Pittsburg Faculty Handbook

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PITTSBURG SCHOOL PHONE/EMAIL DIRECTORY
2018-2019

Name	Location	Ext.	Rm.	E-mail Address
Bernhardt, Emily	Phys Ed	211	102	ebernhardt@psd.sau7.org
Bulk Storage	Floor B		106	
Caron, A/ Crossley, S	Student Resources/Classroom 2nd floor	219	306	acaron@sau7.org
Wallace, April	Science Classroom	225	303	acartwright@psd.sau7.org
Wallace April	Science Lab	226	305	~~~~~~~~~~~~~~~~~~
Classroom	Classroom 2nd floor	219	201	~~~~~~~~~~~~~~~~~~
Conference Room	Admin. Wing	103	502	~~~~~~~~~~~~~~~~~~
Copy Room	Admin. Wing	104	506-C	~~~~~~~~~~~~~~~~~~
Covill, David	Business	221	302	dcovill@psd.sau7.org
Daley, John	Athletic Director (Office)	227	302-B	jdaly@psd.sau7.org
Daly, John	English	215	103	jdaly@psd.sau7.org
DeWitt, Bridger	Grade 5-6	203	406	bdewitt@psd.sau7.org
Purrington, Tammy	Speech	224	301	tpurrington@psd.sau7.org
Sheehan, Ellie	Math	220	205	esheehan@psd.sau7.org
Goudreau, Andrea	Administrative Assistant	101	506-B	agoudreau@psd.sau7.org
Gray, Ann	Library	208	401	agray@psd.sau7.org
Gray, Ann	Library Office	209	401-A	agray@psd.sau7.org
Haynes, Jessica	Kindergarten	200	500	jhaynes@psd.sau7.org
Jeralds, Tammy	Family Cons. Science	214	101	tjeralds@psd.sau7.org
Kenny, Lisa	Reading Specialist (224)	210	401-B	lkenny@csd.sau7.org
Kitchen	Cafeteria Kitchen	107	405-A	
Lapoint, Richard	Student Resources	PAGE	306	rlapoint@psd.sau7.org
March, Eleanor	Receptionist	100	506-A	emarch@psd.sau7.org
Marsh, Eileen	Paraeducator	210	401-B	emarsh@psd.sau7.org
Merrill, Wanda	Grade 1	201	402	wmerrill@psd.sau7.org
Nurse	Nurse	105	501	
Pariseau, Karen	Grade 2	202	404	kpariseau@psd.sau7.org
Pettit, Dawn	Guidance	108	202-A	dpettit@psd.sau7.org
Phillips, Amanda	Resource Room (117)	222	304	aphillips@psd.sau7.org
Sargent, Deborah	Art	205	410	dsargent@psd.sau7.org
Sherry, Elaine	Principal	102	508	esherry@psd.sau7.org
Pearson, Sharon	Music	216	200	spearson@csd.sau7.org
Smith, Emilie	Social Studies/History	213	110	esmith@psd.sau7.org
Sweatt, Kim	Tech Ed	206	409	ksweatt@psd.sau7.org
Paquette, Chris	Tech Ed Classroom/IT	204	408	cpaquette@psd.sau7.org
Teacher's Room	Admin. Wing	106	503	
Student Services	2nd Floor	109	508	
Underhill, Norma	Grade 3-4	218	206	nunderhill@psd.sau7.org
Video Conference	Floor 2	217	202	
Weight Room	Floor B	212	108	
	SAU #7 237-5571	**Ext.**		
Brooks, Clint	Colebrook Tech. Cood.	20		cbrooks@sau7.org
Covill, Cheryl	SAU Business Admin.	14		ccovill@sau7.org
Britton, Lori	SAU Bookkeeper	13		bcross@sau7.org
Kaiser, Cindy	SAU Secretary	10		ckaiser@sau7.org
Hibbard, Mandi	SAU Sp. Ed. Cood.	17		mhibbard@sau7.org
Beasley, Bruce	SAU Superintendent	15		bbeasley@sau7.org
Noyes, Anne	SAU Sp. Ed. Secretary	19		anoyes@sau7.org
Perreault, Tina	SAU Human Res.	12		tperreault@sau7.org

School Phone Numbers / Advisors

School	Phone Number	
Colebrook Elementary	237-4801	
Colebrook Academy	237-8351	
Stewartstown School	246-7082	
Canaan School	802-266-8910	

Grade	Homeroom	Class Advisor
12	Smith	Smith
11	Covill	DeWitt
10	Wallace	Maroney
9	Daley	Daly
8	Jeralds	Jeralds
7	Jeralds	Goudreau

Organization	Advisor	
NJHS / NHS	T. Jeralds	
Student Council	Pettit - HS/Bernhardt	
Theater	Wallace	
Key Club	Underhill / Wallace	
Athletic Director	Daly	
Assistant Principal	DeWitt	

Administrative Days:

School Administrative Unit #7
2018-2019 School Year Calendar

No School:

Early Release

July - 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August – 2018 (3)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 27 : Administrative Day
August 28 : First Day of School
August 31: Labor Day Weekend

September – 2018 (19)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September 3: Labor Day

October – 2018 (22)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 4: Early Release
October 5: Administrative Day

November – 2018 (18)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November 12: Veterans' Day Observed
November: Thanksgiving Recess

December – 2018 (15)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 5: Early Release
December 24-31: Holiday Recess

January – 2019 (20)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 1 : New Year's Day
January 18: Administrative Day
January 21: Civil Rights Days

February – 2019 (15)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

February 6: Early Release
February 18: President's Day
February 25, 26, 27, 28: Winter Recess

March – 2019 (19)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 1: Winter Recess
March 21: Early Release
March 22: Administrative Day

April – 2019 (17)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 22 ,23, 24, 25, 26: Spring Recess

May – 2019 (22)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 27: Memorial Day

June – 2019 (10)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 14 : Last Day – Early Release (subject to change to a later date if school cancellations have occurred)

Pittsburg School Early Release
Schedule 2018-2019

Block I – 7:55am – 8:55am*

Block II – 8:58am – 9:58am*

Block III B – 10:01am – 10:58am

Lunch (Block IIIA) – 10:58am - 11:26am

Block IIICD – 11:28am - 12:22pm*

Block IV – 12:25pm - 1:00pm

***Seventh and Eighth graders will move half way through Blocks I, II, and IIICD.
They will not move half way through Block IIIB.**

Lunch for high school and elementary will not change.

All elementary specials will be shortened unless
you make arrangements with your special teacher.

The following four days are scheduled for early release:

Thursday, October 4, 2018
Wednesday, December 5, 2018
Wednesday, February 6, 2019
Thursday, March 21, 2019

Guidance Office Schedule as of June 18, 2017 – Mrs. Pettit

Pittsburg School Two-Hour Delay
Schedule 2018-2019

Block I – 9:55 am-10:25 am

Block II – 10:28 am – 10:58 am

Lunch (IIIA) – 10:58 am – 11:26 am

Block IIIB – 11:28 am – 12:13 pm

Block IIIC – 12:16 pm – 1:01 pm

Block IIID – 1:01 pm -1:44 pm

Block IV – 1:44 pm -2:33 pm

Lunch for high school and elementary will not change.

Any elementary specials will be cancelled in the morning. All elementary specials will go on as usual in the afternoon.

Guidance Office Schedule as of June 18, 2017 – Mrs. Pettit

PITTSBURG HS/7-8 BELL SCHEDULE 2018-2019

Time	Event	Tones
7:45	Pass to Homeroom	2 Tones
7:48	Homeroom Attendance	3 Tones
8:05	Pass to Block 1 (1A)	1 Tone
8:07	Attendance Block 1 (1A)	2 Tones
8:49	Pass to Block 1B	1 Tone
8:51	Attendance Block 1B	1 Tone
9:32	Pass to Block 2 (2A)	1 Tone
	Grab 'n' Go Breakfast	
9:37	Attendance Block 2 (2A)	2 Tones
10:19	Pass to Block 2B	1 Tone
10:21	Attendance Block 2B	2 Tones
10:58	Senior Lunch Dismissal	1 Tone
11:00	Lunch Dismissal	1 Tone
11:27	End of Lunch – Passing Bell	2 Tones
11:30	Attendance Bell – Block 3A	3 Tones
12:15	Pass to Block 3C – Passing Bell	1 Tone
12:18	Attendance Block 3CD (3C)	2 Tones
1:03	Pass to Block 3D	1 Tone
1:06	Attendance Block 3D	2 Tones
1:46	Pass to Block 4A	1 Tone
1:48	Attendance Block 4A	2 Tones
2:25	***Stewartstown Bus Student Dismissal***	***2 Tones***
2:33	End of Block 4 – Student Dismissal	3 Tones
3:15	End of Regular Detention	1 Tone

Marking Terms and

Dates 2018-2019

Progress Reports

September 28

December 7

February 22

May 10

Report Cards

November 9

January 25

April 12

June 14

Grades Close

November 2

January 17

April 5

June 14

Quarter 1:

August 89-November 2

Quarter 2:

November 5-January 17

Quarter 3:

January 22-April 5

Quarter 4:

April 8-June 14

Taking Attendance

Attendance is done at the beginning of each class or the beginning of each period if you instruct High School, Grades 7-8 or Specials, on your computer. This is a must, so that we are not making unnecessary phone calls to parents. We don't want to alarm a parent saying that their child is not in school only to find out they have been in attendance all the time. It is also done so that we have an accurate account of our attendance records. Please do not put this off… make it part of your routine.
Substitutes will still use daily slips sent to the office.
Students must report to the office to sign out before they are allowed to leave with a parent. Students must bring in a note from the parent giving permission for them to be dismissed, except in cases where a student is dismissed early to participate in school-sponsored events. If a student is dismissed unexpectedly during the school day, you will be notified. All students must bring a written note from their parent or guardian explaining any absence from school as per school board policy.

On occasion, a student is allowed to sign out without a parent or guardian in order to go to a doctor's appointment. In these situations, the school requires the parent's written permission. No student will be allowed to leave the school during the school day unaccompanied by an adult without written parental permission.

If a student is tardy, they should have a pass signed by the office to gain attendance into your room. Please be sure that they have a pass from us.

The office periodically checks on student absenteeism four to eight times a year. Any student who has been absent at a rate that exceeds five days a term, or who have been excessively tardy are noted. The principal notifies the parents by letter that excessive absence or tardiness may result in academic failure, and that the Superintendent of Schools will be notified if the absences continue.

Truancy is against the law (see NH RSA 193:1). Truancy is defined as ten half- days of unexcused absences. *The definition of "truancy" means an unexcused absence from school or class "unexcused absence" is an absence which has not been excused in accordance with RSA 189:34, II (a).* The office normally informs the police if a student is truant. If a parent notifies the school that his/her child refuses to come to school, the principal may inform the police department and the police may take care of the situation (see NH RSA 189:36.)

TEACHERS ABSENCES, CALLING FOR A SUBSTITUTE AND
EARLY DEPARTURES FROM SCHOOL

Please call the following school contact between 6:00 a.m. and 6:30 a.m. if you are sick and need a substitute for the day. If you know the night before that you are going to be out, please call before 9:00 p.m. that evening. If you know several days in advance that you are going to be out (personal day, professional day), please let the office know as soon as possible. Bridger DeWitt - 603-538-7184

> **All teachers must submit a "*Request for Paid Leave*" form for any form of absence. These forms are in the office and should be filled our *prior* to your absence.**

If you must leave suddenly in the middle of the day because of an emergency, or if you need to leave the school building for any reason, please see the office.

The office must know where you are at all times during the school day. Please refer to the Collective Bargaining Agreement

> **Teachers may leave the building during their unscheduled time provided they notify the principal and receive approval prior to their leaving.**

Teachers are required to be at school 15 minutes prior to the scheduled start of school and stay 30 minutes past the scheduled end of day. The 7.5 hour school day is 7:30 a.m. to 3:00 pm. The principal has the discretion to allow a teacher to leave early provided the teacher has the principal's permission. The principal may allow a teacher to leave if, in the principal's opinion, the reason for leaving is school related or is an emergency. Teachers must sign out in the faculty sign- out book.

