

# The Bryan Allen Stevenson School of Excellence

## Section 5 - Staffing

### 1.5 Staffing

---

14 Del. C. § 512(6)

#### Staff Structure [14 Del. C. § 512(6)]

1. Provide, as **Attachment 11**, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. (**Note!** The organizational charts will be compared against the budget figures supplied elsewhere. The provided organizational charts and budget must align.) The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following:
  - a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;
  - b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;
  - c. Operational and support staff;  
The reporting structure for the proposed school; and
  - d. The educator-student ratio, as well as the ratio of adults to students for the school.

(**Note!** The School Nurse must hold a valid standard certificate as a School Nurse, a bachelor’s degree in Nursing, and a current Registered School Nurse license pursuant to 14 DE Admin Code § 1582.)

2. If the school is part of a network of schools and/or would contract with a Charter Management Company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the Board and the school administration will be managed.

BASSE is not a part of a network of schools, nor are there plans for BASSE to work with a Charter Management Company.

#### Staffing Plans, Management, and Evaluation [14 Del. C. § 512(6)]

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

All faculty and staff will be state employees, subject to all employee rules and regulations, and will receive opportunities for benefits and retirement packages as such. All employees will sign an employment agreement upon their hiring. The purpose of the contract is to outline the employee/employer relationship, identify the employee's compensation and benefits, and detail the duties to be performed by the employee. Our new employee orientation will explain the school’s core values, vision, and mission. Each new employee will be given an overview of the benefits program and will complete all necessary paperwork prior to employment.

## The Bryan Allen Stevenson School of Excellence

### Section 5 - Staffing

All employment at BASSE will be “at will;” this means that both employees and the school have the right to terminate employment at any time, with or without advance notice (though all parties may request and should try to give thirty days’ notice), and, with or without cause. However, BASSE will not discharge employees for exercising their right to vote or their political affiliation, answering the call for military service or jury duty, exercising their right of association, filing a worker’s compensation claim, or receiving an order for wage garnishment.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.

See the attached budget sheets for an outline of proposed salary ranges and employment benefits for BASSE staff. Salaries for the school leader are based on comparable salaries for these positions at other Delaware charter schools. Teaching staff, counselor, and nurse salaries are calculated at the average salaries for DE charter schools as outlined in the budget sheets (Attachment 19).

The BASSE model is a unique and innovative model that will attract teachers looking to teach in an innovative school. BASSE will offer continuous professional development, including training in culturally responsive practices. Teachers will have ample planning and collaboration time, access to affinity spaces, and ways to develop their leadership as teacher leaders. These offerings will retain both educators who are highly motivated to continue to be at their best and educators of color. The school will naturally retain high-performing teachers who seek a rewarding and innovative environment in which to teach.

Finally, BASSE acknowledges that teaching can be a challenging and stressful profession. Harper (2019) from K12Drive discusses how teachers go into the education field because they love children and young people and want to empower them develop their full potential. However, while teaching has always been stressful to some extent, those stresses are intensified for a number of reasons including increased pressures to produce results evidenced by testing, behavioral management and other concrete metrics. Consequently, teachers are experiencing increased vicarious trauma when dealing with greater numbers of children dealing with adverse experiences, mental health challenges and other disruptive developmental stressors. Teacher stress negativity impacts the well-being of the school’s culture and climate which ultimately impact the quality of education students receive. The stress teachers experience is also “contagious” to some degree, transforming negative energy to students; this cycle of stress can affect student behavior causing a ripple effect in schools in the overall school environment. Additionally, stressed teachers are more likely to experience burnout and leave the school or the profession altogether, affecting efforts at teacher retention. BASSE plans to support teachers by giving them time and resources, specifically during Synthesis Days and other planning periods and professional days to practice self-care in ways that promote wellness. For example, the teacher’s lounge could offer sensory soothing opportunities such as essential oils, a tea station, calming sounds, and meditative play and creation opportunities like

## The Bryan Allen Stevenson School of Excellence

### Section 5 - Staffing

sand play and coloring. These offerings would be determined by BASSE’s future staff, but we are as committed to the well-being of our teachers as we are to the well-being of our students.

- Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school’s plan for meeting the educator certification requirements of the Delaware Charter Law, 14 Del. C. § 507, which includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the School Leadership Team.

