C.3 Personnel [1]

Ethos Academy: A Challenge Foundation Academy ("Ethos Academy") has a mission that includes the "development of exceptional teachers." The founding leaders have developed a plan to recruit, hire, and train educators, and non-educators, to ensure the school is increasing student achievement significantly.

A. Staffing Plan

In Year 1 Ethos Academy will serve 175 students in Kindergarten through the third grade. There will be 25 students in each class and a total of 7 classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The Year 1 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students.

Figure C.3.1
Staffing Plan (Year 1)

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Director	1	Dean of Operations	1
Dean of Academics	1	Operational Assistants	2
Dean of Families	1	Custodian	.5
Special Education Director	.5		
Classroom Teachers	7		
Instructional Assistants	2		
Total	**12.5**	**Total**	**3.5**

In Year 2 Ethos Academy will serve 225 students in Kindergarten through fourth grade. There will be 25 students in each 9 classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The Year 2 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students.

Figure C.3.2
Staffing Plan (Year 2)

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Director	1	Dean of Operations	1
Dean of Academics	1	Operational Assistants	2
Dean of Families	1	Custodian	.5
Special Education Director	.75		
Classroom Teachers	9		

Instructional Assistants	2		
Total	**14.75**	**Total**	**3.5**

In Year 3 Ethos Academy will serve 275 students in Kindergarten through fifth grade. There will be 25 students in each class and 11 classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The Year 3 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students.

Figure C.3.3
Staffing Plan (Year 3)

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Director	1	Dean of Operations	1
Dean of Academics	1	Operational Assistants	2
Dean of Families	1	Custodian	.5
Special Education Director	1	Registrar	.5
Classroom Teachers	11	Nurse	.5
Instructional Assistants	3	Food Manager	.25
Total	**18**	**Total**	**4.75**

B. Recruitment, Hiring, and Training Plan

Ethos Academy will engage in a formalized process to recruit, hire, and train the most qualified and effective staff possible. All strategies include the best personnel practices in the fields of education, charter schools specifically, and the TeamCFA network.

Recruitment

The recruiting process begins by identifying specific positions for specific needs. Ethos Academy will not design positions for leaders but will recruit leaders for positions. The first step in this process is to create a job description that clearly identifies the values of TeamCFA, the values of Ethos Academy, the specific responsibilities of the position, and the general expectations of all staff.

Leadership will contact “human networks” such as peer leaders from other schools, established peer relationships within the education field (national and state), and trusted colleagues to identify possible candidates for a position. In addition, the job description will be posted in “media networks” that include newspapers, job-posting websites, the Arizona Department of Education employment link, TeamCFA network school sites, and formal professional associations.

Special attention will be placed on identifying individuals that will have a passion for the local community served by Ethos Academy. This includes people that embrace diversity of all kinds and want to be agents of social justice to and with the local community. Interested candidates will respond to job openings with the same process, regardless of the position, and will be evaluated utilizing similar metrics.

Application Packet

All applicants must complete and submit an application packet that includes a hand-written employment application, a typed cover letter, and a typed resume. The Dean of Operations will vet the resume and qualify for advancement those resumes that align with the original job description.

Phone Screen

The appropriate school leader (School Director or Dean) will contact the individuals deemed qualified for a specific position. These leaders will be trained, and follow a set rubric, to identify candidates that have a possible alignment with vision, mission, and values of school and baseline level of competency for a specific position. The person conducting the screening will make the decision to invite a minimum of three (assuming there are at least three qualified candidates) individuals to participate in a personal interview.

Personal Interview

All candidates will engage in a very strategic process specific to each job. Regardless of the position all interviewees will participate in the following steps:

a. Foundational Interview – Candidate will answer questions related to the vision, mission, and values of both TeamCFA and Ethos Academy specifically. This interview will be conducted by the appropriate school leader and two additional staff that will have a direct working relationship with eventual hire. (These staff will be trained on the process)
b. Campus/Site Visit – Candidate will take part in a personalized tour of the campus or site and will have an opportunity to learn more about the school and ask questions. This step will be conducted by the team that provides the foundational interview. (These staff will be trained on the process)
c. Scenario Specific Exercises – Candidate will answer questions based on possible scenarios that might be faced in the position. In addition, the candidate will engage in illustrating or modeling a level of competency related to the position. For example, a teacher will provide a short lesson and/or answer an email from an angry parent. Operational personnel might be asked to generate a communications piece or interpret a financial form. The interview team will be same as before. (These staff will be trained on the process)

d. Candidate Feedback – Candidate will be allowed ample time to ask additional questions or make observations.

