
Faith Academy Charter School Board Book

April 2022

Monday, April 18, 2022

Location: Faith Academy Charter School

School Mission:

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

Agenda

Open Session

1. Recitation of Mission

Consent Agenda

- Approval of April 18 Agenda
- Approval of [March 21 Minutes](#)
- [Lead Administrator April Report](#)
- [February Financial Report](#)
- [FACS Mask Policy](#) Review
- [FACS Employee Grievance Policy](#) Review
- [FACS Parent Grievance Policy](#) Review
- [FACS Criminal History Policy](#) Review
- [Beginning Teacher Support Plan Revision](#) Review

2. Public Comment

Public comment is a time for the community to provide feedback to the Board of Directors. For in-person meetings attendees must sign up at the start of the meeting in order to give public comment. Each community member is limited to 2 minutes of comment, with a total time allotted to public comment of 10 minutes. During remote meetings attendees may add their public

comments to the chat feature which will be sent directly to the Board of Directors. Board members will then share the comments with the meeting attendees for up to 10 minutes.

Public comment is also a time for the Board of Directors to listen to the feedback of the community. Board members can not respond to public comments during the meeting. However, the Board recognizes that each stakeholder is a vital part of our community and will take comments into consideration when making decisions, planning, providing feedback to administration, and completing committee work.

3. Committee Reports

- a. Facility Committee
- b. Sports Committee
- c. Finance Committee
- d. Capital Campaign Committee

Closed Session: Purpose of Closed Session Discussion Item #3: 143-318.11. Closed sessions.(a) Permitted Purposes. - It is the policy of this State that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed session and exclude the public only when a closed session is required:

(6) To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee; or to hear or investigate a complaint, charge, or grievance by or against an individual public officer or employee...

Employee Recommendations

(8) To formulate plans by a local board of education relating to emergency response to incidents of school violence or to formulate and adopt the school safety components of school improvement plans by a local board of education or a school improvement team.

IDEA

Adjournment

Faith Academy Charter School Board Book

March 2022

Monday, March 21, 2022

Location: Faith Academy Charter School

School Mission:

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

Board Members Present: George Wilhelm, Chairman, Gene Miller, Vice-Chairman, Liz Morrow, Treasurer, Tim Williams, Secretary, Janna Griggs, Nick Lefko, Chris Sease.

Board Members Absent: None

Quorum Present: Established

CSP Representatives Present: Cory Draughon, Tara Beaver

Faith Academy Charter School Lead Administrator: Dr. Sarah Hensley - Colby Cockren presented on testing procedures.

Time Called to Order: 7:00 pm

Agenda

Open Session

1. **Recitation of Mission:** Led by Chairman Wilhelm

2. **Approval of March 21 Agenda**

Motion to approve the agenda with the addition of Modular discussion in closed session and year-end dinner for staff- Chris Sease

Seconded: Nick Lefko

Discussion: None

Motion Status: Approved Unanimously

3. **Approval of February 21 Minutes**

Motion to Approve: Chris Sease

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

4. Public Comment

Public comment is a time for the community to provide feedback to the Board of Directors. For in-person meetings attendees must sign up at the start of the meeting in order to give public comment. Each community member is limited to 2 minutes of comment, with a total time allotted to public comment of 10 minutes. During remote meetings attendees may add their public comments to the chat feature which will be sent directly to the Board of Directors. Board members will then share the comments with the meeting attendees for up to 10 minutes.

Public comment is also a time for the Board of Directors to listen to the feedback of the community. Board members can not respond to public comments during the meeting. However, the Board recognizes that each stakeholder is a vital part of our community and will take comments into consideration when making decisions, planning, providing feedback to administration, and completing committee work.

The following individuals wished to address the Board: Nicole Gardner, Allison and Jennifer Beasley. Each speaker was given a 2 minute allotment of time.

5. Lead Administrator Report - Dr. Hensley presented her report. The report is made a part of these minutes. The Board thanked Dr. Hensley for her report and for her work in so many areas. Dr. Hensley introduced Mr. Colby Cockern. Mr. Cockern led the Board through the procedure that was taken and required by the State concerning testing. He explained the process for progress reports and report cards and standardized student assessments.

Grades K-2 - Non academic standardized state testing

Grades 3 - First 10 days (BOG) Beginning of Grade - Assessed Reading

Grades 4,5,6,7 - No Testing - "Just Teach"

Second Semester: Grades 3-7 NC Check Ins - reading, math and science

NCC12 -----NCC13 Format - 25 questions - 90 minutes
Accommodations for eligible students. Testing last 10 days for
EOGs - May 12-15

There was discussion around a summer reading program. Dr. Hensley presented the State funded "Read to Achieve Program" for our summer program. The program is state funded at no charge to FACS. There is 72 hours of instruction. It targets 3 graders not proficient in reading based on BOG & EOGs. Second graders are also targeted if not proficient in reading and the Fontin Program is used with a computer based test at the end of the program.