Dress Guidelines for Staff

Appropriate modes of dress and grooming are expected of all staff during the school day and at school-related functions. Staff dress and appearance creates an atmosphere in the building, and has an effect on student discipline and attitude. It is the responsibility of each staff member to use good judgment in their professional appearance, allowing for comfort, safety, and the type of   activity they are engaged in. Staff must remember that their personal appearance reflects upon themselves and their school at all times and they serve as a role model for students to follow. Blue jeans are only allowed on Fridays - one day as a fund raiser and the other days are pay days (teachers who choose to wear jeans as a fundraiser must pay $1.00 on one Friday. Teachers are permitted to wear jeans on pay days without charge.) or for certain field trips, field days or any special events as approved by the administration. Business attire is expected including footwear.. Teachers should adhere to Staff Policy GBEBA in section10 of this handbook. Teachers are permitted to wear sandals and dressy flip-flops at their own risk.

Staff is encouraged to participate for dressing for special occasions such as Halloween, Homecoming or Sprit Days. "Dress Down" days can be used as a school-wide spirit event. Blue jean Friday's will be encouraged on all paydays.

The principal shall handle all concerns regarding staff dress expectations.

Communication

Communication with Staff, Principal, Superintendent, School Board

As with any organization, there is a chain of command that must be followed. If you have a conflict with a colleague, please speak or write to that person first regarding your concerns. If the matter is unresolved, please make an appointment to speak with the principal. The principal will act as a mediator and facilitate resolution of the matter, if possible.

If your issue is with the principal, please speak or write to the principal first about your concerns. If the matter remains unresolved, you may contact the next person in the chain of command, i.e. the Superintendent of Schools. Please do not contact the Superintendent before talking with the Principal.

If the issue had to do with special education procedures, please speak to the special education teacher first. If the issue remains unresolved, you may contact the principal. If the issue still remains unresolved, you may contact the Special Services Coordinator. Please do not contact the Special Services Coordinator before talking to the special education teacher and the principal. This will not solve the problem any faster.

If you wish to discuss an issue of public concern with the School Board, please inform the principal first that you wish to do so. If the concern is indeed appropriate for discussion with the School Board, the principal will direct you to contact the Superintendent of Schools, who will then place you on the agenda for the next available School Board meeting. If the concern you wish to discuss with the Board is private or personal, the principal and superintendent should be informed first in order to determine the appropriateness of the forum.

Communication with Parents

Good communication between the school and home is vital. You, the classroom teacher, are the first and most important link between school and home. Under most circumstances, the parents expect to hear from you first. Your prompt and frequent communication with parents sends a strong message that you care about their children.

All teachers should make a copy of any general notice or letter that they send home to parents and submit this to the principal. It is good practice to cover all our bases.

The principal needs to be able to intelligently answer any questions parents may have regarding information in your letter. In addition, if you are writing a letter to an individual parent regarding a difficult or delicate situation, make a copy of the letter for your protection. If there is ever a question which arises about this situation, you will be able to refer to your letter. Feel free to have the principal take a look at the letter prior to mailing it home.

All teachers are encouraged to use our school website to post classroom news as well as classroom expectations. Please see the technology coordinator assistant, if you should need any help with this. All teachers are expected to place class assignments online and keep them updated. They must be posted each Friday for the upcoming week.

Teachers are encouraged to document weekly contact with parents through email or phone conversations. Phone calls and email responses you receive prove to be invaluable when issues arise at a later date. Positive communication with parents should be part of your weekly routine.

Privacy Issues: Certain information may not be communicated without the consent of both parents. See Policy JRA Access to Student Records FERPA, regarding the Family Education Rights and Privacy Act (FERPA). All teaches must read this policy and comply with the directive.

Supervision of Students

A teacher's "duty of care" involves **the duty to provide adequate supervision.**

Do not leave students unsupervised in the classroom!!!

If you are supervising a classroom and must leave the room for a few minutes, <u>please call the office and ask the secretary for assistance, or ask an adult in the classroom next door or across the hall to watch the students briefly.</u> One adult can usually supervise two adjacent rooms safely, for a few minutes. It is important that personnel supervising students be paid employees of the school, such as a staff member or substitute. <u>Parent volunteers or school-to-work students should **not** be left in charge of a class.</u>

Do not allow students to pass from your room to another classroom, to the nurse, to the office, or other part of the building without a pass. In some cases some notification to an adult (e.g. nurse, secretary) that the student is en route.

Teachers should keep track of students using the clipboard sign out system. **If the situation is an emergency, call ahead** and let someone at the destination point know the student is on the way. Conversely, if an unexpected student shows up in your classroom, call the student's homeroom teacher or office to let them know where the student is and to learn where the student should be at that time.

On the school grounds, teachers are expected to circulate frequently within the area being supervised in order to ensure student safety. Be proactive. Please pay close attention to what students are doing, and follow up appropriately on any student complaints, concerns or injuries.

A teacher's duty of care involves the following:

- **The duty to provide assistance if injured** your treatment of the student must be reasonable. Don't move a student yourself by picking him/her up or pulling on his/her arm. Ask the student who has fallen to pick him/herself up. If the student cannot get up by him/herself, call for the nurse or medical personnel.

- **The duty to protect against harassment or foreseeable injury** if a student complains of harassment, investigate. If the complaint has foundation, school personnel must do something about it. Teachers must also make sure that any activity students engage in is appropriate for their age and ability (i.e. use of tools, type of materials).

- **The duty to instruct** Teachers must give careful instructions and warnings before students engage in any activity, i.e. "Don't go down the slide head first." Then if Johnny goes down the slide head first while you're not looking and is hurt, you are probably not liable because you told him not to. If you have good reason to believe Johnny may disobey you, <u>don't let him near the slide</u>.

LUNCH
PROCEDURES

Submit your daily count, **no later than 8:05 each morning,** under the google document form located on the school website. Lunch count: is based on first or second seating if applicable.

Applications for free or reduced hot lunch will be distributed on the first day of school and should go home with students that day. If you receive any completed applications, must be returned to the office the same day they are received.

Parents must reapply each year for free or reduced lunch status. The free or reduced status of last year's students remains in effect for 30 days of the new school year. After that time, a student will be charged the full amount if an application has not been submitted by the parents.

If parents want to apply for free or reduced hot lunch at any time during the year, applications are available in the office. Ask the school secretary if you need one to send home with a student.

<u>Personnel supervising students at breakfast will make sure students leave the cafeteria in time to get to their classrooms.</u>

CHARGING LUNCH: **Teachers and staff are NOT allowed to charge lunches! See policies EFC Student Policy EFCC Adult Policy.**

FOOD SERVICE PROGRAM

The Food Service Program is provided to students and is intended to be a user-funded enterprise: however, the program is supplemented by federal and state funding. Breakfast and hot lunch meals are available to students and staff who wish to purchase them. The charge to students and staff for breakfast and lunch shall be determined annually by the School Board. The charge for meals shall be published annually in the local newspaper.

The food service program is managed by a Food Management Company (The Abbey Group).

Nurse's Office

NURSE'S OFFICE

Location and Hours:

Nurse hours vary from school to school. Please notify the office staff if an emergency medical need occurs and the nurse will be contacted if not on site.

Dismissal from school for illness/injury: Students should only be dismissed for illness/injury by the school nurse or principal. The classroom teacher will be notified by the school nurse or office staff if a student is being dismissed. Please **do not** allow students to contact parents directly to be sent home. We cannot track illness or injury we do not know about them.

Contagious diseases and chronic conditions: If you have any questions or concerns regarding a student's illness, please contact the school nurse. Not all illnesses require exclusion from school. The nurse will provide you with care plans for specific medical issues that affect students in your classroom. A generalized list will not be provided to all staff as this violates FERPA.

Teachers must report any form of staff injury to the SAU Office.

Student/Staff Incidents: If a student or staff member has a health-related incident may require medcal attention outside of the school setting, (i.e. ER or primary ncident physician), and i report must be filld out and turned into the school nurse for completion by the end of the school day. SAU policy requires the completed incident report be received within 24 hours of the incident. Please see the nurse for any questions about this.

> Teachers sending a student to the nurse should alert the nurse by phone that the student is on his/her way and why.

Fire Drills and Bus Evacuation

Fire Drills: There will be at least two fire exit drills conducted during the first two weeks of the school year. Eight additional fire drills shall be conducted during the remainder of the school year. Two of these eight drills may be "alternate" drills, e.g. lockdown, reverse evacuation, etc.

All staff members are responsible for practicing the fire drill procedures with their students prior to the first fire drill, which will be held within the first few weeks of school. In your classrooms, please post rules to be observed during a fire drill, and review them with your class.

Each room should have a map showing the primary and secondary fire exits. This map should be posted by the door. If you are missing a map, please see the office so that one can be provided to you.

During a fire drill:

Teachers will bring their emergency backpacks and class list (see door pocket) to take attendance when students are assembled outside in order to account for all students in their classes.

- Pittsburg School: green/red card system

  Red/Green Card System: If all students are present and accounted for, hold up a green card. If a student is missing, hold up a red card.

- Colebrook Elementary School: green/red card system
- Colebrook Academy: Student lists
- Stewartstown Community School: green/red card system

1. Students must exit quickly and quietly without talking. Exit the building in a single file by the exit displayed on the map in your classroom. The teacher will leave the room last. He/she will shut out the lights and close the door. Windows may be left open if the door is closed.

2. Students will proceed to the designated area and wait quietly. No talking is allowed during the drill. The students will wait with their teacher until the signal is given to return to the building.

3. At the appropriate signal, teachers and students will re-enter the building.

BUS EVACUATION DRILLS
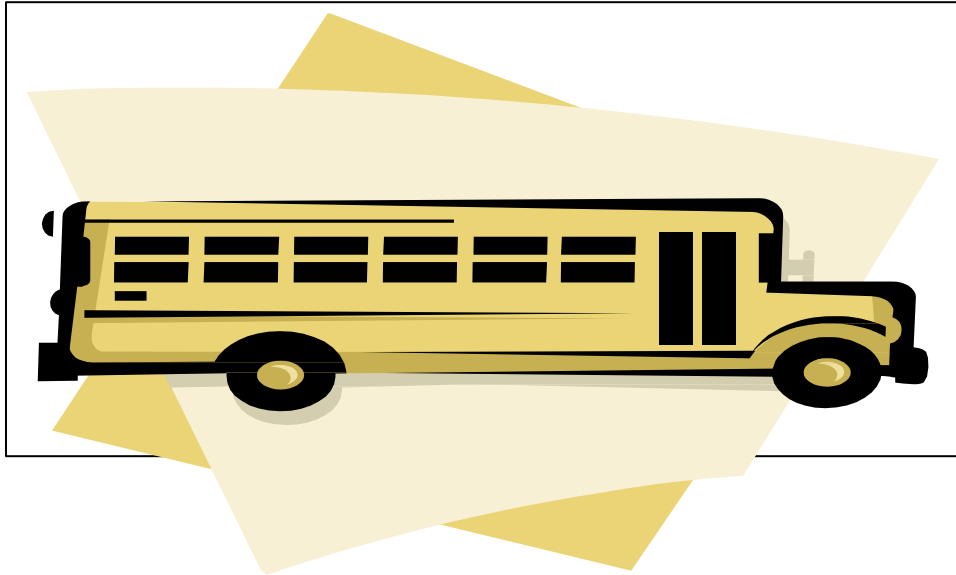
Bus Evacuation Drills: Bus evacuation drills are held twice a year. Generally these drills are held in September and May. You will be informed of the dates and times on the daily notices. A detailed memo will be placed in your box regarding this drill prior to the date of the drill.

Prior to the evacuation drill, please stress with your students the importance to listening to the bus safety rules and of following the procedures for bus evacuations.

Building and School Property

Cable: Each classroom has a cable hookup for television reception of a higher quality.

Copiers: There is a copier located for faculty use in the faculty room. The copier in the office is not for faculty use. Please let the office know if the copier in the faculty room needs repair.

Damage to or Loss of Library Books: Students are billed for the loss or damage of a library book. Money collected for such damage should be turned in to the administrative office.

Damage to Property: Staff and substitutes are expected to take care of the building. Please make sure that students under your supervision do not mark up the floor, walls or furniture. Anyone willfully damaging the building or school property will be expected to make full restitution and may be prosecuted for criminal mischief if the damage exceeds $50. If vandalism or breakage occurs, please complete the form for reporting such occurrences and return to the office (the school secretary can supply you with a form).

