

**At Heritage Christian School, located in North Liberty, Iowa, we exist to serve Christ by partnering with parents to provide biblically faithful, academically excellent education. Our vision is to be a leader in developing passionate lifelong learners committed to Christ.**

**Heritage Christian School Board Meeting Minutes – Open**  
April 27th, 2023 Meeting

The meeting started at 6:00 pm. Steve Liu offered a devotion. All opened in prayer.

**Attendance:**

**Board Members:** Chris Stoakes, Mary Palmer, Tim Insko, Chad Hanneman, Steve Liu, Scott Kallemeyn.

**Late:** Unyime Ituk

**Staff:** Joy Bartholomew, Nichole Early, Lysia Peters, Kristin Smith, Jenn Van Otterloo, Sarah Franje, Rachel Super, Jenna Kurtzhals, Brenda Wichhart.

**Head of School:** Greg Gilbaugh.

**Head of School Incumbent:** Brian Goodbar (remotely)

**A motion was made by Steve Liu to approve March 23rd, 2023 Open Minutes as submitted. Mary Palmer seconded.**  
**No further discussion.**  
**Vote was approved 6-0.**

**A motion was made by Steve Liu to approve March 23rd, 2023 Executive Minutes as submitted.**  
**Scott Kallemeyn seconded.**  
**No further discussion.**  
**Vote was approved 5-0.**

**Students First Act Review - Brenda Wichhart (on file as PDF)**  
- Presented and discussed with questions asked.

**New Teacher Mentorship Program - Mary Palmer (see attached)**

**Curriculum Report 4-8th Grade - Rachel Super (see attached)**  
- It is possible that this curriculum could be ready by next year.

**Head of School Report - Greg Gilbaugh**  
- Morale is good with the staff.  
- Students are losing focus with the end of year drawing near.

- New mantra for the end of the year is “We are not done yet!”
- Greg continues to meet with Brian Goodbar to help onboard him to the school.

**Teacher discussions:**

- The Allie Olsen Pavillion. Scott Kallemeyn will look into the future status of this project.
- Areas on the playground are muddy with no grass. A quote will be sought from Absolute Lawncare about getting grass in place.
- Rachel Super offered a discussion around the Student First Act. Avenues for families that have been previously unable to attend Heritage Christian School should be considered by the Board.
- Kristin Smith offered a discussion around the size and number of Kindergarten classes. Board is to discuss this more during the executive time.

**Accreditation Update - Scott Kallemeyn**

- The committee met on April 18th to discuss the schedule and timing of certain steps.
- Aaron Most has been assigned as our ACSI accreditor. He is scheduled for a visit on March 27th, 2024.
- Each domain chair will assess the readiness of their domain.
- The committee will meet again in June 2023.

**March 2023 Finances - Tim Insko (see attached in executive minutes)**

- General checking/savings is up \$79,000.
- All accounts as a sum are down \$77,000.
- YTD we are still profitable.