Reference and Background Checks

The lead interviewer for a position will personally engage in contacting three phone references provided in the application packet. This will involve an assessment of the candidate's honesty regarding previous roles and responsibilities

Team Discussion and Decision

Ethos Academy will require all interview teams to meet at a later date, as permitted, to discuss at length the candidates and their potential alignment to the position applied for the school. Special emphasis will be placed on three qualifiers that align to the first three values of the school:

- Does the candidate possess character (personal integrity)? The team will try to determine to the best of their ability if the candidate exhibited any risks to engage in low-character behaviors.
- Does the candidate fit the school culture (positive relationships)? The team will discern the ability of the candidate to relate well with fellow staff and resolve conflicts peacefully. The determination will take into account potential relationships with all stakeholders.
- Does the candidate possess competency (professional standards)? The team will evaluate the tangible ability of the candidate to fulfill specific tasks. Teaching positions would require a candidate to manage a classroom, develop, and implement lesson plans, analyze data, and communicate with parents in a meaningful way.

Upon evaluating these three factors the team will make a decision to recommend a specific candidate for a specific position to the School Director. If the School Director is a member of the team this step is not required. However, the School Director must present all Dean-level positions, including the Special Education Director, to the Board to verify the proper steps took place. Ideally, a board member will be a part of the interview team for all Dean-level positions. The School Director will make the final decision for all hires.

Orientation

All staff will engage in a formalized orientation from acceptance of a position to their first day on the job. These steps align with the integrity-based, positive, and professional environment desired on the campus.

Figure C.3.4
Orientation Timeline

Action Step	Timeframe (Year 1)	Description

Employment Offer	Immediately Following Decision	Explains details of the job Provides details of pay/benefits *Contingent on fingerprint card*
Payroll/Tax Forms	July 10, 2015 (at the latest)	I-9 Employment form A-4 Arizona Employment form W-4 Employment form Direct Deposit
Signed Employee Handbook	July 10, 2015 (at the latest)	School policies and procedures Accurate contact information Explanation of benefits
"Ethos Foundations"	Summer Intensive (late July)	Vision, Mission, and Values Core Knowledge (Curriculum) Methods and Systems

Fingerprint Clearances

Ethos Academy will require fingerprint clearances pursuant to ARS 15-183.C.5. Due to the time required to obtain this clearance it will be the goal of key school leadership to start the recruiting and hiring process early to guarantee receipt of clearances before July of each year. If a candidate already has the proper clearance the hiring can extend further into the process.

"Summer Intensive" and "Ethos Foundations"

An important component to integrating staff into the culture of the school will be the Summer Intensive and Ethos Foundations. The Summer Intensive is two weeks of training for all staff, including non-instructional positions, before the start of each school year. This will be a time of training based on data and leadership observations from the previous year. In Year 1 this will include the establishment of data goals relative to standards. Teachers will be given staff wide training on key components of instruction and student achievement. In addition, the teachers will be placed into concentrated training sessions based on areas of growth established by the School Director, the Dean of Academics, and the previous year's individualized Professional Growth Plan ("PGP"). New teachers and staff will not have an existing PGP but will receive a new one that takes into account possible areas of growth recognized during the interview process. Time will be provided for teachers to setup their rooms in accordance to the school's standards but will provide opportunities for teachers to retain a level of autonomy to personalize their instruction to students.