Mr. Cochran gave the Board a handout - "Standardized Student Assessment" and "Read to Achieve Summer Program". The handout is made a part of these minutes.

Dr. Hensley recommended that we use the "Read to Achieve Program this Summer.

Motion to accept Dr. Hensley's recommendation to use "Read to Achieve for our summer reading program: Janna Griggs

Seconded: Liz Morrow

Discussion: None

Motion Status: Motion passed with 6 in affirmative and 1 dissenting vote

- 6. Financial Report** - Cory Draughon presented the February Financial Report. Cory reported that our finances are in good shape and that we should end the year with a good surplus.

7. Committee Reports

- a. Facility Committee - Discussion during Closed Session
- b. Sports Committee - No report
- c. Finance Committee- February report presented #6
- d. Capital Campaign Committee - Tim Williams reported. The Board was given a look at the new Capital Campaign pitch book, brochure, and every box mailer. The Board and Capital Campaign Team will need to decide the dates for the silent phase and the "Continuing the Faith Foundation" kickoff. Tim thanked Miller Davis Agency for their expertise in preparing the materials for FACS.

8. Consent Agenda

- a. [Consent Agenda Policy](#) - There was discussion around using a Consent Agenda for our meeting. The Board was allowed to review the materials explaining the procedure.

[Information about a consent agenda](#) - For reference

- b. [Recommended consent agenda items](#) - For reference

Motion to Approve Consent Agenda: Chris Sease

Seconded: Janna Griggs

Discussion: Tim Williams expressed concern about placing Dr. Hensley's report on the consent agenda. He expressed that her report was needed for monthly conversation between Board and Lead Administrator.

Motion Status: Approved Unanimously

9. Covid-19 Protocol Discussion

- a. [Mask Policy](#) Board Action Required

Motion to Approve Mask Policy - "The latest CDC recommendations on Masks: Indoors: Proper mask use (covering nose and mouth) is optional, but strongly suggested for all people including students, teachers, staff, and visitors. Children under 2 years of age should not wear a mask." Further, no mask will be required on school busses, only optional and temperature checks will be discontinued as of Wednesday March 23, 2022: Chris Sease

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

- b. [NC Department of Health and Human Services School Toolkit](#) - For reference

10. 2022-23 Staff Calendar

2022-23 Staff Calendar - Board Action Required

Motion to Approve Staff Calendar 2022-2023: Liz Morrow

Seconded: Janna Griggs

Discussion: None

Motion Status: Approved Unanimously

Motion to go to closed session: Liz Morrow

Seconded: Nick Lefko

Discussion: None

Motion Status: Approved Unanimously

Closed Session Began at: 8:15 pm

Closed Session: Purpose of Closed Session Discussion Item #3: 143-318.11. Closed sessions.(a) Permitted Purposes. - It is the policy of this State that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed session and exclude the public only when a closed session is required:

(5) To establish, or to instruct the public body's staff or negotiating agents concerning the position to be taken by or on behalf of the public body in negotiating (i) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase,

option, exchange, or lease; or (ii) the amount of compensation and other material terms of an employment contract or proposed employment contract.

Facility Plans

(6) To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee; or to hear or investigate a complaint, charge, or grievance by or against an individual public officer or employee...

Employee Recommendations

Open Session Resumed at: 9:24 pm

Motion to Sponsor an End of the Year Dinner for All Staff: Chris Sease

Seconded: Liz Morrow

Discussion: None

Motion Status: Approved Unanimously

Motion to Approve Bus Driver Bonuses: Chris Sease

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

Motion to Approve all Candidates for employment recommended by Dr. Hensley in closed session: Liz Morrow

Seconded: Janna Griggs

Discussion: None

Motion Status: Approved Unanimously

Motion to Approve latest K-8 school drawing dated Mar 18, 2022 provided by Brockwell Associates, Inc. and Hubrick Contracting, Inc.: Janna Griggs