**A motion was made by Steve Liu to approve the March 2023 Finances.**

**Chris Stoakes seconded.**

**No further discussion.**

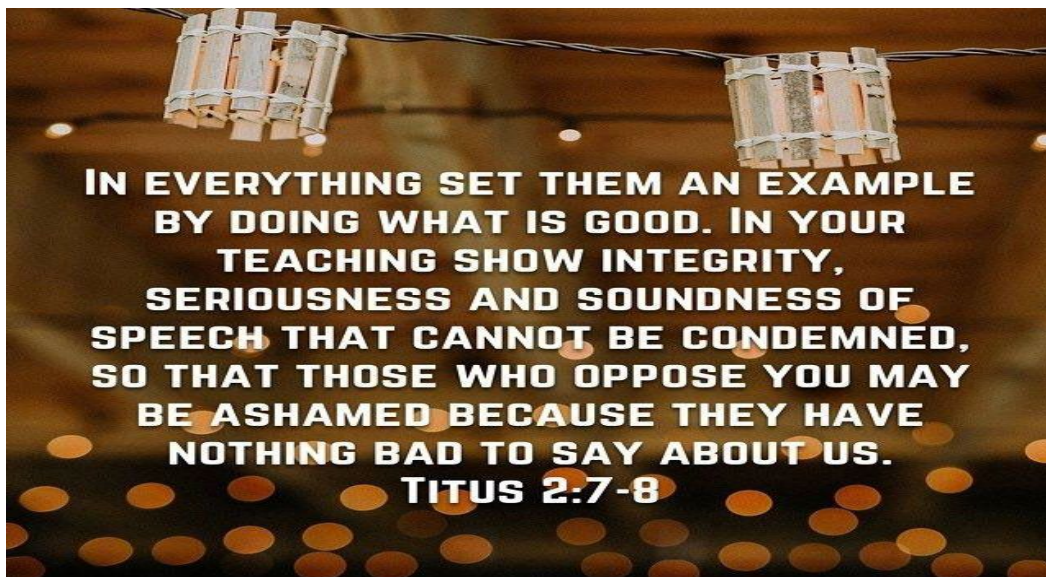
**Vota approved 7-0.**

Minutes Respectfully Submitted,

Chad R Hanneman

# Heritage Christian School New Teacher Mentorship Program

*Biblically Faithful, Academically Excellent Education*



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# **New Teacher Mentorship Program**

## **Introduction**

### **Mission and Vision of Heritage Christian School**

At Heritage Christian School, we exist to serve Christ by partnering with parents to provide biblically faithful, academically excellent education. Our vision is to be a leader in developing passionate lifelong learners committed to Christ.

To that end, we see much value in helping teachers serve God by serving our school community with love and professional competency. Our goal is to welcome teachers new to Heritage by acquainting them with policies, procedures, and best practices of effective, biblically-founded teaching.

### **Program Objective**

The mentoring program will provide ongoing, positive, and consistent support for new and emerging teachers, as well as experienced teachers new to Heritage, with an emphasis on biblically integrated learning and growth. This program will connect new teachers with an experienced Mentor to guide, encourage, and partner with in our shared mission and vision for the school.

### **Rationale**

New and emerging educators will benefit from enhanced assistance, support, and supervision offered by Mentors utilizing the components of this mentoring program. Students and their families will also be recipients of improved instructional and classroom management strategies. Effective teaching is achieved when a teacher becomes an active contributing member of what makes Heritage a success.

### **Program Goals**

An effective mentoring program will:

- Enhance the quality of instruction students receive.
- Allow teacher growth to be “experientially” based.
- Encourage positive professional growth.
- Increase and encourage communication between teachers.
- Develop knowledge of building policies and procedures.
- Foster teacher growth through observation and reflection.
- Train new and emerging teachers to become more effective at self-assessment and reflection.
- Offer encouragement and support to teachers new to Heritage Christian School.
- Promote team unity.

## Mentorship Program Responsibilities

### A. Administration

- **Establish a school culture** that supports professional collaboration.
- **Ensure reasonable working conditions for the Mentee**, which might include schedule modifications.
- **Facilitate the relationship between the Mentor and Mentee.** The administration should make sure that the Mentor and Mentee meet regularly and that they are satisfied with each other's participation in the program.
- **Plan back to school orientation.**
- **Conduct the summative assessment of the Mentees.** The administration should ensure that the Mentee is informed early in the year regarding the school's assessment standards and procedures.
- **Engage in regular communication with Mentors.** The administration should seek to promote accountability and progress towards completion of the program. They will also provide additional guidance and support to the Mentor in their role.
- **Provide support and encouragement** to all Mentees by listening and remaining available to meet together and discuss various aspects of their first year.
- **Oversee the selection and training of Mentors.** Administration is responsible for ensuring that the Mentor plan process properly challenges and benefits Mentor/Mentee pairs.
  - Mentors and Mentees should teach approximately the same grade level or subject matter.
  - Appropriate selection of Mentors should consider individuals with a vibrant Christian faith, knowledge of teaching strategies and resources, ability to pursue effective communication, and sufficient teaching experience.

