

**NOTICE AND AGENDA OF REGULAR PUBLIC MEETING AND EXECUTIVE SESSION
OF THE GOVERNING BOARD OF
FLAGSTAFF JUNIOR ACADEMY & CHILDREN'S HOUSE**

NOTICE

Pursuant to A.R.S. 38-431.02, notice is hereby given to the general public that the Governing Board of Flagstaff Junior Academy & Children's House will convene a meeting open to the public at the time, date and place indicated. Information regarding agenda items may be reviewed online and/or in the office of the Executive Director.

The Governing Board of the Flagstaff Junior Academy & Children's House may, by motion, recess into executive session to receive legal advice from the Board's attorney(s) on any item contained in this agenda, pursuant to A.R.S. 38-431.03(A)(3), at any time during the meeting. The attorney(s) may participate in person, by telephone, or virtually.

The Governing Board may consider any item below in any order and at any time during the meeting. One or more members of the Governing Board may appear by other technological means. If any disabled person needs any type of accommodation, please notify Kristin Patterson at 774.6007 ext. 201 at least seventy-two (72) hours prior to the time scheduled for the meeting.

Wednesday December 7, 2022—5:30 PM

AGENDA

Join Zoom Meeting

<https://us02web.zoom.us/j/82506317993?pwd=SENwQjJ2M1l3TjVmM1Q0bDRsRVJGUTo9>

Meeting ID: 825 0631 7993

Passcode: 095398

I. Call To Order

President will call meeting to order

II. Roll Call of Members

President will take roll

III. Presentations/Information/Reports

- i. **President's Report**—The President will provide information to the Board regarding matters pertaining to the FJA Board
- ii. **Director's Report**—The Executive Director will provide information to the Board regarding school matters
- iii. **Financial Report**—The Interim Business Manager will provide information to the Board regarding financial matters
- iv. **Presentation**—The Assistant Director will present Annual Goals

IV. Call To The Public (Comments regarding matters over which the Board has authority are welcome from the public at this time. A time limit of 3 minutes per person is required due to time constraints. The Board may not discuss or take action on matters raised during the call to the public that are not

specifically identified on the agenda. The only action the Board may take as a result of public comment is limited to directing staff to study the matter or scheduling the matter for further consideration at a later Board meeting.)

- a) Call to the Public

V. Consent Agenda (All items listed hereunder are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board member so requests, in which event the item will be removed from the consent agenda and will be discussed separately.)

- a) Approval of Minutes dated 11/7/2022
- b) Approval of resignation of Office Manager Jeanne Hink
- c) Approval of new hire: Classroom Aide Danielle Ridgell-Perry

VI. Old Business (Action items are ready for the Board to take adoptive, approval, or other appropriate action on a matter scheduled for action. Items cannot be placed on the agenda after the public posting or advertisement is made.)

- a) Discuss Long Term Building Projects

VII. New Business (Action items are ready for the Board to take adoptive, approval, or other appropriate action on a matter scheduled for action. Items cannot be placed on the agenda after the public posting or advertisement is made. No action during Executive Session.)

- a) Discussion with possible action regarding SY2022-2023 FJA's Safe Return to In-Person Learning Plan
- b) Discussion with possible action regarding the Executive Director Evaluation Framework
- c) Discussion with possible action for approval of the Assistant Director Evaluation Framework.
- d) Discussion with possible action for approval of the Teacher Evaluation Framework.
- e) Discussion with possible action for approval of the New Hire Classroom Aide Schedule
- f) Discussion with possible action for approval of the Classroom Aide increases to match the Salary Schedule effective Jan 1, 2023.
- g) Discussion with possible action regarding Substitute Daily Rate Schedule
- h) Discussion with possible action regarding FJA's Governing Board Revised By-Laws

VIII. Announcements/Upcoming Events

1. December 8th—PTG Parents' Night Out, 5-8 p.m.
2. December 11th-13th—Bonito Book Fair
3. December 13th—Bonito Winter Arts Showcase and Chili Fundraiser, 5-7 p.m.
4. December 19th-30th—Winter Break
5. January 4th—FJA Governing Board Meeting, 5:30 p.m.
6. January 16th—No School, MLK Jr. Day
7. January 25th—Cedar Campus Open House, 6 p.m.
8. January 26th—Bonito Campus Open House, 6 p.m.