Seconded: Nick Lefko

Discussion: None

Motion Status: Approved Unanimously

Adjournment

Motion to Adjourn: Janna Griggs

Seconded: Liz Morrow

Discussion: None

Motion Status: Approved Unanimously

Meeting ended at: 9:30 pm

Next Meeting: 4/18/2022 at 7 pm

**Respectfully Submitted,
Tim Williams, Secretary**



Faith Academy Charter School

Budget Analysis Report

Fiscal Year: 2022 | 2/01/2022 - 2/28/2022

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
Rev- State Revenue	3,181,509.00	325,545.54	2,282,684.66	898,824.34	71.75	3,377,963.54
Rev- Local Revenue	1,158,488.84	109,581.13	579,979.98	578,508.86	50.06	1,033,816.05
Rev- Federal Revenue	25,347.52	0.00	215,532.10	(190,184.58)	850.31	240,879.62
Nutrition Revenue	0.00	5,676.28	62,738.32	(62,738.32)		62,738.32
Rev- Athletic Revenue	3,000.00	0.00	0.00	3,000.00	0.00	3,000.00
Rev- Student Activities	15,000.00	0.00	0.00	15,000.00	0.00	15,000.00
Revenues	4,383,345.36	440,802.95	3,140,935.06	1,242,410.30	71.66	4,733,397.53
Expenses						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Salaries and Bonuses	1,994,100.00	197,014.97	1,464,371.49	529,728.51	73.44	2,254,431.37
Benefits	615,535.65	36,682.73	243,862.77	371,672.88	39.62	390,593.69
Books and Supplies	100,500.00	1,416.81	110,403.95	(9,903.95)	109.85	111,100.41
Technology	87,000.00	9,939.65	183,872.73	(96,872.73)	211.35	203,717.23
Contracted Student Services	160,000.00	26,761.08	114,252.73	45,747.27	71.41	198,332.73
Staff Development	23,500.00	3,130.75	14,520.46	8,979.54	61.79	23,500.00
Administrative Services	462,098.82	42,693.10	318,702.54	143,396.28	68.97	517,282.67
Insurances	25,394.00	2,693.00	25,427.00	(33.00)	100.13	25,427.00
Rents and Debt Service	338,406.50	53,653.81	169,204.64	169,201.86	50.00	338,406.50
Facilities	82,000.00	12,107.24	58,004.18	23,995.82	70.74	104,502.31
Utilities	79,500.00	6,921.25	51,189.64	28,310.36	64.39	79,500.00
School Activities	40,000.00	7,450.70	16,279.37	23,720.63	40.70	42,100.00
Capital Purchases	15,000.00	14,922.18	44,835.38	(29,835.38)	298.90	44,835.38
Expenses	4,023,034.97	415,387.27	2,814,926.88	1,208,108.09	69.97	4,333,729.29
SURPLUS/(DEFICIT)	360,310.39	25,415.68	326,008.18			399,668.24



Faith Academy Charter School Covid-19 Mask Policy

Purpose: The purpose of this policy is to describe how, when, and where the staff, students, and visitors of the School will be required to wear a mask over their nose and mouth to reduce the spread of Covid-19 based on the most recent data-driven metrics.

When teachers, staff, and students consistently and correctly wear a mask, they protect others as well as themselves. They also reduce the amount of close contacts who must quarantine and length of quarantine. Consistent and correct mask use is especially important indoors and in crowded settings when physical distancing cannot be maintained. Masks should be worn over the nose and mouth and secured around the ears.

The following policy reflects the latest CDC recommendations on masks:

- ❖ Indoors: Proper mask use (covering nose and mouth) ~~is required~~ **is optional, but strongly suggested** for all people including students, teachers, staff, and visitors. Children under 2 years of age should not wear a mask.
 - ~~Gaiters are not accepted in place of masks.~~
 - ~~Teachers and staff are encouraged to seek positive, innovative and constructive methods of correcting and managing all student behavior in an effort to avoid repeated misbehavior regarding students not wearing masks.~~
 - ~~Following 504 and Americans with Disabilities Act (ADA), accommodations might be made for staff or students with a documented medical condition or disability that prevents them from wearing a traditional face mask.~~
 - ~~Mask breaks will be provided to staff and students. In addition, temporary removal of the mask is permitted when necessary for the following reasons:~~
 - ~~consuming food or drink~~
 - ~~for any emergency or medical situation~~
- ❖ ~~Outdoors: Masks are optional, but strongly encouraged during recess and other outdoor activities that do not involve sustained close contact with others.~~
- ❖ School Transportation: All passengers and drivers are required to wear a mask on school buses **in accordance with the federal mandate.**
- ❖ ~~Athletic Programs: Masks may be removed by students actively engaging in approved athletic programs:~~

1.007 Employee Grievances

Faith Academy Charter School encourages parents and staff members to communicate any grievances they have with the appropriate school leader. Faith Academy Charter School encourages employees to contact their supervisor and set up a meeting to discuss the grievance informally before following the procedure outlined in this policy. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

A grievance is defined as a formal, written claim by an employee or employee group alleging that a specific decision made by another employee has adversely affected the person making the complaint. A grievance may include, but is not limited to, allegations of the following:

- that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, Board policy, or administrative procedure; or
- that an employee's employment status or the terms or conditions of his/her employment have been adversely affected; or
- that there exists a physical condition which jeopardizes an employee's health or safety or which interferes with his/her ability to discharge his/her responsibilities properly and effectively.