### B. Mentor Teacher

- **Provide instructional support.** This includes regular observation of and conferencing with the Mentee. During this time, Mentors will offer support in teaching the learning standards of the school's curriculum framework.
  - Meet once a month with Mentee to provide encouragement, assistance, etc. using Monthly Mentorship Checklist. (See appendix pages 6-9)
  - Participate in discussions following lessons that draw upon reflective thinking strategies.
  - Maintain open communication with Mentee.
  - Refine various strategies and methodologies related to their role.
  - Address issues such as student work management and communicating effectively with families.
  - Recognize and address multiple learning styles and individual student needs.

- **Provide professional support.** Mentors should be a resource for information on policies, procedures, assessment, and professional practices. Mentors should aid facilitating the Mentee's observation of other classrooms at Heritage or in other schools.
- **Provide personal support.** Mentors will seek to listen and offer support and encouragement to the Mentee throughout the year.
- **Maintain a confidential relationship with the Mentee.** It is important that the Mentee be able to discuss concerns openly with the Mentor, so that they may be addressed in a timely and informed manner.
- **Ensure a strong start to the year.** Mentors can help Mentee launch into a productive year by making sure they know where to obtain all needed materials and resources, and develop effective lesson plans.
- **Serve as a liaison.** The Mentor should have the knowledge and skills to refer the Mentee to other teachers and educational resources, so that the Mentee is exposed to a variety of perspectives and successful instructional practices.

#### C. Mentee Teacher

- **Play an active role in the mentoring relationship** by offering critical reflections on his/her own practice and identifying areas in which assistance should be sought.
- **Seek out help.** The Mentee must be proactive in seeking needed support, communicating classroom issues, and remain open to feedback in order to continue developing as a professional.
- **Observe experienced teachers at work.** The Mentee will visit at least one exemplary classroom within the first two trimesters. Additional visits will be encouraged and supported.
- **Analyze and reflect on their teaching practice,** with the coaching of a Mentor teacher.

### Training/Orientation

- Mentee will receive a New Teacher Manual.
- Mentee will attend a scheduled orientation prior to the first day of in-service.
- Mentee will receive ongoing formal, informal, and check-in observations (see below).

### Program Schedule

#### A. Who qualifies for the New Teacher Mentorship Program?

- Inductees will be identified and selected by the Head of School.

#### B. New Teacher Orientation

- All Mentees in the mentorship program are required to attend New Teacher Orientation before teacher in-service (to be scheduled by the Head of School).
- Mentors should attend New Teacher Orientation unless otherwise approved by the Head of School.

#### C. Year One Mentorship Program

- Intended for all teachers new to Heritage Christian School.
  - Formal Observations are required as follows:
    - 0-1 year experience: 5 observations
    - 2-4 years experience: 4 observations
    - 5+ years experience: 3 observations
  - Monthly formal meetings (Monthly Mentorship Checklist on appendix pages 6-9)
  - Weekly informal check-ins
  - Ongoing discussion of desired outcomes for the year.

#### D. Year Two Mentorship Program

- An optional second year is available based on recommendation as assessed by the Head of School, or as requested by a Mentee.
  - This year will focus on goal setting as the Mentee builds off of the previous year's benchmarks.

### **Classroom Visits (Formal Observations)**

#### A. Goals

- Mentor teachers will engage in several formal observations (see schedule above) in order to identify the strengths of the observed lesson, encourage growth in strategies, observe interaction, preparedness, biblical integration, and student needs within the lesson.
- The main goal in these observations is to edify and encourage the Mentee in honing their craft and finding success in the classroom.