9. Jan. 30th and 31st: **Kendama Mindfulness Assemblies and Programming:**
"Empowering Mindfulness, Growth Mindset and Social Emotional Learning Through Play with Kendama"

IX. F.A.I.R. - Future Agenda Item Requests (Items requested by the Board Members to be placed on a future Agenda.)

1. Wealth Management Report (Jan)
2. Renewal of Bonito Lease (Jan/Feb)
3. 2023-2024 SY Calendar (Mar)
4. Executive Director Evaluation (Mar)
5. Teacher New Hire Starting Salary Guide for the 2023-2024 SY (Mar/Apr)

X. Adjournment

President adjourns meeting

Flagstaff Junior Academy Executive Director Report

TO: Flagstaff Junior Academy Governing Board
FROM: Carissa Morrison, FJA Executive Director
MEETING DATE: December 7, 2022

End-of-Year Happenings

December in schools is always interesting and busy for both students and staff. Middle school is wrapping up second quarter assignments and grades. Those staff are also working hard to keep students focused and engaged, while also making room for a little fun (e.g. Winter Arts Showcase on 12/13, Winter Wonderland on last day of school, and Winter Culture Sharing in the lobby throughout). Elementary School has been focusing on service (e.g. Toy Drive and caroling field trip at senior living community). Of course, our PreK-4 students have a party or two in December and get a kick out of our resident Elf on the Shelf's hallway antics. As for administration, we get to enjoy all the fun and also focus on some big-picture to-do's (e.g. wrapping up teachers' Prop 301 submissions, planning internal staff professional development for the spring, and recommending external PD opportunities to teachers).

Below is a link to our most recent family newsletter. This will give you a quick overview of current FJA happenings:

<https://fjademy.com/wp-content/uploads/2022/12/FJA-Monthly-Newsletter-Nov-Dec-2022.pdf>

FJA January Open Houses

January is a time when our FJA staff host Open Houses at each campus for prospective families. It's an opportunity for folks to come tour the campuses, listen to teacher presentations, and ask questions about our school, the lottery process, and see if we are a good fit for their children. It takes preparation on all staff's parts and is an important time for our school. Our Leadership Team is developing a new presentation for teachers to use in their classroom information sessions with families during Open House; the focus is experiential learning. Also, we are increasing advertising a bit these next few months and doing our best to ensure a robust turnout in January and a large applicant pool for the March lottery.

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Monday, November 7, 2022—5:30 PM

Join from PC, Mac, Linux, iOS or Android:

<https://us02web.zoom.us/j/82303094214?pwd=bjh5NVlKMzY0ZlJld2RzZjZwL3d6UT09>

Meeting ID: 823 0309 4214

Passcode: 433663

MINUTES

I. Call To Order

Mr. Naleski called the meeting to order at 5:34 p.m.

II. Roll Call of Members

Mr. Naleski took roll.

Mr. Naleski	Present
Mrs. Neff	Present
Ms. Smith	Present
Mrs. Suda	Present
Mrs. Saltzburg	Present

Additionally, Dr. Carissa Morrison, Ms. Kristin Patterson, Ms. Cassie Wilson and new board members, Ms. Kim Shaw and Mr. Roy DuPrez, were present.

III. Presentations/Information/Reports

- i. **President’s Report**—The President will provide information to the Board regarding matters pertaining to the FJA Board- Mr. Naleski reminded board members to keep the first Wednesday of the month free for meetings and that the next meeting is December 7.
- ii. **Director’s Report**—The Executive Director will provide information to the Board regarding school matters- Dr. Morrison mentioned that our school letter grade was published. We

maintained our B and that we have gradually improved each year. She shared appreciation for students' and staff's hard work.

- iii. **Financial Report**—Cassie Wilson will provide information to the Board regarding financial matters- Ms. Wilson provided financial report in advance of the meeting and was available to answer questions. Board members commented that they like the financial report because it provides a summary of updates and changes from the past month.

