C.3 PERSONNEL

This section identifies the personnel necessary to operate Focus High School and to implement the program of instruction. It includes a description of the necessary positions; compensation and benefits plans; and a detailed plan to recruit, hire, and train necessary personnel. Salaries and employee related expenses (ERE) align with the start-up and three-year-operational budgets found in the budget assumptions (see sections C.4 and C.5).

STAFFING PLAN

The following table shows the estimated enrollment figures for years 1, 2, and 3. It includes the estimated number of students attending an AM shift vs a PM shift as well as the student to teacher ratio each year. These enrollment figures are used to project the anticipated staffing plan detailed below.

	Year 1				Year 2				Year 3			
Enrollment	AM 45	85		PM 40	AM 135	255		PM 120	AM 225	425		PM 200
Grade	9	10	11	12	9	10	11	12	9	10	11	12
Enrollment - Phx	45	40	-	-	55	50	45	-	55	50	45	40
Enrollment - Site 2	-	-	-	-	55	50	-	-	55	50	45	-
Enrollment - Site 3	-	-	-	-	-	-	-	-	45	40	-	-
TOTAL	45	40	-	-	110	100	45		155	140	90	40

Calculated Ratios:	Year 1	Year 2	Year 3
Student/Teacher Ratio[1]	85/3/2 = 14	255/9/2 = 14	425/15/2 = 14

Table C.3.1: FES 3 Year Enrollment and Student/Teacher Projections

In Year 1, Focus High will serve an estimated 85 students in grades 9 and 10. Students will be taught in two separate shifts, an AM shift of approximately 45 students and a PM shift of approximately 40 students. Teachers will departmentalize and may teach a combination of grade levels. The following table (C.3.2) shows the instructional and non-instructional personnel for year 1. The table below that, shows the anticipated shift schedule for year 1 (C.3.3). Contracted services (Accounting, IT, and Special Education Services) have been omitted from the shift schedule, office manager/registrar will likely be contracted but has been included.

Instructional Personnel	FTEs	Non-instructional Personnel	FTEs
Principal	1	Office Manager/Registrar	2

[1] Student/Teacher ratio is calculated by dividing the number of enrolled students by the number of full time teachers by the number of shifts (AM/PM). Other instructional personnel such as the principal, teaching assistants, special education interventionists, and counselors have been omitted.

Teacher	3	IT	1
Student Advocates (TAs)	2	Accounting/Bookkeeper	0.5
Special Education	1		
TOTAL	**7**	**TOTAL**	**3.5**

Table C.3.2: FES Year 1 Instructional and Non-Instructional Personnel

S	-	Students
1	-	Principal (Director1)
2	-	Teacher (Core1)
3	-	Teacher (Core2)
4	-	Teacher (Electives)
5	-	Office Manager/Registrar
6	-	TA1
7	-	TA2
8	-	TA3
9	-	TA4