Recruitment Timeline		
Posting	Position	Start Date
Spring 2020	Community Outreach Coordinator	September 2020 (Hired)
Spring 2020	School Launch Partner	December 2020 (Hired)
Summer 2021	Executive Director	Fall 2021 (Hired)
Summer 2021	Director of Development	Fall 2021 (Hired)
February 2023	Teachers, Paraprofessionals, Office Staff, Cafeteria, Custodial, Nurse, Etc.	May 2023 - August 2023

BASSE has built partnerships with several local education preparation programs, including Delaware State University, Relay Graduate School of Education, Teach For America Delaware, and University of Delaware Alternative Certification program to make sure BASSE created the most diverse, prepared, and equitable workforce for our students. To achieve BASSE’s mission and ensure rigorous academic opportunities for students, BASSE believes a diverse set of experiences is required to meet our students’ needs. Please see our predictions for teacher experience and recruitment below:

<i>Expected Teacher Experience Demographics</i>	
Novice Teachers	New Teacher (1-3 yrs experience)
25%	25%
Experienced Teachers (3-9 yrs experience)	Expert Teachers (10+ yrs experience)
25%	25%

## The Bryan Allen Stevenson School of Excellence

### Section 5 - Staffing

BASSE will prioritize recruitment to ensure a diverse staff of teachers. We will work with local and regional universities to help us recruit staff, develop professional development, and build a strong teacher pipeline.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school's process for conducting criminal background checks.

The process for hiring the school leader, teachers, and other school staff will include:

- Recruitment and screening
- Review of credentials, background, experience, and references
- Sample lesson (if applicable)
- Writing sample (if applicable)
- Interviews with the school leaders and/or Board, students, and parents
- A sample teach (if applicable) and
- Recommendations and contract approvals by the Board

As part of the pre-employment process, all employees and Board members will be required to complete a criminal background check through the Delaware State Police.

In cases where termination is necessary to ensure a safe and productive learning environment for the students, the following will guide the termination process:

- In consultation with the Board Chair, the Executive Director, and if necessary, the Deans of Academic Excellence or Community Partnerships, and will make the recommendation to the Board for termination of an employee.
- The employee may appeal this decision to the Board by initially informing the Board Chair of the intent to appeal in writing.
- The employee will meet with the Board and the school leader(s) that recommended them for termination.
- The Board will render a final decision.
- Employees may also be dismissed through the DPAS II process explained in #5 below. The complete procedures for hiring and dismissal may be found in the Employee Handbook.

5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about retention, promotion, and advancement.

Explain how the school will handle unsatisfactory educator performance, as well as educator changes and turnover.

BASSE's Dean of Academic Excellence will complete the online DPAS II Evaluator Training or the Delaware Teacher Growth and Support System (DTGSS), whichever is required by the state at the time of opening, accessible via the Professional Development Management System (PDMS)

## **The Bryan Allen Stevenson School of Excellence**

### **Section 5 - Staffing**

during the school's planning year, as required for all new administrators in Delaware public schools. BASSE will note that DTGSS aligns closely to our foundational belief about the professional abilities of teachers to drive their own growth in supporting student-centered learning and the value of highly effective coaching and support from the building's instructional leader. If possible, when opening, BASSE would prefer to implement the DTGSS for the aforementioned reasons.

Regardless of the evaluation system available to BASSE, the school leader will also attend the recommended training for new administrators, offered in the fall of the planning year. Any BASSE educators who need to complete the online teacher training or specialist training course, available through PDMS, will do so prior to their first evaluations.

The Dean of Academic Excellence will ensure that all observations and related materials are entered into the Evaluation Reporting System (ERS) as required by the State. To ensure fidelity to the selected evaluation system, the Board and Executive Director will monitor the Dean's progress toward teacher evaluation timelines. The Board and Executive Director will request feedback from the state to ensure that reports are accurate and complete. Periodically, the Board will request that external "experts" in the selected evaluation system review or audit the evaluation reports and provide feedback on their accuracy and thoroughness.

The evaluation process will provide the backbone for feedback on teacher practice and related responsibilities in the building. Teachers who have the highest and most consistent summative ratings and who have demonstrated commitment to continuous improvement may be considered for advancements, promotions, and extra responsibilities within the building. Teachers who have summative ratings of that demonstrate the need for significant growth in their practice will be provided with written expectations, targeted coaching, and support, and, if necessary, improvement plans targeted at enhancing their performance. Ultimately, teachers who do not demonstrate the necessary growth and continue to exhibit patterns of ineffective teaching after receiving the necessary support may be subject to dismissal.

Employees with unacceptable job performance will be notified that their performance must be improved both in writing and verbally; they will be provided with any needed professional development and support to make improvements. In the most extreme cases (e.g., employee actions or words that harm or threaten to endanger students' well-being and behavior that creates an irrevocable breach of trust), employees may be terminated immediately. Should a teaching vacancy arise in the middle of the year, it will be filled using BASSE recruitment and selection support.