Doors: Classroom doors must be closed at all times. This is a fire code. Do not wedge doors open even while you are in the classroom.

Equipment, building or furniture repairs: Please fill out the form that is on your computer if you need any repairs to equipment, furniture or the building by the custodian or maintenance person. Audio visual equipment is not repaired by our building maintenance personnel. The secretary has a separate form for audio-visual repairs.

Internet use: Each classroom has Internet wiring. The Internet can be accessed through Google Chrome.

> **Each staff member and student is expected to sign an Internet Use Policy Form before using the Internet for the first time, promising to obey the policies and rules of our school district regarding Internet use.**

If the policy is broken by a staff member or student, his/her Internet access may be revoked.

Lights, Heating, Plumbing and Ventilation: Please make sure the lights are turned off in your room when you are not in the room. Report any heating, ventilation, or plumbing difficulties to the office immediately.

Mailboxes: All staff members have a mailbox located in the Main Office. Mailboxes are assigned in alphabetical order. However, with that said new staff may be out of alphabetical order. Please check your mailbox frequently.
Notices, messages, etc. are placed there throughout the day. Please do not use your mailbox as a storage area.

Mailing: All school-related mailing should be done through the school secretary. Stamps are not available to staff through the secretary.

Parking: All teachers and staff are to park in designed staff parking.

Smoking: In accordance with the law, *no smoking is permitted on school grounds at any time*. This means no smoking in the parking lot, buses, or athletic fields.

Telephones: Classrooms have telephones that are programmed for intercom use only, but may receive incoming calls transferred from the office. A list of intercom numbers is provided to each staff member. Please post these numbers near the telephone. Local calls may be made from telephones in the faculty room, conference room, nurse's office, special education room or administrative office. All long distance calls must be logged. This is done on the honor system and your cooperation is appreciated.

> **Classroom telephones are equipped to dial 911 in an emergency. Please read the instructions below for dialing 911 from a classroom phone.**

To dial 911:

- Pick up the receive

- Dial 911

Windows and Doors: Before leaving the school building in the afternoon, please check to see that your windows are closed and locked and that your door is closed and locked. If you leave the building after 5:00 p.m. or at night, please make sure the outside door is locked as you leave.

Budget Requests, Purchasing and Supply Requests

Budget requests for the following school year are made in the fall of the current year. Catalogs are available in the administrative office. The timeline is as follows:

- Forms are distributed from the SAU office in late September/early October.

- Completed budget forms are returned to the principal's office by a specified date.

- The budgets are reviewed and/or revised by the principal and sent to the SAU office by a specified date in October.

- The compiled budget is reviewed by the Superintendent, Building Administrator, Business Administrator, and coordinator of Special Services in November and reviewed by the School Board in December.

- A completed, revised school district budget is submitted to voters in March.

- Revised budgets are returned to individual teachers in April or May.

- **All ordering stops by the beginning of February vacation of the budget year.**

- New or replacement furniture is purchased through the SAU Office. Teachers should list their requests for furniture on a separate sheet (a form will be supplied).

- After classroom budgets are approved and returned to teachers in the spring, teachers are expected to purchase only the items and amounts listed in their budgets. Any changes *must* go through the principal's office.

- If a teacher wishes to expend money from the *current* budget, an on-line purchase requisition must be completed. The purchase requisition must be approved by the principal. It is then sent to the SAU office for ordering. No teacher is to order anything to be paid for by the school over the telephone. If you order it yourself without a requisition, you pay for it.

- Teachers requesting an over expenditure or a change from a budgeted area must complete a transfer of funds form and submit it to the principal.

Each teacher can pick up an order form in the office. Requested items submitted on Friday will be filled on Monday. Please plan ahead for your weekly activities. The secretary has many duties during school hours and cannot fill your order immediately.

Entering Purchase Requisitions in Infinite Visions

Click on the Infinite Visions Logo

Enter your User Name and Password

User: first initial & last name (all lower case)   Password: password1

UNDER CONNECTION GROUP NAME:_____FY (   )

Your School Name

Click on Purchasing and Payables

Click on Purchasing

Click on Control Panel

Click on the Add New button located on the top toolbar. (It looks like a sideways triangle with a star with the word Add next to it)

Choose vendor from Drop Down *or* Begin Typing the Vendor name.

> Check address for accuracy at the drop down or by choosing the vendor name and clicking Address tab at the top of the screen. Click Tab for Requisition Detail to go back to your main screen again.

(If you see any discrepancy with the address, please contact Patricia or Bridget at the SAU office via e-mail or telephone with the corrected one)

Vendor not on the list-Click 00-Add a New Vendor, Click Tab for Proposed Vendor, Type in as much information as you know. Click Tab for Requisition Detail to go back to main page.

Choose Ship To: Your school name & address (Make sure to choose your school, not the district which has the SAU office's address)

DAC: Your school name

Requester: Your position/title

Order via: E-mail is the default (if you know for sure they only accept via fax, mail, etc.. choose that instead)

Project: Only choose if the project's listed pertains to your order, otherwise leave it as Undesignated

Date Required: defaults to 15 days out (if you need it sooner you can change this, however it doesn't guarantee that the order will arrive by this time since it varies on the approval process)

Reference: if for a grant enter the Grant Title, Fund #, Activity #/you can enter a description of your own choosing here as well

Old Interface: Click Add New (Triangle with Star)

New Interface: Right Click in area below Vendor info. Choose Add new.

Enter description of item (include personalization or special instructions, colors, etc.. here)

Part No: Item # or ISBN Number

Unit: EA (keep at default of EA)

Unit Price: Enter Price of each item

Qty: Enter # of that item you wish to order

Account: Open from Drop Down (You should see your accts listed only with a description of Supplies, Books, Video, Software, Computer Equip, Other Equip, Dues & Fees)

To see your budget in a particular account, choose the account number, with your mouse still in this field, hit CTRL B. This will tell you how much you have expended and/or have left in this account to spend.

> Choose the correct account for that item. If you choose Supplies, Books, Video, Computer Equip or Other Equipment it will automatically calculate freight at 15%- all other categories you will need to enter the freight)

Project Director's Only:

Grant Funds #'s are as follows (this will be the first 3 digits of your account number)

Colebrook Grants-

Title I Fund 1 (001)   IDEA Fund 12 (012)

Pittsburg Grants-

Title I Fund 1 (001) if approved

Stewartstown Grants-

Title I Fund 1 (001)   if approved

SAU Grants-

IDEA Fund 9 (009)   Project Aware Title I Fund 1 (001)

Contact the the Principal or SAU Office for a grants applicable to your school.

Tab through until amounts are listed on the bottom of the screen under Quantity, Ext Price & Freight.

> If you are done entering this item but need to enter additional items, Click OK and you will get another blank screen to continue.

> If you are done with the order, click Close Dialog Box after Update, Click OK.

You should be back on the main screen you began the purchase requisition on. (Top says Edit Requisition)

Check the entire purchase req over. Make sure your total at the bottom is accurate for the entire order.

> If your freight is not added or incorrect do the following-Actions, Recalculate Tax & Freight, Check the box for Freight, Change Percentage or make it 0 for no freight, OK. You can also go to Distribute Freight and enter the total dollar amount of the freight if known.

> To add an internal note to the requisition do the following:

> Click the tab that says Notes in the main vendor screen of the purchase req. If you have instructions for the person ordering, Type in Append Internal Notes. If you have instructions for the vendor you are placing the order with, type in the PO Notes section.

> Check the total at the bottom again for accuracy.

If okay, check the box that says Submit for Approval. **(IMPORTANT-Do not submit for approval if you need to add an attachment such as a Quote or Registration Form) see below on how to do so**

> If the Submit for Approval button is grayed out and won't allow you to check it please do the following.

>> Click OK to close out the purchase requisition. Click Cancel to go to the main Control Panel screen where you will see the purchase requisition you just did. Highlight it and double click it. Now you can check the box Submit for Approval. Click OK. You should now see it in the Control Panel showing the next approver as your Principal or Special Services Coordinator.

Check Close Dialog after update.

Click OK

See next page regarding Attaching a document to a Purchase Requisition.

To Attach a Document to a Purchase Requisition

- Enter all of the information for the purchase requisition as usual except do not check Submit for Approval. Instead, hit OK to close out of the Edit Purchase Req Screen.
- Highlight the requisition you wish to attach the document to.
- Go to Actions
- Manage Documents
- Add New |>*
- Document Type (choose Purchase Requisition Attachment), Add a Note in the box such as Quote Attached, See Registration Form Attached, anything you'd prefer so we are aware there is an attachment to it.
- Actions
- Get Attachment
- Find the Document on your Computer, Click it, Open
- Check the box to Close the Dialog after Update
- OK
- OK
- Double Click the Purchase Requisition
- Check the box Submit for Approval

Make sure the Next Approver for that Purchase Requisition is your Principal or Special Services Coordinator.

> **If it is not**, open up the purchase requisition by highlighting it and double clicking. Check the box Submit for Approval. Click OK.

If you have another purchase requisition to do-follow the process from Add New (Triangle with Star)

If you are done, you can go to File, Close.

This will bring you back to your main screen.

File, Close to get out of Infinite Visions completely.

Your orders will be placed on Fridays. We will need your purchase requisition at the SAU office by Thursday. The approval process is as follows…

You-Originator, Principal _or_ Special Serv Coord, Cheryl Covill, AP(ready to order-Cindy places the orders, Bridget pays the invoices)

You can always look up where your order is under Purchasing & Payables at Purchasing, Control Panel, _Apply Selection_. Find your Purchase Req, see what is listed under Next Approver. If it was made into a Purchase Order (it will have a Purchase Order Number listed- this means the order was placed on the date of the PO)

The secretaries will continue to check in the orders. If it's a subscription, please verify you are receiving it by letting the secretary know so she can check it in as received. Otherwise the SAU office will not know that it's okay to pay.

> To enter a purchase req that requires split funding between Elementary/High School please do the following: Enter vendor info as normal. Click Add New, Enter Description of Items to Order, Item Price (cost per item), Click Actions, Distribute on %, Enter Total Quantity of Items ordering on the top line, Enter the Account Number, Enter Percentage, Hit OK. You may have to adjust freight charges. Do so by double clicking inside the freight line and entering the proper amount. You can also close out of that screen. Go to the main screen where the vendor info is located for that particular purchase req and click Actions, Distribute Freight, Enter the total amount of freight to be charged on the order. It should automatically calculate the percentage for each line item.

Field Trips

Field trips and class trips are taken to enrich the learning experience. As such, they are considered a part of a regular school day and attendance is required. Teachers are encouraged to plan field trips for their classes, but must follow these guidelines:

> **Any teacher wishing to arrange a field trip activity or class trip must submit forms for approval at least four week prior to participation in that activity.**

Field trips must be approved by the building administrator at least two weeks before the trip is scheduled. End-of-year trip dates must be submitted to the principal by April 1 to ensure availability of a bus. Please submit field trip request forms to the principal. Forms are available in the office. Field trips can be fun, but they must also have an educational purpose and be related in some way to what the students have learned or will be learning at school.

Walking field trips in town that do not require the use of a bus must still get the approval of the principal. Please pay attention to the type of field trip you are taking so that it corresponds with the form you should be filling out.

Teachers are required to have an appropriate number of chaperones. The number of chaperones will be determined by the nature of the trip. For instance, a trip to a museum or a play requires a ratio of 1 adult to 10 students. A trip to a wilderness trail may require a ratio of 1 adult to 4 or 5 students. Teachers may decide who the chaperones will be. Chaperones will not be required to pay for their trip.

One staff member must be certified in AED, CPR, and First Aid.

> **Teachers should inform parents about the nature of the trip, in writing, a minimum of one week prior to the trip.**

The letter should contain the date, times of arrival and departure, lunches, chaperones and any other pertinent information. The letter must also include parent/guardian written permission for the student to go on the trip.

> **Before departing on the trip, the teacher must submit to the office a copy of the field trip letter with pertinent information, along with a list of students and chaperones that are going on the trip.**

Permission slips for students to participate on the field trip must be in the office two days prior to the trip. If the permission slips are not in the office, the students will not be allowed to go on the trip. No phone calls will be allowed from the office to have the parent/guardian to come in to fill out the permission slips or to give permission over the phone. Students need to learn to plan ahead!

