



Brevard Academy

Special Board Meeting

Published on August 25, 2026 at 6:38 PM EDT

Date and Time

Thursday August 27, 2026 at 3:30 PM EDT

Mission:

The Mission of Brevard Academy is to prepare its students to achieve academic excellence through the Core Knowledge Sequence. Through a partnership involving students, teachers, and parents the school strives to create citizens with strong moral character and active intellectual inquiry.

Vision:

Brevard Academy, a K-8 public charter school, develops and encourages motivated, intellectually curious students who are skilled in critical thinking, individual expression, and problem-solving. From their diverse backgrounds, students accept our challenge to pursue personal and academic excellence. Through this pursuit, they become confident members of their community who lead by serving others.

Strategic Goals:

1. Ensure Academic Success for Every Student
 2. Provide Effective & Innovative Learning Environments
 3. Recruit, Hire and Retain Highly Effective Personnel
 4. Use Resources Effectively & Be Fiscally Responsible
 5. Engage Our Communities
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Agenda

	Purpose	Presenter	Time
I. Opening Items			3:30 PM
A. Record Attendance		Jennifer Silva	1 m
B. Call the Meeting to Order		Jennifer Silva	
II. Art/STEM Building			3:31 PM
A. Special Meeting Business	Vote	Ted Duncan	5 m
• Approval of Beginning Teacher Support Plan--DPI Requirement			
III. Closing Items			3:36 PM
A. Adjourn Meeting	Vote	Jennifer Silva	

This meeting is a public meeting of the BA-CFA Board in public for the purpose of conducting the School Corporation’s business and is not to be considered a public community meeting. There will be time for public participation as indicated on the agenda.

Coversheet

Special Meeting Business

Section:	II. Art/STEM Building
Item:	A. Special Meeting Business
Purpose:	Vote
Submitted by:	
Related Material:	BTSP_Brevard Academy 26-27.pdf



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Overview of the Beginning Teacher Support Program

Brevard Academy's Beginning Teacher Support Program (BTSP) is designed to provide new teachers with the guidance, mentoring, professional development, and individualized support they need to thrive in the teaching profession. As a North Carolina K-8 charter school, Brevard Academy aligns its beginning teacher support practices with North Carolina Department of Public Instruction requirements for a three-year induction and support period. The program focuses on building strong instructional practices, understanding school and classroom expectations, developing positive relationships with students and families, and meeting the North Carolina Professional Teaching Standards. Beginning teachers receive support from an experienced mentor and school-based leaders through regular communication, classroom observations, feedback, professional development, and opportunities for reflection and goal setting.

Goals of the Beginning Teacher Support Program

The overall goal of the program is to create a supportive, collaborative environment in which beginning teachers feel supported and prepared to fulfill the North Carolina Professional Teaching Standards. Brevard Academy's Beginning Teacher Support Program will provide a structure of high quality professional development and mentor support with goals to ensure that BTs meet the state's professional teaching standards, impact the learning of all students in distinguished ways, and choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators and superintendents.

Alignment to Beginning Teacher Support Program Standards

The components of Brevard Academy's BTSP are aligned to address and implement the following standards:

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment, and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors, and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction, and addressing issues of diversity.

Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to the school site, as well as professional development designed to meet the unique needs of beginning teachers that is aligned with the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation

Brevard Academy's BTSP Fulfillment of Policy Requirements:

Together with the School Director, Brevard Academy's Beginning Teacher Coordinator has a documented process for identifying and verifying the following:

Teachers with three or more years of appropriate experience are not required to participate in the BTSP, nor are student services personnel (media coordinators, counselors), administrators, and curriculum-instructional specialists. Likewise, once the continuing license is earned in one teaching area, additional teaching areas do not require a BTSP experience.

- BTs are assigned in their area of licensure
- The BT will follow NCSBE requirements for all required licensure tests (SBE Policies LICN-001 and LICN-003)
- BTs will be made aware of and supported in the following information: Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. Teachers with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.
- At the end of the school year, BTs in their first year of teaching will complete the recent graduate survey. Likewise, the school director will complete the employer survey as part of the requirements to measure the performance of EPPs stated in GS 115C-269.35.

Plan for Implementing a sound BT Induction process

At Brevard Academy, teachers with fewer than three years of experience; regardless of licensure type and licensure pathway (e.g., temporary license, residency license, and initial professional license) are required to participate in the NC Beginning Teacher Support Program for three years.

Orientation

- All BTs will attend a formal orientation at the beginning of the school year before the students return. This orientation will be organized by the BTSP Coordinator to ensure that all components of the induction process are soundly met.
- The orientation is provided within two weeks of the teacher's first day of work (including late hires)
- The orientation includes the following information: An overview of the school's/system's goals, policies, and procedures, a description of available services and training opportunities, and a copy of the BTSP and the process for achieving a continuing license.
- Develop and distribute required working conditions guidelines:
 - o A Mentor is assigned before orientation, and is chosen to ensure close proximity
 - o The following will be limited for BTs: preparations, non-instructional duties, & number of exceptional or difficult students
 - o BTs will understand that no extracurricular assignments will be given unless they request this in writing. A formal form will be shared with BTs for them to use if they choose to request extracurricular assignments.
- BTs will review the NC Teacher Evaluation Process in NCEES and receive ongoing support with the evaluation process from their mentor and their BTSP Coordinator.
- BTs will review the NC Standard Course of Study and receive ongoing support with the standards from their mentor, their BTSP Coordinator, and team PLCs.
- BTs will review the Core Knowledge curriculum, current math curriculum, and Year at a Glance pacing guides.
- Safe and appropriate use of seclusion and restraint of students will be reviewed with BTs.
- Along with Brevard Academy's Mission and Vision, BTs will also review The State Board of Education's Mission and Goals
- A sign-in sheet will be kept to Document that each BT attended orientation

