



Orientation Day Outline
August 24, 2020

Introductions
 Opening Go-round
 Administrator Visits
 Induction Binder Presentation
 Professional Development
 Teacher Negotiated Agreement
 Questions and Wrap Up

Zoom Meeting Schedule

Time	Date
3:15 pm	October 13 th
3:15 pm	November 10 th
3:15 pm	December 8 th
3:15 pm	January 12 th
3:15 pm	February 9 th
3:15 pm	March 9 th
3:15 pm	April 6 th
3:15 pm	May 11 th

Who's Who in the District Mascoma Directory

	Mascoma High	Indian River	Canaan	Enfield
Principal	Thomas Fitzgerald	Kevin Towle	Leah Wheelan	Harrison Little
Associate Principal	Colleen McIntyre	Tina Fleming		
Athletic Director	Rodney Brown	Todd Thompson		
Administrative Assistant	Deb Davis	Tina Buckwold	Tammy Daley	Carol Bostwick
Guidance Counselors	Jason Milanesi Stephanie Cooney Ayla Steere	Laura Donica Ted Kilton	Amy Reiter	Shaina Plumley
Social Worker	Cynthia Collea	Caroline Christie		
Special Ed. Staff	<i>Geoff McLean-Admin</i> Laurie Sanborn Rick Simula Monica Cashin Malachy Flynn Peter Attisano	<i>Geoff McLean-Admin</i> Dawn Frost Margaret Adams Sheena Campbell Erin Mills Patricia Guitar Aaron Finley Jen Ruscito	<i>Brooke Ross- Admin</i> Bonnie McCouch BJ Foster-Zehr Lisa Nevins Cassie Johns Todd Rudis	<i>Brooke Ross- Admin</i> Bonnie McCouch Hana Masecar Stacey Hyjek Kim Rudge Julie McHugh-Kramer
Nurse	Stephanie Pluhar	Sarah Boas	Mary Doucet	Robin Lobb
Union Rep	John Sweetland	Karen Fryer	Helen Benham	Heather Sullivan
MVREA Presidents	Megan Prince			
Professional Development Building Reps.	Alison Tessier Ann Doody Ann Labrie	Heidi Fisher Ronald Geason Bobbi Barney	Lisa Meyer Sharon Lyman Tammy Daley	Emily Nester Heather Sullivan Dorinda Washer

Custodian	Matt Oliver	Dan Grant	Rex Brown	Barry Laraway
Resource Office	Matt Bunten			
	Mascoma High	Indian River	Canaan Elementary	Enfield Elementary
Psychologist	Matt Winslow	Matt Winslow	Laurie Hanks	Nancy Brightman
LADC	Donlon Wade	Donlon Wade		
Speech and Language	Meghan Lamica Jeanine Laundry	Meghan Lamica Jeanine Laundry	Stephanie Smith Heather Aube	Elaine Mahoney Aaron Dow
Occupational Therapy	Rita Boyce	Rita Boyce Lisa Knott	Rita Boyce Lisa Knott	Rita Boyce
Physical Therapy	Francine Prosser-Reisen			
Tech Assistance	Craig Suttie Roger St. Hilaire Koby Van Beest	Craig Suttie Roger St. Hilaire Koby Van Beest	Craig Suttie Roger St. Hilaire Koby Van Beest	Craig Suttie Roger St. Hilaire Koby Van Beest
Media Generalists	Bernadette Virgin	Holly Howes	Crystal Darling	Haley Torrey
Food Service	Anton Prikazchikov			

Teaching Staff

Gr.	Canaan	Enfield	Gr.	Indian River	Subject	Mascoma High School
Pre	Kyle Audett	Kristie Letson	5	Diane DeWolfe Linda Walker Beth Hutchins Stephanie Ferland	ELA	Diane Adam Nancy Grout Shannon Hurd Oliver Chalker
K	Brandi Conrad Sharon Evans	Amy Stewart Kathe Estes				
1	Lisa Meyer Maranda Bashaw	Heidi Unger Tonya Young Lauren Simpson Jonathan Dean	6	Sara Dunkerton Donna Hazelton Susan Follensbee James Hill Christine Labore Karen Fryer	Math	April Guinness Elizabeth Staiger Steve Stebbins Ashley Cole-Henry
2	Sharon Lyman Danielle Sampson Sarah Hill	Tammy Poirier Leisel Fagan	7	Scott Durphey William Stone Carol Saulnier Barry Williams Ronald Geason Ian Henry	Science	Kevin Gianini Kelsea Winkeler Ann Doody Allyson Tessier
3	Melinda Fifield Meghan Quinn Katie Hull	Jessica Weren Heather Sullivan Deb Alexander	8	Heidi Fisher Theresa Westgate Heather Oliver Scott MacPhee Keli Green Sara Champagne	Social Studies	John Sweetland Norm Guillotte Justin Parsils
4	Kim Harvey Sarah Van Gorden Linda Landry	Emily Nestor Ryan Limero				

	Canaan	Enfield	Gr.	Indian River	Subject	Mascoma High School
			Health	Trevor Wassel	Health	Jeffrey Sowa
					World Lang.	Lindsey Coolidge Gail Beaufays
Rdg	Susan Johnson Helen Benham	Anne Pinilla	Rdg	Heidi Mock Karen Fryer	Rdng	Natalie Pelella
PE	Kerry Hutton	Denver Green	PE	Richard Lantman	PE	Tanya Rej
Art	Jason Jarvis	Jason Jarvis	Art	Veronica King	Art	Christopher Morse
Mus	Megan Prince	Megan Prince	Mus.	James Lorenz Ellen Wilber	Music	Amy Morse
			Math	_____	Con. Ed	Marcia Littlefield (sub)
			ESL	_____	Bus. Ed	Lori Stammer
					Tech Ed	Dave Shinnlinger Steven Longtin

SAU Staff

Superintendent	Amanda Isabelle
Admin. Assistant to Superintendent	Martha MacDonald
Special Education Director 504 Coordinator	Christopher Beeso
Admin. Assistant to Sp. Ed. Director	Danielle Pushee
Technology Director	Craig Suttie
Communications and Data Services Developer	Kamala Gunn
Curriculum Director	Nancie Murphy
Pre-School Special Ed. Coordinator	Bonnie McCouch
Business Administrator	Debra Ford
Facilities Director	Corrado Paramithiotti
Title IX Director	Diane Adam
Foster Care Coordinator McKinney-Vento Liaison	Cynthia Collea
Human Resources/Payroll	Kendra Withington
Accounts Payable/Receivable	Candy Young-Burnham
Free and Reduced Lunch Official	Martha MacDonald

School Board Members



Member	Town
Kathleen Stacy	Orange
Bridget LaBrie	Enfield
Hope Stragnell	Canaan
Timothy Josephsen	Canaan
Danielle Thompson	Enfield
Claudette (Cookie) Hebert	Dorchester
Brewster Gove	Grafton
Student Representative	All

Procedures and Routines to Start the Year

Each school in the district employs specific procedures and routines at the beginning of the school year. Check with your principal or grade-level/department colleagues to ensure that you know:

- ✓ Fire drill/emergency procedures
- ✓ Snack milk/lunch room procedures
- ✓ Classroom entry/dismissal procedures
- ✓ Student Management (grading, referrals to SST/behavior personnel, attendance, initiation of parent contact, etc.)
- ✓ Expected hallway behaviors/pass systems/bathroom usage times
- ✓ Duty procedures
- ✓ How to requisition and obtain supplies
- ✓ How the fire/safety codes affect the set-up of your classroom (no objects within 36 inches of any door, no items hanging from ceilings, clear pathway around perimeter of room to exits, etc.), and items in your classroom (no coffee makers, no overstuffed furniture, no free standing heaters, etc.)
- ✓ How to help a sick or injured student
- ✓ How to use i-visions to request time off

Your colleagues will be able to advise you about any items that are particular to your school. The rules at Canaan seem to be particularly strict, as the building was nearly destroyed by a fire in January of 1980...and the fire chief is still working, and has a long memory!



Curriculum Standards

Each teacher in the district should have a copy of the curriculum for which he/she is responsible. The curriculum will be in flux this year, as we make the change from the current system to a competency based system. We will adopt the NH Department of Ed. competency statements and tweak those with a Mascoma stamp.

- Math and English curriculums are based on Common Core Standards
- The Pre-K-12 Science Curriculum is based on the Next Generation Science Standards.
- The Pre-K-12 Social Studies Curriculum is based on the Common Core Standards for Science, Social Studies and the Technical Subjects.

Curriculum copies are available on the district *Learning Services* website or from your school librarian. Principals should also have copies in the main office. Feel free to make copies of your own, and then you can mark them up as necessary.

Colleagues will be available to assist you in writing lesson plans. Many required instructional programs (Reading Wonders, EDM4, Prentice Hall Mathematics Common Core 2013, Write from the Beginning, Amplify Science, TCI Social Studies, Thinking Maps, etc.) are in place in the district. The purpose of these programs is to guide teachers and ensure that vertically aligned instruction is provided in each of these areas.

Special Education Procedures

Your colleagues will be able to assist with Special Education Procedures concerning the documentation of accommodations and modifications called for in student IEPs. **It is vital that you follow these procedures to ensure compliance with state law.**

504 compliance is also an expectation. Guidance staff at each building share the responsibility for overseeing 504 plans. Please check with guidance staff for information on the 504 process and procedures.

Your colleagues will be able to share with you the procedures for referral of children to the Student Support Team. Your colleagues may also refer you to school or district personnel who may be able to provide support for the child (and you) in any given situation.

Parent Communication

Each school in the district has a Parent/Family Handbook. Elementary principals expect teachers to send home a regular newsletter and provide information to the building web-master for posting on the website, Indian River and Mascoma High teachers are expected to post class information on the school Webpage or Plus Portal directly. Your colleagues can give you additional ideas for parent communication, or you may use your own. The important thing is to communicate honestly and frequently.

Professional Development

Your "Professional Development Master Plan" copy is included in your binder. Copies are also available in the PD Google Classroom for your school. When you have questions that we did not answer today; your Building Representatives will guide you through. During the course of the school year you will become familiar with the three year professional growth plan, activity sheets, reimbursement forms, reflection sheets, and so on.

As confusing as this may seem, it is important that all paperwork is completed. You will need this information in order to complete the necessary paperwork for recertification. Every three years, a teacher must prove that he/she has completed at least 30 hours of professional development activity in the area of certification and 45 hours in topic areas approved by the Department of Education. The Professional Development process is your vehicle for recertification.

Personal Professional Development Goals

Each teacher will have a personal goal, a building goal, and a district goal. Please meet with your mentor to write your goals as soon as possible. These goals will be given to your principal, approved, and shared with your Building Reps. You cannot begin to accrue recertification hours until your plan is on file.

District and Building Goals

Each school in the district has distinct goals that were developed during the past year. Goals often originate from a variety of sources: Standardized test data, Benchmark testing, New England Association for Secondary Schools and Colleges recommendations, Office of Civil Rights information, Best Practices Conferences, Long Range Planning Needs Assessments, and feedback from parents, students and teachers.

The Administrators wrote district goals at a recent retreat. Staff wrote building goals at the last yearly faculty meeting. Those goals will play a part in what will be expected of teachers and students during the upcoming year.

The *NELMS Spotlight School* work at Indian River and the NEASC follow-up work on recommendations made by the visiting committee at the high school will be in the forefront this year.

The District and Building goals are:

Mascoma Valley Regional School District

District Mission: We are a community that values creativity, curiosity and the pursuit of excellence, cultivating our strengths and interests to inspire partnerships in the district, community and the world beyond.

School Board Overarching Goal

A clear and successful implementation of the Strategic Plan across the district as well as the adoption of a progress monitoring tool.

Facilities Goals- Finance and Facilities Committee

- Enhance the safety and security of all facilities and the safety of students and staff at all venues.
- Improve oversight of staff and implement a successful method of regulating and monitoring the upkeep of our venues.
- Maintain, update and fund the capital improvement plan.

Education Goals- Educational Issues Committee

- Expand and monitor (SEL) Social Emotional Learning curriculum and practices across all grade levels to support student learning and health.
- Support the staff and programming making gains in proficiency at all grade levels as measured by local and state mandated assessments.
- Expand and monitor public speaking and track effectiveness of STEM experiences across the curricula.

Personnel-Personnel and Negotiations Committee

- Recruit and retain high quality staff for all positions.
- Expand and monitor high quality staff development for all staff to improve academic and social emotional student achievement.

Communications – Communications Committee

- Continue to build engagement for the Mascoma Valley Regional School District through a variety of positive communications.
- Clear, timely, proactive, communication of the Mascoma Valley Regional School Budget.
- Showcase faculty/staff and student achievements and continue to foster community involvement.
- Create a website experience that is user friendly and that actively promotes the achievements of our students and staff.

Co-Curricular Committee

- Align a comprehensive training program for coaches and co-curricular advisors at all grade levels.
- Expand access to after school STEM based enrichment programs with a focus at the middle school level.
- Grow student engagement with the broader community as a whole.
- Partner with Athletic Directors to improve and expand co-curricular experiences for all students.

2020-2021 Mascoma Valley Regional High School Goals

Discipline: Discipline is clear and consistent with appropriate consequences.

Rigor: Rigorous courses foster curiosity, creativity, academic excellence and collaboration, while preparing the whole child for life after high school.

- Administration and staff will determine what best practices should be addressed, and identify PD opportunities that might exist that would support the work.
- Administration will provide PD around best practices chosen to create rigorous and challenging coursework that can be accessed by all students.
- Administration will provide staff the time to collaborate around these best practices.
- Staff will attend PD sessions

Cell phones: Devices are not a distraction from the learning process, but instead are used for academic purposes if necessary.

- Staff and administration will explain School Board Policy JICJ: Acceptable Uses of Electronic Devices in School and set clear and consistent expectations within the building.

- Administration will present these expectations to students at the beginning of the school year.
- Board policy JICJ will be adhered to by students, staff, faculty and administration.

Communication: Establish and maintain clear and efficient lines of communication and collaboration between parents, students, teachers, and administration.

The Mascoma Improvement Team: Continue work on changes in programming, extra-curricular activities, and opportunities for community involvement.

2020-2021 Indian River School Goals

FACULTY GOALS 2020-2021

The IRS faculty is dedicated to student learning. We focus on students' academic and developmental needs. We acknowledge our students' human needs for autonomy, relationship, competence, and enjoyment. With these ideas providing focus, the IRS faculty endeavors to:

GOAL ONE (Academic)

Implement high quality instruction with respect to Common Core Standards, emphasizing literacy and math across all disciplines.

GOAL TWO (Developmental)

Help students to demonstrate an increase in their ability to:
self-regulate behavior; prevent conflict; and restore relationships when conflicts do occur
organize, plan ahead and complete assignments.