Students, teachers, chaperones are expected to travel on the bus, except for possibly one person who would drive a "chaser" vehicle for emergencies. Parent chaperones that drive their own cars may not transport any child other than their own.

Students who do not participate in a field trip activity should be provided with work to complete in another classroom. This is the teacher's responsibility to coordinate. Please inform the office of any student not participating in the scheduled activity. Also, let the office know in which classroom the student will be placed.

Students may be excluded from participating in a field trip due to inappropriate behaviors. Poor student behavior on a field trip can be a safety issue. The teacher should promptly inform the parent of any behavior difficulties.

Fundraising Guidelines

The act of raising funds for field trips and other student activities teaches students responsibility and gives them a sense of effectiveness and self-worth. We encourage fundraisers where the product or service is created by the students themselves, their parents, or by a local business to the students' specifications. Examples of such fundraisers are: carnivals, used book sales, bake sales, raffles for donated items, printed tee-shirts, hand-made ornament or craft sales, quilt or furniture raffles, dances, concerts, plays, talent shows, silent auctions, spaghetti suppers or pancake breakfasts, and car washes. ***Note: Raffles of any kind require approval from the selectmen by RSA Revised Statute Annotated (NH law).***

All fundraisers will follow these guidelines:

- ✓ Fundraising forms must be submitted for approval two weeks before the starting date of the project. The senior class has first priority on all non- reserved dates.

- ✓ Fundraising events will be approved and scheduled so as not to conflict with other events.

> ## PLEASE REFER TO THE FOLLOWING
> ## ACTIVITY FUNDS PROCEDURE MANUAL

SCHOOL ADMINISTRATIVE UNIT #7

ACTIVITY FUNDS PROCEDURE MANUAL

SECTION 1 INTRODUCTION

This Activity Account Manual has been prepared to provide general information to manage activity accounts. Additional information may be available within the district's Board Policies, Administrative Procedures, or other web resources.

The policy must require discretionary expenditures of local funds to be related to the district's educational purpose and provide a commensurate benefit to the district and staff

If assistance is needed in any area of our business operations, please contact the Business Administrator at the SAU office.

ACTIVITY FUNDS

Student activity funds may be raised and spent to promote the general welfare, education of the student body and/or the extracurricular activities of student clubs, groups and organizations.

RESPONSIBILITIES

All school personnel including principals, bookkeepers, secretaries, and faculty will be held responsible for any funds entrusted to them.

The Business Administrator is responsible for the overall administration of the Activity including bookkeeping, and compliance with the policies and procedures manual.

The Business Office is responsible for auditing all Activity Funds periodically and for making recommendations to the Superintendent for Business concerning the administration of these accounts. Each year the books will be audited by the firm which is hired by the SAU.

SECTION 2 GENERAL INFORMATION

PURPOSE OF ACTIVITY FUNDS
The Activity Fund is designed to account for funds held by the school in a trustee capacity or as an agent for staff and general administration of the school. These funds are used to promote the general welfare of each school and the educational development of the staff.

RESPONSIBILITY FOR ACTIVITY FUNDS
The school board nominates annually advisors to oversee and be responsible for the proper collection, disbursement and control of all activity fund monies. This responsibility includes:
1. Providing for the safekeeping of monies.
2. Proper accounting and administration of fund transactions.

3. Expenditure of funds in compliance with applicable state laws, and local board policy administrative guidelines.
4. Adequate training and supervision of all personnel designated by the committee to administer activity funds.

AUDIT OF ACTIVITY FUNDS

Activity Funds are audited periodically and are performed at the end of every school year on selective accounts. In addition, an audit is to be performed whenever there is a change in principal or financial clerk. The Superintendent may request in writing a special audit if a situation or event warrants it.

RETENTIONS OF RECORDS

All records should be kept current and in good order for a period of five years and available for audit at any time. Financial records will be kept with the SAU's records annually.

SECTION 3 FUND ACCOUNT

Activity Accounts must be spent to promote the general welfare of the school and the educational development of staff.

Activity funds should not be spent to benefit any individual or non-student group. The following expenditures **are strictly prohibited**:

1. Payment to individual staff members. This must be run through payroll and staff development will reimburse the district for all fees and payroll related expenses.
2. Reimbursement for luncheons or dinners
3. Purchase of any gift for any person or organization; this includes gift certificates, retirement gifts, flowers, and Holiday gifts
4. Replacement of an individual's property that was lost, stolen or damaged on the school or district's premises or being used at a school or district function
5. Donations to individuals, organizations or scholarship funds
6. Payment of expenses of spouses or other non-employees
7. Payment of professional organization liability insurance on any individual
8. Extra compensation or bonuses to employees
9. Loans to employees, parents or students

The following are **allowable** expenditures of the General Fund Campus Account:

Activities centered around student benefit and outlined under the activity purpose

SECTION 4 BASIC ACCOUNTING RECORDS

ACTIVITY FUND CASH RECEIPTS

The faculty sponsor of activity is responsible for safeguarding and accounting for all student activity funds entrusted to him/her. All funds must be deposited within 48 business hours. It is the obligation of the faculty sponsor to follow the procedures presented in this manual. This includes maintaining detailed financial records, completing the accounting report and maintaining a positive balance in his/her account at all times. Deposits must be made and submit to the office on the Deposit of In-House Funds.

REQUEST FOR CHECK
A Payment Request Form is the authority for the issuance of an Activity Fund check by submitting and in-house invoice request.

Receipt and Payments – COMPUTER PRINTOUTS

The Receipts and Payments summarize all transactions of the Activity Fund during the month. Each series and in some cases, a combined cash journal of monthly reports generated from month end closeout should be maintained or filed for audit purposes.

PREPARATION OF RECORDS
All records must be completed in ink or generated through a word or excel document.

DEPOSIT OF FUNDS FOR SECRETARIES/BOOKKEEPERS

GENERAL OPERATING PROCEDURES
    A. Deposits should be made daily or as soon as reasonably possible. Un-deposited receipts at the close of the school week (normally Friday, except in the case of holidays) should be kept to a minimum.
    B. All checks held for deposit shall be endorsed as follows:
        For Deposit Only
        (Name of School)
      It is recommended that all checks be endorsed at the time they are received or accepted.
    C. All cash receipts supporting cash deposits shall be deposited in numerical sequence.
    D. Re-deposits (of returned checks) must be deposited separately from other funds collected.
    E. All monies on hand at the end of the school year should be deposited prior to closing the books for the year.

DONATIONS AND GIFTS

➢ Donations or gifts of cash or cash equivalents (gift cards), equipment, or materials to individual schools or to the district by individuals or organizations shall become property of the district. The Donation Form shall be completed by the Secretary regardless of dollar amount or value. District employees are prohibited by law from intentionally or knowingly offering, conferring, agreeing to confer on another, soliciting, accepting, or agreeing to accept a personal gift or benefit.

➢ All cash donations shall be deposited to the appropriate account in accordance with the Procedures Deposit of Fund.

➢ The SAU Business Administrator shall be notified of donations.

➢ Business Administrator shall notify the school board asking for approval to accept donations.

➢ Re-deposits (of returned checks) must be deposited separate from other funds collected.

➢ All monies on hand at the end of the school year should be deposited prior to closing the books for the year.

PROCEDURES FOR PREPARATION OF BANK DEPOSITS (OFFICE USE)

A. A bank deposit slip shall be prepared in triplicate deposit and shall include the following:

1. The date and amount of the deposit
2. A listing of each check in the deposit, a computer list is acceptable, include check number and total amount of checks at the bottom of list, sort by amount not name.

B. The original deposit ticket (white) is sent to the bank with collected funds. The second (pink) copy should be attached to the Daily Deposit Report and turned in to the District Office when deposit is made. The triplicate (yellow) copy should be attached to the yellow copy of the Daily Deposit Report for campus records.
C. The sum of the amounts of the supporting cash receipts must agree with the amount of the deposit slip.

REDEPOSITS OF NON-SUFFICIENT FUND CHECKS (OFFICE USE)

A returned check; known as non-sufficient fund check, is redeemed by the maker, the resulting deposit is known as a redeposit. A. Prepare a separate deposit disclosing:

    1. Date and amount of re-deposits

Name of the maker on the returned checks. If a bank fee is charged the maker of the check must pay the fee in cash or money order.

Bank Reconciliation

The check book must be reconciled monthly (in a timely fashion) to the bank statement. Any discrepancies must be reported to the bank immediately. If further issues or unidentified charges arise, the SAU Business Administrator must be notified.

Year End Summary (School Custodian of funds)

A summary report must be filed with the SAU Business Administrator, no later than July 31st. This report includes:

➢ General Ledger – listing all revenue and expenditures with a balance on hand column listing the running balance. This should balance to the June 30th bank statement.

➢ All invoices listed, with check number and date paid
➢ Deposits slips in order by deposit date.

➢ Bank Statements for the full year.

School Activity/Event/Fundraiser Request From

The top section of this form must be completed and returned to the assistant principal at least 30 days prior to the scheduled date of the event. Notification of approval or disapproval will be made with 2 school days.

Name of Activity/Event/Fundraiser: _____

Sponsored by: _____ Date of Event: _____

Time: _____ Location/Facilities Requested: _____

_____

Person Making Request: _____ Title: _____

Advisor's Signature: _____ Date: _____

☐ Approved by Principal   ☐ Disapproved by Principal

Principal's Signature: _____ Date: _____

Comments: _____

The Police Department requires notification of all public events. This will be done through the principal's office. If a scheduled event is cancelled the class/club is responsible to notify the PD.

☐ Police Notified   Date: _____   Notified by: _____

This section must be completed and returned to the assistant principal with 5 school days of the principal's approval. Fill in all items that apply and obtain necessary signatures.

Custodians must be notified of any event and any special building request you have. Once you have notified them, obtain their signature

Custodians Signature: _____ Date: _____

Advisor must meet with the food service director for training on any equipment to be used. Obtain signature from food service director.

FSD Signature: _____ Date: _____

OFFICE USE ONLY

Date Returned: _____   Asst. Principal Signature: _____

SAU Notification: Yes   No

A copy of completed form will be returned to all necessary parties.

Deposit of In-House Funds

Date: _____   Deposit to Account: _____

Treasurer: _____   Advisor: _____

Coins

Pennies	_____	(Rolls of $.50 - List Total Amount)
Nickels	_____	(Rolls of $2.00 - List Total Amount)
Dimes	_____	(Rolls of $5.00 - List Total Amount)
Quarters	_____	(Rolls of $10.00 - List Total Amount)
Halfs	_____	(List Total Amount)
Dollars	_____	(List Total Amount)

Total All Coins $ _____

Currency

Ones	_____	(Band in $25.00 - List Total Amount)
Twos	_____	(List Total Amount)
Fives	_____	(Band in $100.00 - List Total Amount)
Tens	_____	(Band in $100.00 - List Total Amount)
Twenties	_____	(Band in $100.00 - List Total Amount)
Fifties	_____	(Band in $100.00 - List Total Amount)
Hundreds	_____	(List Total Amount)

Total All Currency $ _____

Checks

Issued By	Amount	Issued By	Amount
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____

(Continue on back if needed)   Total # of Checks _____

Total All Checks $ _____

Treasurer's Balance to Date $ _____   Total Deposit $ _____

REQUEST FOR EXPENDITURE OF IN-HOUSE FUNDS

INVOICE
(Submit to principal first)

Date: _____

Payable to: _____

_____

_____

_____

What was or is being purchased: _____

_____

Amount of Payment: $ _____

Withdrawn From the Account of: _____

```
┌─────────────┐
│             │
├─────────────┤
│  Account    │
│  Number     │
│  (70000)    │
│ Office Only │
└─────────────┘
```

Treasurer/Advisor Signature: _____

Principal's Signature: _____

NOTICE: AN INVOICE, BILL OR RECEIPTE MUST ACCOMPANY THIS REQUEST

Do not attach a statement for payment. (This only shows a balance due.)
Invoice, bill or receipt must itemize each item purchased.
If a statement is received, turn it in to the office.
Invoices are to be turned in within FIVE (5) days of receipt.

END OF SCHOOL DUTIES

Prior to signing out for the summer, teachers are required to get their rooms and supplies organized so that summer work and maintenance may be completed.