The purpose of this Grievance Procedure is to secure, at the lowest possible level, equitable solutions of the problems which arise to affect differences between employees.

If the grievance cannot be resolved by the parties directly through informal communication, Faith Academy will follow the procedures outlined below. Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level. The Board prohibits retaliation against an employee who files a grievance under this policy.

Step 1: The Employee shall communicate their grievance with the Lead Administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The Lead Administrator will return communication in writing with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the Lead Administrator, the written grievance shall be directed to the Board chairperson and continue through the same process outlined. (The Board Chairman will retain the duties of the Lead Administrator under this scenario). The Lead Administrator will conduct an investigation within 10 days of receiving the grievance in writing.

Step 2: If the grievance is not resolved through communication with the Lead Administrator, a separate conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. Within five days of the conference, the Lead Administrator will provide both parties with a decision based on the information gathered in

writing. If either party disagrees with the Lead Administrator's decision they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written appeal within 7 days of the Lead Administrator's decision to the Board of Directors describing the nature of the grievance. The Lead Administrator will provide objective data that was discovered during their investigation. The Board of Directors will schedule a hearing 14 days from receiving the written appeal request. The appeal hearing will require at least 3 board members and all parties involved will have the opportunity to state their case. After hearing the various testimonies, the panel members will discuss the matter in a closed session and come to a decision. The Board may confirm, overturn, or modify the Lead Administrator's decision. Within 30 days of the hearing, the board members will communicate their decision in writing with the party filing the appeal.

The decision of the Board will be final and is the last step for all grievances.

Parent/Student Grievances

Faith Academy Charter School encourages parents and staff members to communicate any grievances they have with the appropriate school leader. FACS encourages parents to contact the involved staff members and set up a meeting to discuss the grievance informally before following the procedure outlined in this policy.

A grievance is defined as a formal, written claim by a student and/or parent alleging that a specific decision made by a school employee has adversely affected the person making the complaint. A grievance may include, but is not limited to, allegations of the following:

- that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, Board policy, or administrative procedure; or
- that a decision made and/or action taken by a Board employee is unfair, discriminatory, or otherwise not in a student's best interest.

The purpose of this Grievance Procedure is to secure, at the lowest possible level, equitable solutions of the problems which arise to affect differences between parents and/or students and employees.

If the grievance cannot be resolved by the parties directly through informal communication, Faith Academy Charter School will follow the procedures outlined below. Failure of a student or those making a grievance on behalf of the student to comply with timelines listed below will result in denial of the grievance or appeal. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

Step 1: The parent or staff member shall communicate their grievance with the Lead Administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The Lead Administrator will return communication in writing with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the Lead Administrator, the written grievance shall be directed to the Board chairperson and continue through the same process outlined (The Board Chairman will retain the duties of the Lead Administrator under this scenario). The Lead Administrator will conduct an investigation within 10 days of receiving the grievance in writing.

Step 2: If the grievance is not resolved through communication with the Lead Administrator a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. Within five days of the conference, the Lead Administrator will provide both parties with a decision based on the information gathered in writing. If either party disagrees with the Lead Administrator's decision they will have the opportunity to appeal directly to the Board of Directors.

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Lead Administrator will provide objective data that was discovered during their investigation. The Board of Directors will schedule a hearing 14 days from receiving the written appeal request. The appeal hearing will require at least 3 board members and all parties involved will have the opportunity to state their case. After hearing the various testimonies, the panel members will discuss the matter in a closed session and come to a decision. The Board may confirm, overturn, or modify the Lead Administrator's decision. Within 30 days of the hearing, the board members will communicate their decision in writing with the party filing the appeal.

The decision of the Board will be final and is the last step for all grievances.

3.002 Criminal History

I. Employees

Criminal History Background Check: A criminal history check and a check of sex offender registries must be conducted on all final candidates for licensed positions and classified positions that would place the candidates in a school building or other environments where they would interact regularly with students. Such positions include, but are not limited to, teachers, substitute teachers, driver training teachers, bus drivers, clerical staff, custodians, teacher assistants, assistant principals and principals. Criminal history checks must be conducted in accordance with state law and any procedures established by the lead administrator.