6. Explain how and when the Board will evaluate the Principal/School Leader. What evaluation tool will be used? What key performance criteria will be examined? How will student academic growth be factored into the Principal/School Leader's evaluation?

An annual performance review will occur with the Dean of Academic Excellence, the Executive Director, and eventually, the Dean of Community Partnerships respectively, with the Board. A mid-year checkpoint will take place to gauge each school leader's performance. Each evaluation

## **The Bryan Allen Stevenson School of Excellence**

### **Section 5 - Staffing**

will include parent and student voices, and in the case of the Dean of Community Partnerships, community partner voices.

The Board Chair will attend the state training for evaluators of administrators, and the Board will use the evaluation for Administrators to evaluate the various school leaders in the ways appropriate for their role. If the DDOE provides new guidance on evaluating administrators, the Board will take that into advisement. Particular attention will be given to the mission-specific goals of providing a service-learning curriculum, connecting students to real-world learning experiences, creating a school culture that promotes the development of 21st Century skills, and how the school leaders support those goals.

Because the Dean of Academic Excellence is ultimately responsible for student learning in the school, their evaluation will include a review of the DeSSA scores and student progress. The Dean of Community Partnerships will be assessed on how successfully students complete service-learning opportunities and implement any innovations they create.

7. What mechanisms or options will the Board leverage to address unsatisfactory leadership performance, should it occur, as well as turnover? What cut points within established metrics might trigger different courses of action in regards to the oversight of the Principal/School Leader?

While student academic performance will not be the sole criterion for discipline or termination of the school leader, the underperformance of the students on state assessments for consecutive years may necessitate a constructive re-evaluation of the Dean of Academic Excellence's ability to guide the school, and a corrective plan should be scheduled for the subsequent academic year. If improvement does not occur, the Board will consider termination based on the evaluation.

Similarly, if the Dean of Community Partnerships cannot secure or adequately manage the partnerships that allow students to complete their service requirements, the Dean will be required to undergo an improvement process similar to the Dean of Academic Excellence. If improvement does not occur, the Board will consider termination based on the evaluation.

Additionally, the evaluation of school climate and culture, both in the traditional school building and when students are out in the community, will impact the effectiveness of the Deans. If the school climate and culture become and are consistently negative, similar improvement processes will be implemented, with the potential for termination if significant growth is not achieved.

Mismanagement of school resources resulting in jeopardizing the school's finances and operational metrics will result in a hearing and immediate dismissal of the Executive Director, if appropriate.

### **Professional Development [14 Del. C. § 512(6)]**

## **The Bryan Allen Stevenson School of Excellence**

### **Section 5 - Staffing**

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement. The plan must include the following:
  - a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;

BASSE teachers, staff, and board will engage in a series of professional learning experiences before opening our school. BASSE has created a Diversity, Equity, Inclusion statement and will engage in training with nationally renowned expert, Dr. Howard Stevenson focused on culturally responsive teaching and historical responsive literacy training. Additionally, BASSE has partnered with Jounce Partners who will conduct classroom management training focused on ensuring academic excellence and equity for all students.

Additionally, in response to Gov. Carney's Executive Order 24, BASSE will prioritize creating a trauma-informed school environment, and all teachers and staff, at all levels, will engage in trauma-informed training prior to the opening of the school. Our teachers will also engage in training focused on social-emotional learning. This includes specific training regarding the implementation of the Neurosequential Education Model, as developed by Dr. Bruce Perry.

Opening a school after the coronavirus pandemic will require a focused commitment to an ever-changing school environment and landscape. We will require every employee to engage in health and safety training with a focus on a pandemic response. We will utilize guidance from the CDC and the Delaware Department of Health and Social Services. Additionally, all staff will be engaged in training for conducting virtual learning. This training is required for all staff because everyone needs to understand how to engage in a virtual format so our school can best support our students and families.

All staff will engage in multiple safety training and drills before the school's opening to ensure all staff are prepared to react in an emergency event.

Since BASSE intends to be an IB school, our Dean of Academic Excellence will attend the National IB conference in Washington, DC (or virtually) to envision how IB will work in our school environment.

Given we are a new school, all staff will report three-weeks before the first day of school for training. This will allow ample time for teachers to receive this essential professional development as well as build relationships as a staff.

