diverse group of people, including, but not limited to, a community of primarily low-income people of color
- Arizona Fingerprint Clearance Card required
- Expertise in at least one arts discipline
- Experience working with social justice initiatives
- Experience in managing school finances and operations
- Experience analyzing financial reports and managing cash flow and budgets

Angela Pinholster, the Director of Elementary Education, has experience in instruction both at the elementary and university levels, as well as experience in program management at Arizona State University. Each of these experiences contributes to her qualification for the Director role. Her bio is below:

After obtaining her Master of Education in Higher Education and a second Master of Education degree in Curriculum and Instruction (K-8), Angela worked at a middle school in the Creighton Elementary District where she taught 8th grade reading, and was responsible for 90% of her students passing the AZELLA. Additionally, she was responsible for her students achieving a 24% increase in reading proficiency from 7th to 8th grade. In her first month as a teacher she was named "Teacher of the Month." Most recently, she oversaw the student engagement experience for the ASU Herberger Institute for Design and the Arts for more than two and a half years. Specifically, she supervised a graduate student staff member and a team of 19 Student Academic Mentors who lived in the residential hall and were responsible for supporting 450 first-year students. Angela also advised the Institute Council and Ambassador student organizations, the latter of which provided prospective student tours for the college. This past summer, Angela resigned her position at ASU in order to focus on training herself to open an arts charter school. After a rigorous application and interview process, Angela was chosen to intern under Julia Meyerson at Vista College Prep school where she wrote curriculum and created operational documents and procedures. In the summer of 2013, Angela began the Aspiring Leaders Fellowship with the Arizona Charter Schools Association. She is currently working as a Project Coordinator for Mesa Arts Center, building partnerships with artists and staff who will potentially work with Create Academy students. Since December, Angela has participated in the rigorous Charter Starter Program designed through the Arizona Charter Schools Association where she has solidified her knowledge of business and operations, as well as refined her skills in curriculum and assessment design and instructional leadership.

Director of Secondary Education: Critical Skills and Experiences

- Relentless commitment to, belief in, and alignment with the mission and vision of the school
- Selfless passion to serve a primarily low-income population of primarily students of color

- Ability to think outside the box and attempt creative solutions
- Results-driven, self-reflective, coachable, with a strong commitment to continual growth
- Strong organizational skills
- Self-starter
- Bachelor's Degree required, Master's Degree Preferred
- Experience leading, managing, and coaching adults
- Experience working with a diverse group of people, including, but not limited to, a community of primarily low-income people of color
- Arizona Fingerprint Clearance Card required
- Expertise in at least one arts discipline
- Experience working with social justice initiatives
- Fluent in Spanish
- Knowledge of Federal, State, and charter school compliance

Rebecca Halonen, the Director of Secondary Education, has experience in instruction both at the secondary and post-secondary levels, as well as experience in community outreach and community organizing. Each of these experiences contributes to her qualification for the Director role. Her bio is below:

Rebecca's vision for a school where students learn to be inventive, interdisciplinary artists and intellectuals was shaped early on by her experience as a student at Arizona School for the Arts and Metropolitan Arts Institute. Inspired by a love of the arts, she studied Creative Writing at Knox College's distinguished writing program in Illinois, traveled to Argentina to study literature in Spanish, and ultimately received her Liberal Arts degree in Spanish. She subsequently received a Master's degree in Spanish Literature from the University of Oregon as well as a Master of Fine Arts degree in English Creative Writing from Eastern Washington University. For the past seven years, Rebecca has taught English and Spanish at the college level, both as a graduate fellow at the University of Oregon and as an adjunct faculty member for Phoenix Community College. In 2009, Rebecca began her career as a high school Spanish teacher at a Phoenix charter school in its first year of operations, later worked at the first all-girls charter school in Arizona, and finally, in an effort to gain experience in a district school, served as a high school English teacher at Maryvale High School. At Maryvale, Rebecca works as the sole English teacher in the credit-recovery program (the "Evening School Opportunity") where she teaches all levels of English to at-risk students who have consistently struggled in their previous English classes. Rebecca successfully completed the Aspiring Leaders Fellowship in December of 2012, and was accepted to the rigorous Charter Starter Program through the Arizona Charter Schools Association in December of 2013. In preparation for opening an arts school, Rebecca has written and reviewed English curriculum samples for CASA Academy and SySTEM Phoenix, served on a literacy curriculum writing team in the Phoenix Union High School District, as well as completed a short, one-week internship at Empower College Prep under Angelica Cruz. Rebecca also completed a month-long internship at Arizona School for the Arts under Principal Sara Maline. Finally, in the summer of 2013 Rebecca began a series of trainings at Empower College Prep, led by Angelica Cruz, that are designed to prepare her for