School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The lead administrator or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. The following factors will be considered in making this determination:

1. the nature and gravity of the offense or conduct
2. the time that has passed since the offense or conduct and/or completion of the sentence
3. the nature of the job sought.

Before the lead administrator may exclude a final candidate based on his or her past criminal convictions, the lead administrator must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her.

The Human Resources Department may conduct post-employment criminal history checks on current employees. Prior to conducting such criminal history checks, the Human Resources Department will obtain the required Background Check Authorization from the employees, if not already on file. To the extent allowed by law, failure to consent to a criminal history check will result in rejection of an applicant and may result in dismissal of an employee.

No individual who is a registered sex offender will be hired for any position with the school. In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries.

No person employed or otherwise associated with Faith Academy Charter School, including members of the Board of Directors, who has been convicted of or has pleaded nolo contendere to

Board Approved: 11/16/20

Revised and Approved: 2/15/21

a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

FACS is prohibited from hiring anyone on the NC SBE revoked license list.

Reporting of Criminal Offense: All FACS employees and active applicants for current vacant positions must notify the Principal and the Board immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or nolo contendere) other than minor traffic violations (i.e., speeding, parking, or lesser violation). Such notice must be in writing, must include all pertinent facts, and must be delivered to the Principal as soon as possible and no later than the next scheduled business day following the arrest, charge, or conviction, unless the employee or applicant is hospitalized or incarcerated, in which case the employee or applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee or applicant must report the disposition and pertinent facts in writing to the Principal and to the Board no later than the next business day following settlement.

II. Volunteers and Support Staff

All persons applying to work directly with FACS students, including, but not limited to, substitute teachers, non-staff coaches, field trip chaperones, and classroom and/or extracurricular volunteers shall also be subject to criminal history background checks. The individual applicants may be subjected to pay for the cost of these checks at the discretion of the Lead Administrator.

FACS is prohibited from accepting volunteers from anyone on the NC SBE revoked license list.

Board Approved: 11/16/20

Revised and Approved: 2/15/21

Beginning Teacher Support Program Plan



Beginning Teacher Support Program Plan

Introduction: Overview and Goals

Overview

Faith Academy Charter School (FACS) implements a Beginning Teacher Support Program (BTSP), as outlined by the North Carolina State Board of Education (SBE) Policy Number TCED-016. The BTSP is a three-year induction program that provides a comprehensive support model for teachers in their first, second, and third year of teaching in North Carolina (NC). Along with observing policy, the BTSP Plan aligns with the NC BTSP Standards, NC Mentor Standards, and the NC Professional Teaching Standards. The NC Beginning Teacher Handbook is a reference for us to use during the implementation of our BTSP. Collectively, these resources are vital to inform and guide a successful support program for novice teachers.

Goals

One primary and direct goal of our BTSP is to help beginning teachers (BTs) improve their skills and build confidence to become successful educators. We believe BTs will reach their fullest potential with systemic, multi-tiers of support from the state, district, and school levels, including quality mentorship. Additional goals of the BTSP include helping BTs:

- Meet the NC Professional Teaching Standards;
- Positively impact the learning of all students;
- Choose to remain in the profession;
- Take on teacher leadership roles; and
- Become master educators.

Revisions to the FACS BTSP Plan are necessary to comply with state regulations governing the BTSP and, most importantly, to effectively respond to the current needs of BTs and mentors. At

FACS, BTs receive an assigned mentor per SBE policies. Thus, FACS designed a mentor support program that maximizes available resources and provides on-going, job-embedded support for BTs.

I. BT Identification, Verification, and Documentation Process

A coordinated effort to provide an effective and accurate process to identify, verify, and document BTs' licensure and BTSP participation exists at FACS. Primary coordination is executed by the BTSP Specialist to ensure alignment with the State Board of Education licensure and BTSP policies. As necessary, additional collaboration among the HR data entry specialist, Lead Administrator, and principals may occur.

The BTSP Specialist will utilize sound employment practices to identify, verify, and document teachers' licensure documentation. BTs are assigned in their area of licensure. Upon verification of and collaboration with the BTSP Specialist, BT information is documented in the state-approved Human Resource Management System (HRMS) and placement in the BTSP is documented accordingly. BTs are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed. Once a continuing license is earned in one area, additional teaching areas do not require a BTSP experience. Student services personnel, administrators, and curriculum-instructional specialists are not required to participate. FACS follows all NCSBE requirements for all required licensure tests. The HRMS data specialist follows the state regulations governing the completion and submission of the annual Teacher Turnover.