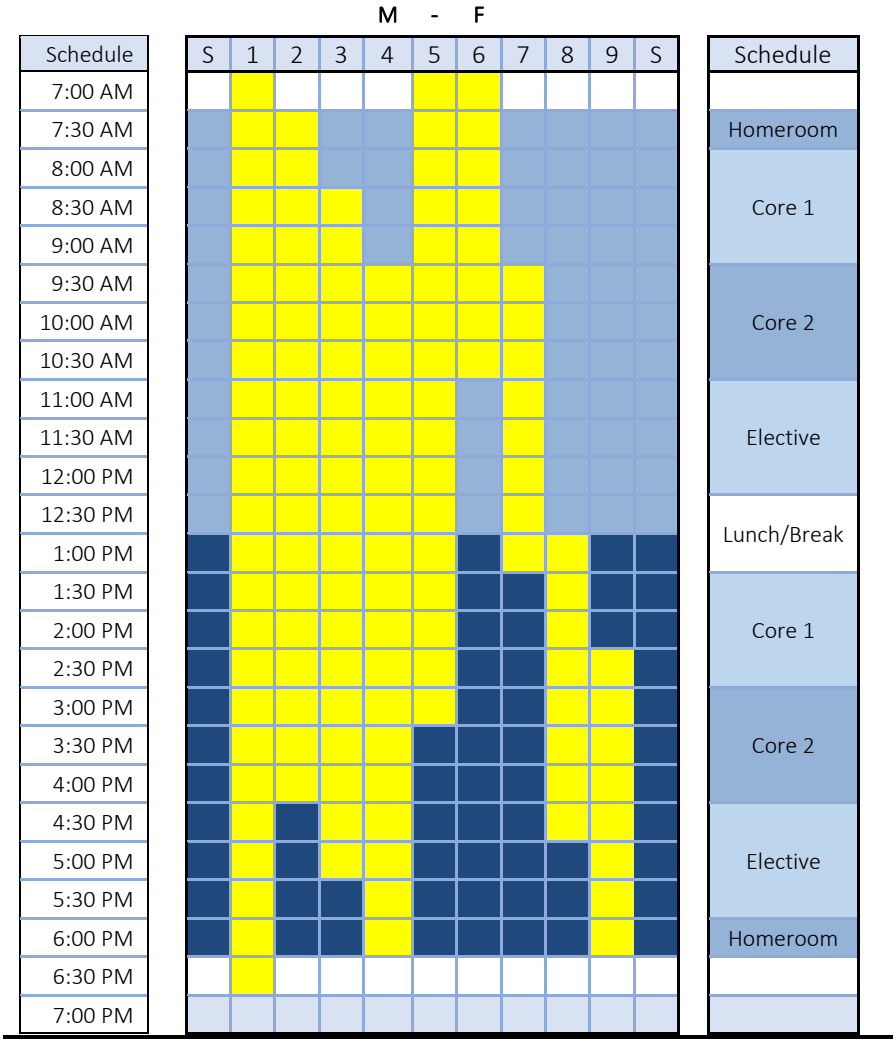

Table C.3.3: FES Year 1 Anticipated Staffing Plan for AIS[2]

[2] Course schedule is approximate. Refer to section A.4 - For a more detailed daily schedule of courses.

In Year 2, Focus High will expand to an estimated 255 students serving grades 9, 10, and 11. Students will be taught in two separate shifts, an AM shift of approximately 135 students and a PM shift of approximately 120 students. Teachers will departmentalize and may teach a combination of grade levels. The following table shows the instructional and non-instructional personnel for year 2.

Instructional Personnel	FTEs	Non-instructional Personnel	FTEs
Principal	1	Office Manager/Registrar	1
Teacher	9	Director of Operations	1
Student Advocates (TAs)	6	IT	2
Special Education	3	Accounting/Bookkeeper	1
Counselor/Career Coach	1		
TOTAL	20	TOTAL	5

Table C.3.4: FES Year 2 Instructional and Non-Instructional Personnel

In Year 3, Focus High will expand to an estimated 425 students in grades 9, 10, 11, and 12. Students will be taught in two separate shifts, an AM shift of approximately 225 students and a PM shift of approximately 200 students. Teachers will departmentalize and may teach a combination of grade levels. The following table shows the instructional and non-instructional personnel for year 3.

Instructional Personnel	FTEs	Non-instructional Personnel	FTEs
Principal	1	Office Manager/Registrar	1
Teacher	15	Director of Operations	1
Student Advocates (TAs)	10	Communications Director	1
Special Education	5	IT	3
Counselor/Career Coach	2	Accounting/Bookkeeper	1
TOTAL	33	TOTAL	7

Table C.3.5: FES Year 3 Instructional and Non-Instructional Personnel

This staffing schedule is consistent with the personnel indicated on the three year operational budget (C.5).