2020-2021 Enfield Village School Goals

- Goal 1:** To improve students' behavioral choices by establishing a proactive and reactive Student Support Center, by using *Responsive Classroom* to model and articulate expectations for student behavior, and by integrating *Social-Emotional Learning* topics into the curriculum (ie. *DESSA, Choose Love, Second Step*).
- Goal 2:** To increase community engagement by encouraging a greater number and wider range of community members to come *into* the building, by putting a concerted effort into spending more

time *out* of the building and *beyond* our property lines, and by increasing the information we share with the community through our online presence.

Goal 3: To improve organizational fitness and readiness by creating and using common language, consistent communication, and thoughtful practices across the school community (ie. students, staff, parents, community members, administration).

2020-2021 Canaan Elementary School Goals

District Mission Statement: *It is the mission of Mascoma Valley Regional School District to pursue excellence in education and prepare all students to become lifelong learners in an ever changing society.*

CES Mission Statement: *In partnership with the parents and the community, CES challenges our students to excel in learning.*

- COMMUNICATION: Expand and improve communication within the building between cohorts of teachers (i.e.) Special Educators, Reading Specialists, Regular Education teachers and paraprofessionals
 - Continue alignment of common planning time to allow for meetings times with Special and General Educators
 - Align services to meet the needs of all learners
- INSTRUCTION: Expand focus on instructional strategies to meet the needs of all students
 - Continue collaborative teaching at each grade level with General and Special educators
 - Explore/Expand use of tiered approach to reading, math, writing and SEL
 - Introduce assistive technology
 - Track time special education students remain in class
 - Track the achievement gap and progress rate between special and general education using Aimsweb and/or NWEA data
- SUPPORT: Expand the positive behavior support program to support all students with a focus on students that have experienced trauma
 - a. Provide professional development to staff on trauma, impacts of trauma and methods of trauma informed instruction and behavior supports
 - b. Expand the use of a Check-In and Check-Out system

- c. Continue use of the Non-Contingent adult time, work by TASK force and Homework Club
 - d. Explore SEL curriculum
 - e. Hold school wide pride celebrations to celebrate meeting behavior goals
 - f. Track data and referrals through Rediker with monthly presentations to staff
- CULTURE: Create a collaborative school pride movement that extends beyond the school into the district and community
 - Collaborate with the PTA, Canaan Rec, EVS and other organizations
 - Participate in public events
 - Partner with local businesses such as D'Acres, Dorchester Grange, Canaan Hardware, etc. to expand opportunities for CES students
 - Measure the showcasing of achievements of CES students in various public media services

Supervision and Evaluation

On page 60, you will find a copy of the evaluation instrument that the MVREA Contract Agreement requires for each teacher in the district. A Mascoma Supervisor will formally observe you at least once and will complete at least three mini-observations during the school year. The formal observation is an announced observation with a pre- and post-observation conference. The other observations are more informal, and will not be announced. A brief conversation with your supervisor will follow the mini-observations. You will receive a written copy of your formal evaluation in a timely fashion, and be required to sign that you have received it. The contract states that you may attach a written rebuttal for any information that you believe is in error.

During this year your mentor will observe you and help you to arrange for observations of other teachers. These are formative observations. Their purpose is to improve your teaching skills. **These observations will not be included in any formal report or evaluation.**

Before contracts are issued in the spring, you will meet with your principal and complete the summative evaluation required by the Mascoma Contract. You will confer about the evaluation and also review work completed on your Three Year Professional Growth Plan. At this time you may revise your goals for the following year. Your mentor will be able to assist you in this process.

Local NEA Resources

There are three levels within the Teachers Association. The National Education Association (NEA) is the nationwide organization for teachers. Many professional development opportunities and member benefits are available from NEA.

The New Hampshire Education Association (NHEA) has an office in the Glen Road Plaza in West Lebanon. They provide many services for teachers including workshops, investment information, negotiations support, and legal services. The Uni-Serve Representative is Lauren Chadwick Snow. You can reach her office at (603) 298-6520 or visit at 1 Glen Road in West Lebanon, NH.

The Mascoma Valley Regional Education Association (MVREA) is the local association and provides some workshops, caters today's luncheon, acts as a visible presence in negotiations, serves as a mediator in grievance disputes and is available to accompany any teacher in a difficult conference with an administrator. Each building has one or two building representatives. There is one grievance chairperson, an executive board overseeing issues at hand, and a president available to serve you.

District Policies of Interest to Staff:

- Drug Free Workplace and Drug Free Schools
- Use of Mobile Devices
- Sexual Harassment
- Tobacco Products
- Weapons on School Property
- Responsible Use Policy/App Vetting/Data Committee is working weekly to keep the list of vetted Apps up to date. See your Mandatory Training document for additional information




District Policies for Classrooms:

- Field Trips and Excursions
- Parental Objections to Specific Course Material (parents can also request that students be removed from a classroom and given an alternative assignment while "objectionable topics" are taught.
- Animals in the School
- Volunteers
- Admission of Homeless Students

Ethical Issues

If you have any questions about ethical issues contact your principal immediately. Ethical issues are difficult and your mentor can be a wealth of information and a great sounding board. Read through each School Board Policy below! Ignorance of the policy makes a poor defense if you make a mistake. Make sure that you protect your students and yourself in all situations. Document, document, document in any questionable situation!

Important Links:

- [Full Code of Conduct and Code of Ethics](#) 
- [Guiding Principles: The Code of Ethics for New Hampshire Educators](#) 
- [Code of Conduct for New Hampshire Educators](#) 

MVRSD Policy GBEA

STAFF ETHICS

All employees of the Mascoma Valley Regional School District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct.

To these ends, the Board adopts the following statements of standards. District employees will adhere to the standards enunciated in this Policy in the decision-making process involving their interactions with students, the school community, colleagues, parents and the public.

- A. Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators. The Board incorporates by reference and adopts as independent ethical standards relative to employment in the District, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators (the “NH Code of Ethics”), as the same may be amended by the State from time to time.
- B. Additional Ethical Standards. In addition to the ethical standards set forth in the New Hampshire Code of Ethics, and without limiting the application thereof to District employment, employees will:
 - Make the wellbeing of students the fundamental value of all decision-making and actions.
 - Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
 - Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
 - Fulfill their job responsibilities with honesty and integrity.
 - Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.
 - Obey all local, state, and national laws.
 - Obey and implement the School Board’s policies, administrative rules and regulations.
 - Avoid using position for personal gain through political, social, religious, economic, or other influence.
 - Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
 - Honor all contracts until fulfillment or release.
 - Maintain all privacy and confidentiality standards as required by law.
 - Exhibit professional conduct both on and off duty. MVRSD Policy C. Dissemination. The content of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

MVRSD Policy GBEB

STAFF CONDUCT

A. General Provisions.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, all policies and decisions of the Mascoma Valley Regional School Board, and the administrative regulations and directives designed to implement them.

All employees shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversight of students and contribute to the education and development of the District's students.

Employees are advised that failure to abide by this and other school board policies can lead to disciplinary action, up to and including dismissal, and can result in non-renewal. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

B. Adoption and Incorporation of Standards of Code of Conduct for New Hampshire Educators.

The Board incorporates by reference, and adopts as independent standards of conduct relative to employment in the District, the provisions of the New Hampshire Code of Conduct for New Hampshire Educators (Ed 510.01-510.05) (the "NH Code of Conduct"), as the same may be amended by the State from time to time. The District reserves the right to take employment action against any employee based upon the District's interpretation of the provisions of the NH Code of Conduct and the District's independent assessment of whether an employee has violated said provisions. The District's interpretation, assessment and/or action thereon, are independent of any interpretation by the New Hampshire Department of Education ("DOE") with respect to those standards, and irrespective of any investigation by or action taken by the DOE relative to a District employee's conduct.

C. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

MVRSD GBEAB

MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES

The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept.of Education Administrative Rules (the "NH Code of Conduct") imposes various reporting requirements upon each "Credential Holder" as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h).

A. The reporting requirements include, among others:

1. reporting any "suspected violation of the code of conduct" (see NH Code of Conduct at Ed 510.05 (a)); and
2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA189:13-a, V ("Section V Offenses") (see NH Code of Conduct, at Ed 510.01 (b)(2)).

By way of the Mascoma Valley Regional School District Policy GBEB, the Board has adopted the provisions of the NH Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractor, irrespective of whether or not such persons are Credential Holders. Consequently, each District employee designated volunteer, or contracted service provider (collectively referred to in this policy as a "Covered Individual"), is required to report certain acts, incidents and misconduct as provided in this policy. Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy JLF; acts of "theft, destruction, or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671:7).

B. Reports by Covered Individuals of Suspected Misconduct or Violations.

1. Any Covered Individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the NH Code of Conduct, and or District Policy GBEB, whether on or off duty, shall report the same to such Covered Individual's building principal, or to the Superintendent.

If the person who is the subject of the alleged misconduct/violation is the Superintendent, then the Covered Individual shall report the suspected violation to the Business Administrator/Human Resources Director, who is hereby granted authority to consult with the District's attorney on the matter.

Additionally, if the Covered Individual is also a Credential Holder, he/she shall report the Superintendent's suspected violation/misconduct directly to the N.H. Department of Education. Likewise, if a Credential Holder has made a report to the Principal and/or the Superintendent, and believes that the District's reporting procedures as expressed in this Policy have not been followed, the Credential Holder shall so notify the New Hampshire

Department of Education directly.

Any initial report made relative to A.1 or A.2 above, may be made orally in the first instance, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than two business days. Upon request of the Covered Individual, the recipient of the report shall provide a copy of said report to the Covered Individual with a signed “received” annotation, such that the Covered Individual may document his/her State mandated obligation to report.

C. Self-Reporting of Certain Crimes.

Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the N.H. Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at: <http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

D. Provisions Applicable to Principals.

Upon receiving a report of suspected violation of GBEB or the NH Code of Conduct, or otherwise has knowledge of a violation, the Principal or any other administrator shall immediately report the same to the Superintendent. If the Superintendent is the subject of report, then the Principal’s report shall be made in the same manner as described in B.2, above.

E. Superintendent’s Report to the Department Regarding Credential Holders.

The Superintendent shall report misconduct by Credential Holders to the N.H. Department of Education in accordance with section 510.05 (c) of the NH Code of Conduct.

F. Procedures.

The Superintendent may establish such administrative procedures, forms, etc. as he/she may deem necessary or appropriate to implement this policy.

G. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.

MVRSD Policy GBCA

STAFF CONFLICT OF INTEREST

The Mascoma Valley Regional School Board requires that employees will not engage in, or have a financial interest in, any activity that raises a question of conflict of interest with their duties and responsibilities as members of the school staff.

This includes but is not limited to:

- Employees will not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to pupils or their parents.
- Employees who have patented or copyright any device, publication, or other item will not receive royalties for use of such items in the district schools.
- Employees will not engage in any type of work where the source of information concerning customer, client, or employer originates from information obtained through the school system.
- School employees will not solicit or sell for personal gain any educational material or equipment in the attendance areas served by the school to which they are assigned.
- Nor will any employees make available lists of names of students or parents to anyone for sales purposes.
- The district will not purchase services, supplies or materials from a staff member for the school district, nor from a member of the household of the staff member, without full disclosure of the relationship to the Board and compliance with competitive bid policy. To avoid nepotism in the supervision of personnel, the Board directs that no employee be assigned in any position where the employee would be responsible to a relative.

MVRSD Policy GBAA

SEXUAL HARASSMENT EMPLOYEES/STAFF

I. THE PURPOSE OF THIS POLICY: Is to maintain a learning environment that is free from sexual harassment or other improper and inappropriate behavior that may constitute harassment as defined below. Sexual harassment is against the law and is against Mascoma Valley Regional School Board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any employee or third party to harass any person through conduct or communication of a sexual nature as defined by this policy. "Employee" shall include, but not be limited to all Mascoma Valley Regional School District staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment or position is directed by the school district. "Third parties" include, but are not limited to parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control. The Mascoma Valley Regional School District will investigate all complaints, formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another person.

II. SEXUAL HARASSMENT DEFINED: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and /or conduct of a sexual nature when:

- (1) Submitting to the unwelcome conduct is made a term or condition of an individual's employment, either explicitly or implicitly.
- (2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person's employment; or
- (3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a person's work performance or creating an intimidating, hostile, or offensive working environment
- (4) Sexual violence.

Sexual harassment may include, but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Subtle pressure for sexual activity;
3. Inappropriate patting, pinching or other touching;
4. Intentional brushing against an employee's body;
5. Demanding sexual favors accompanied by implied or overt threats;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;
7. Any sexually motivated unwelcome touching; or
8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

1. The Superintendent of Schools or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any employee who believes he or she has been the victim of sexual harassment should report the alleged act(s) to the building Principal. If the alleged perpetrator is the School Principal, the alleged victim may report the allegation to any other Mascoma Valley Regional School District employee. That employee shall then report the allegation to the Superintendent of Schools. The Mascoma Valley Regional School Board encourages the reporting employee to use the report form available from the School Principal or Superintendent of Schools.
3. In each building, the School Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the School Principal will notify the Superintendent of Schools immediately without screening or investigating the report. If the report was given verbally, the

School Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent of Schools. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.

4. The Mascoma Valley Regional School Board designates the Superintendent of Schools as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent of Schools, the complaint shall be filed directly with the Mascoma Valley Regional School Board. The Mascoma Valley Regional School District shall post the name of the Human Rights Officer in conspicuous places throughout school buildings, including a telephone number and mailing address.

5. Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.

6. The use of formal reporting forms provided by the Mascoma Valley Regional School District is voluntary. The Mascoma Valley Regional School District will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the Mascoma Valley Regional School District's legal obligations and the necessity to investigate allegations of sexual harassment and take 3 disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

The Human Rights Officer will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by Mascoma Valley Regional School District officials or by a third-party designated by the Mascoma Valley Regional School Board. If Mascoma Valley Regional School District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present. In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment. If the Mascoma Valley Regional School Board determines that a third-party designee should conduct the investigation, the Mascoma Valley Regional School District agrees to assent to that party's methods of investigation. Upon completion of an investigation conducted by either Mascoma Valley Regional School District officials or a third-party, the Mascoma Valley Regional School Board and the Superintendent will be provided with a written factual report and recommended action.

V. SCHOOL DISTRICT ACTION

If investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent of Schools may discipline the offending employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable. If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken. Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or in violation of other related Mascoma Valley Regional School Board policies, will be addressed on a case-by-case

basis by the Superintendent of Schools, who may order the offending employee to engage in some remedial action.

VI. APPEAL OF INVESTIGATOR'S RECOMMENDATION

Either the complainant or the accused may appeal the investigator's recommendation and subsequent Mascoma Valley Regional School District action, if any, to the Mascoma Valley Regional School Board. 4 After a hearing, the Mascoma Valley Regional School Board will vote to either accept or deny the investigator's recommendation and resulting discipline. Either party may then appeal the Mascoma Valley Regional School Board's decision in accordance with applicable law.