IV. Call To The Public (Comments regarding matters over which the Board has authority are welcome from the public at this time. A time limit of 3 minutes per person is required due to time constraints. The Board may not discuss or take action on matters raised during the call to the public that are not specifically identified on the agenda. The only action the Board may take as a result of public comment is limited to directing staff to study the matter or scheduling the matter for further consideration at a later Board meeting.)

- a) Call to the Public- No public comment.

V. Consent Agenda (All items listed hereunder are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board member so requests, in which event the item will be removed from the consent agenda and will be discussed separately.)

- a) Approval of Minutes dated 10/13/2022

Mr. Naleski	Motioned to approve consent agenda items as written.
Mrs. Neff	Seconded
Mrs. Suda	Aye
Ms. Smith	Aye
Mrs. Saltzburg	Aye

VI. Old Business (Action items are ready for the Board to take adoptive, approval, or other appropriate action on a matter scheduled for action. Items cannot be placed on the agenda after the public posting or advertisement is made.)

- a) Discuss Long Term Building Projects- No new updates.

VII. New Business (Action items are ready for the Board to take adoptive, approval, or other appropriate action on a matter scheduled for action. Items cannot be placed on the agenda after the public posting or advertisement is made. No action during Executive Session.)

- a) Discussion with possible action regarding SY2022-2023 FJA's Safe Return to In-Person Learning Plan- Dr. Morrison wanted to revisit our plan because we need to submit the plan to ADE soon. She said that some schools are moving away from pooled testing but that we still find positive cases with the 30-40 percent of our population testing. The Board decided to keep our plan as it is written.
- b) Discussion with possible action regarding Executive Director Annual Goals- Dr. Morrison thanked Mrs. Saltzburg for helping with revising the wording on the

introductory section of our board agenda. Dr. Morrison stated that many goals are continuations of last year's goals, just with more specificity. She added that she is open to board direction and ideas for future goals.

- c) Discussion with possible action regarding acceptance of FY22 Annual Audit- Dr. Morrison and Ms. Wilson shared that this is the second year FJA has used Fester and Chapman and that they are very helpful, responsive, and thorough. This year, we were able to resolve a material weakness from last year's audit. There were a few other findings on the Legal Questionnaire regarding 45-day screeners and attendance (has to do with the communication in our SIS system and ADE). We are going to do an internal mini audit in January to find anything that might be affecting the attendance component. Dr. Morrison thanked our office staff, Ms. Jeanne Hink, Ms. Natalie Ruggieri, and Ms. Adair Scantlebury, and Mr. Walsh for providing information for the audit.

Mr. Naleski	Motioned to accept the financial findings of the FY22 Annual Audit as presented.
Mrs. Saltzburg	Seconded
Mrs. Neff	Aye
Mrs. Suda	Aye
Ms. Smith	Aye

- d) Discussion with possible action regarding assigning Cassie Wilson as Interim Business Manager through June 30, 2023 (The board may vote to convene in Executive Session pursuant to A.R.S. 38-431.03 (A)(1)).

Mr. Naleski offered a huge thanks to Ms. Wilson for all her work to help with Business Manager duties. Dr. Morrison said the goal is to post the Business Manager position before spring break in hopes of filling the position by May to provide training time before officially starting July 1. Dr. Morrison commented on the effort Ms. Wilson has put into learning the position the past six months. Dr. Morrison summarized that she is asking the board to approve the change of position from Business Support to Interim Business Manager and increase Ms. Wilson's hourly rate since she is handling many more duties than when she originally started (audit, AFR, etc.).

Mr. Naleski	Motioned to approve Ms. Wilson as the Interim Business Manager.
Ms. Smith	Seconded
Mrs. Neff	Aye
Mrs. Suda	Aye
Mrs. Saltzburg	Aye

- e) Discussion with possible action regarding FJA's Governing Board Revised By-Laws- Mrs. Saltzburg has started to review the bylaws in a more detailed way and is

comparing them to other charters in Flagstaff to see how similar/different they are. Mr. Naleski and Ms. Smith offered to discuss bylaw review with Mrs. Saltzburg before meeting in December. Dr. Morrison will supply bylaws to new board members.