#### B. Procedure

- Observations will be scheduled on an agreed upon time with the Mentor and Mentee.
- Mentor will use the Mentor Teacher Observation Form (Appendix pages 10-11) to aid in their observation.
- Mentor and Mentee will meet after the observed lesson to discuss the observation and work through the Post-Observation Reflection portion of the Mentor Teacher Observation Form together.

## **Criteria for Completion**

- A. The following documents will be completed and turned in to the Head of School by the end of the year to demonstrate program completion by the Mentee and Mentor.
- Observation forms completed by Mentor (Appendix pages 10-11).
  - Formal Observation Forms
  - Appropriate monthly checklists completed (Appendix pages 6-9).
  - Program Evaluation completed by Mentor and Mentee (Appendix pages 12-13).

## **Appendices**

### **Contents of the New Teacher Manual**

Welcome Letter

Portrait of a Graduate

Mission/Vision/Core Values

School Calendar

Important Information (Contacts, where to find information in handbooks, etc.)

FACTS Management Guide

PLC Expectations and Schedule

How to Write Lesson Plans?

New Teacher Mentorship Program Handbook

Employee Handbook

Parent Student Handbook

Additional documents as needed

## **Monthly Mentorship Checklist**

### **BEFORE SCHOOL STARTS**

**Check** the items as you complete/discuss them.

#### **BUILDING TOUR**

- ☐ School location and general layout (grade levels, teacher parking, etc.)
- ☐ School office areas (school secretary, finance director office, Curriculum Director, Head of School, etc.)
- ☐ Special areas (hot lunch counter, music/art, gym, computer storage, general supplies, attic, etc.)
- ☐ Teacher work areas (mail room, copying equipment, and RESTROOMS!)
- ☐ School playground areas (boundaries and equipment)

#### **RESOURCES**

- ☐ Textbooks, supplementary materials, audio-visual equipment, student computers, iPads, etc.
- ☐ Faculty and Parent/Student handbook.
- ☐ Discuss procedure on saving to and retrieving from OneDrive (Office 365), share drive, and Google classroom.

#### **PERSONAL AND PROFESSIONAL PROCEDURES**

- ☐ Keys, alarm codes, finance paperwork.
- ☐ Understanding the recognized categories of absences (sick vs. personal).
- ☐ Preparing lesson plans for substitutes and emergency absences.
- ☐ Attendance and participation at faculty meetings and PLC meetings.
- ☐ Required observations/evaluations by site administrator(s).

#### **ROUTINE PROCEDURES**

- ☐ Schedules and procedures (lunch, recess, chapel, computers, field trips, etc.)
- ☐ Policies (visitors, volunteers, student illnesses, money collection, behavior issues, etc.)

#### **CURRICULUM**

- ☐ Show Mentee how to retrieve curriculum guides and review pacing timelines and supplementary materials.
- ☐ Review lesson plan procedures and expectations.
- ☐ Go over grading procedures for day-to-day record keeping (number of grades, state numerical and letter grade scale, weighting schemes, etc.)
- ☐ Review use of computerized grading network, email system, and attendance (RenWeb).
- ☐ Show Mentee where student cumulative records are located and discuss confidentiality.
- ☐ Review special accommodations for students on an IEP, 504, or intervention plans (and/or other learning accommodations or modifications, etc.)
- ☐ Review school, grade-level policies for homework/make-up work/assignments, etc.
- ☐ Discuss baseline, mid-year, formative and summative assessments. (STAR, writing, math, and grammar).

## STUDENT DISCIPLINE

- \_\_\_ Establish classroom rules, procedures, and behavioral expectations.
- \_\_\_ Expectations for staff supervision outside of the classroom (students from other classes, hallway, recess, bathroom, etc.)
- \_\_\_ Behavior expectations and procedures (discipline slips, detentions, etc.).