RECRUITING, HIRING, AND TRAINING[3]

Recruiting

Focus High will employ a recruitment process that seeks out and attracts the most-qualified personnel. The following outlines the primary methods and mediums Focus High will primarily use to meet staffing needs:

- Arizona Teaching Fellows and alumni

[3] Adapted from the recruiting, hiring, and training policies of Western School of Science and Technology, Inc., an Arizona Charter School

- Arizona Department of Education
- Job-posting websites
- Local and national schools of education
- Professional associations (for positions other than teachers)
- Word of mouth

Recruiting Process

In the recruitment process, Focus High will communicate major benefits to prospective employees such as technology-driven classrooms, increased automation, community impact, opportunities for professional growth, alternative shift schedules, extended Fall and Winter breaks, and opportunities for innovation.

After potential staff have been identified and prospective employees have expressed reciprocal interest, the screening process will begin to find personnel who exhibit a passion for technology-driven education and alignment with Focus High's mission, vision, values, and educational philosophy. These individuals must show a strong commitment to student achievement, commitment to growth and improvement, and general qualities of flexibility, professionalism, strong work ethic, and drive.

The following outlines the application, interview, and hiring process:

1. Resume Screen
2. Cover Letter Screen
3. Phone Screen
4. In-Person Interview
5. Sample Lesson
6. Sample Lesson Plan
7. Feedback Response
8. Reference Check

The following describes each process in detail as well as its purpose in the staff-selection process.

1. Resume Screen

Candidates will submit their resumes via email or an electronic submission form found on the FocusHighSchool.com website. Resumes will be received by the School Director/Principal (or Director of Operations beginning in year 2). The Director of Operations will screen resumes, considering factors such as high academic achievement, impressive employment experience, credible referrals, demonstrated leadership experience, and general organizational skills and written communication ability based on candidate's resume and cover letter.

2. Cover Letter Screen

Candidates will also submit a cover letter detailing their educational philosophy. The Principal or Director of Operations will review this letter considering such factors as: how the candidates' mission, vision, and values compares with FHS' and the candidate's general written communication and organizational abilities. A rubric, created by the Principal and/or the Director of Operations will be used to evaluate

Cover Letter effectiveness. Candidates deemed viable, will advance to the phone screen portion of the interview process.

3. Phone Screen

Qualified candidates who have successfully passed the initial resume and cover letter stage, will participate in a phone interview with the School Director/Principal or Director of Operations. The phone interview will the candidate a series of behavioral based questions developed by the Principal or Director of Operations. The candidate's responses will be graded on a pre-defined rubric created by the Principal and/or Director of Operations. Questions should seek to gauge an individual's verbal communication skills and ability to draw on personal experiences to convey relevant principles and values. Qualified candidates will advance to the In-Person Interview portion of the interview process.

4. In-Person Interview

The in-person interview will consist of three parts: an in-person interview, a sample lesson--in which the applicant will create and submit or upload a sample lesson plan online, and a short session in which feedback is offered to the candidate and the candidate has a chance to respond to the feedback. This step will be completed by the School Director/Principal and/or an interview panel arranged by the principal which would include the candidate's potential immediate supervisor (if applicable). This will take place at Focus High in Years 2 and 3; before then, it will take place at a location to be determined.

The purpose of the in-person interview session is to assess the candidate's spoken communication ability, presence, mindsets, and educational practice. Candidates will also be invited and encouraged to ask questions in which the interviewer or interview panel will assess for general interest and educational knowledge of the applicant. The purpose of the curriculum sample will be to assess the candidate's knowledge and ability of relevant subject material and ability to competently navigate a computer. The goal of the feedback response session is to assess the candidate's growth mindset and receptiveness to constructive criticism. All of the above will be assessed using defined rubrics created by the principal or director of operations.

5. Reference Check

Candidates selected to move beyond the in-person interview will advance to the reference check portion of the interview process. In this stage, the principal or director of operations or the interview panel will review the candidate's professional references that were submitted via resume or during the in-person interview process. The purpose of this step is to assess the applicant's character, work ethic, follow-through, and ability to work well with others in a professional environment.