VII. REPRISAL

The Mascoma Valley Regional School District will discipline any employee who retaliates against any other employee who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the Mascoma Valley Regional School District shall comply with all applicable laws. Nothing in this policy will prohibit the Mascoma Valley Regional School District from taking immediate action to protect victims of alleged sexual abuse.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal Issues

You are a mandatory reporter of suspected child abuse and neglect in NH. Included is the district policy on reporting and forms you will need to complete before you make a report. (Your principal, a district social worker or school counselor will be available to sit with you while you are calling DCYF).

MVRSD Policy JLF

REPORTING CHILD ABUSE OR NEGLECT

A. Statutorily Mandated Reporting – All Persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting.

Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity.

Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

The report should contain:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child's welfare,
- c. the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),
- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to DCYF, call 24/7 (800) 894-5533 (in-state) or (603) 271-6562. In cases of current emergency or imminent danger, call 911.

B. Additional provisions relating to school employees, volunteers and contracted service providers.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

1. Request for Assistance in Making Initial Report.

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

- (a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, and
- (b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

2. Principal's Action upon Receiving Report.

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

3. Requirements for Reporting of Other Acts.

Employees/contract providers are also reminded of the requirements to report any act of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7. See also Board Policy GBEB. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

C. Signage and Notification.

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and

information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

D. Training Required.

The Superintendent shall assure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.

Mascoma Policies Involving Students

If You have not yet had an advanced course in school law, you may not know that Mascoma was the district in which a group of students suffered such abuse that the "Know or Should Have Known" legislation was written based on **Marquay v. Eno - 139 N.H. 708, 662 A.2d 272 (1995)**

So, know that the following policies are strictly enforced and student safety is near and dear to the hearts of staff and administration.

Staying Within Boundaries

Professional boundaries need to be maintained in all of your interactions with students. Here are some helpful hints for teachers and other staff members when working with students:

1. Know and respect the limits of adult to student relationships.
2. Always put the student first in all communications and activities.
3. Involve appropriate specialists when warranted by the student's needs.

Effective educators & advisors:

1. Understand their own emotional needs. Teachers or advisors who are in emotional need are most vulnerable to the seductive dependency of an unprofessional relationship.
2. Understand propriety issues related to helping relationships. Professional and personal boundaries become blurred when teachers take students to lunch, write and receive personal notes or make physical contact.
3. Understand the emotional and physical development of students. Students who believe no one listens to them often transfer feelings of affection to the teacher or advisor.

Remember --

ANYTHING you post to the Internet can be viewed by everyone with Internet access. This includes students, parents and guardians of students, colleagues, administrators and community members.

Reporting Abuse

School teachers, administrative staff members, practitioners of healing arts and others are required by law to make reports when they have reasonable cause to suspect that a child has been abused or neglected. RSA 169-C:29 mandates such reporting, and it is a criminal offense not to report child abuse or neglect.

Reports must be made to the New Hampshire Division for Youth and Family (DCYF) at 271-6202, whenever there is a reasonable suspicion that a child has suffered abuse or neglect.

Some school districts have policies requiring staff who suspect abuse or neglect to report it to the principal, guidance counselor, or other designated person. That person, in turn, contacts DCYF. Despite such policies, the staff member is legally liable if the report to DCYF is not made. Staff members must therefore make sure that DCYF is contacted.

Adult-Student Boundaries



9 South Spring Street
Concord, NH 03301-2425
Phone: 603-224-7751
866-55-NEANH
www.neanh.org

This brochure is based on a publication of the Anchorage, Alaska Education Association.

Adult-Student Boundaries

Know Where to Draw the Line

It is important for those staff members who are closely involved with students to understand the difference between friendly and overly friendly behaviors that cross the line between appropriate and inappropriate conduct with students.

Friendly, appropriate behaviors are those that create a safe environment for students to grow and learn, to seek help in solving problems and to develop socially through activities.

Overly friendly, inappropriate behaviors can cross the boundaries separating student from adult and create a personal relationship that becomes peer-to-peer rather than a adult-to-child.

Appropriate boundaries should be maintained in all communication and interaction with students. Any communication with students through electronic media should be conducted through approved and regulated channels provided by the school or district.

Staff members and volunteers who work in extracurricular activities or have frequent one-to-one contact with students can be at risk for situations that lead to questions about boundaries.

Even if you are not at risk yourself, you have a role in ensuring that adult-student boundaries are observed in your school. It is important to follow laws for reporting abuse. It is also important to create a school climate in which boundaries and behaviors can be discussed in ways that lead to resolution of issues and problems among students and staff, before they lead to reportable incidents.

The examples shown may help you to determine when some appropriate behaviors begin to cross the line to inappropriate. Ultimately, your professional judgement must be your guide.

Note that the word teacher is used frequently in this pamphlet, but the relationships and behaviors described apply to all school staff and adult volunteers.

Appropriate	Inappropriate
Respect for personal space.	Invading personal space/too close.
Reasonable eye contact.	Maintaining intense eye contact that causes student to become uncomfortable.
Appropriate comments regarding academic and social environment.	Compliments more personal or physical in nature, e.g., "you have great legs," "you should wear that sweater more often;" condoning inappropriate topics for discussion; condoning verbal comments with sexual overtones.
Students assigned to assist teachers work in an environment structured to support learning, with duties appropriate to the academic environment.	Students assigned to assist teachers given duties that meet personal needs of teachers.
Conversations with students support learning and growth for students.	Conversations, e-mails, or phone texts with students become personal in nature and confidential.
Appropriate use of student conferences in a manner consistent with educational purpose.	Pattern of spending time alone with student in conferences beyond educational expectations.
Student-teacher relationship centered on school events and activities.	Student-teacher relationship maintained outside school events, taking student(s) to lunch, gifts, social activities, rides home or receiving or writing personal notes.
Staff member maintains fair and equal treatment of all students.	Pattern of covering for or providing excuses for special students, writing passes repeatedly for favored students to cover tardiness or absences.
Student-teacher communication appropriate and understood by general population.	Student-teacher communication has implied messages and inside understandings not commonly understood by the general population or takes place through electronic or other means not sanctioned by the school.
Staff members set standards and show by example that they will not tolerate harassment.	Staff members encourage an atmosphere of loose and inappropriate boundaries around gender and harassment issues.
Exercising good judgment on when and whether to touch students; for example, whether to pat on the back, shoulder or arm, or whether to hug a young child; being sensitive to individual and cultural preferences.	Touching students who may misinterpret the touch due to individual circumstances, cultural standards or developmental stage, e.g., shoulder massage, lingering touches, and requesting affection. <i>Sexual relations with students and former students are always inappropriate regardless of the age of the student.</i>
Referring serious student problems to guidance counselor or school psychologist.	Staff members acting as helpers for serious student problems without appropriate training and credentials.

**MVRSD Policy GBEBB
EMPLOYEE STUDENT RELATIONS**

The Mascoma Valley Regional School Board expects all staff members to maintain the highest professional, moral and ethical standards in their conduct with students. Staff members are expected to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.

For the purpose of this policy staff means employees, contract service providers, school volunteers, coaches and student teacher/interns. Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students are discouraged.

3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone in a room with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD. MVRSD Policy Page 2 of 2

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement. **Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.**

MVRSD Policy GBEBD

EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES

The Mascoma Valley Regional School Board strongly discourages school district staff from socializing with students outside of school on social networking websites or apps, including but not limited to Instagram and Facebook. For the purpose of this policy staff means employees, contract service providers, school volunteers, coaches and student teacher/interns.

All school district employees, faculty and staff who participate in social networking websites, shall not post any school district data, documents, photographs or other district owned or created information on any website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited. School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct.

Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable.

Staff members should not use social media websites for school/class related purposes unless approved by the Superintendent or his/her designee.

Access of social networking websites for individual use during school hours is prohibited.

MVRSD Policy JICK

PUPIL SAFETY AND VIOLENCE PREVENTION-BULLYING

It is the policy of the Mascoma Valley Regional School District that its students have an educational setting that is safe, secure, peaceful and free from student harassment. The Mascoma Valley Regional School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying, as defined herein is prohibited. Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

I. DEFINITIONS

1. Bullying is hereby defined as a single significant incident or pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a) Physically harms a pupil or damages the pupil's property;
- b) Causes emotional distress to a pupil;
- c) Interferes with a pupil's educational opportunities;
- d) Creates a hostile educational environment; or
- e) Substantially disrupts the orderly operation of the school. Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyber bullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyber bullying.

3. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans. Any reference in this policy to "parent" shall include parents or legal guardians.

II. STATEMENT PROHIBITING BULLYING OR CYBER-BULLYING OF A PUPIL

(RSA 193-F:4 IIa) The Mascoma Valley Regional School Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyber bullying will not be tolerated and is hereby prohibited. The Superintendent of Schools is responsible for ensuring that this policy is implemented. MVRSD Policy JICK III.

III. PROTECTION AGAINST REPRISAL OR RETALIATION

(RSA 193-F: 4 IIb) Statement Prohibiting Retaliation or False Accusations. False Reporting: A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion. A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures, and collective bargaining agreements. Reprisal or Retaliation.

The Mascoma Valley Regional School District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity, and circumstances of the act, in accordance with law, Board policies, and any applicable collective bargaining agreements.

2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to and including termination of employment.

4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to and including exclusion from school grounds. **Process to Protect Pupils from Retaliation** If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes that he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation. Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to be protected against possible retaliation.

IV. PROTECTION OF ALL PUPILS (RSA 193-F: 4 IIc) This policy shall apply to all pupils within the Mascoma Valley Regional School District regardless of their status under the law. MVRSD Policy JCK

V. DISCIPLINARY CONSEQUENCES FOR VIOLATION OF THIS POLICY (RSA 193-F: 4 IIc) The Mascoma Valley Regional School District reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

VI. DISTRIBUTION AND NOTICE OF THIS POLICY (RSA 193-F: 4 IIe) Staff and Volunteers All staff will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.).

Students: All students will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.).

Parents: All parents will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.).

VII. PROCEDURE FOR REPORTING BULLYING (RSA 193-F: 4 IIe) At each school, the Principal or their designee shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged incident immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.

2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.

3. The school shall develop a form to facilitate reporting bullying.

4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behaviors that they witness which appear to constitute bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The school shall develop a form to facilitate reporting bullying.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. PROCEDURE FOR INTERNAL REPORTING REQUIREMENTS (RSA 193-F: 4 IIg) In order to satisfy the reporting requirements of RSA 193-F: 4, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying.

IX. NOTIFYING PARENTS (RSA 193-F: 4 IIh) The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA)

X. WAIVER OF NOTIFICATION REQUIREMENT (RSA 193-F: 4 IIi) The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. INVESTIGATIVE PROCEDURES (RSA 193-F: 4 IIj) Upon receipt of a report of bullying, the Principal shall, within five (5) school days, initiate an investigation into the alleged act.

XII. RESPONSE TO REMEDIATE SUSTAINED INSTANCES OF BULLYING (RSA 193-F: 4 IIk) Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members. Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the development age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

XIII. REPORTING OF SUSTAINED INSTANCES TO THE SUPERINTENDENT (RSA 193-F: 4 II l) The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. COMMUNICATION WITH PARENTS UPON COMPLETION OF AN INVESTIGATION (RSA 193-F: 4 II m) Within five (5) school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.

XV. SCHOOL OFFICIALS (RSA 193-F: 4 II n) The Superintendent of schools is responsible for ensuring that this policy is implemented.

JICK-R BULLYING REPORT FORM

Definition – Bullying is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property;
2. Causes emotional distress to a pupil;
3. Interferes with a pupil's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs. Historically this has included a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics.

Policy Statement – The Mascoma Valley Regional School Board is committed to providing all pupils a safe and secure school environment in which all members of the school community are treated with respect. This policy is intended to comply with RSA 193-F.

Conduct constituting bullying and/or cyber bullying will not be tolerated, and is prohibited. Further, in accordance with RSA 193-F, the Mascoma Valley Regional School District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Disciplinary Consequences – The Mascoma Valley Regional School District reserves the right to impose disciplinary measures or appropriate measure against any student, teacher, staff member, administrator, volunteer, or school district agent who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying. Policy Reference – The full School Board Policy JICK – “Pupil Safety and Violence Prevention Bullying” can be referenced on the district website www.mascoma.k12.nh.us.

Bullying Reporting –JICK-R

See next 3 pages

BULLYING REPORT FORM

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5. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs. Historically this has included a pupil’s actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics.

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Further, in accordance with RSA 193-F, the Mascoma Valley Regional School District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Disciplinary Consequences – The Mascoma Valley Regional School District reserves the right to impose disciplinary measures or appropriate measure against any student, teacher, staff member, administrator, volunteer, or school district agent who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

Policy Reference – The full School Board Policy JICK – “Pupil Safety and Violence Prevention-Bullying” can be referenced on the district website www.mascoma.k12.nh.us.

Reporting – I the undersigned have read the above information and am reporting an act of bullying.

Print Name: _____ Date: _____

Signature: _____

Relationship to Victim – Please indicate on the appropriate line.

Self _____ Student _____ School Volunteer _____ Anonymous _____

Parent _____ Staff Member _____ Other _____

Contact Information:

Address: _____

Phone: _____

Email: _____

Bullying Incident – Please list all incidents. You may add additional pages as necessary.

When?	
Where?	
Who?	Alleged Victim of Bullying: _____ Alleged Perpetrator of Bullying: _____
What Happened?	
Witnesses?	Name(s): _____ Contact Information, if available: _____ _____

JICK-R

How do you feel this incident adversely affected the student's education or educational environment?

Received by: _____

Date: _____

Time: _____

Reviewed by Board: 12/14/10

Mentoring services

The Mascoma district offers mentoring services for new teachers, teachers who are new-to-the-district and teachers who are changing assignment within the district. We hope that this program will meet your needs, we would appreciate any input that mentors or mentees have that can be used to improve the program.

Ongoing induction workshops for beginning teachers align with New Hampshire Education Law 610 and the district's curriculum, content standards and current initiatives.

Mentor Assignments

Mentee	Mentor	School	Assignment
Amy Morse	Ellen Wilber	Mascoma High	Music
Lori Stammer	John Sweetland	Mascoma High	Business
Colleen McIntyre		Mascoma High	Ast. Principal
Kelsea Winkeler	Ally Tessier	Mascoma High	Science
Kevin Gianini	Ann Doody	Mascoma High	Science
Jeffrey Sowa	Les Lawrence	Mascoma High	Health
Lindsey Coolidge	Gail Beaufays	Mascoma High	Spanish
		Mascoma High	Consumer Ed
		Mascoma High	Guidance
Tina Fleming		Indian River	Ast. Principal
Trevor Wessel	Karen Fryer	Indian River	Health
Christine Labore	Susan Follensbee	Indian River	Grade 6
Caroline Christie	Cynthia Collea	SAU	Social Worker
Sarah Boas	Stephanie Pluhar	Indian River	Nurse
Julie Moulton	Erin Mills	Indian River	Beh. Coach
William Stone	Heidi Fisher	Indian River	Grade 7
Todd Rudis	B.J. Foster-Zehr	Canaan Elem.	Special Ed.
Tonya Young	Heidi Unger	Enfield Elem.	Grade 1
Lauren Simpson	Amy Stewart	Enfield Elem.	Grade 1
Hana Masseur	Stacy Hyjek	Enfield Elem.	Special E.
Haley Torrey	Crystal Darling	Enfield Elem.	Librarian

Time Off

Requests for sick days, emergency days, personal days and professional days go through the *i-visions* system. The Administrative Assistant in each building; and your Mentor can provide a brief training on how to use system (which also houses the district payroll program) to request time off. Kendra Withington supervises

this system at the Superintendent's Office, and will provide any help that you may need.