Additionally, all teachers and relevant staff will be instructed on how to register for and complete their non-academic mandatory training (appropriate to their years of experience, positions, and other criteria) following the requirements outlined in the state code. These

## The Bryan Allen Stevenson School of Excellence

### Section 5 - Staffing

instructions will be provided to the relevant parties once the training becomes accessible by the state. BASSE's school leadership team will create a calendar of the appropriate training opportunities and provide individuals with clear information about which trainings they are required to complete and by when. The school leadership team will track that each faculty and staff member has completed the appropriate training by the established deadline.

See an example schedule below:

<b>Pre-Opening Professional Learning</b>	<b>Hours</b>
<b><i>Week 1: Creating a Culturally Responsive School</i></b>	
BASSE: Understanding our Approach	Half-Day (3 hrs)
Schools, Peace and Our Future	Half-Day (3 hrs)
Creating a Diverse, Equitable and Inclusive Environment for Our Students	Half-Day (3 hrs)
Understanding culturally responsive teaching	Half-Day (3 hrs)
Integrating Historical Responsive Literacy into Daily Lessons	Half-Day (3 hrs)
<b><i>Week 2: Health &amp; Safety Training</i></b>	
Keeping our spaces safe, clean and healthy	Half-Day (3 hrs)
Preparing our staff and students for a pandemic	Half-Day (3 hrs)
Crisis Response	Half-Day (3 hrs)
Understanding a Trauma-Informed Approach	Half-Day (3 hrs)
Caring for the social-Emotional wellbeing of ourselves and students	Half-Day (3 hrs)
<b><i>Week 3: Creating a Safe Responsive Classroom Environment (In-Person or Virtual)</i></b>	
Integrating the Learning Management System in Daily Lessons	Half-Day (3 hrs)
Understanding Multi-Tiered Academic Supports (Virtual or In-Person)	Half-Day (3 hrs)
Creating a Data-Driven Culture	Half-Day (3 hrs)
Personalized Learning: Individualized Student Learning Plans	Half-Day (3 hrs)
Restorative Justice Practices in the Classroom	Half-Day (3 hrs)



## The Bryan Allen Stevenson School of Excellence

### Section 5 - Staffing

If it is necessary to hire staff mid-year, they would also receive professional development to prepare them to teach successfully in the BASSE environment. See a sample draft of the mid-year professional development schedule [here](#).

Finally, in compliance with the DDOE's Comprehensive Induction Plan, the Dean of Academic Excellence will operate as BASSE's mentoring and induction site coordinator for the Comprehensive Induction Plan. Once BASSE hires our initial founding teachers, BASSE will identify a lead grade level teacher (as outlined in our Organizational Chart in Section 1.5 of the original charter application) to serve as Lead Mentor.

- b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;

Mandatory state requirement for professional development requires 45-60 mins of teacher prep per day. BASSE will meet or exceed that requirement for teachers. Additionally, teachers will receive specified collaborative planning time across grade-levels and content-areas. This will be scheduled during the school-day and on Synthesis Days where our schedule is more flexible for both our teachers and students. Please see the staff calendar and student schedule for more information.

- c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;

Per Delaware requirements, and based on the experience level of the teacher, our leadership team will conduct formal and informal, summative and formative classroom observations at multiple points throughout the school year. In hiring our School Launch Partner, BASSE made a strategic decision to ensure our founding school leader was an instruction leader first, hence the Dean of Academic Excellence. Building these skill sets through our partnership with Jounce will ensure our school focuses on high-touch academic support and coaching.

Depending on the needs that arise from our Dean of Academic Excellence's informal and formal evaluations, they will be responsible for planning and facilitating the appropriate professional development for the instructional staff in need. If our Dean needs additional support in providing these services, they will work with the Executive Director to outsource the professional development or send the teacher to an appropriate conference or training. This professional development could support as few as one teacher and as many as the entire faculty.

- d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.

Led by department heads, our professional development program will be evaluated annually by a panel that includes school leaders, members of the board of directors, and student leadership.

## **The Bryan Allen Stevenson School of Excellence**

### **Section 5 - Staffing**

- e. An explanation of the school's system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.

BASSE's Dean of Academic Excellence will start as the School Launch Partner three years prior to the opening of BASSE. The School Launch Partner will engage in a two-year fellowship and training program, including hands-on learning, observation, and coaching in Delaware schools. Jounce Partners (see School Launch Partner Attachment) will continue to provide ongoing coaching and evaluation of BASSE's Dean of Academic Excellence throughout the school's inaugural years and growth. BASSE has a deep belief in the importance of our school leadership's ongoing learning and growth and will provide continued opportunities for growth and learning throughout the calendar year. Additionally, the Dean of Academic Excellence will be evaluated by the executive board with input from students, parents, and the community.