6. Final Decision

Following steps 1-5, the School Director/Principal, with the assistance and insight of the interview review panel and/or the applicant's immediate supervisor, will consider the totality of that candidate's interview process and make a selection as to whether or not to offer the candidate a position.
Focus High will not discriminate in the staff recruitment, selection, hiring, or supporting processes on the basis of ethnicity, race, national origin, gender, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

Onboarding and Orientation

From both a legal compliance and a school culture perspective, Focus High will aim to effectively onboard and orient staff members quickly and effectively. The following will discuss the onboarding and orientation process for new staff members.

Focus High will ensure compliance with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, all instructional employees will maintain fingerprint clearance cards, and employment offers will be contingent upon receipt by the school of the prospective employee's fingerprint clearance card. In an effort to ensure compliance prior to school start, FHS will make every effort hire all staff by June 15 of each year. This should provide ample time for potential staff to obtain receipt of fingerprint clearance cards before the first day of staff development on August 1.

Applicants may be invited to attend Summer sessions to assist the principal with the creation of effective, rigorous, and standards-aligned Essential Learning Outcomes; to help develop requisite documents, pacing guides, and rigorous standards-aligned Quarterly Benchmark Assessments; to prepare for the planning and delivery of effective instruction, best practices for instruction, the effective usage of hybrid learning for instruction, and to explore opportunities for differentiation in instruction; and finally to prepare for the usage of assessment data to drive instruction, explore effective co-observation techniques, and discuss proper and effective collaborative assessments, PLC Meetings, and Data Analysis Meetings (See A.5).

An effort will also be made to further develop values and culture integral to Focus' educational philosophy during the month's leading up to the start of the school year. Under the direction of the principal, an onboarding and orientation class will be made available to new hires via the Canvas LMS. This will serve the dual purpose of familiarizing staff with a key instructional delivery system while also providing relevant information designed to train newly-hired staff on the Focus' Vision, Mission, Core Values, and the methodologies outlined above. This onboarding course will be made available in year 2, while the Principal will address the needs served through this course on an individual basis in year 1.

Training - Ongoing Professional Development

Focus High will provide the structure, support, and ongoing development to continuously improve staff effectiveness. The following will ensure continuous improvement of staff effectiveness throughout the school year:

- Teacher co-observations and debriefs.
- Weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects
- Bi-monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, or the results of observations or evaluations. Sessions will be conducted by Focus High staff or outside consultants with expertise in the area of interest. Staff may also attend off-site professional development sessions or conferences
- Continuous coaching and feedback based upon informal observations
- Action research

Professional development will be differentiated and based upon teacher need, as determined by survey, observation, and evaluation results and collaborative team requests.

Structurally, at least one hour will be built into every week for collaborative team or full-staff professional development time.

Teacher Evaluation

Focus High will use a comprehensive system to monitor and evaluate the effectiveness of instructional practices of the school's teachers.

Teacher Performance Levels

The following performance levels will be used, from least to most effective:
Ineffective, Marginally Effective, Effective, Highly Effective, Exemplar.
In addition, teachers new to Focus School will be ranked as "New To Focus" pending results of the first formal observation.

Formal Evaluations

The School Director/Principal will conduct a formal evaluation of each teacher's performance each semester. Formal evaluations will be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. During the Pre-Observation Conference, the School Director/Principal will discuss the teacher's professional development goals from the past semester and what to expect during the upcoming lesson. Evaluations will assess instructional practice and the effectiveness of a teacher's lesson plans, gradebook, assessments, and assessment results. Pursuant to new state requirements, 40% of teachers' formal summative evaluations will be based upon their students' assessment results – relating to both proficiency and growth – and their usage of data to improve students learning. The Post-Observation Conference will present the results of the Formal Evaluation, including:

- Determination of a teacher's performance level according to a defined rubric modeled upon rubrics used at high-performing charter schools.
- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not a teacher will be asked back to Focus High (during the second semester formal evaluation).

Teachers rated "Ineffective" will not be offered an employment agreement with Focus High and teachers rated "Marginally Effective" will be placed on a Performance Plan.