## PRE-PLANNING

- \_\_\_ Dismissal procedures (quiet room, walkie-talkie, car line numbers, etc.)
- \_\_\_ Prepare lesson plans, attendance, Google Classroom, daily/weekly schedule, name tags, etc.
- \_\_\_ Prepare take-home packets for students, including such items as: an introductory letter to parents, class rules and procedures, homework policy, course overviews, etc. (to be handed out at Parent Orientation night)
- \_\_\_ Discuss expectations for professional dress.
- \_\_\_ Check to see which students may be receiving services through Grant Wood (IEP or 504's.)
- \_\_\_ Discuss expectations and procedures for Back to School Night.
- \_\_\_ Review after-school programs (start-up dates, eligibility, etc.)

## AUGUST

- \_\_\_ Plan together for Parent Orientation presentations (print prepared handouts, be ready for an oral presentation, introduction of yourself, expectations and vision for the year.)
- \_\_\_ Check-in with Mentee (first day, first week, questions, needs, etc.)

## SEPTEMBER

- \_\_\_ Check-in regarding parent communication methods, discipline/behavioral issues, grading.
- \_\_\_ Discuss midterm progress report procedures and expectations.
- \_\_\_ Review expectations for facilitating STAR testing and interventions (if applicable) and offer support in finding appropriate resources.
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).

## OCTOBER

- \_\_\_ Review classroom management and discipline concerns.
- \_\_\_ Set up date and time for initial classroom observation by Mentor (if applicable).
- \_\_\_ Address lesson plans and instructional strategy questions.
- \_\_\_ Review procedures for Donuts with Dads.
- \_\_\_ Review procedures for Picture Day.

\_\_\_ Optional: Discuss appropriate procedures for classroom celebrations to include Halloween, Thanksgiving, Christmas, Valentine's Day, and Easter.

## **NOVEMBER**

- \_\_\_ Discuss needs and concerns of the Mentee.
- \_\_\_ Prepare for end of semester responsibilities and timelines (grades, exams, report cards, parent/teacher conferences, etc.)
- \_\_\_ Review procedures for Veteran's Day celebration.
- \_\_\_ Review procedures for Thanksgiving Lunch/Chapel.
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).
- \_\_\_ Review classroom Christmas party expectations.

## **DECEMBER**

- \_\_\_ Review the fall trimester's experiences: highlights, struggles, goals and celebrations!
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).
- \_\_\_ Review Choir and Band concert expectations.
- \_\_\_ Review staff Christmas party.

## **JANUARY**

- \_\_\_ Review new data for STAR interventions and offer support in finding appropriate resources (students will do STAR testing early in January.)
- \_\_\_ Make plans for additional classroom visits for Mentee to observe other teachers.
- \_\_\_ Discuss midterm progress report procedures and expectations.
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).
- \_\_\_ Set up a date and time for Mentee to visit an exemplary classroom or reflect on previous observation.

## **FEBRUARY**

- \_\_\_ Discuss timelines and deadlines that come up before Spring Break (report cards, Muffins with Moms, EFE).
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).

## **MARCH / APRIL**

- \_\_\_ Discuss ISASP testing procedures and schedule (if applicable).
- \_\_\_ Explain the purpose and procedure of Grandparent's Day (look at schedule, brainstorm ideas of activities, etc.)
- \_\_\_ Set up date and time for a classroom observation by Mentor (if applicable).

## **MAY / JUNE**

\_\_\_ Discuss end-of-the-year calendar (teacher appreciation week, Operation G.O.O.D., spring Choir and Band concerts, 8<sup>th</sup> grade graduation, talent show, last day of school)

\_\_\_ Review and engage in data chat regarding end-year assessment data (STAR, end of year Math, Grammar, Writing assessments).

\_\_\_ Discuss Check-Out procedures (textbooks, classroom organization, summer storage of materials, lesson plans, cumulative folders)

\_\_\_ Review the year's experiences: highlights, struggles, goals and celebrations!

\_\_\_ Reflect on what goals you want to implement next year.

\_\_\_ REQUIRED: Mentor and Mentee complete the Program Evaluation (Appendix pages 10-11).

\_\_\_ Mentor will turn in Observation Forms, Checklists, and Program Evaluation Forms to Head of School before Check-Out for the year.