This is what your log-in page will look like:

Mascoma Valley Regional School District

It is the mission of Mascoma Valley Regional School District to pursue excellence in education and prepare all students to become lifelong learners in an ever changing society.

Home
Monday, August 12, 2019

User Log In

User Name:

Password:

Login

Remember Login

[Register](#)
[Forgot Password ?](#)

Mascoma Valley Regional School District

It is the mission of Mascoma Valley Regional School District to pursue excellence in education and prepare all students to become lifelong learners in an ever changing society.

Home Employee Resources
Monday, August 12, 2019

Welcome to the Mascoma Valley Regional School District Employee Resources Portal. We have provided this secure on-line site to further enhance the communications and flow of data in our district. If you have any questions, please contact the MIS Department for assistance.

- Information Center
- Compensation
- Attendance
- Substitute Tracking
- Beneficiaries
- Tax Withholding Forms
- Contracts
- Profile
- Contact Information
- Emergency Contacts
- Personal Information
- Documents

Log In To Access

Once logged into our site you will have access the following important departments:

- Business Resources - important information regarding our business operations.
- Employee Resources - view and change address information, request time-off and review pay history.
- Human Resources - managers can view important staff information.
- My Workflow - review workflow items requiring your approval.

COVID-19 Daily Health Screen

Kendra Withington, from HR, will send you a daily Health Screen. Please pin it to your task bar, and complete it each morning when you enter your building and submit it to HR.

HEALTH SCREENING QUESTIONNAIRE

Please Complete This Form Any Time You Enter a Building Each Day

Your email address (nmurphy@mvrso.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Your Name *

Your answer

Building location? *

- SAU
- MVRHS
- IRS
- CES
- EVS

Your Department *

Your answer

1) I have one or more flu-like symptoms that I do not normally experience in connection with a pre-existing health condition, and which are causing me to feel unwell. Such symptoms may include, but are not necessarily limited to, unusual headache, fatigue, runny nose, muscle aches, sore throat, cough, fever, shortness of breath, change in sense of taste or smell, and chills. *

Calendar 2020-2021

It is a good idea to keep a large desk calendar or an electronic calendar with important dates. With the pandemic, we are unsure of which activities will be physical and which will be virtual.

Dates that **must** be included are:

- Parents' Nights/Open House- Unique to each school
- PTA/PTO Meetings
- Parent Conferences (Fall-November 3rd and Spring- April 6th)
- Performances and Special Events
- Quarter Endings (November 5th , January 26th, April 6th, June 16th)
- School Pictures- Unique to each school
- Meetings (Faculty, Grade level/Department, SAU Academics, Committees, MVREA)
- Co-curricular Activities
- Holidays:
 - Labor Day- September 7th
 - Veteran's Day- November 11th
 - Thanksgiving- November 25th, 26th, 27th
 - MLK Day-January 18th
 - Memorial Day-May 31st
- Vacations
 - Holiday Break- December 23rd to January 3rd
 - Winter Break- February 13th to the 21st
 - Spring Break- April 10th to the 18th
- Last Day for Students- June 16th (if no snow days)

Other items to note:

- Professional Development Workshops
- Mentor/Mentee Meetings
- Conferences/Workshops/Seminars/Webinars
- Due dates for paperwork- SST referrals, Professional Development paperwork, Evaluation paperwork, NEA related activities, Benefits paperwork.

At some point, you may wish to attend a School Board meeting. They are scheduled for the first and third Tuesday of each month. They begin at 6:00 pm. They are held virtually, and the Zoom link to join is on the Mascoma Valley Regional School District website on the School Board Agenda tab.

Critical Needs

Building Details

- ✓ Locate important people (Admin. Assistants, Custodians, Librarian, PE, Music, Art, Speech Therapist, Occupational Therapist, Physical Therapist, School Psychologist, etc.)
- ✓ Locate important places (Main office, bathrooms, supply closet, mailboxes, copier, etc.)
- ✓ Procedures (Emergency procedures, fire drills, lunch, recess, duties, class parties, guests speakers, field trips, assemblies)
- ✓ Personal Matters (Personal Days, Professional Days, Sick Days, Personal Emergency, Sign-out procedures)
- ✓ Locate your parking area
- ✓ Obtain a building keycard and room key

Special Education

- ✓ Meet your Special Educators and Para-Educators, School Counselors, etc.)
- ✓ Learn procedures for referrals to Student Support Team
- ✓ Understand and implement IEPs and 504 Plans
- ✓ Provide accommodations and modifications
- ✓ Document and Report on academic progress as required
- ✓ Parent Contact/Conferences

The Administration

- ✓ Locate your Principal and Assistant Principal
- ✓ Know the "Chain of Command"
- ✓ Learn to schedule conferences about professional issues (observations, evaluations, grievances, professional development, etc.)

Curriculum

- ✓ Locate your Curriculum Director
- ✓ Review your subject area/grade level curriculum
- ✓ Familiarize yourself with the Mascoma Standards (on-line)
- ✓ Familiarize yourself with texts and materials that you will be using
- ✓ Familiarize yourself with local assessment, NWEA-MAP assessment, SAT and NH SAS (required assessment)
- ✓ Be attentive to Professional Development opportunities
- ✓ Have your Google Classroom up and running. Ensure that you are following the standardization required by the district.

Performance Evaluation

- ✓ How does it work at SAU 62?
- ✓ Paperwork included in evaluation

- ✓ Observations (1+ formal and 3+ mini-observations for new teachers in the district)
- ✓ Self-evaluation opportunities
- ✓ What are your rights?

Professional Development

- ✓ State Requirements (hours, alternative plans, 7 categories, acceptable activities)
- ✓ Paperwork (forms), deadlines, available funds, professional days
- ✓ Recertification

MVREA

- ✓ Locate your building representative, and learn how to contact the Uni-serve Rep
- ✓ Application to join the Association
- ✓ Member Benefits
- ✓ State and National Affiliates

Computer Systems

- ✓ Locate your Tech Director/Dean of Technology
- ✓ Review the equipment available in your building/classroom- ensure that your VPN is set up and working
- ✓ Review any software/licensed programs that are available for classroom use
- ✓ Review the District "Responsible Use Policy" (Internet and email)
- ✓ Obtain your User Name and Log in for the network
- ✓ Check with your Media Generalist for use of Kindles, clickers, etc.
- ✓ Check for local PD on Smartboards, Cloud Computing, Google Docs/Apps, Data Retrieval, NH Network Platform, School Websites, Plus Portals, Grading Programs, etc.

Classroom Management

- ✓ Familiarize yourself with the systems used in your school to manage: Curriculum, Behavior, Grading and other paperwork
- ✓ Familiarize yourself with the school discipline system and student code of conduct (Student Handbook or Student Agenda)
- ✓ Review planning, organization and pacing with other teachers on your grade level or subject area team

Progress Reports, Report Cards, Parent Conferences

- ✓ Familiarize yourself with the grading system and procedures
- ✓ Know your grading timelines and deadlines
- ✓ Familiarize yourself with procedures for parent contacts (and how to document those contacts)

- ✓ Know how to contact school counselors, administrative and special ed. personnel for advice or assistance with difficult situations.



**School Administrative Unit #62
Mascoma Valley Regional Schools**

**Canaan Elementary, Enfield Village, Indian River
and Mascoma Valley Regional High School**

PROFESSIONAL

DEVELOPMENT



**Professional Development
Master Plan**

July 1, 2019 to June 30, 2024

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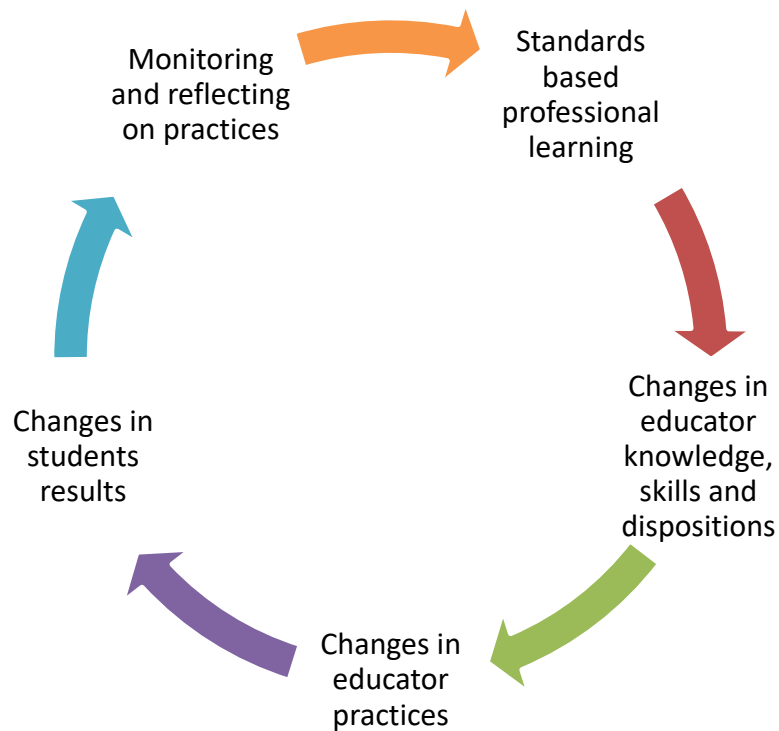
Statement of Purpose:

"Improvement is a continuous process without beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for students, its quality and effectiveness cannot be left to chance." (Standards for Professional Development, 2013 Quick Reference Guide, pg.4)

SAU 62 adheres to the Learning Forward definition of professional development. "When professional learning is standards based, it has greater potential to change what educators know, are able to do, and believe." The four prerequisites for professional learning are:

1. A commitment to engage in continuous improvement of pedagogical skills and practices
2. A growth mindset that begins with approaching each professional development opportunity with a readiness to learn
3. A willingness to work collaboratively, to listen to other educators, to respect differing experiences and perspectives, to hold students' at the forefront. Colleagues are honest about their abilities, practices, challenges, and results, and this will result in accountability that strengthens the profession and maximizes results for students
4. An understanding that professional learning must have individualized components that allow educators to learn in different ways and at different rates.

SAU 62 believes that there is a strong relationship between professional learning and student results. The district's mission statement is, "To pursue excellence in education and to become lifelong learners and responsible citizens in an ever-changing world" (Mascoma Valley Regional School Board, 2004). In support of this mission, the district has designed its professional learning model to be cyclical. See the illustration on the next page.



The SAU 62 Master Plan is designed to guide staff to become more effective and productive educators and to satisfy the requirements of ED 512. Staff members will use the structure of this plan to assist in self-assessment and reflection when setting personal goals that are aligned with school and district-wide goals. The *Mascoma Summative Evaluation for Teachers* (see Appendix-pg. 53) supports this Professional Development Master Plan in that the stated purpose of the evaluation is:

- to improve classroom instruction for all students
- to promote educator self-reflection, professional growth, and development
- to ensure growth toward excellence in all NH Educator Professional Standards
- To fairly address instances of insufficient growth toward those standards

The Master Plan is in place to help teachers, at all levels, improve their practice and provide the best possible instruction for our students.

Professional Development Committee

Roles and Responsibilities

The Chair of the committee:

- presides at monthly meeting
- prepares the agenda
- acts as spokesperson for the committee

The Secretary of the committee:

- takes notes
- prepares minutes
- communicates information to staff
- acts as liaison to the SAU 62 Leadership Team

Committee Members:

- attend monthly meetings
- manage all related paperwork in his/her respective building
- answer staff questions regarding professional development needs
- develop, evaluate and revise the Professional Development Master Plan
- act as a model for certified staff by participating in traditional and job-embedded professional development on a regular basis
- plan, administer, and compile the annual Professional Development Survey to evaluate the effectiveness of the Professional Development Committee
- participate in planning, providing activities and programs based on educator needs and district/school goals
- publicize professional development activities and programs
- allocate and manage the district's professional development funds

Selected members:

- serve as an *Appeals Board* for professional development disputes

Composition of the Committee

The SAU 62 Professional Development Committee is composed of the following members:

- Two teachers from each building
- One para-educator from each building
- One Mascoma Valley Regional School Board Member
- One SAU 62 central office administrator
- One student representative
- One community representative

The committee is chaired by a member elected to a one year term at the annual September meeting. A secretary is also elected at the September for a one year term.

Building Representatives are nominated by the superintendent and elected to the position by the Mascoma Valley Regional School Board. Each term is for one year. Members may serve multiple terms.

2018-2019 Professional Development Committee Membership (SAU 62):

- Tammy Furman, CES Para Representative

- Sharon Lyman, CES Teacher Representative
- Lisa Meyer, CES Teacher Representative
- Heather Sullivan, EVS Teacher Representative
- Jennifer St. James, EVS Teacher Representative
- Dorinda Washer, EVS Para Representative
- Bobbi Barney, IRS Para Representative
- Ronald Geason, IRS Teacher Representative
- Heidi Fisher, IRS Teacher Representative
- Ann Labrie, MVRHS Para Representative
- Christine Jespersen, MVRHS Teacher Representative
- Allyson Tessier, Chairperson
- Christina Swenson, District Tech Integrator
- Tim Josephson, School Board Representative
- Nancie Murphy, Secretary and SAU 62 Administrative Representative
- -----, Public Representative
- -----, Student Representative

Development of the Master Plan

NH requires that each school district have a Professional Development Master Plan in place, and that the plan meets the requirements of ED §512. The law states,

“Each certified educator is to develop and fulfill a 3-year individual professional development plan for the purposes of continuous professional growth and recertification. The individual plan shall support the educator’s current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted”

In order to develop a new SAU 62 Master Plan, committee members:

- reviewed the requirements in the DOE Professional Development Master Plan Template and the Professional Development Master Plan Review Form
- examined samples of Master Plans that had been approved by the NH DOE
- researched the Standards for Professional Learning from *Learning Forward*
- reviewed our current plan, listing strengths and weaknesses
- created a map of what should be included in the new SAU 62 Master Plan

Work on the actual plan was ongoing during the 2018-2019 year. Small groups met on an as-needed basis to work on particular sections. Each month revisions were shared with the entire committee, and checks were made to ensure consistency in dates and data collection. The Master Plan Template from the Department of Education was consulted at regular intervals to ensure that all necessary components were included in the Mascoma Master Plan.