VIII. Announcements/Upcoming Events

1. November 5, 2022—Girls on the Run 5K Celebration at 10 a.m., Buffalo Park
2. November 10, 2022—Make-Up Picture Day (Both Campuses)
3. November 11, 2022—Veterans Day, No School
4. November 21-25—Thanksgiving Break, No School
5. November 30—PTO meeting, 5:15 p.m., Cedar Campus
6. December 7—Governing Board Meeting, 5:30 p.m., Cedar Campus

IX. F.A.I.R. - Future Agenda Item Requests (Items requested by the Board Members to be placed on a future Agenda.)

1. 2022-2023 SY Teacher Evaluation Tool (Dec)
2. 2022-2023 SY Assistant Director Evaluation Framework (Dec)
3. 2022-2023 SY Assistant Director Annual Goals (Dec)
4. Revise FJA's Governing Board Revised By-Laws (Dec)
5. Revise New Hire Classroom Aide Wage Schedule (Dec)
6. Revise Substitute Daily Rate Schedule (Dec)
7. Wealth Management Report (Jan)
8. 2023-2024 SY Calendar (Mar)
9. Teacher New Hire Starting Salary Guide for the 2023-2024 SY (Mar/Apr)

X. Adjournment

Mr. Naleski adjourns meeting at 6:41 p.m.

November 9, 2022

Flagstaff Junior Academy
306 W Cedar Ave
Flagstaff, AZ 86001

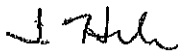
Dear Carissa and Kristin,

It is with a heavy heart that I officially resign from my position at Flagstaff Junior Academy as Office Manager. There is no good time to leave a school, but I feel it is time for me to devote my attention and talents back to my family. It has been a pleasure working with you both.

I have had a great experience working at FJA, and I'm thankful for the opportunity you have given me. I have met a lot of great people, and I will miss working closely with the families I've come to know. My last day will be November 30th.

Thanks again for this wonderful opportunity. I wish you both the best for your school. Let me know how I can assist with the transition.

Sincerely,



Jeanne Hink



Facility Financing Options

Prepared for Jerome Naleski
December 1, 2022



Financing Option for Your Schools

Reflecting Back What We Heard

Affordability

Transition to Wonderful Foundation

Options with CSC

Appendix

Reflecting What We Heard

Find and secure a unified location

The real estate market in Flagstaff has unique challenges when it comes to available properties at a reasonable price

Flagstaff Junior Academy (FJA) would like to house the entire school under one roof

FJA is open to both ground-up construction or conversion of an existing facility

FJA would leverage the sale of one existing location to help finance a combined facility



Affordability and Sustainability

FJA can afford \$3.9mm assuming 350 students (FTE)

Assumes no major growth in Full Time Enrollment (FTE)

Does not include any proceeds from the sale of the owned location

Affordability increases to \$5.0mm when projected \$1.1mm proceeds from sale of owned location is included

FJA has the flexibility to use the proceeds how they would like



Solutions for Unified FJA

FJA identifies a new property or building

Path 1 - CSC funds the purchase and tenant improvements if purchasing an existing building

Path 2 - CSC facilitates a development partner if FJA chooses ground up construction





Existing building purchase and tenant improvements

FJA team leads new location search

CSC funds 100% of purchase and tenant improvements; School signs NNN lease

Any additional tenant improvements can be funded through the sale of the existing location

FJA begins a path to ownership through the Wonderful Foundations

Path 1

Begin a Wonderful Path to Ownership

Ownership transitioned to Wonderful Foundations

Join community of 21 schools over next
two years in pooled-bond transaction

Access funds from the Giving Fund to
serve FJA's mission

Draw from the Capital Expenditure Fund
for building investments in Your Forever
School



Next Steps

Steps to a unified school

CSC periodically checks in with FJA on property or building search

CSC engages with FJA once a location with an existing building is found to consider financing

CSC facilitates introduction to development partners if necessary



2022-2023 SY Flagstaff Junior Academy Executive Director Evaluation Framework

Administrator Name: _____

Date: _____

Rating Scale: (I) Ineffective = 0; (D) Developing = 1; (E) Effective = 2; (HE) Highly Effective = 3

General Information: This evaluation framework is designed to improve administrator performance and student achievement. As outlined in A.R.S. 15-189.06, it includes the use of quantitative data on student academic progress and includes four performance classifications.

