

River Run Academy TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Shelley Boure

District Facilitator: Shelley Boure

DF Email: sboure@jri.org

DF Phone: sboure@jri.org

TEAM Coordinating Committee

Shelley Boure

Pamela Earle

District Facilitator

Mentor and Teacher

TCC Meeting Timeline

The TCC will meet at the beginning of the school year and then every two-three months with the mentors, office personnel etc., to check the progress of the mentees and to determine if more support is needed by anybody.

District's 3 year objectives

The three-year objectives for River Run Academy are to:

1. TEAM program

- * Provide staff training and professional development to meet TEAM objectives and requirements for both mentors and mentees.

- *Sharing relevant updates after each D.F. meeting

- * Appointing members to TCC including terms

- * Establishing meeting times, roles, responsibilities

- *Providing all beginning teachers with TEAM orientation at the beginning of the school year

2. Support the TEAM Program by:

- * Providing notification of mentor update training for existing mentors

- * Identifying and recruiting additional mentors and provide initial training

- * Providing guidance and support to mentor/mentee partnerships

- * Matching mentors and mentees

Whenever possible, beginning teachers and mentors will be provided substitute coverage for meetings and classroom visitations.

Teachers and mentors will be provided with professional development opportunities such as webinars, videos, journals, etc.

Although TEAM is not directly tied to the evaluations of beginning teachers, it is understood that the evaluators will have close, regular contact with them.

Beginning teachers will communicate with their evaluators approximates dates that PGAP's (identify for which Module) will be ready to share/discuss according to the assigned timelines.

The evaluator will review Beginning Teacher and Mentor Logs at least once a month.

Beginning teachers will communicate with their evaluators approximates dates that PGAP's (identify for which Module) will be ready to share/discuss according to the assigned timelines.

The times/dates will then be determined by the mentor and mentee as n

The annual activity report is a culminating report and is not part of the three-year support plan, but informs future plans.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

River Run Academy TEAM District Support Plan - 2019-2022

Module 5

Facilitated by: The District Facilitator

When: At the beginning of the first year of teaching

Audience: Beginning teachers and their mentors

Completion: The teachers will keep a journal about Module 5 and be able to reflect back on it as needed.

TEAM Mentors

Mentor selection criteria: The criteria and process used to recruit and select mentors who meet the statutory criteria are:

1. Recent (within the past 3 years) TEAM training.
2. Initial TEAM and/or mentoring experience.
3. Hold the provisional licensure for the mentors.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Needs

Mentor training: Mentors are required to attend a state approved training and update training.

PD for mentors:

Monitoring of the meeting log: The LEA will monitor the number of mentoring hours as notated in the meeting hours page on the TEAM site which is accessible by the DF to determine progress towards completion of the modules. If it is identified that a beginning teacher is not making progress towards completing their hours for the identified module, they will meet with the DF and the mentor to discuss the concern. During this time, the DF will ask the beginning teacher if they are in need of more support, coverage, p.d., etc.

Orientation

The beginning teachers will receive an introductory letter to the TEAM program and identify the number of modules needed in addition to who their mentor will be for the program.

Failure to meet TEAM Requirements

The beginning teachers will be updated regarding the consequences of not completing the TEAM requirements by their deadline date at the introduction of TEAM and periodically throughout the process.

TEAM Module Progress Tracking

The teachers progress will be monitored by the D.F. and then meet with the mentors to ensure progress is being made toward deadline dates.

The teachers progress will be monitored by the D.F. and then meet with the mentors to ensure progress is being made toward deadline dates.

Method of demonstrating module completion: Teachers will submit a reflection paper to demonstrate completion of each module.

TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District Facilitator in writing. The District Facilitator will then request feedback from members of the TCC and the Beginning Teachers evaluator to determine whether the dispute can be solved through mediation, and which parties should be involved. Any Beginning Teacher or Mentor requesting special accommodations based on disabilities must notify the D.F. prior to the commencement of the TEAM modules, or as soon as beginning the TEAM process. After receiving the notification, the D.F. will meet with the Superintendent to determine if the 504 or FMLA paperwork has been filed by either party. Such information will be kept confidential; however, the D. F. will be made aware of the following:

* The nature of the disability

River Run Academy TEAM District Support Plan - 2019-2022

*The type of accommodation (s) requested and their relation to the diagnosed disability

The D.F. must be made aware of necessary accommodations and provide them accordingly within HIPAA regulations. On occasion, dissolution of the mentor/ mentee partnership may be requested by either party. The first step for mentees or mentors who feel they are inappropriately matched is to contact the TEAM CC representative. This representative will then contact the D.F., who determines if problems can be reconciled through the support of the TCC (as needed) or if the match should be dissolved. If dissolution of a placement occurs, a new mentor must be assigned within 5 school days.

* Mentor/Mentee placements may be dissolved for the following reasons:

1. Lack of compliance with TEAM requirements and timelines.

This includes, but is not limited to: failure to submit a PGAP according to the designated timeline without prior notification of the D.F., Director or the beginning teachers DF.

1. Unforeseen Family or Medical Leave

Extended illness, maternity leave, leave due to familial obligations, excessive intermittent absences that have an adverse effect on the beginning teacher's ability to complete modules within the designated timeline.

1. Ineffective use of mentoring time

If either mentor or mentee reports that meeting times are not focused on teaching and learning or on working toward successful completion of modules, and that such meeting have begun to hinder the process, a request may be made to dissolve the placement.

1. Gross personal, ed., or philosophical diff.

Such differences may include a perceived lack of tolerance for one's race, religion, ethnicity, gender, sexual orientation, age, disability, political philosophy, educational philosophy, or deeply held personal beliefs.

All claims will be investigated by the DF and brought to the TEAM CC for review.