Opportunities for staff participation were provided at faculty meetings and in monthly Professional Development Newsletters. An invitation for community input was posted on the district website. Parents were informed of Professional Development changes in monthly newsletters sent by principals. The Committee Liaison issued regular reports on Professional Development activities to the Educational Issues Committee of the Mascoma School Board, and any members of the public attending those meetings. Minutes of the meeting are available on the district website.

Implementation

The Professional Development Committee is responsible for implementation of this plan. This will be accomplished in collaboration with:

- Leadership Team. Principals will be familiar with the P. D. Master Plan and use the IDPD of each staff member when completing evaluations. Principals will share data with the P.D. Committee concerning faculty needs and

Mascoma Valley Regional School District Professional Development Plan-July 2019 to June 2024

- building goals and provide the Building Representatives time at each faculty meeting to discuss an aspect of the P.D. process or plan.
- District Curriculum Director. He/she will share data with the P.D. committee illustrating staff or faculty areas for improvement. The Director will provide resources needed to implement and monitor the curriculum. He/she will share student assessment data that identifies areas that require additional P.D. and provides information to the committee concerning the NH DOE standards for certification and professional development.
 - Title IIA Grant Manager. The manager will meet with the Professional Development Chair, Leadership Team, and the Curriculum Director regularly to gather input on P.D. needs. He/she will write the Title IIA grant in a manner that supports programming to improve instruction and student outcomes.
 - Education Evaluation Committee. A P.D. Committee Representative will serve on the Educator Evaluation Team to ensure that any staff evaluation supports the professional development plan
 - Mentor Program (Teacher and Para): The Mentor Director will be responsible for distributing the Master Plan to new and new-to-the district staff. He/she will answer questions concerning professional development, and be able to refer new staff members to respective building representatives. The Mentor Director will devote a portion of one monthly meeting to writing IDPDs.

Building Representatives are responsible for the following implementation tasks:

- assisting new educators in completing a three year plan
- explaining the Professional Development certification/re-certification procedures to the new employees
- processing all forms for professional development activities in his/her respective school
- meeting with staff members individually to provide information or constructive feedback on plan development, appropriate activities, and completion of recertification paperwork

Evaluating and Amending the Master Plan

The Professional Development Master Plan will be evaluated through:

- A yearly survey of all Mascoma staff which will provide information concerning the success of the Master Plan
- Leadership team observations
- Input gathered by building representatives at faculty meetings
- Annual review of new state mandates to ensure that the mandates are being met by the Mascoma Master Plan
- Annual review of student data from: standardized tests, test/quiz results on curriculum based assessments, observations or surveys of student motivation and participation.

Based on the evaluation, if amendments (and subsequent appeals) to the Master Plan are necessary, the committee will:

- write a proposed amendment to the plan
- share the amendment with faculty and administration to gather input
- revise the amendment based on input at the next monthly meeting
- submit the completed amendment to the NH DOE Professional Development Department using the procedure outlined by the DOE
- submit any appeal of rejected amendments following the DOE appeals process

Data Collection, Interpretation, and Use

The Mascoma School District will use three Data Matrixes to collect, analyze, and utilize data about student academic achievement, attendance, and behavior to inform individual, school and district-wide improvement efforts. Any data collected can be placed in a portfolio that forms a part (or the entirety) of the body of evidence used for recertification.

An annual review of the matrixes will be completed by the professional development committee to ensure that current data is available to meet the requirements of the NH RSA193: C and to assist individual staff members in meeting their goals to improve student achievement.

SAU 62 Data Matrix: Local Assessments

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject Area</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it? Using which Process?	<u>Decision Making</u> What is the data used for?
DIBELS	K-6-Reading	Classroom Teachers collect at times required by test protocols, during regular class time.	Teachers, Reading Specialists, Special Educators, and Literacy Partners analyze data at monthly meetings using the process listed in the source manuals.	The data is used: to drive instruction, to place students, to determine RtI interventions, and to monitor individual and class progress.
DRA Running Records	K-8- Reading			
Curriculum Embedded Assessment (Pre/Post tests)	Pre-K to 12 All content areas	Classroom Teachers, Special Educators and Specialists collect this data at the beginning and end of each unit taught. The assessments are completed during class time.	Teachers, Special Educators and Specialists review test results and share with colleagues using a process of collaboration.	The data is used to drive instruction, to determine individual need for re-teaching or enrichment, and to track student progress through the curriculum.
Common Assessments	Grade 9-12 All subjects	Classroom Teachers give mid-terms/finals during a mandated test period.	Teachers review their test using the MVRHS grading standards.	Data is used to assess student subject proficiency.
Attendance Data	Pre-K to 12	Attendance Secretary collects daily attendance data (am/pm)	Staff use the data to discover patterns of absence, tardiness or class skipping behavior.	Data is used to decide if action or further investigation by Social Worker or School Resource Officer is needed.
Behavior Data	K-12	The Principal, E.H. Staff, and Student Support Teams collect behavior data daily.	Administrators, teachers and SSTs analyze the data checking for patterns, frequency and severity of incidents.	Data is used to determine if intervention (behavior plan, school wide training, small group or individual counseling etc) is indicated.
Youth Risk Behavior Survey	9-12	Collected yearly		

SAU 62 Data Matrix: Standard Assessments

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it? Using which Process?	<u>Decision Making</u> What is the data used for?
NH SAS	3-8, 11 Language Math	Staff administers both tests in the Spring during class time.	Teachers and Administrators analyze the test using quantitative analysis.	Data is used to report AMO and achievement to the School Board, parents, and community. Data is also used to inform instruction, and to ensure that programming is meeting the CCSS.
NECAP Science	4,8,11			
NAEP (National Assessment of Educ. Progress)	4,8 Reading Math	Outside Evaluators administer the NAEP in the Fall during class time.	US Dept. of Ed. analyzes the data using a quantitative analysis.	Data is used to report student achievement in reading and math to the nation.
NWEA: Map Test (Measures of Academic Progress)	2 to 11 Reading Math	Classroom Teachers collect the data in September, February, and June during class time.	Teachers and Administrators analyze the data using a quantitative analysis.	The data is used to drive instruction, to determine RtI or TASC interventions, and to track student progress.
Special Education Battery	Pre-K to 12	Special Educators administer testing as needed during class time.	The special education evaluation teams analyze results as required by specific test.	The data is used to find students eligible for special services and to plan instruction/interventions.
<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it? Using which Process?	<u>Decision Making</u> What is the data used for?
PSAT SAT ACT	Grade 7-12 Language Math	Monitors administer the tests in the Spring and Fall on an assigned Saturday.	Educational Testing Service analyzes the data and reports results to the district.	The data is used to assess college eligibility. Scores are reported to students, parents, and School Board. The data is also used for program evaluation at the high school.
Advanced Placement (APs)	Grades 10-12 Math, LA, Art,	AP Services administer the AP test in the Spring on an assigned date.	Administrators, teachers and guidance examine	The data is used to improve the AP program at the high school and to determine student credit by colleges.

	Science, History		the results checking for patterns of achievement	
Armed Services Vocational Assessment	Optional Grade 11	The Guidance team administers the test in the fall on an assigned date.	Administrators and students examine the results looking for aptitudes.	Data is reported to students and parents for use in vocational planning.

SAU 62 Data Matrix, Assessment Reporting Tools

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject</u> <u>Area</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it? Using which Process?	<u>Decision Making</u> What is the data used for?
ICT Portfolio	K-12 All content areas	Classroom Teachers assist students in maintaining an <i>Electronic Portfolio</i> on the school server throughout the school year.	Teachers and Administrators review at the end of grade 8 and 12 using the DOE rubric.	The data is used to assess proficiency in College and Career Readiness Skills and to ensure that students meet a graduation requirement.
Progress Reports	5 to 12 All content areas	Classroom Teachers collect data daily and report it to parents quarterly at the mid-point of the report card cycle.	Teachers, students and parents review the data using current district standards for passing grades	The data is reported to parents, used to determine interventions and to track student progress.
Report Cards	Pre-K to 12 All content areas	All Teachers collect data daily and report it to parents quarterly at the end-point of the report card cycle.	Staff, students and parents review the data using current district standards for passing grades	The data is reported to parents, used to determine interventions and to track student progress.
Parent Conferences	Grade Pre-K-6 All content areas	All teachers collect data daily and share it with parents twice yearly (November and April) or as needed.	Staff, students and parents collaborate to review individual student data (qualitative and quantitative)	The data is reported to parents, used to determine interventions and to track student progress.

Needs Assessments

The SAU 62 *Needs Assessment* for administrators, education professionals, and para-professionals has three components.

- A. Student learning needs are identified using:
 - a. *Student Data*: collected from Matrix 1 and Matrix 2
 - b. *Review Professional Standards and Guidelines*: from the NH DOE and Learning Forward
 - c. *Review Feedback from all Stakeholders*: surveys
 - d. *Review Professional Literature or Academic Research*: Current research on best educational practices
- B. Determine goals by the:
 - a. Completion of a reflection on/analysis of data gathered from sources in Section A.
- C. Include school or district goals:
 - a. Administrative goals from SAU Leadership Team
 - b. School board goals from annual School Board retreat
 - c. Building goals from each of the four building staffs

Evaluation

SAU 62 will know if our professional learning program is effective through:

- A. Positive student learning outcomes
- B. Positive Professional Learning Survey results from staff

Process and Requirements for Developing, Implementing, and Documenting Completion of 3-Year Individual Professional Development Plans

The State of NH requires that teachers and administrators be certified according to Ed §505.07, Ed §506, and Ed §507.

Staff should reference the professional teaching standards (Ed §505.07) and the certification standards (Ed §506 and §507) for each area of endorsement. These can be found at: www.gencourt.state.nh.us/rules/state_agencies/ed.html.

Professional Development should address each employees' educational practices to improve student learning. Employees earn CEUs in the following areas:

- Educator learning
- Growth in student learning and academic achievement
- Content area knowledge and pedagogy
- Individual, school or district goals
- Professional standards from the local evaluation plan (Educators in SAU 62 are evaluated using the *Mascoma Summative Evaluation* based on the work of Dr. Kim Marshall. See Appendix pg. 53)

Developing an Individual Professional Development Plan

Individual Professional Development Plans Required of All Certified Educators and Paras

Each certified educator is to develop and fulfill a 3 year IPDP for the purposes of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

The following professionals must have a plan that supports their current job, and is consistent with their certification:

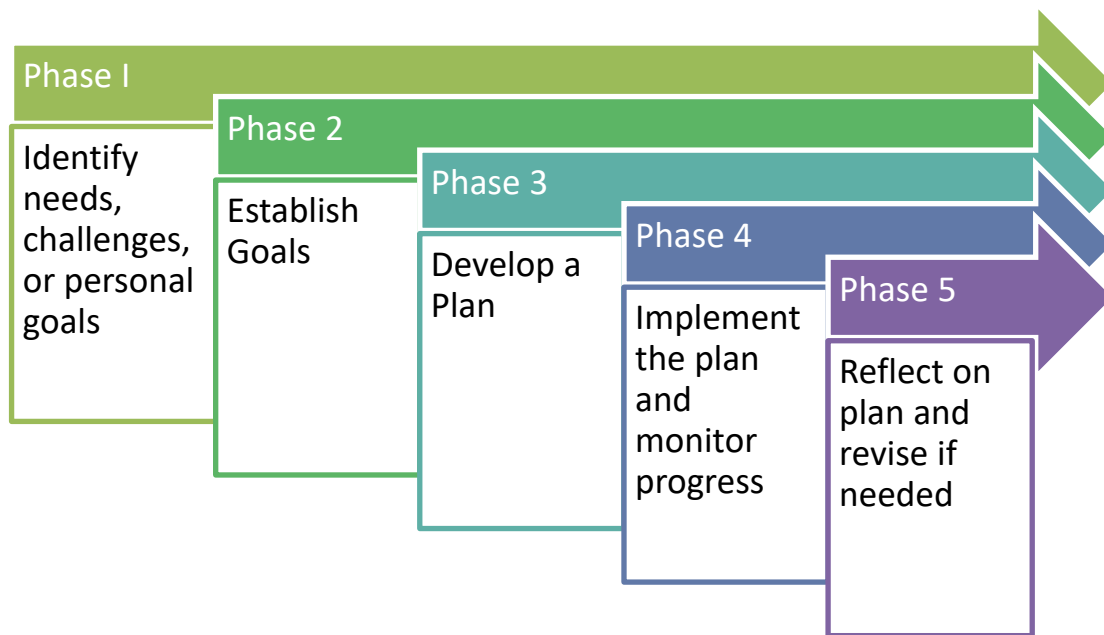
- Superintendent and/or Assistant Superintendent
- Directors: Special Education, Technology, Business, and/or Curriculum
- Principals and/or Associate Principals
- Special Education Coordinators
- Guidance Counselors
- School Therapists, School-based Mental Health Clinicians and/or Social Workers
- School Psychologists
- Teachers
- Nurses (Licensed. A renewal is required every two years.)
- Librarians, Media Specialists and/or Technology Integrators
- Para-educators (Para I and Para II)
- School-based Occupational Therapy, Speech Therapy, Physical Therapy, and Behavioral Therapy Professionals, and Assistants

According to NH State Law:

- The employee completes a self-assessment. The assessment should be based on:
 - Professional educator standards and the certification requirements for a given endorsement and assignment. See: www.gencourt.state.nh.us/rules/state_agencies/ed.html (Ed 505.07, Ed 506, and Ed 507)
 - Local educator standards. The Mascoma Teacher Evaluation is based on the work of Dr. Kim Marshall and includes additional reflective questions on instruction for student growth, data use and planning, student management, content and curriculum expertise, learner development and differences, communication and professional responsibility

- An examination of student outcomes, such as, but not limited to: student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being (see Data matrixes)
- Employees choose at least one goal aligned to the organizational (school/district) goals.
- Employees create individual goals related to their area(s) of endorsement. These measurable goals are to be based on:
 - Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507
 - Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07
 - Professional standards as referenced in the local evaluation system
 - Effective instructional practices related to school and district goals that increase student achievement
- The goals are developed using the following data sources: The educator's self-assessment or reflection on competencies in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507; analysis of student work; analysis of student achievement data, if available; and a review of school or district master plan needs assessment
- Employees implement their 3-year plans by carrying out a variety of activities aligned to their goals.
- Employees collect evidence (as defined in the Traditional and Job-Embedded Professional Development Matrix on pages 22-24 of this plan.) to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work.
- Employees meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
- When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS. (Building Representatives are responsible for the initial sign-off for completion of the professional learning requirement at the local level.)