Prior to every Summer Intensive the school will offer a school and network wide training for new staff called Ethos Foundations. It will introduce staff more formally to the TeamCFA network and the Ethos Academy philosophy. Included in this training will be explanations of the vision, mission, and values of TeamCFA and Ethos Academy. Additionally, it will include information on the local community, including existing partners, and our strategy to "enhance" the surrounding neighborhoods. All staff will engage in a thorough understanding of the values

with a special concentration on “personal integrity”, “positive relationships”, and “professional standards.” Instructional staff will receive additional training on the school’s emphasis towards “data driven decisions”, “experiential learning”, and “servant leadership.” Finally, the Ethos Foundations class will illustrate the specific culture of the campus with a focus on how to communicate to all stakeholders in all situations. If a new staff member is hired mid-year they will receive an abbreviated version of this training and will be required to attend the formal three-day training in the summer. Staff members can be required to attend Ethos Foundations if their formal observations and evaluations reveal a misunderstanding of these key features of the school.

Professional Development

All staff, especially instructional, will receive three levels of professional development throughout the year. First, all teachers will participate in eight school-wide trainings that take place on strategically scheduled Fridays (half-days for students). These trainings will focus heavily on data at the school wide level and continue to incorporate best practices into the school. The leadership will engage in a fluid system of analyzing the needs of the teachers. If a scheduled training is deemed less important than a newly identified need the School Director and Deans will develop appropriate trainings. However, most of the trainings will have a defined focus.

Next, all staff will engage in Professional Learning Communities (“PLC”) that are focused on their grade levels specifically. These will take place *weekly* during a pre-scheduled prep that is in addition to their normal, daily prep times. Teachers will once again study and analyze data specific to their grade and classes. Teachers will use this time to update their class specific Continuous Improvement System, which is a student achievement tracking document, and individual Student Action Plans. In addition, the teachers will strategize the implementation of the Response to Intervention plan and apply to individual students. This scheduled time will be attended by the Dean of Academics as well. The Dean will provide coaching and mentoring as needed while giving support to the staff that ensures their time is effective and consistent. In some cases multiple grade levels might meet to strategize long-term learning objectives and ensure a vertical alignment to each core subject.

Finally, all staff will participate in a continuous process of personal development that is identified formally in a Professional Growth Plan. Deans will be assigned to staff in their specific areas and will work with them in establishing goals that are specific to each person. However, all goals and coaching will be centered upon vision, mission, and values of the school.

Visitations, Observations, and Evaluations

The Governing Board has adopted a three tier system of engaging teachers in a classroom setting. Every other week a teacher will receive, and occasionally participate in, an informal visitation from the School Director, the Dean of Academics, Board Members, TeamCFA executives, and/or other teachers. The purpose of this visit to obtain a consistent

understanding of the culture that each teacher is developing in the individual classes, share best practices among peers, and develop a school-wide culture of transparency among all stakeholders in the school. The people visiting will provide a brief response in writing or in person that serves to encourage and support the teacher being visited. Training will be provided to those who respond to ensure the comments are geared towards it being a positive, proactive experience.

The School Director and/or the Dean of Academics will provide an observation, once per quarter, to every teacher. This will involve the observation of a complete lesson and will allow the observer to provide specific coaching and support to the teacher in preparation for the Evaluations. It will be in writing and will involve a visit with the teacher within two business days following the observation. Comments and suggestions will align directly with the rubric of the formal Evaluation. The purpose of these observations is to better prepare the teachers for the expectations of the forthcoming evaluations and to ensure the teachers align to the academic philosophy of the school. The observations will not be included in the rubric utilized to determine teacher effectiveness or ratings. In summary, teachers will receive four Observations every school year.

Teachers will receive a formal evaluation every semester. Monitoring and measuring educator effectiveness is a foundational component of the mission for Ethos Academy. The *Arizona Framework for Measuring Educator Effectiveness* will be the basis for all evaluations. Additional measurements will be added to ensure all educators are measured by metrics aligned directly to the vision, mission and values of Ethos Academy.

Teacher Classifications [2]

Highly-Effective: "A highly effective teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537." Highly-Effective teachers are the standard upon which all other Ethos Academy instructors are measured. The exceptional leaders will be called upon to retain their level of performance while assisting the Dean of Academics in a variety of informal and formal leadership endeavors.

Effective: "An effective teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537." Ethos Academy will attempt to develop an Effective teacher to become a Highly-Effective teacher.