II. BTSP Induction Process

FACS implements a sound induction process for BTs with less than three years of teaching experience. We ensure every BT participates in a formal orientation within two weeks of their first day of work in any school year. Late hires will also have a BT Induction within two weeks of their first day of work. Per NC SBE policy, at a minimum, orientation includes the following topics:

- State Board of Education's Mission and Goals;
- FACS goals, policies, and procedures;
- FACS program services and professional development;
- BTSP Plan;
- Working conditions;
 - Mentor assigned early, and in close proximity
 - Limited preparations
 - Limited non-instructional duties
 - Limited number of exceptional or difficult students
 - No extracurricular assignments unless requested in writing by the BT
- Process for achieving a continuing license
- Licensure/conversion process;
- NC Professional Teaching Standards and NC Educator Evaluation System (NCEES);
- NC curriculum standards and FACS curriculum resources; and

- Safe and appropriate use of seclusion and restraint of students.

Additional formalized orientations continue as part of our comprehensive onboarding process for BTs prior to the start of the school year. Upon initial employment, BTs attend our Newly Hired Licensed Staff Orientation sponsored by the Human Resource Department. This one-day orientation provides a districtwide overview of key programs, services, and staff associated with their professional careers with FACS. BTs also participate in school-based orientations to help them become acquainted with key staff, procedures, and facilities. Finally, several program departments deliver orientations for their specialized BTs, such as Licensure, Guidance Counseling, Exceptional Children, English Learners, Testing and Accountability, Project Based Learning, and Responsive Classroom to provide a smooth and successful transition process.

Each BT will document their attendance at the orientation and other trainings by signing in to the provided FACS PD and Training “Sign-In” form/sheet.

Multi-Tiers of Support

Our three-year induction program includes opportunities for professional growth and development intended to further enhance BTs’ knowledge, skills, and dispositions. FACS strategically delivers wrap-around multi-tiers of support for BTs. The Lead Administrator, Curriculum Director, Counselor, EC Facilitator, Testing Coordinator, specialists, grade level experts/coaches, digital learning experts, etc. design and facilitate rich professional development aligned with our school’s priorities throughout the year. Supplementary support from outside experts in best practices, university and other school partnerships will augment our systemic support structures for BTs.

Grade Level Teams composed of veteran teachers and beginning teachers meet weekly to prepare high quality team lesson plans. Teams meet one time per week with the Curriculum Director and the Lead Administrator/Principal to discuss projects, curriculum needs and concerns, assessments, data, etc. Additionally, teams meet regularly with the FACS Counselor, Lead Administrator/Principal, and Curriculum Director for data dives and MTSS discussions and support.

Funding is maximized to provide BTs allocated time to observe master teachers. BTs participate in school-level Professional Learning Communities (PLCs). Collectively, this interconnected support network is a key component to strengthen our novice teachers’ professional growth practices and reach our BTSP program goals.

Required Working Conditions

Research indicates that BTs are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. Research also indicates that BTs are often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on-the-job learning and negatively influence teacher job satisfaction.

FACS recognizes that novice teachers are applying new knowledge and skills during their first three years of teaching. FACS supports the following working conditions to ensure BTs have the opportunity to develop into highly effective educators:

- The job assignment of the BT will be in the area of licensure.

- A reasonable assignment that includes:
 - Limited preparations (i.e., when feasible, based upon the school’s faculty or structure),
 - Limited number of exceptional or difficult students (no more than veteran teachers in the same setting);
 - Limited non-instructional duties;
 - No extra-curricular assignments unless requested in writing by the BT.

The Beginning Teacher (BT) will complete the recent graduate survey and the Lead Administrator will complete the employer survey of the school during the BT's first year of teaching. These are a part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C 269.35. Both surveys will be completed at the end of the BT’s first year of teaching.

The term *non-instructional duties* refer to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty.

The term *extracurricular activities* refer to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

Mentor Assignment

All beginning teachers are assigned a mentor according to State Board Policy TCED-016. BTs will be assigned excellent, experienced, and qualified teachers serving as mentors to provide ongoing support for novice teachers entering the profession. Eligible classroom teachers will serve in the official capacity as mentors throughout the BTs’ participation in the BTSP.

The NC Mentor Standards provide a framework designed to focus on what knowledge, skills, and dispositions BTs need and clearly articulate how mentors can help teachers attain them. Mentors support BTs to:

- Demonstrate Leadership;
- Establish a Respectful Environment for a Diverse Population of Students;
- Know the Content they Teach;
- Facilitate Learning for their Students; and
- Reflect on their Practice.