creating and sustaining operational systems and procedures. Since December, Rebecca has received rigorous trainings through the Charter Starter Program where she has solidified her knowledge of business and operations, as well as refined her skills in curriculum and assessment design and instructional leadership.

Office Manager: Critical Skills and Experiences

- Relentless commitment to, belief in, and alignment with the mission and vision of the school
- Selfless passion to serve a primarily low-income population of primarily students of color
- Ability to think outside the box and attempt creative solutions
- Results-driven, self-reflective, coachable, with a strong commitment to continual growth
- Strong organizational skills
- Self-starter
- Arizona Fingerprint Clearance Card Required
- Technologically savvy and proficient in computer skills
- Experience managing SAIS and student records
- Experience in managing school office operations
- Experience coordinating vision and hearing testing and managing immunization records
- Fluent in Spanish required, with the ability to read, write, and speak Spanish

Special Education Teacher: Critical Skills and Experiences

- Relentless commitment to, belief in, and alignment with the mission and vision of the school
- Selfless passion to serve a primarily low-income population of primarily students of color
- Ability to think outside the box and attempt creative solutions
- Results-driven, self-reflective, coachable, with a strong commitment to continual growth
- Strong organizational skills
- Self-starter
- Highly Qualified in Special Education
- Experience managing curriculum, instruction, assessment, and professional development for Special Education
- Experience in working with teachers on Special Education instruction
- Arizona Fingerprint Clearance Card Required
- Proficient in Spanish preferred, but not required

Director of Operations: Critical Skills and Experiences

- Relentless commitment to, belief in, and alignment with the mission and vision of the school

- Selfless passion to serve a primarily low-income population of primarily students of color
- Ability to think outside the box and attempt creative solutions
- Results-driven, self-reflective, coachable, with a strong commitment to continual growth
- Strong organizational skills
- Self-starter
- Knowledge of Federal, State, and charter school compliance issues
- Experience in managing finances and operations
- Organized, strategic thinker who is attentive to detail
- Experience analyzing financial reports and managing cash flow and budgets
- Arizona Fingerprint Clearance Card Required

D. Proposed Fair and Equitable Enrollment Procedures

Fair and Equitable Procedures for Enrollment

To ensure fair and equitable enrollment procedures, Create Academy will be sure to establish policies and procedures in compliance with ARS§15-184, ESEA 5210(1)(H), and, as a grantee of the Arizona Charter Schools Incentive Program Start-Up Grant, CSP Non- Regulatory Guidance, April 2011.

Open Enrollment, Intent to Enroll, and Lottery Process

According to HB2494, enacted in 2013 and which amended ARS§15-184, enrollment preference will be given to students returning to Create Academy in Year 2 or afterwards, siblings of currently-enrolled students, children of employees of Create Academy, and children of members of the staff or Governing Board of Create Academy.

Aside from the above-mentioned student populations, all students will have an equal opportunity to attend Create Academy. This will be ensured by a lottery system. Interested families will complete a letter of intent to enroll for their students to apply according to the timeline indicated in the Advertising and Promotion section of this charter application. The letter of intent to enroll will only include contact information, upcoming grade level of each school-aged child, and no additional personal information. This will ensure that no other factors – including language minority, racial or ethnic background, gender, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available to students during Create Academy's recruitment efforts (beginning in the summer of 2014) as well as the publicly-advertised Open Enrollment Window which falls between the first business day in January 5, 2015 and the last business day of April 24, 2015 for Year 1. In subsequent school years, the Open Enrollment Window will fall between the first business day of January and the last business day of April.