The instrument below is to be completed by the Flagstaff Junior Academy Governing Board every school year. The Governing Board's evaluation will count as 80% of the overall evaluation rating. The final 20% of the Executive Director's overall evaluation rating will be completed with state testing data serving as the quantitative data outline by law. This evaluation framework, in conjunction with the Board's assessment of the Executive Director achieving her annual written goals, will serve as the method by which the Executive Director is evaluated annually.

HE	E	D	I	Evidence
Education of Students				
				Ensures that FJA students receive a high-quality education as per the FJA Mission statement.
				Monitors and evaluates all curricular and extracurricular programs on an ongoing and annual basis.
				Maintains an open waiting list for the enrollment of pupils and maintains a comprehensive set of pupil records.
				Enrolls, disciplines, and dismisses students as per FJA policies.
				Ensures that teachers and other staff or consultants coordinate efforts so that the individual education needs of each student are met.
				Promotes ongoing Montessori education of teachers, staff, and parents.
				Prescribes and enforces school-wide policies to ensure accurate attendance information, equipment/inventory control, auditing procedures, and maintenance of district records utilizing generally accepted accounting principles.
				Enforces rules for disciplinary action taken against school in accordance with FJA policy and state law.
				Ensures that all programs meet the licensing and funding requirements of the Arizona State Charter Board for Schools, the Arizona Department of Education, and any other applicable certifying agency.
Overall Education of Students				
Staffing				
				Promotes collaboration and team work amongst the FJA community.
				Ensures that FJA staff follow FJA policies and procedures as related to cost control, budgeting, audits, logs, donations,

				purchases, requisitions, payroll, employee benefits and student attendance reports.
				Directs selection and appointment of all personnel and recommends for board approval. Makes assignments, reassignments, and transfers of personnel as are in his or her professional judgment necessary to secure highest efficiency of all staff and to best serve FJA.
				Conducts performance evaluations of all full-time, salaried personnel and conducts ongoing and annual performance evaluations of professional and support staff.
				Overall Staffing
Organizational Leadership				
				Interprets the school and its programs to the public as an FJA "spokesperson."
				Ensures that all employees have been educated on the policies and procedures approved by the Governing Board.
				Establishes open communication policies and procedures between FJA Board, FJA Staff, and FJA Families.
				Works with the Governing Board to achieve goals and objectives of the school.
				Advises the Governing Board on development of educational policies and procedures and makes recommendations to the Board.
				Informs the Governing Board and its committees of all relevant trends, matters and data so that the Board is able to meet its responsibilities.
				Communicates with the Governing Board President in a more direct manner when a situation arises that requires more immediate attention.
				Conveys Governing Board decisions in an appropriate manner to FJA staff and families.
				Advocates for FJA in charter school, political, and professional activities.
				Seeks legal counsel for advice when necessary.
				Performs such other duties and responsibilities as directed by the Governing Board.
				Overall Organization Leadership
School Management				
				Manages and operates FJA under the direction of the FJA Governing Board within the limits set by the Arizona State Charter Board.
				Serves as executive officer of Flagstaff Junior Academy for all divisions and units of the school.
				Attends and participates in any and all meetings that deal with the operations of FJA.
				Works as an active participant in Strategic Planning.
				Participates in and attends all audits of FJA by outside agencies.

2022-2023 SY Flagstaff Junior Academy Assistant Director Evaluation Framework

Administrator Name: _____

Date: _____

Scale: (HE) Highly Effective = 3 (E) Effective = 2 Developing = 1 (I) Ineffective = 0

General Information: This evaluation framework is designed to improve administrator performance and student achievement. As outlined in A.R.S. 15-189.06, it includes the use of quantitative data on student academic progress and includes four performance classifications.

The instrument below is to be completed by the Executive Director and Assistant Director every school year. The Executive Director’s evaluation will count as 40% of the overall evaluation rating. Likewise, the Assistant Director’s self-evaluation will count as 40% of the overall evaluation rating. The final 20% of the Assistant Director’s overall evaluation rating will be completed with state testing data serving as the quantitative data outline by law.