Performance Plans will involve specific growth targets for a teacher relating to instructional performance and student progress, as measured by assessment data. Monthly, the School Director/Principal and any teacher on a Performance Plan will meet to discuss progress regarding the plan and the teacher's professional growth. Administration will also suggest additional professional development opportunities for teachers on Performance Plans and report progress of teachers on Performance Plans to the Governing Board.
A teacher must move from "Marginally Effective" to "Effective" by the next year's first Formal Evaluation to be invited back to Focus High.

Informal Observations

Focus High endeavors to support and coach all teachers to higher levels of performance and effectiveness.

To that end, school administrators and/or lead teachers will complete informal observations and coaching conversations with teachers throughout the year. Each teacher will receive a minimum of one informal evaluation each semester. Additional informal evaluations will be conducted at the discretion of the Principal and/or lead teacher(s).

Coaching conversations for informal observations are non-evaluative and will be aimed at improving a teacher's performance and identifying concrete areas of growth or new instructional methodologies to implement based upon best practices. Outcomes of coaching conversations may lead to specific action plans or professional development opportunities for teachers.

Focus High personnel conducting observations and coaching conversations will be trained through professional development sessions in effective coaching practices to ensure the effectiveness of informal observations and coaching conversations.

School Leader Evaluation and Training

The Governing Board is responsible for the evaluation of the School Director/Principal, it shall also be the responsibility of the Board to adequately develop the School Director/Principal.
The Board shall develop annual goals, specific performance metrics, and a Professional Development Plan for the School Director/Principal each July. Quarterly, the School Director/Principal shall provide the data required by the Board, pursuant to his or her goals and Professional Development Plan. The Board shall monitor this data and suggest professional growth opportunities for the School Director/Principal. Should he or she meet his or her annual goals earlier than anticipated, the Board shall be responsible for formulating new goals. A summative evaluation of the School Director/Principal's performance towards his or her annual goals and Professional Development plan will be compiled by the Board and reviewed by the full Board at each year's June Board meeting.

During the June meeting, the Board shall also evaluate the School Director/Principal's performance against a defined rubric. Per state statute, 40% of the School Director/Principal's evaluation will be based upon student achievement outcomes. The Board shall conduct a Post-Observation Conference to present the results of this evaluation, including:

- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not the School Director/Principal will be asked back to Focus High.

Throughout the year, pursuant to the School Director/Principal's goals and Professional Development Plan, leaders shall seek out professional development opportunities that align with both Focus School's mission and vision.

The following are examples of potential professional development opportunities for key school leaders:

- Working with an experienced consultant or school leader mentor;
- Attending professional development conferences and sessions
- Visiting exceptional schools to observe and learn how to implement best practices.

COMPENSATION AND RETENTION

The following will discuss compensation and retention goals as it pertains to Focus High's key personnel and overall staffing plan.

To attract and retain high-quality teachers, FHS will provide compensation comparable to or above the compensation range for highly qualified or certified teachers working within the target area. Compensation will also be based on skill and experience.

FHS will use $48,000 as the starting base for all full-time teacher positions. The average starting secondary education teacher salary in AZ is $31,689.4 The rationale for offering a higher starting wage is to attract higher quality educators with appropriate STEM experience. Additional wages will be based upon the teacher's track record of student achievement. Evidence of student achievement will be required during the application process described above.

Benefits: Medical, vision, and dental benefits will be offered to full time employees (FTEs). FHS will cover 50% of medical, vision, and dental premiums for full time employees only. Based on rates quoted by Astoria Insurance, FHS estimates an expense of $225.00/month per full time employee.

ERE: Additional employee related expenses and benefits are calculated at 15% of an employee's salary.

