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*Teachers*

*Parents*

*Students*

*Community*

South Bay  
Preparatory

Qualifications of Staff

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### Qualifications of Staff

Consistent with the intent of charter school legislation, South Bay Prep is creating an innovative Educational Professional Practice (EPP) that will model and facilitate a democratic learning community that actively engages all stakeholders – students, parents, staff, and community partners. As the EPP matures, the goal is for the EPP to legally incorporate as a Workers' Cooperative (as described in SBP's Governance Model). All staff will have a greater sense of real ownership for the educational program and will be held accountable for the roles they play in supporting student success and the overall success of the school.

### Process for Staff Selection

The school's commitment to realizing the legislative intent to create new opportunities for all stakeholders – both in governance and in the educational program – will require staff members that are equally committed to the school's mission. As such, the process for staff selection will be unique and rigorous, and the process will include two important phases.

**Phase 1** will focus on helping applicants gain an understanding of the distinctive characteristics of the school's governance and educational vision and mission to determine if this would be a good fit for them and whether they would be interested in becoming an EPP member. This phase will include:

- Paper screening – a review of the applicant's resume to determine if he/she is qualified, including a credential check, as appropriate.
- Informational Reading – Qualified applicants will be required to read the Charter, the EPP Agreement, and other pertinent documents.
- Initial Conversation – Qualified applicants will have the opportunity to clarify and exhibit understanding of the Charter, the educational model, the EPP structure (practices and agreements), and other specifics related to the school.

**Phase 2** will focus on helping the school assess whether prospective EPP members are a good fit for the school. Qualified applicants who are determined by the school to be prospective EPP members will continue to Phase 2. This phase will include:

- “Performance Day” – By invitation, prospective EPP members will have the opportunity to participate in a “Performance Day” that will reflect the pedagogy of the school educational program and the structure of the EPP. The goal of the day will be for the school to observe the applicant's ability to demonstrate his/her ability to work collaboratively in an EPP and democratic learning community and to perform well in a real-world, project-based learning environment that uses a performance-based assessment system.
- Observation – For prospective credentialed EPP members, the school will observe whether they exhibit effective educational practices in an educational and/or youth oriented environment.
- Final Evaluation – For prospective EPP members who successfully complete the above, the school will conduct a final interview and reference check.
- Offer of Employment – Prospective EPP members who successfully complete all of the above and who are the best candidate for a given position will receive a formal offer of employment.

# Qualifications of Staff

## **Job Descriptions/Qualifications/Roles and Responsibilities**

The following are preliminary job descriptions, including qualifications and roles and responsibilities:

### **All Staff**

Qualifications for all members of the school's Educational Professional Practice (EPP) will include:

- Belief in the school's mission to prepare students to become self-motivated, competent, lifelong learners who are ready for success in college, careers and global citizenship;
- Willingness to become a contributing member of the EPP, working with members to create a healthy, vibrant, democratic learning community that actively engages all stakeholders;
- Love of students, enthusiasm for teaching and learning, the belief that each student can and will succeed and the willingness to do what it takes to make that happen; willingness and ability to work with students and parents on an ongoing basis to ensure each student's success and the success of the school as a whole;
- Collaboration with other EPP members to define ongoing professional development strategies, consistent with individual professional development plans; actively participate in professional development activities, continuing education, and skill upgrading;
- Participation in 360 degree evaluation process for all EPP members, using performance-based assessment system; providing input on related employment decisions; and providing input on the selection process for new staff and related decisions;
- Participation in decision-making and related problem solving in all aspects of school operations, including staffing, development of the school calendar, school budget, and continuous school improvement; and
- Current certification in First Aid and CPR

### **Executive Director**

#### **Role and Responsibility**

The Executive Director will serve as the school leader and founder of the Educational Professional Practice (EPP). The Executive Director will report directly to the Governing Board (Board). If the EPP chooses to form a legal Workers' Cooperative, the Executive Director will serve as the liaison to the Board. The Executive Director will work closely with the Board and the EPP to implement the Charter, with ultimate responsibility and accountability for overseeing:

- Authentic implementation of the school's mission and educational program, consistent with the Charter
- Compliance with all applicable state and federal laws and related regulations
- Communication and reporting to the school's Board
- Development of an effective Educational Professional Practice
- Staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty and staff
- Development of an ongoing professional development strategy, consistent with EPP members' professional development plans
- School finances to ensure fiscal stability and maintain up-to-date financial records
- Communication with parents, assuring families of academic growth
- Recruitment of new families and students

## Qualifications of Staff

- Monitoring of enrollment and average daily attendance consistent with the Charter and related reporting
- A caring and safe democratic learning community and an effective advisory system
- Student discipline, including participation in the suspension and expulsion process, as appropriate
- Participation in special education meetings
- Health and safety of students and staff
- Community relations and positive public relations and effective interaction with media
- Coordination of fund raising and grant writing activities
- Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Completion and submittal of required data/documents as requested or required by the Charter, the school's Board, and/or the District
- Attendance at District administrative meetings as requested by the District and staying in direct contact with the District regarding changes, progress, etc.
- Attendance at meetings with the Chief Financial Officer of the District, as requested by the District
- Development of the school's annual performance report and SARC
- Timely submittal of the independent fiscal audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the school or other member of the EPP, or to a contract service provider.

The Executive Director is the leader of the school and will conduct him/herself in a manner that will be a model for students and advisors, showing qualities of professional leadership such as:

- Exhibit and promote personal and professional integrity.
- Demonstrate commitment to personal and professional growth for him/herself and others.
- Work with EPP to ensure a school environment that is safe for all and respectful of the community.
- Articulate the vision, mission, and priorities of South Bay Prep to the community and media, and build community support for school priorities and programs.

### Minimum Qualifications

- Degree in Education from an accredited college or university (or equivalent)
- Minimum five years of verifiable experience working in elementary or secondary education, with a valid California teaching credential
- Valid Administrative credential or commitment to work toward earning Administrative credential;
- Knowledge of project-based learning and/or demonstrated project management skills

## Qualifications of Staff

- Demonstrated ability to lead effective teams, effectively delegate responsibilities, and a commitment to contribute as a team player in an Educational Professional Practice and democratic learning community
- Excellent written and verbal communication skills
- Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students
- Positive references from previous employers

### Preferred Qualifications

- Graduate degree (M.P.A., M.A., M.B.A, or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Education, or a related discipline
- Visionary leader who can inspire and model effective collaboration that contributes to an entrepreneurial EPP and a vibrant democratic learning community
- Minimum five years of verifiable experience performing program administration and professional-level analytical work
- Working knowledge of current issues in public education

### **Advisor**

#### Role and Responsibility

Advisors will be members of the EPP and will be responsible and accountable for:

- Creating an effective advisory system, with appropriate community-building, behavior management, and conflict resolution strategies consistent with a democratic learning community.
- Working collaboratively with students and parents to develop Personal Learning Plans, with high expectations and challenging goals and related benchmarks; determining the appropriate complement of teaching and learning strategies and daily scheduling to meet the needs of each and every student; and regular monitoring and reporting of progress, making necessary modifications to facilitate attainment of PLP goals. Beginning in 9<sup>th</sup> grade, working with students to develop a post-high school plan and providing related guidance throughout their high school experience to ensure their preparation for college.
- Supporting students in developing and managing their project-based learning; utilizing a project management system to monitor how student time is spent, progress toward goals, documentation of achievement, and development of electronic portfolios.
- Meeting at least once each month with advisees to discuss their progress; meet with advisees and their parents, as needed.
- Providing subject area expertise, communicating the appropriate content knowledge to each student through seminars, workshops, and other learning activities.
- Facilitating standards-based learning, aligning content seminars and various teaching and learning strategies with California content standards and course/graduation requirements.
- Using a broad range of teaching and learning strategies, with differentiated instruction as needed.
- Using multiple assessment strategies and resulting data to drive teaching and learning strategies and to ensure continuous improvement of student learning.