HE	E	D	I	Evidence
				Provides teachers with constructive feedback and serves as an instructional leader.
				Effectively communicates and applies leadership skills within a shared decision-making model.
				Assists Executive Director and faculty and staff with parent orientation, parent information nights, parent/teacher conferences and other essential duties as assigned.
				Possesses and displays sound educational philosophy and instructional competence.
				Possesses experience, or willingness to be trained, in approved teacher evaluation tool and effectively utilizes evaluation tool in observing, evaluating, and coaching teachers.
				Demonstrates innovation and creativity.
				Effectively implements a school-wide discipline program.
				Assists at both campuses in assessing technology needs and implementing necessary technology infrastructure and classroom tools.
				Communicates and meet with parents as needed.
				Attends monthly board meetings and assists facilitating regular staff meetings.
				Leads and facilitates school-wide data team.
				Contributes to curriculum and program development and evaluation of those programs.
				Presents at staff development and in-service for all employees.
				Develops and implements school restructuring programs, consensus and team building models, interdisciplinary teams and shared decision-making.

The following cutoffs will be used to determine the director's overall evaluation rating:

0 – 7 = Ineffective

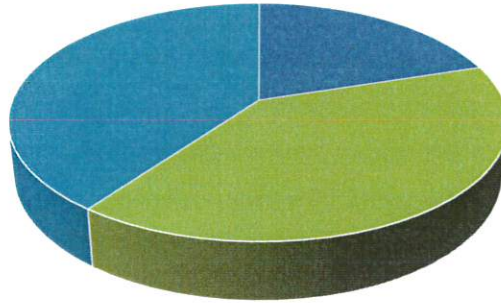
.8 – 1.5 = Developing

1.6 – 2.3 = Effective

2.4 – 3.0 = Highly Effective

Flagstaff Junior Academy 2022-2023 Teacher Evaluation Framework

Overall Teacher Evaluation



■ Student Growth Scores 20% ■ Teacher Self Evaluation 40% ■ Administrator Evaluation 40%

Overview

FJA's Teacher Performance Framework combines both quantitative and qualitative data to assess teacher performance as required by ARS 15-189.06. State statute requires schools to include the use of quantitative data on the academic progress of all students in their teachers' and principals' evaluation systems. The quantitative data should account from between 20% and 33% of the overall evaluation. State statute also requires that schools include four performance classifications in their evaluation systems: Highly Effective, Effective, Developing, and Ineffective. See the full law for more details:

<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00189-06.htm>

Student Growth Scores (20%)

FJA believes that the quantitative measure that best reflects teachers' impact on their students' academic success is growth/improvement data. Therefore, to fulfill the 20% quantitative requirement of ARS 15-189.06, FJA uses Acadience Reading growth data for its K through-2nd grade teachers and Galileo ELA, Math, and/or Science growth data for its 3rd through 8th grade teachers. Students' best two out of three scores used to evaluate growth.

Teacher Effectiveness Score	Percentage of Students Who Showed Growth
3—Highly Effective	80-100%
2—Effective	60-80%
1—Developing	40-60%
0—Ineffective	Below 40%

K-2 Teachers: The K-2 grades' Acadience Reading growth scores will be given a 0, 1, 2, or 3 score based upon the percentage of students who showed growth throughout the year. Then, these three grade-level scores will be averaged and used for the evaluation quantitative measure for all lead and specials teachers who work primarily with kindergarten, first, and second grade students.

3-4 Teachers: The 3rd and 4th grades' Galileo ELA and Math growth scores will be given a 0, 1, 2, or 3 score based upon the percentage of students who showed growth throughout the year. Then, these four scores (3rd ELA, 3rd Math, 4th ELA, 4th Math) will be averaged and used for the evaluation quantitative measure for all lead and specials teachers who work primarily with third and fourth grade students.

5-6 Teachers: The 5-6 grades' Galileo ELA and Math growth scores will be given a 0, 1, 2, or 3 score based upon the percentage of students who showed growth throughout the year. Then, these four scores (5th ELA, 5th Math, 6th ELA, 6th Math) will be averaged and used for the evaluation quantitative measure for all lead and specials teachers who work primarily with fifth and sixth grade students.