[4] http://www.nea.org/home/2011-2012-average-starting-teacher-salary.html

PRINCIPAL: ($70,000 - $90,000)

Salary based on experience and size of student body

Qualifications –Minimum of 2 years experience in Administration (High School preferred); Experience working with research-based instructional strategies, assessments, and interventions*;* Master's degree*;* Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Responsible for completing all reporting as required by ADE in a timely manner; Directly responsible for the administration, supervision and evaluation of all areas related to the management of the school; Organizes, coordinates, supervises, evaluates, and interprets the total instructional and curricular program; Develop and supervise the instructional program consistent with the needs of the students and the mandates of the state; Visit classrooms to maintain an ongoing knowledge of classroom procedures for teaching and learning; Administers the approved school budget by seeing that expenditures are within the approved budgetary allotment; Oversee accounting and contracted services; Responsible for grants management; Ensure that the attendance reporting and record keeping functions are performed within procedures required by ADE and state statutes; Prepare a calendar of school program and activities; Develop handbooks for students and teachers; Establish effective procedures for controlling pupil behavior during school hours and at all school activities; Responsible for overseeing state testing (AIMS, AzMERIT, PARCC); Oversee school personnel and staff training and development.

DIRECTOR (OPERATIONS AND MAINTENANCE): ($65,000 - $75,000)

Salary based on experience and size of student body

Qualifications –Minimum of 2 years experience in School Administration, Managerial, or Director Role; Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives*;* Master's degree*;* Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Responsible for carrying out the operational vision and mission of FES to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. Operates within the parameters and budget constraints outlined by the board to ensure organizational objectives are met in compliance with state and charter board regulatory requirements. Collaborates with internal and external personnel (e.g. other administrators, architects, contractors, auditors, public agencies, community members, etc.) for the purpose of planning, implementing and/or maintaining services and programs. Directs department operations; the maintenance of services and the implementation of new programs and/or processes (e.g. major renovations; site repairs/construction, maintenance, acquisition of new land for construction, etc.) for the purpose of providing services within established timeframes and in compliance with related requirements. Facilitates meetings and workshops, etc. for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative. Monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed. Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions. Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget. Plans for and inspects new construction, repair work and related projects for the purpose of ensuring that jobs are completed efficiently; specifications are within regulatory requirements; and approving inspection reports and payment requests. Prepares a wide variety of written materials (e.g. facility records, correspondence, memos, reports, policy/procedures, budget, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information. Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

DIRECTOR (MARKETING & COMMUNITY RELATIONS): ($65,000 - $75,000)

Salary based on experience and size of student body

Qualifications – Minimum of 2 years experience in School Administration, Managerial, or Director Role; Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives*;* Master's degree*;* Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Responsible for carrying out the operational vision and mission of FES to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. Operates within the parameters and budget constraints outlined by the board to ensure organizational objectives are met in compliance with state, charter board, and regulatory requirements. Coordinates and sustains all aspects of internal and external communications, including news media relations, a diverse array of print/electronic publications, web site, and social media initiatives. Plans, implements, and coordinates the FHS' marketing, advertising and public relations programs to parallel the goals and mission of FES. Establishes, nurtures, and maintains positive external relationships with individuals, businesses, and community-based organizations that support the FES' outreach efforts. Arranges for interviews with personnel for print and broadcast media and for special events. Composes correspondence, media messages, articles, press releases, announcements, presentations and other oral/written communications to meet FES' outreach needs. Acts as spokesperson and liaison with the media. Coordinates the photography needs of FES. Plans and coordinates all relevant activities for special events. Coordinates alumni and community relations. Participates in appropriate committees. Cultivates individual relationships and partnerships that support organizational initiatives. Attends Board meetings as needed, serves on pertinent Foundation committees and participates in community and social events that promote FES and cultivate relationships leading to grants and donations. Coordinates the creation and implementation of a strategic plan for the marketing and community relations functional area. Reviews, maintains and evaluates the budget for the marketing and community relations functional area. Develops outcomes for the marketing and community relations functional area, monitors assessment of those outcomes, and develops plans of action for improvement based on the assessment of those outcomes. Assists with the development, implementation, monitoring, and revision of policies and procedures relating to the marketing and community relations functional area. Assists with the process for systematic review and evaluation of the marketing and community relations functional area. Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite. Completes duties and responsibilities in compliance with FES standards, policies and guidelines. Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and community partners. Completes all required training and professional development sessions. Supports FES' values and institutional goals. Working hours may include evenings, holidays or weekends depending on deadline requirements and special events. Performs other duties as assigned.