Developing: "A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended

to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years." Teachers receiving a Developing rating will have a Performance Plan put into place with the intent of moving that teacher into a higher rating level.

Ineffective: "An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537." Ethos Academy will not provide a contract renewal offer to teacher's receiving an Ineffective rating.

Framework Designations [3]

Classroom-Level Data: Ethos Academy will designate 50%, the maximum percentage allowed, of teacher evaluation scores to classroom level data scores. This aligns with one of the school's primary values – Data Driven Instruction. The collection of this data will come from the following:

- State Administered Assessments – The Board and the School Director will utilize any standardized state test that is adopted on an annual basis.
- Charter Network Assessments – Team CFA utilizes the Northwest Evaluation Assessment (NWEA) and Galileo for summative assessments. Ethos Academy will provide one of these tests on a quarterly basis and the results of this assessment will be utilized for educator evaluations.
- Ethos Academy Assessments – Additional summative and formative assessments will be provided on a continual, strategic basis for all students. The Dean of Academics and the teachers will develop assessments as needed to ensure all students are measured on individual standards.
- Teaching Standards – Individual concepts will be monitored on a daily and weekly basis through pacing guides that strategically ensure all standards are taught in the classroom. Every teacher will utilize a Continuous Improvement System ("CIS") to monitor classes and specific standards. This spreadsheet will enable a teacher to identify students that are score below proficiency, obtain proficiency, or master specific standards. The SLO's will be formally monitored through this system and will comprise an additional component of Classroom-Level Data. These tools will be included in the formal evaluations to ensure methodologies, differentiated learning, and intervention techniques are properly in place to assist in student achievement.

Teaching Performance Rubric: The second half of educator measurements will be based upon a Board approved, School-Director-developed rubric for teacher performance. This rubric will be based on national standards approved by the State Board of Education. Metrics will be organized according to the framework developed by the Interstate Teacher Assessment and Support Consortium (InTASC):

- Planning and Preparation – Measures knowledge of content, education pedagogy, knowledge of students, setting instructional outcomes, designing instructional coherency, and designing student assessments.
- Classroom Environment – Measures the establishment of a culture of learning, classroom procedures, student behavior and the organization of space.
- Professional Responsibilities – Measures family communication, accurate record keeping, modeling professionalism, and developing professionally.
- Instruction – Measures student communications, differentiated teaching methods, demonstration of flexibility to individual student needs and giving assessments.

All teachers will receive a pre-conference and a post-conference to complement the evaluation. The purpose of the pre-conference is to clearly articulate the expectations of the evaluator as it relates to the mission of the school. The post-conference will serve as a formal explanation of the scores and comments provided in the written evaluation that will be placed into the personnel file.

Board Based Evaluations

The Governing Board is responsible for formally evaluating the School Director. In addition, the School Director will formally evaluate the Dean of Academics, the Dean of Families, and the Dean of Operations. Therefore, all staff will participate in two formal evaluations per year. The rubric for these positions will be established by the board and will align to the job descriptions of each position. Special attention will be placed on the ability for these leaders to carry out the implementation of the vision, mission, and values of the school.

The School Director will have a formal evaluation that is tied to student achievement outcomes as identified by the state of Arizona. This rubric includes a 40% weighted score tied to these outcomes. In addition, the board will develop an additional set of metrics to address the other 60% of the final score. The board will select a committee to oversee the continued professional development of all four leaders to ensure they are engaging in the same process of other staff but aligned to their specific roles and responsibilities.

C. Staff Compensation

Ethos Academy will be aggressive in compensating exceptional staff members in order to compete academically. The sections below consider payroll taxes, unemployment taxes, and a 4% 401K matching program to account for 13.65% of salaries.

<u>Start-Up Year</u>

Salaries: School Director/Principal

- Assumes a .25 full-time employee ("FTE") for the founding School Director at a total of $12,000 for twelve-months. Total salary assumes 13.65% required employer contributions for a total of $13,638. (Feb. 1, 2014 – Jan. 31, 2015)

- Assumes a .25 full-time employee ("FTE") for the founding School Director at a total of $12,000 for six-months. Total salary assumes 13.65% required employer contributions for a total of $13,638. (Feb. 1, 2015 – July 31, 2015)

Salaries: Teachers

- Assumes teachers will be paid in August for Professional Development that takes places in July.