All audio-visual equipment loaned by the Library/Media Generalist must be returned to the library. If the equipment needs repair, the teacher is expected to fill out a repair form (available from the office).

Textbooks and other classroom materials should be either packed or organized on shelves so that the room can be cleaned by the custodial staff.

Cleaning: Custodians will take care of the "deep cleaning" of each room, e.g. stripping the floors, washing windows, etc., but teachers are expected to clean up trash, wipe the counters, and assign students to clean out their desks.

Teachers must use the following checklist before the principal to signs you out for the summer. In addition, teachers will receive a sign-out sheet from the SAU office with a place for the principal to sign. The principal will not sign the SAU sign-out sheet until all of the items on the End-of- School checklist have been completed. Please include your summer address and telephone number so you can be reached if the school should have any questions.

TEACHER

End-of-School Checklist

The following is a list of tasks to be completed by each classroom teacher before being signed out for the summer:

_____1. All texts and materials property stored

_____2. Bulletin boards and walls stripped

_____3. Room tidy and floor swept

_____4. Student desks and or tables should be emptied and clean

_____ 5. Teacher's closet orderly and neat

_____6. Items of personal value removed from room

_____7. Audio-visual repair form filled out

_____8. Audio-visual materials returned

_____9. Library books returned

_____10. Form completed for list of summer repairs

_____11. Form completed for summer address and phone number

_____12. Faculty/IEP handbooks returned to the office

_____13. Copies of exams turned into the principal

_____14. If you are taking electronic equipment home (sign out).

HAVE A GREAT SUMMER!

Student Control Policy

It is the policy of the School District that all students shall demonstrate respect for the rights of other students and teacher/employees, hereinafter called "staff members", in the education process.

In the event that any student is disruptive to the education process, the staff member shall have the right and responsibility to follow the procedures as outlined below:

1. Resolve the disturbance in the event the disruption is not creating a danger to any student(s) and/or staff members.
2. In the event the staff member is unable to resolve the disturbance, the staff member shall contact the principal for immediate assistance.

3. In the event the actions of the student creating the disturbance constitute a danger to him/herself, to other students and/or to a staff member, a staff member shall have the right to use strategies or actions, as trained, to prevent injury, as per NH RSA 126: u. A new bill was signed August 1, 2014, Senate Bill 396, which will result in updated rules as to the NH RSA 126:U

Keys to Successful Classroom Management

Successful classroom management doesn't mean all the students must sit in their seats and speak only when spoken to. It does mean, however, that the teacher is clearly in control of the students in the classroom. The particular group of students you have at that time and a teacher's personality also dictates classroom management.

The classroom teacher must handle his/her own classroom discipline and provide supervision over common areas of the school. Exceptions are when a student shows flagrant misbehavior that either threatens physical harm, or that threatens to disrupt the classroom so that learning can no longer take place. In these instances, it makes sense to summon the principal. *A note of caution:* If you over-use the principal, the students will come to see the principal as the authority figure and will obey you less and less. Your problems will probably increase instead of decrease. Please exercise discipline with these suggestions in mind:

General Expectations

Good discipline happens when:

1. The student knows what the adult's expectations are and what will happen if he/she does not meet those expectations;

2. The expectations are reasonable and age-appropriate to the student;

3. The consequence is clearly related to the misbehavior;

4. The adult imposes the expected consequence consistently when any student breaks the rule;

5. The adult allows the misbehaving student at chance to be heard in an appropriate setting (not in front of the class);

6. The adult does not frequently pass the responsibility of punishment to another adult ("You can explain to the principal what you did");

7. The adult treats the student with respect, no matter what the student has done.

The following expectations will apply during the regular school day as well as during any school-sponsored activities.

All members of the school community:

1. Are responsible for their own actions;

2. Will respect the rights of students and teachers in an atmosphere of mutual respect;

3. Will respond respectfully to one another, and will behave appropriately at all times;

4. Will respect school property and the property of others.

In addition, possession or use of tobacco, alcohol, drugs or weapons, in or at school, by students is prohibited. Please reference the Tobacco Use Policy and the Alcohol and Drug Policy at the end of this section.

Staff members who use tobacco products are prohibited by law from using these products on school property at any time.

Please exercise discipline with these expectations in mind:

1. **Be Proactive.** Let students know your expectations each time you take them into a new situation so that they don't break rules out of ignorance.

2. **Be Fair**. The consequences for disobedience should be appropriate to the student's age and the specific misbehavior. *Do not punish the student academically for misbehavior*. In other words, do not give a student a zero on an assignment because you sent them out of class.

3. **Mean what you say**. If you have warned a student that he/she will be punished for a particular misbehavior, <u>follow through</u>. Don't say, "The next time this happens……" Also, do not threaten a student with something you will regret having to enforce.

4. **Be consistent**. If you punish someone for hitting, don't excuse another student who had done the same thing. There may be certain exceptions regarding students whose serious misbehavior can be directly attributable to a handicap, but in that case, the student's program or placement will be reviewed for possible changes.

5. **Don't punish the whole class**. Punish only those responsible for the misbehavior. Punishing the whole class makes well-behaved students angry and resentful. Logical consequences for the whole class, such as restrictions on the use of certain materials because they were misused, are appropriate.

6. **Do not get into a power struggle with a student**. Avoid making your directives personal commands. Do not get angry or argue with a student. Explain that you are enforcing the school rules. In power struggles with a child, the adult may win the battle but inevitably loses the war.

7. **Wherever possible, try to prevent situations from arising**. Sometimes adult behavior contributes to student misbehavior. *Please be professional at all times with students.* Your tact, patience, good humor and careful supervision or students will create a positive atmosphere. Students will feel comfortable and will learn more.

Teachers are expected to inform parents promptly if they are having any discipline problems with their child.

If you find that parents are uncooperative with your discipline efforts, please contact the principal. The principal will assist you in reaching an understanding with the parents about our expectations.

Observe Problem Behavior

Is it a Minor or a Major?

REDIRECT AND REMIND OF EXPECTATIONS

IF THE BEHAVIOR CONTINUES REMIND/REDIRECT AND EMPLOY CLASSROOM STRATEGIES SUCH AS CONFERENCING WITH THE STUDENTS, SEPARATING FROM PEERS ETC

IF BEHAVIOR STOPS, ACKNOWLEDGE COMPLIANCE

COMPLETE AN OFFICE DISCIPLINE REFERRAL (ODR) FORM AND GET THIS TO THE OFFICE ASAP

IF BEHAVIOR CONTINUES COMPLETE A MINOR ODR AND "UP" CONSEQUENCES (DETENTIONS, PARENT CALLS/MEETINGS, ETC), PROBLEM SOLVE WITH THE STUDENT

THIS FORM IS GIVEN TO THE INDIVIDUAL ENTERING THE DATA INTO SWIS AND IS NOT SENT HOME (UNLESS DEEMED APPROPRIATE BY PRINCIPAL- examplemay be if teacher has given an afterschool detention)!

SEND STUDENT TO THE OFFICE (CALL TO ALERT OFFICE)

PRINCIPAL WILL DEAL WITH THE BEHAVIOR, BASED ON POLICIES AND NUMBER OF REFERRALS

FORM GIVEN TO PERSON INPUTTING, SENT TO PARENT AND TEACHER, AND A COPY PLACED IN THE STUDENT CHART

3 MINORS OF THE SAME BEHAVIOR = A MAJOR, MARK ON YOUR ODR FORMS IF THERE HAVE BEEN 3 MAJORS OF THE SAME BEHAVIOR UNDER THE NOTE SECTION

WITH YOUNGER STUDENTS WE DO NOT TELL THEM THAT FORMS HAVE BEEN COMPLETED, UNLESS DEEMED NECESSARY BY PRINCIPAL

PBIS (Positive Behavioral Interventions and Supports)

Our school has adopted the PBIS practice. There is a PSD Universal Team, consisting of a variety of staff members, parents, and students. The purpose of this team is to implement PBIS in our school and monitor/evaluate progress. The team meets regularly and utilizes data to make decisions about interventions at all tiers. Part of PBIS is developing consistent, school-wide expectations for student and staff behavior. These expectations, called "PRIDE," will be posted in classrooms and common areas, and will focus on **P**racticing respect, **A**ccepting responsibility, **Working** together, and **Safety**.

All members of our school community are expected to follow these basic expectations, in order to provide consistency in discipline and to create a positive, caring learning environment.

Notification of these expectations will be sent home to parents via the student handbook and our school wide monthly newsletter. Expectations will be taught to students and staff members will be given a lesson plan that will be used the first week of school to teach the overall matrix to students.

Incentives/Recognizing the Positives

One aspect of PBIS is the expectation that teachers and staff will acknowledge **positive** student behavior. Positive reinforcement tells students that we are noticing their good behavior. Staff members are expected to use the incentives that have been put in place by the PBIS Universal team. Additional classroom incentives may be also utilized.

PBIS Data-Gathering

Throughout the school year, data will be gathered to get a general sense of what kinds of misbehaviors are occurring in the school, where, and when. This data will be used to develop proactive steps to prevent these behaviors from recurring. All staff members are expected to cooperate with this data-gathering by completing office discipline referrals (ODR) describing what misbehaviors they noticed and how they took care of the behaviors. These forms must be filled out completely and given to Mrs. Mathieu. Data will be tracked in SWIS (School-Wide Information Systems). Any questions should be directed to Mrs. Mathieu.

Major vs. Minor Behaviors

 All staff members are expected to help in the maintenance of school discipline. Minor behaviors are to be dealt with in the classroom, while major behaviors should be dealt with by the principal. ODR forms will be   completed for both types of behaviors. See the following chart for descriptions of what behaviors are major vs. minor. Major behaviors include when a student shows **flagrant misbehavior that either threatens physical harm**, or that **disrupts the classroom so that learning can no longer take place**. In these instances, you may want to summon the principal.

Minor Infractions

(to be handled by the teacher or adult in charge)

Possible Consequences:
Warning, apology, loss of privileges, change in seating, time out, parent contact, lunch detention, restitution, after-school detention

Behavior	Definition
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students including but not limited to talking back, ignoring, strong body language, and walking away from the teacher who is talking.
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disruption	Student engages in low-intensity, but inappropriate, disruption.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact or is out of control/unsafe with their body causing harm or potential harm to those around them.
Horseplay	Student engages in inappropriate play-fighting behaviors.
Inappropriate Language / Gestures	Student engages in low-intensity instance of inappropriate language or gestures.
Property Misuse	Student engages in low-intensity misuse of property, either belonging to oneself, the school, or another person, including but not limited to marking on another's work, up to two times per day.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by school policy.
Leaving Class w/o Permission	Student leaves the room or supervision of the adult in charge without permission.
Technology Violation	Student engages in non-serious, but inappropriate use of technology (iPads, iPods, cell phones, cameras, computers, etc.)
Reporting to Class w/o Materials	Student repeatedly reports to class unprepared; this includes repeatedly missing homework. 3 late homework assignments = detention.
Inappropriate Pictures / Drawings	Student engages in low-intensity instance of inappropriate pictures or drawings ("hand-made" or photographs).
Skipped Detention	Student fails to report to detention with no prior notice or parent contact.
Throwing Objects	Student engages in inappropriate and unsafe behaviors of throwing objects.

Major Infractions
(to be sent to principal)

Possible Consequences:
Removal from class/area, time in the office, student conference, after-school detention, apology, counseling, meeting with SRO, parent contact, restitution, community service, change of clothing, loss of privilege(s), confiscation of devices, police contact, suspension, and/or other consequences as the administrator(s) see fit

Behavior in PBIS terms	Definition of Behavior
Tardy	Student is late for the start of the school day. Consequences will follow policy in student handbook.
Disrespect	Student delivers three or more socially rude or dismissive messages, including ignoring or back-talking, to adults or students.
Defiance / Non-Compliance	Student engages three or more incidents of refusing to follow directions.
Disruption	Student engages in three or more behaviors causing an interruption in class or activity. Disruption includes, but is not limited to, sustained loud talk, yelling, screaming, unnecessary noise with materials, horseplay or roughhousing, and out-of-seat behavior.
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.
Physical Aggression / Fighting	Aggression: Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Fighting: Student is involved in mutual participation in an incident involving physical violence.
Inappropriate Language / Gestures	Student delivers verbal messages that include but are not limited to swearing, "near swearing," sexually-oriented comments, racial slurs, taunts, name calling, or use of words in an inappropriate way.
Inappropriate Pictures / Drawings	Student takes or draws pictures that are offensive, obscene, and/or inappropriate.
Forgery / Theft / Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates the rules.
Threatening	Student issues a threat in a physical, verbal, written, or technology- based form.
Leaving School Grounds w/o Permission	Student leaves the school grounds without the permission of an adult.