OFFICE MANAGER/REGISTRAR:[5] ($36,000)

Position will likely be contracted in years 1-3 through Consilium SFG

Qualifications - The following are the critical skills and experiences sought in an effective Office Manager/Registrar at Focus High:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of an Associate's Degree
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

Essential Functions - The primary responsibilities of the Office Manager/Registrar are to support the school's operations and maintain all school records. As such, the Office Manager/Registrar is the custodian of records for Focus High.
The following are the primary responsibilities of the Office Manager/Registrar:

- Manage student information system and SAIS uploads
- Manage enrollment and attendance
- Process enrollment/withdrawal forms
- Submit estimated student counts
- Maintain student files and compliance with applicable statutes
- Greet visitors/answer general phone line

[5] Position will likely be contracted in years 1-3 (See B.3.2)

TEACHER/INSTRUCTOR: ($48,000)

Qualifications – Teachers will hold a master's degree from a regionally accredited university and/or have at least 6 years of verifiable and applicable work experience within their respective subject area. Teachers will be committed and able to demonstrate effectiveness in instruction according to Arizona State Standards; Meet all requirements of the No Child Left Behind Act (i.e. state certified or passing score on the AEPA Subject Knowledge, or present transcripts containing the appropriate number of credits in subject area); Possess a Class 1 Fingerprint Clearance Card; possess at least 45 Structured English Immersion (SEI) hours.

Essential Functions – Provide instruction that demonstrates alignment between instruction, assessment, and student activities; Monitor student proficiency of performance objectives; Exercise effective classroom management; Create, modify, and implement lesson plans according to Arizona State Standards; Provide instructional intervention; Implement progress monitoring for students performing below grade level; Use methods of instruction and assessment as outlined by FHS; Supervise student activities; Participate in creating school scope and sequence; Other duties as prescribed by the principal and governing board.

The Full Time Teachers FTT for year 1 will be divided as follows:

- *FTT1 will teach Math and Science*
- *FTT2 will teach English and Social Sciences*
- *FTT3 will teach Elective Courses*

INSTRUCTIONAL ASSISTANT (STUDENT ADVOCATE): ($15/HR)

Qualifications – Passing score on ParaPro exam or a minimum of 60 credit hours from an accredited university or applicable job-related experience. Proficient in Microsoft Office Software; Basic clerical skills; Bookkeeping experience; Ability to obtain a Class 1 Fingerprint Clearance Card; Previous experience working with children; Organizational skills; Knowledge of cloud storage and familiarity with online classroom portals such as Moodle, Blackboard, or Canvas a plus.

Essential Functions: Assist full-time teacher(s) in classroom duties, assist student with basic computer related questions, communicate with parents/students; track student attendance; Order supplies; Answer phones; other clerical duties as prescribed by teacher or principal. Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities; tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers; supervise students in classrooms, halls, cafeterias, school yards, or on field trips; enforce administration policies and rules governing students; observe students' performance, and record relevant data to assess progress; discuss assigned duties with classroom teachers to coordinate instructional efforts; instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage; present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods, organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills; distribute tests and homework assignments and collect them when they are completed; type, file, and duplicate materials.

GUIDANCE COUNSELOR ($38,000)

Qualifications: Hold a master's degree in counseling from an accredited college or university; Meet the certification requirements for school counselor from the Arizona Department of Education.

Primary functions: Assist students in the areas of academic development, career development, and citizenship development, as well as emotional and social development; Collaborate with faculty, staff, and parents to better understand and meet the needs of all students; Develop, review, and revise a career and educational plan for each student; Monitor and advise students and parents as to progress toward promotion and graduation; Prepare students for transition to next level of education; monitor student attendance records and provide intervention as needed.

Note: No guidance counselor will be hired for year 1. A guidance counselor will be hired when total student enrollment reaches 150 pupils (estimated in 2nd year). An additional guidance counselor will be hired when total student enrollment reaches 250 students (estimated in 3rd year).