Salaries: Dean of Academics

- Assumes a .5 full-time employee ("FTE") for the founding Dean of Academics at a total of $24,000 for twelve-months. Total salary assumes 13.65% required employer contributions for a total of $27,276. (Feb. 1, 2014 – Jan. 31, 2015)
- Assumes 1 FTE for a Dean of Academics position for a total of $18,000 for six-months. Total salary assumes 13.65% required employer contributions for a total of $20,457. (Feb. 1, 2015 – July 31, 2015)

Salaries: Dean of Families

- Assumes .5 FTE for a Dean of Families position at a total of $15,000 for twelve-months. Total salary assumes 13.65% required employer contributions for a total of $17,048. (Feb. 1, 2014 – Jan. 31, 2015)
- Assumes 1 FTE for a Dean of Families position at a total of $15,000 for six-months. Total salary assumes 13.65% required employer contributions for a total of $17,048. (Feb. 1, 2015 – July 31, 2015)

Salaries: Dean of Operations/Manager

- Assumes .5 FTE for an Operations Manager position at a total of $15,000 for twelve-months. Total salary assumes 13.65% required employer contributions for a total of $17,048. (Feb. 1, 2014 – Jan. 31, 2015)
- Assumes 1 FTE for an Operations Manager position at a total of $15,000 for six-months. Total salary assumes 13.65% required employer contributions for a total of $17,048. (Feb. 1, 2015 – July 31, 2015)

Employee Benefits

- Assumes no additional employee benefits will be offered. The 401(k) benefit will be made available to the four start-up employees in August 2015 and is reflected in the three-year budget.

Employee Insurance

- Assumes all employees elect the maximum $350 monthly allowance ($4200 annually) for health and dental insurance. Ethos Academy expects 3 FTE from February 1, 2015 – July 31, 2015 for six months at a total of $6,300.

Years 1-3

Salaries: School Director/Principal

- Assumes 1 full-time employee ("FTE") for the founding School Director at $60,000 for Year 1. Total salary assumes 13.65% required employer contributions for a total of $68,190. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes enrollment and performance goals are met and salary increases to $66,000 in Year 2 and $72,000 in Year 3, with 13.65% required employer contributions for a total of $75,009 and $81,828, respectively.
- Throughout this document, required contributions are assumed to be 13.65% based on payroll and unemployment taxes.

Salaries: Teacher – Regular Education

- Assumes 7 FTE for Regular Education Teacher positions at an average of $36,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $286,398. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 7 FTE for Regular Education Teacher positions at an average of $37,000 (increase takes into account an effort to offer a competitive salary for exceptional teachers) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $378,454. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 11 FTE for Regular Education Teacher positions at an average of $38,000 (increase takes into account an effort to offer a competitive salary for exceptional teachers) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $475,057. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Teacher – Special Education

- Ethos Academy will not budget for a Special Education Teacher. However, the school will employ a Special Education Director/Teacher and Special Education Instructional Assistants.

Salaries: Instructional Assistants – Regular Education

- Assumes 1 FTE for Regular Education Instructional Assistant positions at an average of $18,000 annually in Year 1. Total salary assumes 13.65% required

employer contributions for a total of $20,457. Cost is based on comparable positions at TeamCFA charter schools.

- Assumes 1 FTE for Regular Education Instructional Assistant positions at an average of $18,540 (3% increase assumes performance goals are met) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $21,070. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 2 FTE for Regular Education Instructional Assistant positions at an average of $19,096 (3% increase assumes performance goals are met) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $43,405. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Instructional Assistants – Special Education

- Assumes 1 FTE for Special Education Instructional Assistant positions at an average of $18,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $20,457. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for Special Education Instructional Assistant positions at an average of $18,540 (3% increase assumes performance goals are met) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $21,070. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for Special Education Instructional Assistant positions at an average of $19,096 (3% increase assumes performance goals are met) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $21,702. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Administrative Assistants

- Assumes 2 FTE for Administrative Assistant positions at an average of $18,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $40,914. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 2 FTE for Administrative Assistant positions at an average of $18,540 (3% increase assumes performance goals are met) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $42,141. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 2 FTE for Administrative Assistant positions at an average of $19,096 (3% increase assumes performance goals are met) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $43,405. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Bookkeeper

- Ethos Academy will not budget for a Bookkeeper. However, the school will employ a contracted Accountant, Operations Manager, and Administrative Assistants to fulfill the bookkeeping responsibilities.