Mentor Program

Brevard Academy has a mentor program that provides ongoing support to new teachers with the selection of excellent, experienced, and qualified teachers serving as mentors. At the beginning of each school year (or the applicable beginning of a BTs contract), BTs are assigned a mentor who meets the following requirements as determined by the School Director and BTSP Coordinator:

- Excellent, Experienced, Qualified mentors are determined as such as receiving a rating of at least the "proficient" level on NCEES or properly validated alternative evaluation. 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)
- The School Director along with the BTSP Coordinator will determine which mentor teacher best meets the needs of each new teacher and will assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as

“distinguished” or “accomplished.”

- Brevard Academy will 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.
- 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 the School Director determines that a teacher rated as “proficient” is the most appropriate mentor for a new teacher, the SD will maintain records of the reasons for that determination.

• As needed, retired teachers are eligible to serve as mentors. *If the School Director determines that a retired teacher is the most appropriate mentor for a new teacher, the SD will maintain records of the reasons for that determination.

• 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.

• Ongoing support is provided to mentors by the BTSP Coordinator.

• Mentor Assignment Guidelines shall follow Beginning Teacher Support Program Standard 2:

2a. Mentor Selection

o Selection criteria include input from the School Director and the BTSP Coordinator

o Mentor selection criteria are clearly articulated by the BTSP and the process for mentor application and selection is communicated in a transparent way ensuring the criteria are held to and met.

2b. Mentor Role

o Mentors play a support role in the beginning teacher orientation and provide logistical and emotional support.

o Mentors focus their primary support on improving instruction and learning.

o Mentors provide ongoing support and encouragement for the beginning teacher.

2c. Mentor Professional Development

o Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.

o Mentors meet with the BTSP Coordinator on a regular basis and receive ongoing training to advance their knowledge and skills.

o Mentors have opportunities to participate in professional learning communities of mentoring practice with training is based on the NC Mentor Standards

Professional Development Plans

• All licensed Brevard Academy staff along with beginning teachers are required to develop a Professional Development Plan in

NCEES.

- Along with the BTSP Coordinator, BTs meet with their BTSP cohort / PLC to identify a shared goal that they can work on both individually and as a group. This goal is communicated with mentors, so they can provide support and accountability.
- With their mentors and the BTSP Coordinator, BTs PDP include goals, strategies, and assessment of the BT's progress in improving identified professional skills.
- Formative assessment conferences are held at the beginning, middle, and end of each year, to reflect on the progress of the BT in meeting goals. Signatures of the BT, mentor, and an administrator recorded in NCEES for each formative assessment conference.

Professional Development

- Beginning teachers at Brevard Academy will have access to high quality professional development opportunities that support individual and schoolwide goals.
- Professional development at Brevard Academy includes virtual, off site, and on site opportunities.

Observations and Evaluations

Brevard Academy uses NCEES for the formal process of conducting observations and a summative evaluation on all BTs (SBE Policy EVAL-004 and GS 115C-333(a) and 115C-333.1(a))

- Mentors, administrators, and peer evaluators complete training and receive support on the evaluation process.
- At the beginning of the year staff professional days, Brevard Academy staff receive a spreadsheet and information for the full evaluation process. This information includes how to access the standards and rubric for evaluating NC teachers, the evaluation policy, and the schedule for completing all components of the evaluation process.
- Evaluations include three administrative observations
 - Observations must last 45 minutes or entire class period
 - The first observation must have a pre conference and all must have a post-conference within 10 days
 - Observations include one peer observation and one summative evaluation annually
- Monitored Growth and Improvement Plans with coaching support are implemented when ratings indicate that they are necessary.
- At least two observations are conducted in the first semester of the school year, and if practicable, at least one of those observations is within the first grading period
- At least one of the three annual administrative observations is conducted by the school director

Beginning Teacher Support Program Monitoring and Peer Review

- Brevard Academy participates in the NCDPI five-year revolving monitoring cycle.
- Brevard Academy's BTSP Coordinator reviews and implements Beginning Teacher Support Program components and resources from NCDPI's website along with NCDPI's Beginning Teacher Coordinator Connection newsletters.
- Brevard Academy participates in a Peer Review Process on a 5-year cycle that is conducted annually using a Peer Review rubric.

Beginning Teacher Files

- Beginning Teacher personnel files are kept secured and locked in the front office with access granted only by Brevard Academy's business manager.

- Brevard Academy transfers BT files to the new employer within 10 business days of request, ensuring confidentiality throughout the process.

Board Approval

This Beginning Teacher Support Plan was reviewed and approved by the Brevard Academy Board of Directors on
(insert date)