Mentor Qualifications

- The mentor will be assigned early, and, when possible, in the licensure area of the BT and near.
- The mentor will be rated at least “proficient” level on NCEES (Ratings of proficient or higher on three of five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation)
- Retired teachers are eligible to serve as mentors.
- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as “distinguished” or “accomplished.” (Distinguished means a teacher has received ratings of distinguished on three of the

five standards to include Standard 4 on the most recent summative evaluation or Standard 4 for teachers on an Abbreviated Evaluation. Accomplished means a teacher has received ratings of accomplished on three of the five standards to include Standard 4 on the most recent summative evaluation or Standard 4 on an Abbreviated Evaluation.

- If a principal determines that a teacher rated as “proficient” or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- PSUs may use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient” level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least “accomplished” (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different school building.
- Mentor selection criteria include input from a variety of stakeholder groups. • Mentor selection criteria are clearly articulated by program leadership. • Process for mentor application and selection is transparent and uniformly applied. • Mentors support beginning teacher orientation and provide logistical and emotional support.
- Mentors focus their primary support on improving instruction and learning. • Mentors receive ongoing training to advance their knowledge and skills. • Mentors have opportunities to participate in professional learning communities of mentoring practice.
- Support is provided for mentors.

Mentor Training

FACS recognizes that mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides for new teachers entering the profession. Mentors are trained in accordance with the NC Department of Public Instruction program based on the NC Mentor Standards.

Professional Development Plan

A central part of the NC Educator Evaluation System (NCEES) is the Professional Development Plan (PDP), as indicated in Section III, “Formal Observation and Evaluation.” BTs will develop their PDP in collaboration with his/her principal (or the principal's designee) and mentor.

- The PDP is based on the NC Professional Teaching Standards, and includes goals, strategies, and assessment of the BT’s progress in improving professional skills.

- At the beginning, middle, and end of each year, formative assessment conferences including the BT, mentor and principal are held to reflect on the BT's progress in meeting the goals established for professional growth. Signatures of the BT, mentor, and principal are required for each formative assessment conference.

Professional Development

Each year, BTs complete professional development required or prescribed by FACS, which may include school-wide, program-specific, or subject-based professional development. In addition, the Curriculum Director is the conduit of ongoing professional development support designed for administrators, mentors, and BTs. Faith Academy Charter School will utilize a 2 hour Monday Early Release every Monday for professional development, planning, vertical alignment, etc. We believe in life-long learning, not only for our students, but also for the FACS staff. The Monday Early Release Days are critical for ongoing Professional Development and planning for all staff to effectively implement the FACS curriculum.

BTSP Program Feedback

Continuous improvement data are important to ensure our BTSP provides the necessary supports to meet current BT needs. Therefore, we utilize a needs assessment survey to gather perception data from BTs, mentors, and administrators to determine areas of strength and limitations that may warrant modifications.

III. Formal Observation and Evaluation Process

FACS implements the NCEES as a formal process for conducting observations and a summative evaluation on all BTs and recognizes that a comprehensive evaluation cycle is critical to providing meaningful feedback on a BT's performance related to the NC Professional Teaching Standards. The NCEES components include:

Component 1: Training & Orientation

- BTs participate in the evaluation training within two weeks of their first day in any school year.
- Administrators, teachers, and peer evaluators participate in the evaluation training within two weeks of their first day in any school year.
 - Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for evaluating NC teachers, the evaluation policy, and the schedule for completing all components of the evaluation process.
- Copies may be electronic. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are hired throughout the year.

Component 2: Teacher Self-Assessment

- BTs rate and reflect on their performance using the Rubric for Evaluating North Carolina Teachers.

Component 3: Pre-Observation Conference

- The purpose/goal of a pre-observation conference is to prepare the principal for the observation. Pre-observations are not required for subsequent observations.
- Before the first formal observation, the principal meets with the BT to discuss his/her Self-Assessment, Professional Growth Plan (PDP), and written description of the lesson(s) to be observed.

Component 4: Observations

- The observation process is a significant part of the professional growth for a beginning teacher; consequently, it is essential that professionals with different perspectives are involved in the observation process. The Lead Administrator (or his/her designee) and a fellow career teacher (peer) will observe teachers who are participating in the Beginning Teacher Program. The observation requirements are as follows:
 - ✓ The administrator must complete a minimum of three 45-minute formal observations and optional informal observations during each year of participation in the Beginning Teacher Program.
 - ✓ The designated observer (peer) teacher must complete a minimum of one 45-minute formal observation during each year of participation in the Beginning Teacher Program.
 - ✓ The BT's mentor may provide informal observations during each year of participation in the Beginning Teacher Program to provide instructional feedback and support; however, the mentor's observations will not be included in the Beginning Teachers' evaluation.
 - ✓ The Lead Administrator (or his/her designee) will complete all observations and one annual summative evaluation (no later than early June) using the state approved electronic NC Educator Evaluation System model to assure appropriate spacing of observations throughout the year.
 - ✓ For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be within the first grading period.
 - ✓ For BT1s and BT2s, the principal must conduct at least one of the three annual administrative observations.