Salaries: Custodial/Maintenance

- Assumes .5 FTE for a custodial position at an average of $18,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $10,228 with a 3% annual increase. Cost is based on comparable positions at TeamCFA charter schools and adjusted for size.

Salaries: Dean of Academics

- Assumes 1 FTE for a Dean of Academics position at an average of $44,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $50,006. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Academics position at an average of $48,000 (increase is based on comparable salaries of same position in the region) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $54,552. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Academics position at an average of $52,000 (increase is based on comparable salaries of same position in the region) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $59,098. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Dean of Families

- Assumes 1 FTE for a Dean of Families position at an average of $36,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $40,914. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Families position at an average of $37,000 (increase assumes performance goals are met) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $42,050. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Families position at an average of $38,000 (increase assumes performance goals are met) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $43,187. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Dean of Operations/Manager

- Assumes .75 FTE for a Dean of Operations/Manager position at an average of $36,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $40,914. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Operations/Manager position at an average of $37,000 (increase assumes performance goals are met) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $42,050. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for a Dean of Operations/Manager position at an average of $38,000 (increase assumes performance goals are met) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $43,187. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Special Education Director/Teacher

- Assumes .5 FTE for Special Education Director/Teacher positions at an average of $36,000 annually in Year 1. Total salary assumes 13.65% required employer contributions for a total of $20,457. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes .75 FTE for Special Education Director/Teacher positions at an average of $37,000 (increase takes into account an effort to offer a competitive salary for an exceptional director) annually in Year 2. Total salary assumes 13.65% required employer contributions for a total of $31,537. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 1 FTE for Special Education Director/Teacher positions at an average of $38,000 (increase takes into account an effort to offer a competitive salary for an exceptional director) annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $43,187. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Registrar/Compliance Manager

- Assumes .5 FTE for a dedicated Registrar/Compliance position at an average of $30,000 annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $17,047. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Nurse/Health Specialist

- Assumes .5 FTE for a dedicated Nurse/Health Specialist position at an average of $30,000 annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $17,047. Cost is based on comparable positions at TeamCFA charter schools.

Salaries: Food Service/Manager

- Assumes .25 FTE for a dedicated Food Service/Manager position at an average of $30,000 annually in Year 3. Total salary assumes 13.65% required employer contributions for a total of $8,523. Cost is based on comparable positions at TeamCFA charter schools.

Employee Benefits

- Assumes all employees elect the maximum 4% employer contribution, but includes the contribution in "required employer contributions."

Employee Insurance

- Assumes all employees elect the maximum $350 monthly allowance ($4200 annually) for health and dental insurance. Ethos Academy expects 15 FTE in Year 1, 17 FTE in Year 2, and 21 FTE in Year 3.

Benefits

Assumes all employees will elect the maximum $300 allowance for health insurance and the $50 allowance for dental insurance per month. This equates to $63,000 in Year 1, $71,400 in Year 2, and $88,200 in Year 3.

Staff will receive all paid holidays, three personal days, and six sick days per year. Days will roll over year-to-year up to a maximum of eighteen. Employees may not "cash out" unused days, but may "donate" days to other staff.

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[1] Adapted from the Western School of Science and Technology: A Challenge Foundation Academy charter application, approved by the Arizona State Board for Charter Schools January 15, 2014.

[2] Arizona Department of Education. (2013, May). Teacher and Principle Framework for Evaluation. Retrieved from http://www.azed.gov/teacherprincipal-evaluation/files/2013/08/2014-15framework.pdf

[3] Danielson Group. (2013, May). Frameworks for Teaching. Retrieved from http://www.danielsongroup.org/article.aspx?page=frameworkforteaching