7-8 Teachers: The 7th and 8th grades' Galileo ELA, Math, and Science growth scores will be given a 0, 1, 2, or 3 score based upon the percentage of students who showed growth throughout the year. Then, these six scores (7th ELA, 7th Math, 7th Science, 8th ELA, 8th Math, 8th Science) will be averaged and used for the evaluation quantitative measure for all lead and specials teachers who work primarily with seventh and eighth grade students.

Teacher Self Evaluation (40%)

FJA's values teachers as professionals who know their practices well and are good judges of their teaching effectiveness. Therefore, FJA's Teacher Performance Framework includes teachers' own self-evaluations as one component of their overall annual evaluation. It is based upon them completing the FJA Teacher Evaluation Tool linked below:

<https://fjademy.com/wp-content/uploads/2022/12/Teacher-Evaluation-Tool-2022.pdf>

Administration Evaluation (40%)

FJA's values the knowledge and experience of its administrators to evaluate strong teaching practices and provide teachers with feedback to improve student academic achievement. Therefore, FJA's Teacher Performance Framework includes administrators' evaluations of teachers' crafts as one component of teachers' overall annual evaluation. Administrators' evaluations are based upon a minimum of one formal classroom observation, walkthrough visits, and reflections on teachers' professional practices throughout the year. The formal observation is based upon completion of the FJA Teacher Evaluation Tool linked above in the "Teacher Self Evaluation" section.

Teacher Performance Framework

Teacher's Name: _____ **Date:** _____

_____ x .40 + _____ x .40 + _____ x .20 = _____
(Self Eval Score) (Admin Eval Score) (Student Growth Score Average) Overall Teacher Evaluation Rating

The following cutoffs will be used to determine the teacher's overall evaluation rating:

0 – 7 = Ineffective

.8 – 1.5 = Developing

1.6 – 2.3 = Effective

2.4 – 3.0 = Highly Effective



Flagstaff Junior Academy

Classroom Aide New Hire Wage Placement Schedule

Updated December 7, 2022



Flagstaff Junior Academy recognizes the important role that classroom aides play in educating its students and, therefore, awards new hires additional monies based upon their experience, education, and unique qualifications. This placement schedule is to be completed by Flagstaff Junior Academy administration and then used to create new hires' work agreements.

Placement Points:

<p>New classroom aides earn a minimum of \$16.80 per hour and may be awarded up to 15 placement points, with each point equaling 10 cents, for a maximum starting wage of \$18.30.</p> <p>Experience Points: Classroom aides may receive up to 6 points for any combination of the following prior experience: Peace Corps, AmeriCorps, military service, or relevant job experience. Each full year of experience equals 1 point.</p> <p>Education Points: Classroom aides may receive up to 6 points for college credits through a Bachelor's Degree, 20 college credits equaling 1 point (20 credits = 1 point, 40 credits = 2 points, Associate's Degree = 3 points, 80 credits = 4 points, 100 credits = 5 points, Bachelors' Degree = 6 points)</p> <p>Unique Qualification Points: Classroom aides may receive up to 3 points for unique skills, competencies, special placements, etc. Examples: bilingual, medical certifications, degree in education, special education aide, etc.</p>	<p><u>Starting Wage Calculation</u></p> <p>Experience Points (up to 6) _____</p> <p>Education Points (up to 6) _____</p> <p>Qualification Points (up to 3) _____</p> <p>Total Points (up to 15): _____</p> <p>Initial Wage Proposed: _____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

New Hire Name: _____

Administrator Signature: _____

Date: _____

Staff Name	Current Hourly Rate
Elementary Aide #1	16.80
Before/AfterCare #1	15.50
Elementary Aide #2	16.80
Elementary Aide #3	17.00
Middle School Aide #1	17.62
Before/AfterCare #2	15.50
Elementary Aide #4	16.20
Elementary Aide #5	17.31
Elementary Aide #6	17.00
Before/AfterCare #3	15.50
Before/AfterCare #4	15.50
Middle School Aide #2	16.50
Middle School Aide #3	17.00
Before/Aftercare #5	15.50
Elementary Aide #7	16.48
Before/AfterCare #6	15.50
Middle School Aide #4	16.30