If, by the end of the open enrollment window at 5PM on April 24, 2014, there are more students who have completed letters of intent to enroll than openings in a given grade level, a blind lottery will be held to determine enrollment. The next day, at 10AM on April 25, 2015, a third party will randomly pick names of students who submitted an intent to enroll until the grade level has been filled.

After the grade level has been filled, the remainder of the forms will be picked to establish the order of the waiting list. After the lottery, families will be contacted regarding their enrollment status and will be able to officially enroll. It is important to note that the charter contract will be signed prior to any student completing an enrollment packet.

All forms will be provided in both English and Spanish.

Compliant with ARS §15-184, Create Academy will include all students in the lottery who have submitted the Application to Enroll on time, and will enroll all students selected through the lottery who complete and submit the school's enrollment forms until a grade is full.

Enrollment Procedure and Packet

If a student has been selected through the above procedure, the student's parent or guardian must complete an enrollment packet that includes the following:

- Enrollment Form
- Copies or originals collected from the parent/guardian:
    - Immunization Records
    - Social Security Card (optional)
    - Birth Certificate
    - Proof of Residency
    - Unofficial Transcripts (if applicable)
    - Withdrawal Slip (from previous school)
    - Attendance History (from previous school)
    - Discipline Records (from previous school)
    - Copy of Custody Paper (if applicable)
    - Copy of Current IEP (if applicable) and Academic Records (or a request for records will be sent to the previous school)
- Forms to be completed by parent/guardian:
    - Arizona Residency Documentation Form
    - Home Language Survey (PHLOTE)

- McKinney-Vento Eligibility Questionnaire
- Consent for Medical/Dental Emergency Treatment and Medical Information Form
- Internet Use Policy
- Consent for Off Campus Activity
- Physical Activity Consent Form
- Request for Release of Student Records Form
- Records Request for Special Services Form
- Media Release Form
- School Rules and Procedures
- Expected Behaviors
- Student Compact and Parent/School Compact
- Customer Satisfaction Questionnaire

Should the above not be received within ten business days of the lottery, the student's spot is automatically withdrawn and the next student on the waiting list is invited to attend the school.

Applications for Re-Enrollment

Students currently enrolled in and attending Create Academy in good standing remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

Legal Assurances

The above policies are also consistent with CSP Non-Regulatory Guidance, April 2012, including (E-2), "A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted." In addition, it is permissible for the above exempted students from the lottery to be exempted according to (E-4)(c), "Specifically, the following categories of applicants may be exempted from the lottery...Siblings of students already admitted to or attending the same charter school."

Create Academy will not have separate lottery pools for any groups, pursuant to (E-5). Nor will Create Academy favor or disfavor any one group over any other in terms of admission. This would include Special Education or English Language Learner populations, pursuant to (E-6).

The marketing and outreach efforts above ensure that Create Academy "inform[s] students in the community about the charter school" and "gives each student 'an equal

opportunity to attend the charter school,'" according to (E-7). Parent outreach efforts will target all segments of the community, compliant with (E-4).

Outreach efforts may take place through local churches. This will take place in combination with other outreach efforts, including those through community partners' sites. These efforts will be part of a larger broad-based and balanced outreach effort described above. This is consistent with the CSP Non- Regulatory Guidance, which states that "a charter school's outreach and recruitment activities should be designed to reach all segments of the parent community. Thus, a charter school may conduct outreach or recruitment activities in churches or through religious organizations as part of a broad-based and balanced effort to inform parents in the community about the charter school and to recruit a diverse student body, but may not favor or disfavor religion in general or any particular faith or house of worship" (F-5).