The SAU 62 IDPD for professionals and para-professionals is written in phases:



Phase I: Identification of Needs, Challenges and Personal Goals

Purpose: To allow the staff member time to gather information and identify an area of improvement related to student learning, pedagogy, or personal professional goal.

Sources of Data: Data matrixes, professional standards and guidelines from NH DOE or subject based organizations (NCTE, NCTM, NSTA, etc.), feedback from administrators or colleagues, completion of a self-assessment, review of goals from previous plan, and a review of building, district, and school board goals.

Phase II: Establish Goals

Purpose: to provide teachers an opportunity to focus their professional learning. Goals may be pedagogical, organizational, or developmental.

Criteria for Goals: at least one goal must relate to content, curriculum and student achievement. Goals must be *SMART* (specific, measurable, achievable, relevant to work being done in the district, and time bound. See Appendix pg. 43). One goal should be related to building or district-wide goals. All goals are to be modified based on progress.

Phase III: Develop a Plan to Meet Goals

Purpose: to show how each goal relates to student achievement or pedagogy. Goals state which learning communities will be utilized, which resources are required to meet the goal, which data will be used to report the achievement of the goal, and which changes in educator knowledge, skills, and dispositions are expected to be achieved.

Phase IV: Implement the Plan and Monitor Progress

Purpose: Staff members begin working on the professional development learning plan and documenting progress toward goals.

Documentation: Evidence that substantiates the effectiveness of a professional development activity is part of any new learning. Acceptable staff learning documentation includes: written reflection by the participant, notes from a discussion with a colleague or administrator, project or research paper based on

an activity, lesson plans, an observation report by an administrator or colleague, grade from a course, certificate of attendance at a workshop or seminar, or documentation of student learning.

Phase V: Reflect/Revise Plan

Purpose: Staff members reflect on work and revise the professional learning plan annually to ensure goals are met.

Questions for reflection: What were the successes? What were the challenges? What revisions are necessary? How will I proceed?

The IPDP is used for recording the Continuing Education Units (CEUS) required for re-certification:

- Educators develop a body of evidence that documents job-embedded or formal professional development showing an accumulation of a minimum of 75 CEUs with 30 hours for each endorsement area and 45 hours in general education. The 75 (or more) CEUs can be a combination of job-embedded, action research, or formal professional development that address content area, personal, school or district goals.
- Para Is and IIs must complete 50 CEUs every three-year for recertification

(See Traditional/Job-Embedded Tables on pages 22-24)

At the end of the three year cycle, each educator's verification form will be sent to the Superintendent of Schools from the building professional development committee. It will be submitted to the NH DOE Bureau of Credentialing for renewal, and each educator will receive a letter from the Superintendent with instructions for payment and completion of the certification process. **Uncertified educators and/or paras are not eligible for employment in the Mascoma School District.**

Recertification Time Line (All Staff):

The Professional Development Growth Plan must be completed within 45 school days of the first year of the three-year re-certification cycle for continuing staff. The Plan must be completed within 60 school days of the start of the date of hire for new staff. (If staff is hired during the school year, the plan should be completed within 60 days of the date of hire.)

New hires whose state certification expires before the end of their three-year local professional development plan will:

- Employ the plan in place at their previous school (if in NH)
- Write a temporary plan for the duration of the certification period (if not already on a NH plan, or not currently employed)

All documentation required for teacher/para recertification may be sent to the Superintendent of Schools by the respective building representative on April 15th of the renewal year. Each employee must be recertified on the recertification date on his/her current certificate in order to continue employment with the Mascoma School District.

No activities completed prior to filing a new plan with the Professional Development Committee in your respective building will be eligible for submission and hours spent in those activities will not be counted toward recertification.

Recertification Documentation: (All Staff)

All evidence must be directly related to the IDPD, sufficient and appropriate. All documentation must be presented in one of the forms listed on page 30-36.

Additional Endorsements

If additional endorsements are added during the three-year cycle, their recertification requirements will be pro-rated as follows:

- Endorsement added after Jan. 1 of the first year will require 20 CEUs
- Endorsement added after Jan. 1 of the second year will require 10 CEUs
- Endorsement added after Jan. 1 of the third year will require 5 CEUs

Professional Development Procedures and Activities

Professional Development procedures are the same in all four schools in the Mascoma District.

For In-District Activities

Any in-district activities require the staff member to complete and submit the in-district activity form to the building representative within 60 days of completing the activity. (form is on-line and on pg. 31 (and pg. 34) of this Master Plan)

For Out-of-District Activities

1. Staff member must complete a Professional Development Out Of District Form on-line or from page 32 of this handbook.

2. If the staff member is seeking reimbursement for the activity, he/she must request prior approval from the building principal using the accompanying form on page 33 of this plan.

The principal may approve or reject the application. If rejected, the staff member may appeal to the Professional Development Committee.

Traditional Activities

Traditional activities are just that, the course work, workshops and seminars that educators have traditionally used to obtain recertification credit. Some of those activities are still valuable and used to obtain CEUs.

Job Embedded Activities

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). Job Embedded PD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality Job Embedded PD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009)~ excerpted from National Comprehensive Center for Teacher Quality Issue Brief 2010

According to the NH Department of Education:

The following activities are acceptable for credit, including but not limited to:

- *Observations*
- *Independent study*
- *Study groups and professional learning communities;*
- *Action research*
- *Educational peer coaching*
- *Mentoring*
- *Curriculum, instruction, and assessment development*
- *Lesson study*
- *Collegiate or graduate course work*
- *Workshops, webinars and professional conferences*

Professional Development: Traditional and Job Embedded Activities

P.D. Activities	Description	Evidence	CEUs
Curriculum or Program Development or Modification	Create or modify curriculum to meet the needs of all learners	Goals, objectives, evaluations, student work samples	30 Units per endorsement area per year
Development of Teaching Aids/Materials	Develop materials to improve student learning and achievement	Student work samples	15 units per endorsement area per year
Internships or Externships	Educator engages in authentic learning experiences in a particular field (to learn the content, process, culture, ethos of a subject matter)	Educator Reflection	30 CEUs per endorsement area per certification cycle
Professional Reading or Media Interaction	Professional journals, books, video instruction, and self-teaching activities (newsletters, listservs, blogs, virtual PLCs)	Bibliography plus a brief description of the knowledge gained through the reading or media interaction	30 Units per endorsement area per year
Visitations or Observations	Visiting other schools or classes for a specific purpose.	Reflection including date of visitation, person observed, purpose of the visit, and brief description of the knowledge gained	30 Units per endorsement area per year
Workshops/Seminars/Conferences	Learning from facilitators with specialized knowledge in a focused manner. Must be aligned with IDPD	Certificate of Completion and out-of-district reflection	1 CEU for each clock hour of time. No limits
Webinars	Learning from facilitators with specialized knowledge in a focused manner. Must be aligned with IDPD	Certificate of Completion and out-of-district reflection	1 CEU for each clock hour of time. No limits
P.D. Activities	Description	Evidence	CEUs
Committee Membership	Includes building, district, or state level education-related committees	Dates of meetings attended and out-of-district reflection form	20 Units per endorsement area per year
Study Groups/PLCs	Engage in structured, collaborative interaction on topics of interest	Dates of meetings attended and out-of-district reflection form	20 units per endorsement per year

Professional Publication	Publish articles in journals related to learning	Copy of the published article	40 units per endorsement per year
Grant Writing	Writing of grants that assist teachers in the improvement of delivery of instruction. (Acquisition of materials or program development)	Log of research and writing time. Copy of completed grant	1 CEU for each clock hour spent researching or writing the grant
Professional Travel	Travel to collect ideas, concepts and materials for classroom use.	An end product (brochure, slideshow, student activity sample, etc.)	20 units per endorsement per year
Coaching/Mentoring	Sharing expertise with new staff or with Alt 4 candidates	A learning log (reflection of how one enhanced the job-related skills, knowledge and classroom practices of the mentee.	50 units per year
Presentations	Plan and conduct a <u>pre-approved</u> workshop for staff members	Workshop Evaluation forms from participants	15 CEUs per year
Course Work	Opportunity to learn from experts or earn an advanced degree. Establish connections with other educators and outside sources	Transcript with grade of B or better Audit Certificate	15 CEUs per college credit No limit
P.D. Activities	Description	Evidence	CEUs
Supervise Student Teachers	Supervising a student-teacher (share resources, practices, materials and provide support and feedback)	Log of conferencing with Student-teacher and college supervisor	90 units per semester
Membership in Professional Organization	Active participation in professional organizations (NCTE, NEA, etc.)	Meeting notes Journal reflections	Up to 10 units per organization, per year
Website Development	Create and maintain a class website.	Screenshots of selected pages and a link to the site Log of time spent on developing and maintaining site.	Up to 45 units per year

Community Collaboration	Volunteering in groups related to school and community to foster community relations (PTA, etc.)	Prior approval Log listing volunteer dates	15 units per year
Wellness Personal Growth	Active participation in programs to promote personal well being	Certificate of participation	15 units per activity No more than 4 activities per year
Tutoring	Voluntary tutoring- no payment involved	Lesson plans Log listing tutoring hours and dates	45 CEUs per year
Use/ Incorporation of Technology	Learn to use various technologies to improve teaching. Become proficient in the requirements for ISTE standards	Log of activity (description) Log of time spent Artifact from student portfolio	Up to 45 units per year

Professional Development: Action Research

Action research is a process of inquiry, an examination of the practices of a class, school, or district. The purpose of the inquiry is to examine outcomes related to student learning and/or best instructional practices. Action research must be meaningful and designed to yield data that solves a problem, improves a practice, resolves an issue, or makes an informed decision.

The teacher-researcher will identify a focus, design an action plan, collect data, analyze the data, interpret the data, and communicate the results to the administrator and building representative. The teacher-researcher will take some action based on the research results.

Action research can last for one, two or three years. Each year of action research can account for 25 C.E.U.s. The researcher will meet with an administrator to plan the timeline for the project prior to approval.

Steps and Procedures for Action Research

- **Step 1**: Identify the problem, concern, or idea and frame it as a question. A focused question is one that is:
 - Identifies student performance
 - Relates to classroom, school or district goals
 - Manageable and doable within the available time
 - Manageable and doable with the available resources
 - Measurable through qualitative or quantitative procedures
- **Step 2**: Review relevant literature. What have other researchers found that relates to this problem or question? How can I use the work of others to inform my research?
- **Step 3**: Design your study. Select subjects. Decide on data collection instruments and methods. Decide on research procedures. Organize and display the collected data. Analyze and interpret the data.
- **Step 4**: Conduct your study and gather your data. Follow the steps you outlined in your plan. Collect and organize your data.
- **Step 5**: Analyze and interpret data. Use quantitative or qualitative techniques, appropriate to the data collected.
- **Step 6**: Share the results with the appropriate audience, one that can benefit from your findings. Gather necessary approvals prior to proceeding to the next step.
- **Step 7**: Use what you have learned to address the problem or concern and to guide future research

Resources:

- Mills, Geoffrey E. (2003). Action research: A guide for the teacher researcher. New Jersey: Merrill/Prentice Hall.
- Stringer, Ernie. (2004). Action research in education. New Jersey: Pearson

Examples of Data Gathering Techniques	
Qualitative Research	Quantitative Research
<ul style="list-style-type: none"> ➤ Interviews ➤ Focus Groups ➤ Open ended surveys ➤ Observations ➤ Artifact reviews 	<ul style="list-style-type: none"> ➤ Surveys (closed responses) ➤ Standardized assessments ➤ Scores from quizzes, tests, etc. ➤ Review of existing data <ul style="list-style-type: none"> ○ Discipline, attendance, etc.

Appeals Process

If a Professional Growth Plan, proposed activity, evidence to support an activity, or the number of hours granted for completion of an activity receives a refusal from the building administrator the staff member may appeal that decision by completing the form on pg. 37. The form must be submitted to one of the respective Building Representatives within 10 (ten) school days of the refusal date. The Building Representative will call a meeting of the Professional Development Appeals subcommittee to review the appeal. The subcommittee, consisting of the Chairperson, SAU Liaison, respective Building Representative, and one other elected member, will return a verdict to the staff member within 5 (five) school days of the receipt of the Appeal Form.

If the staff member is unsatisfied with that verdict, he or she may submit the Appeal notice to the Superintendent for review. It must be submitted within 5 (five) school days of receipt from the Professional Development Appeals Subcommittee and include the Appeals Subcommittee’s reasons for denial.

The Superintendent will have 5 (five) school days to review the Appeal and will render his or her decision to the staff member. The decision of the Superintendent will be final.

Miscellaneous Documentation Information

- Paperwork will remain on file for the staff member’s three year recertification cycle. At the end of that cycle, all paperwork will be returned to the employee or shredded, with the exception of the Professional Development record. This document will be kept on file until the staff member retires or is no longer employed by the district.
- Administrators are required to keep their own Professional Development file. The Superintendent of Schools will be the endorsing official for administrators.

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Educator Endorsement Collection Form

Name _____ Certification Renewal Date _____

This form is for personal use. Teachers need 45 CEUs in the area of Professional Standards and 30 CEUs in **each additional** endorsement area.

Professional Standards		Endorsement 1		Endorsement 2		Endorsement 3	
Activity/Date	Hr	Activity/Date	Hr	Activity/Date	Hr	Activity/Date	Hr

Para-Educator Endorsement Collection Form

Name _____ Certification Renewal Date _____

This form is for personal use. Paras need 50 CEUs for recertification. It is good to have a mix of hours from district, building, and personal goals.

Activities to meet Personal Goals	Hr	Activities to meet District Goals	Hr	Activities to meet Building Goals	Hr

SAU 62 Individual Professional Development Plan

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Certification Area(s): _____ Recertification Due: _____

I will document my professional learning through the use of:	CEUs <input type="checkbox"/>	Portfolio <input type="checkbox"/>	Combo <input type="checkbox"/>						
<p>Goal 1:</p> <p>Evidence:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;"></td><td style="width: 50%;">Goal Review Completed</td></tr> <tr><td></td><td>CEUs Collected/Portfolio in Evidence</td></tr> <tr><td></td><td>Evidence of Professional Growth Attached</td></tr> </table> <p>Administrator initials: _____ Date: _____</p>				Goal Review Completed		CEUs Collected/Portfolio in Evidence		Evidence of Professional Growth Attached
	Goal Review Completed								
	CEUs Collected/Portfolio in Evidence								
	Evidence of Professional Growth Attached								
<p>Goal 2:</p> <p>Evidence:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;"></td><td style="width: 50%;">Goal Review Completed</td></tr> <tr><td></td><td>CEUs Collected/Portfolio in Evidence</td></tr> <tr><td></td><td>Evidence of Professional Growth Attached</td></tr> </table> <p>Administrator initials: _____ Date: _____</p>				Goal Review Completed		CEUs Collected/Portfolio in Evidence		Evidence of Professional Growth Attached
	Goal Review Completed								
	CEUs Collected/Portfolio in Evidence								
	Evidence of Professional Growth Attached								
<p>Goal 3:</p> <p>Evidence:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;"></td><td style="width: 50%;">Goal Review Completed</td></tr> <tr><td></td><td>CEUs Collected/Portfolio in Evidence</td></tr> <tr><td></td><td>Evidence of Professional Growth Attached</td></tr> </table> <p>Administrator initials: _____ Date: _____</p>				Goal Review Completed		CEUs Collected/Portfolio in Evidence		Evidence of Professional Growth Attached
	Goal Review Completed								
	CEUs Collected/Portfolio in Evidence								
	Evidence of Professional Growth Attached								

Signatures and dates

_____ PD Building Representative _____ Building Principal

_____ Staff Member

SAU 62 Non-Monetary P.D. Activity

Employee _____

Date _____

This form is required for all activities where the employee is not seeking reimbursement.