Behavior in PBIS terms	Definition of Behavior
Arson / Vandalism	Student plans and/or participates in malicious burning, disfigurement, or destruction of school property.
Other	Student engages in problem behavior not listed.
Use / Possession of: Tobacco Drugs Alcohol Weapons	Tobacco: Student is in possession of or is using tobacco. This includes "e-cigarettes." Drugs: Student is in possession of or is using illegal drugs/substances or imitations. Alcohol: Student is in possession of or is using alcohol. Weapons: Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm.
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

Asking A Student To Leave Your Class

A student who is clearly upset, out of control, or behaving antisocially cannot function in class. Such a student needs to be given an opportunity by the teacher to compose him/herself and to prepare to re-enter class in a calmer frame of mind. It is not a time for a student to get out of his/her obligation to attend class. Please be aware that in the past, some students have deliberately disrupted class in order to be tossed out for an entire class period. When we remove students like this from class, we are not serving them well, either as teachers or disciplinarians. Students must learn self-control. It is our job to teach them self-control rather than try to control them all the time.

Reasons for which it is appropriate to send a student to the office:

- Continuous or repeated antisocial behavior, such as extreme rudeness, name calling, talking out of turn (or "blurting"), or other disruption to the class as a whole

- Physical horseplay

- Refusal to participate in class activity

Reasons for which it is NOT appropriate:

- Student late to class

- Student unprepared for class, e.g. forgot homework, pencil, etc.

- Gauche remark or rudeness

Any student asked to leave a class that results in them missing an entire class period must make up the class with the teacher after school.

> **Teachers are responsible for communicating with parents and assigning a make-up class after school for the student.**

Addressing Behavioral Issues in Students with Disabilities

Contrary to popular belief, students with disabilities can be disciplined. However, certain procedures must be followed in the event that the student's misbehavior is manifestation of the disability or in the event that the student's misconduct results in a suspension from school for ten or more days.

Due Process

All students at risk of being suspended or expelled from school have the right to due process. This administration grants due process to students in most minor disciplinary situations as well. Simply put, due process is notice to a student of what he/she is accused of doing wrong, and a hearing---an opportunity for that student to respond to the accusation.

If we wish students to understand and practice democratic principles, then we must respect their right to due process.

Detentions

It is the responsibility of the person who issued the detention to get in touch with the parent.

Occasionally, a teacher or the principal may want to keep the student after school for a detention on the same day the misbehavior occurs. In that case, the teacher or principal should contact the parent by phone and ask that the school be allowed to keep the student after school that day. If the misbehavior occurs near the end of the day and the teacher has no free time to contact the parent, the teacher should let the principal know and the principal will contact the parent on behalf of the teacher.

Referrals to the Office

A referral to the principal's office should be a **rare** event. The classroom teacher is expected to handle his/her own classroom discipline, except in cases of flagrant disregard of school rules that either threatens physical harm or threatens to disrupt the classroom so that learning can no longer take place.

Teachers should complete a Behavioral Infraction form when this occurs.

The referral will be reviewed and signed off as a major or minor infraction by the teacher. The principal may use any one of following methods of discipline to resolve the situation: restitution, apology, detention, out-of-school suspension, or Saturday School. Parents will be notified in writing of any disciplinary action taken by the principal.

If a student is absent the day of an assigned detention, <u>the student will be expected to serve the detention the following day</u>. Parents are responsible for their child's transportation after the detention.

Out-of-school suspension will only be used in serious cases when the student's presence at school will undermine the effect of the disciplinary action. In some cases, where the student is likely to be unsupervised at home during the suspension, common sense dictates that the student serve a suspension in- school.

If a teacher assigns a detention but is absent the day the detention is to be served, the student may serve the detention with the teacher whose office detention duty falls on that date.

If a student is suspended, a conference between parent, student and principal (with teacher involvement, if appropriate) may occur prior to the student's return to the classroom. If behavior problems continue, a conference will be absolutely necessary and out-of-school suspension may result.

The principal may also recommend expulsion for consideration by the Superintendent and the School Board, if the situation warrants it.

Once a referral is made to the office, it is for the principal or assistant principal to decide what the consequence of the misbehavior will be. *Only the principal has the authority to suspend a student from school*. Do not call a parent and ask that they come and get their child.

Crisis Prevention and Non-Violent Crisis Intervention

In rare instances, a student may threaten harm to him/herself and/or others. RSA 126:U as revised to incorporate the new Senate Bill 396, gives authority to "persons with special responsibilities" such as teachers and administrators to use strategies or actions to protect someone from harm or to maintain order in the classroom.

If a student actually produces a gun, a knife or some other weapon that could easily harm you or other students in the room, do not try to take the weapon away or approach the student. Instead, stay calm and remove the other students from the room, if possible, leaving the armed student in the classroom, and contact the office immediately.

Crisis Prevention/Intervention Team:

Certain staff members have been trained in Crisis Prevention and Intervention (CPI) and are available to assist in unusual situations where a student is extremely disruptive and will not obey the reasonable commands of the adult in charge.

The principal
The school nurse
The guidance counselor
The SAP Coordinator

Actions by CPI trained staff should only be used by trained personnel and only in situations where it is reasonable to assume that the student is about to harm him/herself or others.

Sometimes CPI-trained staff will work to guide a student from a room. In most cases, the Crisis Prevention/Intervention team member will ask the teacher to remove the class from the room to a safe location before removing the student.

Search and Seizure

Possession by students of tobacco, drugs, knives or guns at school is absolutely prohibited. If you suspect that a student has any of these items in his/her coat pockets, locker, backpack or other concealed location, *Please notify the office right away.* The school principal has more latitude than the police in searches and seizures, since the principal has *"a duty to protect school children from antisocial behavior on the part of irresponsible classmates."* The principal must have reasonable suspicion before making a search that the student does indeed have forbidden items in his/her possession. If the items are not in the student's possession, the search may still be justified.

If you suspect the item to be in the student's pockets, please summon assistance from the office and do not take your eyes off the student—he or she may try to discard the prohibited item**.**

If you suspect the item to be in a backpack or other concealed item, please confiscate the backpack but do not open it—leave that for the principal.

If you suspect that a forbidden item may be in a student's locker, inform the office and do not let the student go to his/her locker until the principal has notified you that he/she has taken care of the matter.

Suspension

Only the principal has the authority to suspend students. t

Students will be given their regular assignments to complete during an In-School Suspension and receive 100% value. It is the responsibility of the classroom teacher(s) to to supply the office with the work. These assignments will be counted towards the student's grade. Students are allowed to make up work missed during the day of an **Out of School Suspension** unless authorized by the school principal. Zeroes will be given for all work assigned the day of suspension. Work due the day of suspension should be turned in and will be counted.

Special education students must be dealt with in a manner consistent with special education laws. Repeated suspension of a coded student may indicate a need for change of placement and requires a Pupil Placement Team (PPT) review when 10 days of suspension are reached.

ACADEMICS

Education is a continual process, not limited to the confines of a school structure. It is the shared responsibility of educators, parents, students, and representatives of the various community agencies. All must demonstrate teamwork, cooperation, and communication to make the process successful.

Students must be provided equal opportunities to develop academically, emotionally, physically and socially. The school environment must be nurturing and supportive, yet have an atmosphere of order and discipline. We expect each student to show respect for self, for others, and for authority. We encourage all students to be active, responsible participants in all aspects of the educational process.

Demonstrated competencies of the basic academic skills are essential, yet each student must also be provided the opportunity to develop sound work habit, critical thinking skills and creativity. Instructional methods must help foster self- motivation and facilitate students' ability to reason independently, make informed decisions, and encourage the development of life-long enthusiasm for learning.

The technological, social and economic areas in today's dynamic world are changing so rapidly that students are continuously subjected to new and challenging stimuli. The ability to learn, acquire and retain new skills, plus adaptability to change must be paramount objectives. We must provide challenging learning experiences and opportunities for all students to strive to reach the maximum limit of their capabilities.

Within given financial constraints, the school district must continually strive to create, implement and improve academic, vocational and extra-curricular programs which all help to promote life-long interests.

Finally, the school district must provide opportunities for innovation in teaching and learning and encourage and support viable alternatives and strategies in those areas.

Curriculum

The School District is in the process of improving curriculum guides through the process of Understanding by Design (UbD units align with common Common Core State Standards in the areas of Reading/Language Arts, Math, Science, Social Studies and Business.

Teachers should select materials and instructional methods in keeping with the School District curricula. Do not allow textbook materials to dictate your curriculum. **Curriculums are created by teachers, not by textbooks**. Teachers are encouraged to be innovative with curriculum design and selection of materials.

Students with special needs must have access to the general curriculum. There is no such thing as a "special education curriculum." Teachers are expected to modify regular curriculum objectives for students with special needs. Please consult the special education teacher for ways to modify work to meet the individual student needs.

Instruction

Children bring a diversity of learning styles to a classroom. There is no one correct method for instruction. The most effective learning is eclectic---that is, it uses a diversity of methods in teaching the same materials, or provides a variety of materials and activities to teach a topic or skill. An eclectic style of teaching which also engages student actively in lessons ---for example, class discussions, cooperative projects, student presentations and student-generated problems---- are highly successful. This may be because it allows students to have some degree of control over their own learning and gives personal meaning to lessons.

SAU #7 teachers are expected to provide the best possible educational opportunity for all their students, in accordance with SAU 7's teacher evaluation standards.

In accordance with the newly revised evaluation forms, teachers will be expected to implement a variety of specific methods in introducing, developing, mastering and assessing content material skills. Teachers must actively engage students in learning using developmentally appropriate techniques such as "Think-Pair Share," cooperative learning, project-based learning, and the use of rubrics.

> **Teachers should send home to parents a copy of their academic expectations and grading practices. Please provide the office with a copy of these materials within three weeks after the beginning of school.**

Plan Books

All teachers are expected to maintain a plan book. They will be reviewed on a weekly basis when applicable. From time to time teachers will be required to provide these plans to the principal.

The purpose of keeping a plan book is to ensure that instructional planning is being done and to provide up-to-date information for a substitute teacher. In case of staff absence, the plan book may be available in addition to the substitute folder. If a teacher takes their plan book home to work on, it is the teacher's responsibility to make sure their plans for the day are available to the substitute.

Lesson plans should be written for at least one week ahead. All lesson plans should include:

- The topic of the lesson, e.g. "Fractions"

- The lesson's objective, e.g. "Learning to recognize equivalent fractions"

- The lesson's measurable outcome, e.g. "Students will recognize equivalent fractions with denominators of thirds, fourths, sixths, and eighths"

- A brief description of the activity students will be engaged in and how the skill will be assessed, e.g. "formative assessment --- board activity" and

- Any special materials needed and their location.

All duties should be clearly annotated in your plan book. The names of students participating in special groups or classes outside of the classroom should be listed, with days and times. Your substitute plans should move you curriculum along while you are absent.

Your emergency folder should contain lesson plans, student rosters, a daily schedule, student attendance form, seating chart, and other pertinent information. This folder is to be kept in the teacher's classroom. A substitute teacher will get this folder upon arrival to school.

All teachers will maintain an up-to-date substitute teaching folder and will be turned into the office within two weeks of the start of school. In addition, all teachers are required to submit to the office a folder containing at least three days' worth of emergency plans that can keep a classroom functioning. These plans will be used in case of extreme emergency and where the regular substitute plans may not be adequate.

The administration and teachers of will provide periodic training for substitute teachers when applicable. Any teachers wishing to help with such training are welcome. Please let the principal know that you are available to assist in this training.

Textbook Policy

Each textbook issued to a student has been assigned a number, found inside the front or back cover where the book has been stamped as the property of the School District.

- **Teachers are expected to keep track of which student has which book by recording the textbook number next to the student's name in their grade book.**

If the book is lost or damaged, the student is responsible for reimbursing the district for the cost of the book. Payment is made to the School District.