## Qualifications of Staff

- Working collaboratively with EPP members to develop a consistent grading policy and related procedures, for purposes of providing students with transcripts for college and/or transfer to another school.
- Using advanced technology as a learning tool; being willing and able to integrate technology into teaching and student learning.
- Organizing classroom systems/procedures to further support all students being fully engaged in learning.
- Participating in special education, board, and district meetings if applicable.

### Minimum Requirements

The school will adhere to the No Child Left Behind (NCLB) requirements with respect to teachers (Advisors). Teachers will meet the requirements for employment as stipulated by the California Education Code. In addition to the below requirements, teachers of core subjects (English/Language Arts, History, Science, Mathematics, and Foreign Language) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. To the extent allowed by law, the charter school will have flexibility regarding the qualifications needed for teachers in non-core subject areas, except where credentialing is required for the UC/CSU “A-G” requirements.

Other minimum requirements are:

- Meet the requirements for “highly qualified” under NCLB
- Demonstrated ability to work with diverse youth in an educational and/or social/recreational setting
- Excellent written and verbal communication skills
- Positive references from most recent employment and/or college or graduate school

### Preferred Requirements

- 2+ years working with students as a teacher, teacher intern, or teaching assistant
- Ability to analyze qualitative and quantitative student data
- Knowledge of child cognitive development and different learning styles
- Knowledge of project-based learning
- Experience in a collaborative/democratic learning environment and/or environments using restorative justice
- Management and/or leadership experience

## Qualifications of Staff

### **Business Manager**

#### Role and Responsibility

The Business Manager will be a member of the EPP and will be expected to function as an “educator,” understanding that the manner in which he/she conducts business will be a model for students. The Business Manager will be responsible and accountable for:

- General office administration and clerical and receptionist duties
- Working closely with the Executive Director and/or business service provider on accounts payable; accounts receivable; payroll; personnel, employee benefit, and payroll records; and other administrative-related issues
- Supporting the recruitment, registration, and enrollment of students and maintaining student records
- Supporting documentation and reporting of daily attendance
- Providing administrative support on school safety and facility issues
- Serving as the health aide, maintaining health log, student medical/immunization records, and inventory of first aid and emergency preparedness supplies
- Under the direction of an Advisor, engaging students in appropriate clerical and reception duties as a means to apply their knowledge and skills in a real-world context and develop workplace skills
- Engaging parents in appropriate clerical and reception duties as a means to support the school and fulfill expected participation hours

#### Minimum Qualifications

- Post high school education or training in office administration
- At least two years’ demonstrated experience in office administration
- Strong interpersonal skills
- Organizational skills and ability to complete multiple projects and meet deadlines in fast-paced environment
- Ability to delegate to and work with vendors
- Computer literate; proficiency with Microsoft Word and Excel
- Positive references from previous employers

#### Preferred Qualifications

- Associate Degree, or equivalent
- Education or training in bookkeeping
- At least two years’ demonstrated experience in office administration in a public school setting
- Computer literate; proficiency with Microsoft Office and other public school-specific software (e.g., to support attendance accounting)

## Qualifications of Staff

### **Process for Performance Evaluations**

The school is committed to a school-wide, performance-based accountability system for students and staff. The Executive Director will work with the Educational Professional Practice to build evaluation into the culture of the school as a frequent and ongoing process. The process for performance evaluations will include:

- EPP members will work collaboratively to further define their respective roles, responsibilities, expectations, and accountabilities as they relate to individual roles and their role as a member of the EPP.
- Each EPP member will develop an individual professional development plan (PDP), based on his/her needs, in general and as they relate to the school's unique governance and learning model.
- Based on the needs expressed in members' PDPs, EPP members will work together to develop a strategic professional development plan for the school.
- EPP members will also develop a plan for 360° evaluations and related timelines to provide a complete picture of each member's performance and the performance of the school as a whole. In addition to these evaluations, the Executive Director will also be evaluated by the Board.
- Results from the 360° evaluations will help inform future professional development plans, individual and schoolwide, as well as development of a continuous improvement plan for the educational program and overall school operations.

### **Procedure for Adequate Background Checks**

Employees and contractors of the school will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code § 44237 and § 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Details on background checks are available in SBP's Health and Safety Policies.