Activity Title _____

Activity Type: Mandatory Training District Sponsored
Activity

Webinar Study Group/PLC
 Professional Reading Observation/Visitation
 Committee Work Community

Work

Workshop Other:

Brief Reflection: _____

Assignment of CEU Hours: Knowledge of subject/content
 Knowledge of learners or learning
 Knowledge of school's role, organization or operation
 Endorsement area _____

Evidence of Completion: Attach certificate of attendance or learning log.

Signature and date

Employee

Date

SAU 62 P.D. Activity with Reimbursement Request

Requires administrator approval prior to completion of activity.

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Activity Title _____

Activity Type: Course Seminar/Conference
 Workshop Other: _____

Brief Description: _____

Projected Cost:

<u>Projected Costs</u>	
Graduate Course Tuition _____	Mileage _____ x _____
\$_____ Workshop/Conference fee _____	Tolls/Parking _____
_____ Other _____	_____
Meals _____	Lodging _____
_____	Total: \$ _____

Approved
Initials _____
 Denied

Administrator's _____
Date: _____

SAU 62 P.D. Activity with Reimbursement Request (2)

Employee _____

Activity _____

Brief Reflection:

1. What new knowledge was acquired through participation in this activity?
2. What will I bring to my daily work based on this activity that will positively impact student learning?
3. How will I know that I have impacted learning? (data)

4. How does this activity help me reach my goals?

<p>Assignment of CEU Hours:</p> <p><input type="checkbox"/> Knowledge of subject/content</p> <p><input type="checkbox"/> Knowledge of learners or learning</p> <p><input type="checkbox"/> Knowledge of school/organization</p> <p><input type="checkbox"/> Endorsement area</p> <p>_____</p>	<p>Documentation attached:</p> <p><input type="checkbox"/> Workshop/Course Payment (cancelled check or credit card receipt)</p> <p><input type="checkbox"/> Transcript/Grade</p> <p><input type="checkbox"/> Certificate of Attendance</p> <p><input type="checkbox"/> Mileage Receipt</p> <p><input type="checkbox"/> Meals Receipts</p> <p><input type="checkbox"/> Tolls/Parking Receipts</p> <p><input type="checkbox"/> Book/Information Receipts (Copy of syllabus required)</p>
---	--

If the employee has expended all allowable PD funding, he/she may be partially funded for the activity at the present time, and may resubmit this form to his/her PD building representative prior to June 1st of the current year. If any funding remains in the district PD account, it will be split equitably between any employees resubmitting PD activity forms.

Staff Member Signature: _____ Date: _____

SAU 62

Professional Development Learning Log (Job Embedded Professional Development)

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Activity Description:

<p>Assignment of CEU Hours:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of subject/content <input type="checkbox"/> Knowledge of learners or learning <input type="checkbox"/> Knowledge of school/organization <input type="checkbox"/> Endorsement area <p>_____</p>	<p>Evidence attached:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter synopsis with reflection <input type="checkbox"/> Webinar synopsis with reflection <input type="checkbox"/> Notes from group meetings/discussions with reflection <input type="checkbox"/> Lesson/unit plans with notations about skills or strategies acquired through professional reading <input type="checkbox"/> Student data related to an action research project <input type="checkbox"/> Published article <input type="checkbox"/> Other approved by administrator
--	---

Signatures and Dates

Staff Member

PD Building Representative

Building Principal

SAU 62

Request to Conduct an In-district Workshop

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Workshop Title: _____

Scheduled Date: _____ Scheduled _____

Site: _____

Target Audience: _____

Maximum Number of Participants: _____

Materials/Equipment Needed: _____

Brief Explanation of Workshop:

Explain how the workshop supports District or Building Goals or Needs:

*Each facilitator will receive a \$100.00 honorarium **per original workshop**. Reimbursement is given **after** the facilitator submits Workshop Evaluation forms to the Professional Development Committee Representative.*

Honoraria are not offered for Tech Boot Camp or the Teacher Work Day.

Approved by: _____

Date: _____

Building Administrator

Approved by: _____

Date: _____

Professional Development Committee Representative

SAU 62 Professional Development Appeal Record Form

Name _____

Date _____

School _____ Appellant's

Signature _____

Submit three copies of the Appeal Record form to the Chairperson of the Mascoma Professional Development Committee and request a review within 10 days of the professional development issue.

State your reason for appeal:

Disposition of the Appeals Subcommittee:

Disposition of the Superintendent:

Signatures and dates:

Appellant: _____

Date: _____

Subcommittee Chair: _____

Date: _____

Superintendent: _____

Date: _____

This certifies that

has completed _____ hours of Professional
Development in
a Mascoma School District sponsored activity:

The session was completed on:

in the Mascoma School District.
The session was facilitated by:

Facilitator/Date

This certifies that

has completed _____ hours
of Professional Development in
a Mascoma School District sponsored activity:

The session was completed on:

in the Mascoma School District.
The session was facilitated by:

Facilitator/Date

Mascoma Valley Regional School District

District Mission: We are a community that values creativity, curiosity and the pursuit of excellence, cultivating our strengths and interests to inspire partnerships in the district, community and the world beyond.

School Board Overarching Goal

A clear and successful implementation of the Strategic Plan across the district as well as the adoption of a progress monitoring tool.

Facilities Goals- Finance and Facilities Committee

- Enhance the safety and security of all facilities and the safety of students and staff at all venues.
- Improve oversight of staff and implement a successful method of regulating and monitoring the upkeep of our venues.
- Maintain, update and fund the capital improvement plan.

Education Goals- Educational Issues Committee

- Expand and monitor (SEL) Social Emotional Learning curriculum and practices across all grade levels to support student learning and health.
- Support the staff and programming making gains in proficiency at all grade levels as measured by local and state mandated assessments.
- Expand and monitor public speaking and track effectiveness of STEM experiences across the curricula.

Personnel-Personnel and Negotiations Committee

- Recruit and retain high quality staff for all positions.
- Expand and monitor high quality staff development for all staff to improve academic and social emotional student achievement.
- Negotiate a fair contract to include an updated schedule for Appendix B with the Mascoma Valley Regional Education Association that will be approved by the voters.

Communications – Communications Committee

- Continue to build engagement for the Mascoma Valley Regional School District through a variety of positive communications.
- Clear, timely, proactive, communication of the Mascoma Valley Regional School Budget.
- Showcase faculty/staff and student achievements and continue to foster community involvement.
- Create a website experience that is user friendly and that actively promotes the achievements of our students and staff.

Co-Curricular Committee

- Align a comprehensive training program for coaches and co-curricular advisors at all grade levels.
- Expand access to after school STEM based enrichment programs with a focus at the middle school level.
- Grow student engagement with the broader community as a whole.
- Partner with Athletic Directors to improve and expand co-curricular experiences for all students.

2019-2020 Mascoma Valley Regional High School Goals

Discipline: Discipline is clear and consistent with appropriate consequences.

- Administration will provide updated Google Form for behavioral referrals.
- Administration will oversee data entry into Rediker.
- Administration will contact staff members if the consequence requested is different from the consequence given.
- Staff will post classroom expectations, and explain to students the expectations of the classroom.
- Staff will utilize the Google Form for behavioral referrals for all behaviors.
- Staff will tell students when they have been written up, and give them the opportunity to be heard.

Rigor: Rigorous courses foster curiosity, creativity, academic excellence and collaboration, while preparing the whole child for life after high school.

- Administration and staff will determine what best practices should be addressed, and identify PD opportunities that might exist that would support the work.
- Administration will provide PD around best practices chosen to create rigorous and challenging coursework that can be accessed by all students.
- Administration will provide staff the time to collaborate around these best practices.
- Staff will attend PD sessions
- Staff will communicate with administration about the experiences they are having in implementing the best practice(s) chosen.

Cell phones: Devices are not a distraction from the learning process, but instead are used for academic purposes if necessary.

- Staff and administration will explain School Board Policy JICJ: Acceptable Uses of Electronic Devices in School and set clear and consistent expectations within the building.
- Administration will present these expectations to students at the beginning of the school year.
- Board policy JICJ will be adhered to by students, staff, faculty and administration.

Communication: Establish and maintain clear and efficient lines of communication and collaboration between parents, students, teachers, and administration.

- *Administration*
 - Work with staff, students, and community to create pathways for clear communication.
 - Meet with both MIT and Curriculum Coordinators once a month to create action plans for the future.
 - Work with students, staff, and community to continue to update and clarify building goals.
- *Departments*
 - Departments will meet monthly to discuss students, data, and choose a nomination for student of the month and for staff spotlight. Additionally, each department will be assigned a month during which they will write up department news for our monthly newsletter.
- *Staff*
 - The MIT and administration will work with staff to create community building events.

- The MIT, staff, and administration will brainstorm ideas to collect data from students, staff, and community in order to increase a sense of connectedness among all parties.
- *Students*
 - Students will participate in the Student Connectedness Survey.
 - A student member will be elected to membership in the MIT.
 - Students will participate in other data collection activities created by the staff and administration in order to increase student input and investment in the school community.
- *Community*
 - The MIT will continue to have at least one community representative.
 - The MIT will conduct a “Community Forum” to explain changes at the high school that have resulted from the work of the MIT, and to share planned changes in programming, extra-curricular activities, and opportunities for community involvement.

2019-2020 Indian River School Goals

The IRS faculty is dedicated to student learning. We focus on students’ academic and developmental needs. We acknowledge our students’ human needs for autonomy, relationship, competence, and enjoyment. With these ideas providing focus, the IRS faculty endeavors to meet the following goals:

Academic:

- Implement high quality instruction with respect to Common Core Standards, emphasizing literacy and math across all disciplines.

Developmental:

- Help students to demonstrate an increase in their ability to:
 - self-regulate behavior
 - prevent conflict
 - restore relationships when conflicts do occur
 - organize, plan ahead and complete assignments

Enfield Village School

Goal 1:

To improve students’ behavioral choices by establishing a proactive and reactive Student Support Center, by using *Responsive Classroom* to model and articulate expectations for student behavior, and by integrating *Social-Emotional Learning* topics into the curriculum (ie. *DESSA, Second Step*).

Goal 2:

To improve organizational fitness and readiness by creating and using common language, consistent communication, and thoughtful practices across the school community (ie. students, staff, parents, community members, administration).

Canaan Elementary School

CES Mission Statement: *In partnership with the parents and the community, CES challenges our students to excel in learning.*

COMMUNICATION: Expand and improve communication within the building between cohorts of teachers (i.e.) Special Educators, Reading Specialists, Regular Education teachers and paraprofessionals

- Continue alignment of common planning time to allow for meetings times with Special and General Educators
- Align services to meet the needs of all learners

INSTRUCTION: Expand focus on instructional strategies to meet the needs of all students

- Continue collaborative teaching at each grade level with General and Special educators
- Explore/Expand use of tiered approach to reading, math, writing and SEL
- Introduce assistive technology
- Track time special education students remain in class
- Track the achievement gap and progress rate between special and general education using Aimsweb and/or NWEA data

SUPPORT: Expand the positive behavior support program to support all students with a focus on students that have experienced trauma

- Provide professional development to staff on trauma, impacts of trauma and methods of trauma informed instruction and behavior supports
- Expand the use of a Check-In and Check-Out system
- Continue use of the Non-Contingent adult time, work by TASK force and Homework Club
- Explore SEL curriculum
- Hold school wide pride celebrations to celebrate meeting behavior goals
- Track data and referrals through Rediker with monthly presentations to staff

CULTURE: Create a collaborative school pride movement that extends beyond the school into the district and community

- Collaborate with the PTA, Canaan Rec, EVS and other organizations
- Participate in public events
- Partner with local businesses such as D'Acres, Dorchester Grange, Canaan Hardware, etc. to expand opportunities for CES students
- Measure the showcasing of achievements of CES students in various public media services

APPENDIX C

SMART GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

Specific (and strategic): Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time framed: Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal:

- Employee will improve their writing skills.

SMART goal:

- The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of each month.

SMART Goal Planning Form

Specific – WHO? WHAT?

Measurement/Assessment – HOW?

Attainable/Achieve – REASONABLE?

Relevant – EXPECTED RESULT?

By

Timed – WHEN?

APPENDIX D

CHAPTER Ed 500 CERTIFICATION STANDARDS FOR EDUCATIONAL PERSONNEL Statutory Authority: RSA 21-N:9,II(s); 186:8,II; 186:11,X; 189:39

Ed 501.01- Purpose: The rules of this part implement the statutory responsibilities of the New Hampshire board of education to: (a) Develop and administer credential standards for educational personnel; (b) Provide oversight and discipline of credential holders; (c) Develop ethical and professional standards to be followed by credential holders; (d) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders; and (e) Provide adjudicatory proceedings required for the oversight and discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Source. #6349, eff 10-5-96, EXPIRED: 10-5-04 New. #8194, eff 10-26-04

Ed 504 Contains the certification standards for Para I and Para II certification

Ed 506 Contains the standards for all Administrator certification

Ed 507 Contains the standards for all areas of Teacher certification (ie. Math, Driver's Ed, Elementary, Music, etc.)

Ed 512 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION

Ed 512.01-Basic Requirement. Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5 year master plan in accordance with requirements of this part.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ssby #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.02- Criteria for State Approval of Local Professional Development Master Plan.