\_\_\_ Mentee will turn in their Program Evaluation Form to the Head of School before Check-Out for the year.

# Mentor Teacher Observation Form

Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_

Observed by: \_\_\_\_\_

### Observation Record:

|  |
|--|
| <b>Lesson or activity observed:</b>        |
| <b>Strengths of the lesson:</b>            |
| <b>Questions and/or ideas to consider:</b> |

|   | Clearly Evident | Minimally Evident | Not Observed |
|---|-----------------|-------------------|--------------|
| <b>Teacher is planned and prepared for lesson; portion of the lesson observed aligned with lesson objectives</b> (Instructional Practice) |                 |                   |              |
| <b>Instructional strategies used are effective and engage students in active learning</b> (Student Engagement, Instructional Practice)    |                 |                   |              |
| <b>Classroom atmosphere and instruction promote biblical worldview development</b> (Biblical Integration)                                 |                 |                   |              |
| <b>Expectations for activities and/or assessments are clearly communicated</b> (Assessment Strategies)                                    |                 |                   |              |
| <b>Positive student-teacher relationships enhance the learning environment in the classroom</b> (Teacher/student Relationships)           |                 |                   |              |
| <b>Teacher is meeting the diverse needs of students effectively</b> (Support for Learning)  |                 |                   |              |
| <b>Students know and cooperate with classroom rules, routines, and procedures</b> (Classroom Management)                                  |                 |                   |              |

### **Post-Observation Reflection (to be completed after observation with mentee):**

Questions to discuss (and record notes of main points):

1. What are some of the things you noticed that let you know the lesson was going well?
2. What, if anything, surprised you about the lesson?
3. As you reflect on your lesson, what are you learning that you might want to carry forward for next time?
4. How can I, as your Mentor, support your continued growth?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Program Evaluation of Mentee

1. Did this program provide the support that you needed to make your transition to Heritage Christian School successful? Explain.
2. What items would you suggest being added to the program to provide adequate aid to incoming teachers?
3. What changes to the program would you suggest? What areas do you feel you could have received more support?
4. What specific areas did your Mentor succeed in providing appropriate support?
5. What specific areas could your Mentor show growth in their support role?
6. Comments:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Program Evaluation of Mentor**

1. Did this program provide the proper framework and tools for you to be able to successfully provide the support to the Mentee in transitioning to Heritage Christian School? Explain.
  
  
  
  
  
  
  
  
  
  
2. What items would you suggest being added to the program to provide adequate aid to incoming teachers?
  
  
  
  
  
  
  
  
  
  
3. What changes to the program would you suggest? What areas do you feel Mentees could have received more support?
  
  
  
  
  
  
  
  
  
  
4. What specific areas did you observe growth in your Mentee? (instructional skills, classroom management skills, awareness of students' needs, implementing HCS policies and procedures, professionalism, etc.)
  
  
  
  
  
  
  
  
  
  
5. What specific areas could your Mentee show further growth?
  
  
  
  
  
  
  
  
  
  
6. Comments:

Committee Report (Curriculum/Faculty)

April 27, 2023

**Curriculum Committee members 4-8 grade:**

- Sarah Franje / Rachel Super – head
- Jonathan Langer, teacher
- Mary Palmer & Tim Insko, board members
- Suzanne Hennings, Raymond Small, Alicia Dawson, Kara Recker, Natasha Miller, board approved association members

The Curriculum Committee is in the process of reviewing novels units for the middle school. We have met a few times. Novels were divided up among the committee members for review. We will be meeting again soon to discuss.

**Mentoring/Induction members:**

The staff that will be getting access to mentorship this year are:

- Mentee – Mentor
- Caitlin Griess – Rachel Super
- Emma Palmer – Nichole Early
- Jonathan Langer – Matt Ellerie
- Jenna Kurtzhals – Jenn Van Otterloo

I am submitting the Mentorship policy for discussion and vote.