Component 5: Post Conference

- The principal shall conduct a post-conference no later than 10 days after each formal observation to discuss the teacher's performance. The conference will be based on the information from the pre-observation conference and the observation should be a vehicle for identifying areas of strength and areas in need of improvement.
- Monitored Growth Plans/Directed Growth Plans will be implemented when necessitated by evaluation ratings.

Component 6: Summative Evaluation Conference

- The principal conducts a summary evaluation conference with the BT. This conference is to provide the teacher with specific performance feedback based on the NC Professional Teaching Standards, observations, and artifacts/evidence submitted as part of the evaluation process. Based on the collection of information gathered in the process, principals rate each element in the Rubric for Evaluating NC Teachers and review the completed Teacher Summary Rating Form with the teacher.

Component 7: Professional Development Plan (PDP)

- Each BT must submit an on-going Professional Development Plan (PDP) to the Lead Administrator/Principal for review and/or modification each school year.
- The Lead Administrator may review the PDP after any formal observation and will evaluate completion of the PDP in the summative conference.
- With the BT's mentor, it is the responsibility of the BT to develop, execute, and maintain the personal Professional Development Plan.
- The PDP must show evidence of specific strengths, weaknesses, reflection on management and instructional skills, strategies, and assessment. Alamance Community School's Education goals and the NC Professional Teaching Standards must be addressed in the PDP and be observed throughout the year.
- The BT's mentor may be invited to review the PDP with the Lead Administrator/Principal at the request of the beginning teacher.
- The PDP conferences are held at the initial/beginning, middle, and end of each year which will include the BT, the mentor, and the Lead Administrator/Principal, to reflect on the development and the progress of the BT in meeting their goals.
- All three, the BT, the mentor, and the Lead Administrator/Principal, will sign the BT's PDP at the initial/beginning conference, the mid-year, and the end of the

year conference.

IV. Additional Resources

As a charter school in North Carolina, availability of services and technical assistance may be limited; therefore, the Faith Academy Charter School administration may seek services and technical assistance from these entities:

- a. North Carolina Department of Public Instruction
- b. North Carolina Charter Schools Office
- c. Other Charter Schools
- d. Other resources and individuals in the field, including community and parent volunteers.

V. Beginning Teacher Cumulative File

The cumulative professional file of the BT is maintained by the school administration. This file includes the following items:

- ✓ A file that documents signatures verifying that 3 electronic formal observations from the principal, 1 electronic formal observation from an observing teacher (peer), and an electronic summative evaluation for each year of participation in the program
- ✓ A minimum of one PDP for each year of participation in the BT program
- ✓ The cumulative professional file of the BT is located in the Lead Administrator's office or the office of the Director of Teacher Services, and considered confidential
- ✓ The BT is notified of all materials placed in the BT's professional file

VI. BT Program Evaluation

The Beginning Teacher Support Program will be evaluated several times during the duration of BT participation. Program evaluation will be part of the summative evaluation process each year that the teacher participates in the program. Information will be gathered by individual interviews and surveys from the BT participants. The Leadership team at FACS will review data collected concerning the effectiveness of the program. Working cooperatively with other professional staff, the Beginning Teacher Program will be revised to facilitate success for all BTs at FACS.

The Lead Administrator will appoint a distinguished career educator holding at least a Master's degree as the Beginning Teacher Support Program Coordinator. This individual will be responsible for working with the FACS Licensure Coordinator and the license conversion once the Beginning Teacher has reached the end of their third year. The BTSP Coordinator will also coordinate meetings and trainings specific to the needs of Beginning Teachers.

VII. Departure of a Beginning Teacher

If the BT leaves Faith Academy Charter School before completing the BT Support Program and teaches at another charter school or LEA, FACS will forward the professional record in a timely manner upon the receipt of written request and signing of a release statement by the BT.

VIII. FACS Board Approval & Peer Review

The Beginning Teacher Support Program Plan will be reviewed and approved by the FACS Board of Directors. To ensure that FACS is progressing along in the Beginning Teacher Support Program continuum and providing the highest quality support to beginning teachers. FACS will participate in an annual peer review. The Peer Review Process is on a 5-year cycle that is conducted annually, concluding with a formal review after the 5th year. This will include a Monitoring visit from an NCDPI Regional representative with the goal of being proficient in all of the BTSP standards.



BTSP PLAN

Lead Administrator

BOARD APPROVED

SUBMITTED TO NCDPI

APPROVED BY NCDPI