The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school

shall file with the department the 5-year master plan required by Ed 512.01;

(b) The local superintendent, district administrator, or non-public school administrator shall establish a local professional development committee as follows:

- (1) Include representation of certified educators including teachers, para-educators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons; and
- (2) Develop and monitor the master plan according to Ed 512.02 (c) through (g) under the direction of the local superintendent district administrator or non-public school administrator in accordance with local school board policies, state statutes and state board rules;
- (c) The professional development master plan shall include the following:
 - (1) The process and procedures for establishment of a local professional development committee;
 - (2) A statement describing the purpose of the master plan that includes but is not limited to:
 - a. The district’s definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;
 - b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;
 - c. The role of the plan in increasing student learning and academic achievement;
 - d. The alignment with local, state, and national professional development standards; and
 - e. The function and role of the plan for recertification of all staff;
 - (3) A statement describing the role and function of the local professional development committee which includes, but is not limited to how:
 - a. The committee will develop, monitor, implement, evaluate and propose changes to the plan;

- b. The committee will collaborate with other district committees or teams such as school improvement , local improvement and leadership teams in developing an overarching framework for professional development; and
 - c. The committee will be involved with individual educator recertification and how appeals of decisions in that process will be handled;
- (4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:
- a. Identify student learning needs;
 - b. Determine individual educator goals;
 - c. Determine school or district goals;
 - d Evaluate student learning and educator growth;
 - e. Measure the effectiveness of an individual professional development plan; and
 - f. Evaluate the effectiveness of the master professional development plan on an ongoing basis;
- (5) Procedures for recommending individuals for recertification that provide evidence of each educator’s growth in:
- a. Knowledge of content area(s), subject or field of specialization including requirements of individual certifications in Ed 506 and 507;
 - b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07; c. Professional standards as referenced in the local evaluation system; and
 - d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as but not limited to:
 1. The education improvement and assessment program, RSA 193C:3, III;
 2. Portfolios;
 3. Analysis of student work;
 4. Standardized and other local assessment instruments; and
 5. Performance evaluations and portfolios of professional work;
- (6) A description of the job-embedded and formal professional development

activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving teacher and administrator effectiveness in raising student achievement such as but not limited to:

- a. Observations;
- b. Independent study;
- c. Study groups and professional learning communities;
- d. Action research;
- e. Educational peer coaching;
- f. Mentoring;
- g. Curriculum, instruction, and assessment development;
- h. Lesson study;
- i. Collegiate or graduate course work; and
- j. Workshops, webinars and professional conferences;

(7) How the activities in (6) shall:

- a. Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- b. Engage educators in a continuous cycle of improvement;
- c. Foster collective responsibility for improved student performance;
- d. Support coherent, sustained, and evidenced-based learning strategies; and
- e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and

(8) Describe differentiated processes to address the unique professional learning

needs of all employees, including teachers, administrators, educational interpreters, para-educators, and other certified or licensed professional staff as well as the unique developmental needs of interns, Alternative IV and V candidates, beginning educators, experienced educators and master teachers;

(d) The professional development master plan shall comply with state certification rules

and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications;

(e) The professional development master plan shall include the following processes for

developing comprehensive 3-year individual professional development plans that describe how:

- (1) Individual plans are developed and goals are determined;
- (2) Individual plans and goals are approved;
- (3) Individual plans are formatively assessed and summatively evaluated;
- (4) Progress is documented and recorded by the district;
- (5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are prorated for the remainder of the 3 year cycle;
- (6) Requirements for endorsements that are added mid-cycle are prorated;
- (7) Disputes are handled including an appeals process;
- (8) Educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and
- (9) Recommendations for re-certification are determined;
- (f) The professional development master plan shall allow individuals to document and provide evidence that they have met the requirements for recertification as part of the differentiation of professional learning for the unique needs of educators as follows:
 - (1) For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:
 - a. Increases in educator learning;
 - b. Growth in student learning and academic achievement;
 - c. Content area knowledge and pedagogy;
 - d. The individual, school, or district improvement goal(s); and
 - e. Professional standards such as those in the local evaluation plan; and
 - (2) Using any one of the following methods:
 - a. The development of a body of evidence that documents job embedded or formal professional development;
 - b. An accumulation of a minimum of 75 continuing education hours with 30

hours for each endorsement area and 45 hours documenting job embedded or formal professional development; or

c. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content area;

(g) The master plan shall be submitted to the division director or designee of the department;

(h) The division director or designee shall review each professional development master plan and:

(1) Approve such plan in writing if it meets the requirements of this section; or

(2) Confirm in writing that the plan needs modification and a timeline for completing the required revisions;

(i) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the division director or designee; and

(j) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.03- Individual Professional Development Plan.

(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

- (1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;
- (2) The individual professional development plan shall be developed for a 3-year period consistent with the educator's certification(s) and incorporate one of the 3

options as defined in the local master plan; referenced in Ed 512.02(f)(2);

(3) The individual professional development plan shall include one or more goals for

improving student learning and be developed from:

a. The educator's self-assessment or reflection on competencies referenced in

Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;

b. Analysis of student work;

c. Analysis of student achievement data, if available; and

d. A review of school or district master plan needs assessment; and

(4) The individual professional development plan shall outline the educator's growth

in the following:

a. Knowledge of content area(s), subject or field of specialization, including

requirements of individual certifications, in Ed 506 and 507;

b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02

and Ed 505.07;

c. Professional standards as referenced in the local evaluation system;

and d. Effective instructional practices related to school and district goals that

increase student achievement.

(b) Each certified educator whose credentials expire in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA

189:14-a, shall be counted toward the next 3-year recertification cycle.

(d) A certified educator who is employed under a master plan and who holds a

professional certificate that supports his or her current assignment

shall develop an individual professional development plan that supports the educator's current assignment.

(e) For multiple endorsement areas, the individual professional development plan shall

address each endorsement area.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01;

ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.04 -Criteria for Recertification of Educators under the Professional Development

Master Plan. The following criteria shall apply for recertification of educators under the professional development master plan:

(a) The professional development master plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or district administrator or nonpublic school administrator for the successful completion of the educator's individual professional development plan, based on one of the options referenced in Ed 512.02(f)(2); and

(b) The individual professional development plan shall address the elements described in Ed 512.03(a)(4).

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.05 Criteria For Recertification of Educators Not Under the Local Professional

Development Master Plan. Certified educators seeking recertification who are not employed by a school administrative unit, a local school district, or a participating nonpublic school shall:

(a) Comply with a professional development master plan prepared by the department; and

(b) Submit an individual professional development plan developed for a 3-year period,

consistent with the educator's certification(s), to the bureau for review, which shall be approved by the bureau if it meets the following requirements: (1) An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours aligned with Ed 505.07 or a body of evidence as an alternative to the hours; and

(2) Two or more goals for improving student learning, as developed from the

educator's self-assessment or reflection on competencies referenced in Ed 505.07 and

the content area standards referenced in Ed 506 and Ed 507.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.06 Certified Para-educators II,I. Requirements for para-educators certified under Ed 504.05 shall be as follows:

(a) For those certified para-educators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the local professional development master plan required by this part; and

(b) For those certified para-educators who are not employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units of para-educator growth shall be required.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05;
amd by #8667, eff 7-1-06; ss by #10245, eff 12-21-12

CURRENT PARA I & II EVALUATION FORM

Name _____

Date _____

School _____

Para-educator Performance Rating

I = Independent – Para-educator performs this task with no guidance

D = Developing – Para-educator performs this task with some cues, prompts, guidance

E = Emerging – Para-educator performs this task with significant guidance, assistance

U = Unable to perform – Para-educator does not perform this task, even with guidance, assistance

N/A = Not applicable

Teacher/Para-educator/Principal will complete form separately.

	Teacher	Para	Principal
1. Delivery of Instruction			
2. Activity Preparation/Follow Up			
3. Supervision of Groups of Students			
4. Behavior Management			
5. Personal Attention to Students			
6. Ethics			
7. Team Participation/Membership			
8. Clerical Work			
9. Work Characteristics			

Summary or Additional Comments:

Signature of Para-educator

Date

Signature of Supervisor

Date

(See reverse side for specific tasks associated with each evaluation area.)

<p>Delivery of Instruction</p> <ul style="list-style-type: none"> -Helps students in drill and practice lessons -Read or repeat tests or directions to students -Listen to students read orally -Help students with workbooks/written assignments -Tape record stories, lessons, assignments -Read to students (texts, materials, stories) -Help students work on individual projects -Assist students to compose original work (stories, essays, reports, etc.) 	<p>Activity Preparation/Follow Up</p> <ul style="list-style-type: none"> -Finds and arranges materials/equipment -Help prepare and clean up snacks -Help students clean up after activities -Distribute supplies/materials/books to students -Collect completed work from students -Organize classroom supplies/materials -Operate equipment (e.g., tape recorders, VCRs) -Modify or adapt materials/equipment for a particular student
<p>Supervision of Groups of Students</p> <ul style="list-style-type: none"> -Supervises groups of students on arrival/departure -Supervises groups 	<p>Behavior Management</p> <ul style="list-style-type: none"> -Give positive reinforcement/support as directed by IEPs or plans

<ul style="list-style-type: none"> of students during lunch - Supervises groups of students during breaks -Supervises groups of students unloading/loading buses - Monitor students during passing periods -Escort groups of students to bathroom, library, gym, etc. 	<ul style="list-style-type: none"> -Circulate in classroom to provide behavioral support - Enforce class and school rules -Assist students who are self-managing behavior -Teach pro-social skill lessons - Facilitate appropriate social interactions -Assist other students in coping with the behavior of a specific student -Help students develop/self-monitor organizational skills
<p>Personal Attention To Students</p> <ul style="list-style-type: none"> - Help students get dressed/undressed -Help students eat -Provide cues/prompts to students who are mediating -Help students with toileting -Help students to get to other locations -Observe and chart student behavior -Assist student with grooming, cleanliness 	<p>Ethics</p> <ul style="list-style-type: none"> -Maintain confidentiality of all info regarding students -Protect the privacy of students during personal care - Respect the dignity/rights of every child at all times -Abide by school district policies, school rules and standards -Respect the privacy/dignity of other adults -Carry out all assigned duties responsibly in a timely manner -Protect the welfare & safety of students at all times -Maintain composure/emotional control while with students -Demonstrate punctuality, good attendance -Handle absences appropriately
<p>Team Participation/Membership</p> <ul style="list-style-type: none"> -Meet with team as scheduled -Participate in team meeting appropriately -Participate in team meetings by listening carefully to others -Engage in appropriate problem-solving steps to resolve problems -Communicate with parents/families as indicated by team -Provide accurate information about students to team members 	<p>Clerical Work</p> <ul style="list-style-type: none"> -Take attendance, record grades, collect fees -Make copies, sort, file student papers - Correct assigned student lessons/homework - Help w/paperwork to facilitate parent/teacher appointments - Inventory materials and fill out routine forms - Maintain files for IEPs, assessment reports, etc. - Maintain databases of student information
<p>Work Characteristics</p> <ul style="list-style-type: none"> -Is flexible (can adapt to new situations) -Adjusts readily to unclear situations -Is well organized and has the ability to set priorities -Offers suggestions in a positive, constructive manner 	

MASCOMA VALLEY REGIONAL SCHOOL DISTRICT - SAU #62

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Amanda Isabelle, Interim Superintendent

Christopher Beeso, Special Education Director, 504 Coordinator Debra Ford, Business Administrator
Nancie Murphy, Director of Curriculum Craig Suttie, Director of Technology

Diane Adam, Title IX – 632-4357 Cynthia Collea, Homeless Liaison - 632-4308

Teacher Summative Evaluation Mascoma Valley Regional School District

Teacher: _____

Evaluator: _____

Dates covered by this evaluation:

Copy of Educator's Professional Development Plan

Professional Domain One	
<u>Instruction for Student Growth</u> <i>Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>	
<i>Instructional strategies that I have used and how effective each strategy was with my students.</i> <i>Example: Attended workshop on Enhancing Classroom Discussions. Added Think-Pair-Share to my literature circle. Noticed increased participation especially by the students who tend to be less engaged.</i>	
Educator Reflection	Evaluator Reflection
Professional Domain Two	
<u>Data Use/Planning</u> <i>Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide instructional decision making.</i> <i>Plans instruction that supports every learner in meeting learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, knowledge of learners, and the community context.</i>	

Assessment data that I have used to meet the needs of individual students and how it impacted student learning.
Example: Using my formative test data from the Weather unit, I created tiered assignments to meet the needs of individual students. My summative Weather test showed that despite using tiered assignments my struggling learners did not quite achieve their objectives. I will meet with the students' case manager to refine my next set of tiered assignments.

Educator Reflection	Evaluator Reflection
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Professional Domain Three

Student Management
Works to create an environment that supports individual and collaborative learning, encourages positive social interaction, actively engages students in learning, and ensures the safety of all students.

Classroom environment examples that support positive social interaction, as well as individual and collaborative learning.
Example: Rules for classroom discussions are posted and reviewed at the beginning of each discussion. I notice that my students take turns, listen actively, and respond to the previous speaker before offering support or giving a different opinion.

Educator Reflection	Evaluator Reflection
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Professional Domain Four

Content/Curriculum Expertise
Understands the central concepts, tools of inquiry and structure of his/her discipline and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of content.
Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

Content instruction that is thorough, meaningful and relevant to students, and connects to the real world.
Example: After attending a workshop on fractions, I designed a lesson on cooking with fractions requiring students to halve a recipe and measure ingredients.

Educator Reflection	Evaluator Reflection
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Professional Domain Five	
<u>Learner Development/Differences Expertise</u> <i>Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i> <i>Uses understanding of individual differences and diverse families to ensure inclusive learning environments that enable each learner to meet higher standards.</i>	
<i>Examples of how I design and implement developmentally appropriate instruction for the diverse needs of each learner.</i> <i>Example: On the Composer/Musician project, students can select a composer from a menu and choose how they want to present the biographical information (i.e.) brochure, poster, powerpoint presentation, etc.</i>	
Educator Reflection	Evaluator Reflection
Professional Domain Six	
<u>Communication</u> <i>Uses listening, speaking, reading and writing to communicate clearly with all students. Adapts the style of communication to the needs of the student.</i> <i>Understands diverse families to ensure that school to home communication is clear and tactful.</i> <i>Engages in ongoing conversations with all colleagues, shares ideas, offers and accepts support in a respectful, professional manner.</i>	
<i>Clear and effective communication with students, families, and colleagues.</i> <i>Example: I have concentrated on improving communication with families this year. I have sent home a weekly newsletter. I have set up a classroom website. Monthly "Good Job" emails or phone calls are made to each family.</i>	
Educator Reflection	Evaluator Reflection
Professional Domain Seven	
<u>Professional Responsibility</u> <i>Seeks opportunities to collaborate with learners, families, colleagues, and other community members to ensure learner growth and to advance the teaching profession.</i> <i>Engages in ongoing professional learning and uses evidence to continually evaluate his/her practices and adapts practices to meet the needs of learners.</i>	

<p><i>Completes reporting responsibilities efficiently and effectively. Carries out professional responsibilities in a timely manner.</i></p>	
<p><i>Examples of how I demonstrate professionalism. Example: I joined a PLC on co-teaching. I was paired with a special educator and began planning and implementing co-teaching in our classroom. The results have been phenomenal. All students met their NWEA growth targets and discipline referrals dropped.</i></p>	
Educator Reflection	Evaluator Reflection
<p>Professional Domain Eight</p>	
<p><u>Educator Goals</u> <i>From my PGP</i></p>	
<p><i>Examples of how I met the goals in my Professional Growth Plan. Please address all three of your goals separately (district, school, personal)</i></p>	
Educator Reflection	Evaluator Reflection