If you have assigned a book other than the textbook for reading, please be sure to collect the books immediately following the assessment for this assignment. This will eliminate trying to track down missing materials.

Audio-visual materials

Use of video in classrooms is appropriate when the content is educational and clearly related to the curriculum.

- *A teacher wishing to show his/her class a controversial video should check with the principal and the school policies prior to the showing of this video. Unless this is a verified school appropriate video and or part of the daily routine/curriculum.*

Occasionally, a teacher may wish to reward a class for good behavior or academic achievement by allowing a small party and showing an entertaining video. This should not happen frequently, and should be cleared by the principal prior to the event.

Parental Permission Form: Audio/Visual Material

Teachers Name:_____ Class: _____

Form must be returned by: _____

Name of Material:_____ Rating: _____

Educational Purpose:

_____
_____
_____
_____

Description of Potentially Offensive Material:

_____
_____
_____
_____

General Teacher Comments:

_____
_____
_____
_____

Teacher Signature:_____ Date: _____

Parental Acknowledgement

Parent/Guardian: Please **sign your name and the student's name** on the appropriate line.

I,_____give permission for _____

to watch the video or listen to the audio as stated above.

I,_____do **NOT** give permission for _____

to watch the video or listen to the audio as stated above.

Grading and Assessment

Teachers are expected to use a variety of assessments frequently within the classroom to check that students are in fact learning the material that is being taught. These assessments might include: exit cards, written or oral quizzes, jeopardy-type activities, asking questions, bingo games, and a whole host of other activities that allow the teacher to gauge or observe whether students "got it." These are called formative assessments, and help a teacher to know if their teaching has been effective, or if re-teaching is in order. **Assessments for each day's lesson must be listed in the teacher's plan book.** If the assessment is informal, the teacher should note this in writing, e.g. "teacher observation."

Summative assessments with multiple choice questioning should be used sparingly.   Other formats to be considered, based on the nature of the material or skill to be learned, are: open-response questions, essays, projects, or applications of the skill in a problem-type situation.

Progress Reports, Report Cards, and Grading Progress Reports:

The purpose of progress reports is to inform parents of their
child's academic performance early in the term. It is important the parent see this
form. This is particularly important if the student is failing or having difficulty in
any way.

Progress reports must be signed and returned to the teacher. **The teacher must
have a firm date when they must be returned and contact parents if not
returned by that date.** Teachers can approach this in a positive manner by
giving an incentive, like extra credit, if the student returns the progress report on
time. Detentions should not be given for progress reports on returned.
All progress reports will be given on the dates established by the school calendar.
There should be two copies of the progress report: One to go home
with the student, and one for the teacher. You do not need to make an extra copy
for the principal; rather, submit the progress report before it is sent home, and the
principal will return it to you in a timely manner so you can get your copies.

Report Cards: Students will receive report cards four times throughout the
school year. Use the grading criteria as established in the Student Handbook.
Dates for issuing report cards are also identified in the Student Handbook.
Requirements for Specials: Special teachers must record their grades in the
MMS program as Alpha grades for students in grades K-2 and Numeric grades in
grades 3-8. In grades K-2, students will receive the letter equivalency for the
numeric grade. For example, if the student receives a 95%, the letter
equivalency for Kindergarten and Grade 1 is "E." Alpha grades include
E(excellent), G (good), S(satisfactory), N (needs improvement) or I (insufficient
progress).

Teachers, please make sure to give the office a copy of all progress reports sent home!

Teachers are expected to inform parents regularly of their children's academic progress.

Homework

Teachers should expect to assign daily homework and students should expect to receive homework. Teachers should expect the work to be done and submitted on time. There are some courses where much, if not all, of the work is done in class and where homework is not really viable. Even in these cases, there could be something periodically done for outside class homework.

"Homework" refers to any assignment that is meant to support what is taught during the class and is to be done during study hall or at home, not during class time. Homework should be meaningful and relevant to the student's learning needs. It must serve a purpose.

The purposes of homework are to help students maximize their learning, prepare for future lessons, expand their knowledge, develop independent work habits and study skills, and develop responsibility for their own learning.

Homework will fit in one of the following categories:
1. Remedial Drill: This is an extension of work that has been introduced in class. It is designed to strengthen a child's weak areas.
2. Research: This is work that involves the use of reference materials. It is often given on an extended time basis.
3. Unfinished work: This is work that is not completed in class and is within the student's capability to finish at home.
4. Review: Students should spend some time at home studying and preparing for tests.
5. Reading and Enrichment: Developing the habit of reading and learning for learning's sake will help a child throughout his education.

Daily completion of homework assignments will affect the student's grade. Completion of assignments should be encouraged by the parents or guardian. The homework itself is the responsibility of the student. It is felt students learn to be responsible when given responsibility. Sometimes a student will have difficulty understanding an assignment. A good way for parents to help in this situation is to have the student explain to the parent how to do the assignment. The gap in understanding will become apparent and the student will know what kind of help he/she needs to get from the teacher. A good faith effort on the student's part is important to learning responsibility. If that effort has been put forth and the child is unable to complete the assignment, the opportunity to bring the work back, get help from the teacher, and then turn it in will be provided.

Homework

The Student Handbook states:

Guidelines for expected time spent doing homework, based on grade level:

Kindergarten- 5 minutes

1st Grade- 10 minutes
2nd Grade- 20 minutes
3rd Grade- 30 minutes

4th Grade- 40 minutes
5th Grade- 50 minutes
6th Grade- 60 minutes

Average homework time requirements will be given at each grade level. It will be the teacher's respnosibility to coordinate with one another so as to fairly district the homework load, especially at the middle and high school level.

Communication between home and school is very important. If there is a problem (illness, frustration, family emergency) that prevents your child from completing homework, please contact your child's teacher.

Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the necessity of spending too much time in completing an assignment the day before it is due.

It is the parents'/student's responsibility to contact teachers if a student's time spent on daily homework falls away from the set average.

It is the teacher, student and parents' responsibility to address the needs of individuals who fall outside the norms. Any individualized homework adjustments must meet the purpose of homework outlined above.

Final Grades

Please stick to the deadlines for the closing of grades and turning in final grades to the office. If you wish to make an exception in the case of an individual student, please see the principal at least three days before grades close.

Character and Citizenship

The School accepts its leadership role in the development of ethical values among young people by endorsing character and citizenship education. Teaching in the area of character and citizenship will occur throughout the entire school program.

Administrators and teachers will have the responsibility for integrating into the curriculum the following principles:

1. Each individual has dignity and worth.

2. A free society requires respect for persons, property and principles.

3. Each individual has a right to learn and freedom to achieve.

4. Each individual, regardless of race, creed, color, sex, ethnic background, or economic status, has the right to equal opportunity.

5. Each individual has the right to personal liberties.

6. Each individual is responsible for his/her own actions.

7. Each individual has a responsibility to the group as well as to the total society.

8. A democratic government is established by majority vote.

9. Democratic societies are based on law.

10. Problems are solved through reason and orderly processes.

11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.

Each individual has the right to work, to pursue an occupation and to gain satisfaction from personal efforts.

Student Retention/Promotion

Retention

If you are considering retaining a student, it is important to discuss it with the principal and the parent.

Retention is a serious issue for the student and parent. Retention is beneficial in situations where a developmentally younger student has struggled to cope with the expectations of school socially, emotionally, and physically, as well as intellectually. **Retention is intended to benefit, not to punish, a student, and to prepare them for the next grade.** Retention should *not* be considered where remediation is called for instead, i.e., where the child is doing poorly in only one academic area, such as math.

> **Teachers are expected to have had a least two conferences with the parent during the year before making a recommendation for retention.**

Students that fail to achieve and maintain academic standards as defined by their teacher will most likely be retained unless there are mitigating circumstances. Retaining a student is a serious matter and each case will be considered individually. The school will make their decision based on what they believe is in the best long-range interest of the student. In the process of making the decision, school officials shall consider the following:

1. How many and what subjects has the pupil failed of the year? For instance, failure in reading and mathematics in grades K-3 would constitute grounds for retention. Failure in two major subject areas (math, science, social studies, and language arts) in grades 4-6 would constitute grounds for retention.

2. If applicable, was the student tested for special education and the test results considered in the retention recommendation? It should also be remembered that special education status does not guarantee passing grades.

3. What does the attendance record indicate?
4. Have parents been given adequate notification that retention was possible and what are their feelings?
5. Has the student been previously retained?
6. What are the benefits to be derived for the child? For instance will the retention provide additional time for the student to mature or provide the additional foundation he/she will need to be successful in future grades?

Safety and Legal Issues

Education students and ensuring their safety are two of our most important priorities. Although we can't possibly cover all foreseeable situations, there are several situations you should be clearly aware of:

- Never knowingly place a student in a position where they are likely to be injured.
- Always provide supervision appropriate to the student activity.
- Always ensure you know and comply with fire drill procedures. Always make sure you know where your students are particularly if they leave your room. These are the students most difficult to track down after classes are out of the building if we were to have a fire drill.
- Never take a field trip for granted. Even if you take you students to the store across the road, you are responsible for and must file all the appropriate paper work.
- Anytime you or a student are injured while under school jurisdiction, report it to the office. If the injury requires hospitalization, notify the principal or assistant principal as soon as practical – even if it means calling at 2 a.m. at home.

    o Forms must be filled out in a timely.manner. (Timely being defined as the next work day.
    o Employee injuries REQUIRE forms to be sent for workman's compensation. The school district is subject to financial penalties for failure to comply. Notification is expected as soon as possible after the accident and the form completed as soon as physically able.

- Never allow a student to use any dangerous equipment/chemicals without giving them (and documenting) a thorough safety briefing. Even though you give one at the beginning of the year, give the student a short safety briefing each time before starting a potentially dangerous activity. Failure to comply could result in student injury and/or administrative action for the teacher.

- Never ignore students performing any dangerous acts – even if they are not under your direct supervision.
- Always know where the nearest fire extinguisher is. If your students are likely to participate in potentially dangerous activities, always have a first aid kit in your room for immediate first aid.

We cannot overstate the importance of student supervision and you must be aware of your safety responsibilities.

Playground Rules

Recess is an important part of the school day. It is a time when students learn to interact with one another. It is a time for fun and relaxation. To assure that the time is spent safely, the following rules apply to ALL students.

Students will enter the building only after permission has been given from the staff on duty.

Students will stay in the assigned areas at all times. Playground

equipment must be used for its intended purpose.

Fighting, rough play, teasing, taunting, swearing and offensive talk is not allowed.

Students are not to throw rocks, sticks or snow.

In situations involving a questionable activity (such as doing flips in the snow or sliding on ice), the adult on duty reserves the right to forbid ANY activity if he/she believes a student may be harmed by it.

Usually, students who do not follow rules may be told to sit out the remainder of the recess, or may lose their recess privileges for a period of time. If the misbehavior is flagrant or dangerous, bring the student inside and the principal will deal with the student.

<u>BusSafety</u>

See Student Handbook

Emergency Evacuation of Buildings

There may be times when the building may need to be evacuated. Establishing clear procedures will help ensure the safety for all students and reduce the possibility of damage to the facility. Please ensure you comply with the following procedures:

- Make sure you have an emergency exit plan clearly posted in your classroom and that both you and each student in every class knows how to exit the room in case of an emergency.
- NEVER BLOCK ANY EMERGENCY EXITS!
- Always make sure you know where your students are. If a student leaves the room and an emergency arises, the student may exit with another staff member.

- Once an alarm is heard, staff members will
    o Have the students exit the room by the identified emergency exit in a quiet, calm manner, single file to their designated location outside the building.

    o Make sure the windows and doors are closed and exit the building as quickly as possible to join your students.
    o Take attendance once outside the building and know, by name, who is not present. (Follow green card, red card and white cross card procedures.
    o Stand-by until cleared to enter the building.
- A designated staff member will immediately exit the building to collect the names of students missing from staff members.
- The principal will ensure all staff and students have exited the building.

Please ensure you are familiar with these procedures.

Drop, Cover, and Hold

Drop, Cover and Hold is activated in order to protect staff and students from falling objects or items that may become "projectiles".

- ➢ Face away from windows.
- ➢ Drop to the floor.
- ➢ Cover by getting under a sturdy table, desk or other piece of furniture. If there is no furniture
  available, cover face and head with arms. Remain in the drop position until given further instructions.
- ➢ When directed or when it is safe to do so, staff may have to evacuate or implement another Response Actions as the situation dictates.

Secure Campus

Secure Campus is activated when it is necessary to protect staff and students from a threat outside the school building.

When indoors, staff and students should:

- ➢ Staff should close all windows and curtains (particularly ground level).
- ➢ Check that all exterior doors are closed and locked.
- ➢ Continue normal academic activities unless informed to take another action or Secured Campus is terminated.

When outdoors, staff and students should:

- ➢ Activate Reverse Evacuation (See Reverse Evacuation on procedure).
- ➢ All outdoor activities should be cancelled.

Shelter-In-Place

Shelter in Place is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material.

- ➢ Staff should close all windows.
- ➢ Check that all exterior doors are closed and locked.
- ➢ Shut off heating and air-conditioning equipment and fans.
- ➢ Close all vents that can potentially carry outside air into a building. Vents that cannot be secures should be covered by utilizing duct tape and plastic.
- ➢ Escort all students to the secure rooms.
- ➢ Depending on the situation all entry and dismissal should only be allowed through one point of entry which is monitored.
- ➢ Await further information.
- ➢ Prepare for evacuation.

Lockdown

Lockdown is activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.

- ➢ Reports to the nearest room or Area of Refuge. Evacuate if an Area of Refuge or classroom cannot be safely reached.
- ➢ Close and lock doors and windows.
- ➢ Cover the door window if necessary.
- ➢ Staff should move students so that they cannot be seen.
- ➢ Shut off lights.
- ➢ Remain quiet.

- If the Fire Alarm sounds do NOT evacuate, but stay aware of the situation.
- Wait for further instructions.
- Be prepared to institute other Response Actions, as necessary.

When outdoors staff and students should:
- Not reenter the school building. Immediately go to an outside Area of Refuge.

Evacuation

Evacuation is activated when it is necessary for staff and students to exit the school building.

When the school Fire Alarm system activates staff and students should:
- Scan room
- Exit the school by the nearest and safest exit (do not pick up coats or belongings).
- Gather at the designated meeting area.
- Staff will take attendance.
- Staff will observe the students for signs of heat or cold exposure.
- Await further instructions.

In some cases it may be necessary to evacuate a school one room at a time. Two situations where this may be necessary are; an internal hazardous material spill, a hostage situation. Staff and students should:
- Evacuate the immediate area of danger.
- Staff should notify the office of the situation.
- Evacuate adjacent rooms away from the danger area.
- In the case of Fire or Police are on site follow their instructions.
- Gather at the designated meeting area, staff will take attendance.
- Await further instructions.

Reverse Evacuation

Reverse Evacuation is activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.
- If directed by school administration Reverse Evacuation immediately.
- Walk quietly into the nearest entrance.
- Notify the principal/office as soon as possible (if action was not initiated by the office).
- Report to designated meeting area, check for injuries.
- Staff will take attendance.
- Remain quiet for further instructions.

Fire Drills and Bus Evacuation

Fire Drills: There will be at least two fire exit drills conducted during the first two weeks of the school term. Eight additional fire drills shall be conducted during the remainder of the school year. Two of these eight drills may be "alternate" drills, e.g. lockdown, reverse evacuation, etc.

All staff members are responsible for practicing the fire drill procedures with their students prior to the first fire drill, which will be held within the first few weeks of school.

Each room should have a map showing the primary and secondary fire exits. This map should be posted by the door. If you are missing a map, please see the office for one.

During a fire drill:

- Teachers will bring their emergency backpacks and class list to take attendance when students are assembled outside, in order to account for all students in their class. If all students are present, hold up a green card. If a student is missing, hold up a red card. If a student or staff member is in need of medical attention; hold up the card with the white cross on it.

- Students must exit quickly and quietly, without talking, and exit the building single file by the exit displayed on the map in their classroom. The teacher will leave the room last. He/she will close the windows and doors.

- Students will proceed to their designated area and wait quietly, without talking, with their teachers until the signal is given to return to the building.

- At the appropriate signal, teachers and students will re-enter the building.

Bus Evacuation Drills: Bus evacuation drills are held twice a year. Generally these drills are held in September and May. You will be informed of the dates and times on the daily notices. A detailed memo will be placed in your box regarding this drill prior to the date of the drill.

Prior to the evacuation drill, please stress with your students the importance of listening to the bus safety rules and of following the procedures for bus evacuation.

PITTSBURG SCHOOL EMERGENCY RESPONSE TEAM - AUTHORITY STRUCTURE & LOCATIONS

TEAM	LOCATION	ALTERNATE LOCATION
School Command Center: **-School Commander** **-Liaison Officer** **-Safety/Facilities Officer** **-Public Information Officer**	**Bremer Pond Evacuation – Parking Lot** **Front Building – Front Lawn**	**Church/Community Hall –** **Bus to Fire Department**

Elaine Sherry
(Alternate) David Covill
Liaison Officer

John Daly
Communications/Documentation
Establishing, coordinating, and directing
verbal and written communications

Amanda Phillips
Public Information Officer
Gather written documentation and
maintain log of all communications

Kim Sweatt/
Mark Amey/Custodial Team
Safety/Facilities Officer

Tammy Jeralds/Kitchen Staff
Logistics/Supplies

Bridger DeWitt
(Alternate) Emily Bernhardt
School Incident Commander

School Nurse/April Wallace
Medical
Student and Staff Medical Aid

Emily Bernhardt
(Alternate) Tammy Purrington
School Staff Commander
Oversee Teachers and Support Staff

Andrea Goudreau/Elly March
Diana Lundberg
Student Release

Dawn Pettit
Behavioral Health Response

Student Care Staff (By Grade Level)
Jessica Haynes **(K)**, Wanda Merrill **(1),** Karen Pariseau **(2)**, Bridger DeWitt **(5, 6)**,
Norma Underhill **(3, 4)**, Emilie Smith **(11)**, **(12)**, Deb Sargent/Ann Gray/Ellie Sheehan **(9)** & **(10),**
Tammy Purrington & (TBD)**(7 & 8).**   As assigned: (Holly Maroney)

Special Services

1. Guidance, Psychologist, Title I Program, Reading Specialist, Drug Program Coordinator

School Guidance Counselor

The role of the School Guidance Counselor is to counsel individuals and groups of students to assist them in their personal, social and emotional adjustment to school. The school counselor works with the students in your building and their parents as an integral part of helping students. Classroom programs are also provided, as appropriate to grade level, to help students address their social skills, personal values, decision-making and problem solving skills.

Guidance referrals: A student may be referred to the guidance department by a teacher, a parent, an administrator, the PPT team, an outside counselor, or the student seeking assistance. The school counselor will determine which students receive immediate counseling. This will be based on input received and after an initial meeting has taken place. The counseling referral forms are housed in the Guidance Office

Time must be provided for all PPT recommendations. The PPT recommendations must state the specific reasons for the referral and outline which concerns the school counselor should address.

If long term counseling and/or family counseling is recommended, outside counseling must be sought.

School Psychologist

The School psychologist evaluates students from all schools in the district. The school psychologist's services are accessed through Special Services via the principal, as you are responsible for all pre-referral activities. If a referral is completed after the pre-referral, it should go through your office first to ensure it is appropriate and the information is complete and accurate. Students on IEPs who are regularly evaluated, or students referred by the PPT team for testing, will be evaluated by the school psychologist.

As with any other service affecting a child and his/her family, parents should be contacted and the situation discussed with them prior to a referral for special services. If a child threatens harm or destruction to self or others, you should refer this matter immediately to the principal and/or the school adjustment counselor.

Title I Supplemental Reading and Math Program

Supplemental reading services and classroom support are available for students who qualify. This differs from school to school. Eligibility is determined by test scores and teacher input. This program is under the directorship of the Title 1 Director.

Title I services must supplement, not supplant, regular instruction in the classroom. While the Title I model includes pullout services, all Title I students participate in reading instruction in their regular classrooms.

- **Teachers must devote the same amount of time in direct instruction to Title I students as they devote to students who do not receive Title I services.**

Additionally, the Title I grant expects that:

- **The regular classroom teacher will provide assessment data to the Title I teacher to assist in setting goals and specific objectives. The regular classroom teacher will also meet on a weekly basis with the Title I teacher, and together they will make ongoing decisions concerning further teaching strategies needed.**

Failure to comply with the federal regulations of Title I may cause the school district to lose all Title I funding. Please plan your reading instruction accordingly.

Reading Specialist Consultant

The Reading Specialist may be of service in the following ways:

1. Devise and prepare materials for direct instruction;
2. Participate with other staff members with students who have reading disabilities, learning disabilities, remediation and/or special needs;
3. Periodic meetings with classroom teachers;
4. Develop a list of recommendations for teachers of high interest/simple vocabulary materials in all subject areas;
5. Provide a summer suggested reading materials list;
6. Make recommendations pertaining to appropriate materials to meet the needs of individuals and groups within various classrooms;
7. Administer and interpret diagnostic instruments, including individual reading inventories, aptitude and interest measures;
8. Provide necessary prescriptive materials;
9. Give direct remediation when appropriate;
10. Develop individual programs for students with reading problems, if necessary;
11. Counsel students with reading/learning problems by suggesting ways for self-help and/or improvement.

Reading Specialist Services differ from school to school. (Typically, the elementary schools have access to Reading Specialist services or consultation). The Reading Specialist will meet with the building Principal to discuss potential students who will benefit from these services.

Drug and Alcohol Prevention Program Coordinator/Counselor/SAP Counselor

Drug and Alcohol Prevention educational programs are provided through the identified person in your district (in Pittsburg, this is the Consumer and Family Sciences Teacher; In Stewartstown and Colebrook it is the SAP Counselor). The Guidance Counselor also contacts school authorities, law officials and other social agencies, as needed.

The Student Alcohol and Drug Policy can be found in the policy section.

2.   Special Education Services

Whenever possible, Schools in SAU 7 practice an **inclusionary** model. Students with special needs are included in regular education classes for academic instruction. Depending on level of need, students with special needs are provided with support ranging from minimal assistance in the classroom to pullout instruction in the Resource Room. All students identified as either having special needs, or in need of services such as speech, have either Individual Education Plans (IEPs) or Individual Educational Accommodation Plans (504 Plans).

> • **Teachers must comply with all accommodations in student IEPs or 504 Plans.**

Students who are identified as having an educational disability such as Autism, Specific Learning Disability (SLD), Emotional Disturbance (ED), Intellectual Disability(ID), Speech-Language Impairment(SL), Developmental Delay (DD), or who have a significant physical impairments such as being deaf or blind can be identified as being **students with special needs who require special education.** These students have IEPs. The special education teacher is the case manager for these students.

Students with a moderate health issue that affects learning if not accommodated are not necessarily students identified as needing special education. Likewise, students with moderate hearing problems, vision problems, motor problems or speech problems are not always considered to be eligible for special education. If not identified as needing special education, they are protected under **Section 504** of the ADA, and have a **504** Plan. The special educator or other identified person in your building is the case manager for Section 504 students and special education students. Please see staff listing for specific contacts for your building, grade level and identified area of need.

At the beginning of the school year, teachers will receive copies of IEPs and 504 Plans of any special education or 504 students in their classes. Teachers will be expected to sign a paper stating that they received the plans and are aware of their duties.

At the end of the year, to protect confidentiality, case managers will collect all IEPs and 504 Plans.

> - **Teachers should keep IEPs and 504 Plans in a secure place in their classrooms.**

Please continue to support the idea that "All students assigned to a classroom are also the teacher's students. **Students with special needs are still their students**. They are not the sole responsibility of the special education teacher and aides. Teachers are expected to give instruction and make accommodations and modifications for students identified as having special needs in their classroom. They will be assisted by the special educator, a paraprofessional (when appropriate), you, and any other specialists who work with these students."

When appropriate, students with special needs may be pulled from the regular classroom to work with another adult such as a paraprofessional or the special educator. Unless stated otherwise in the IEP, students with special needs belong in the regular classroom.

> - **Teachers are expected to attend all PPT meetings regarding special education or 504 students.**

If a teacher is unable to attend a PPT meeting due to an emergency, they will be expected to submit input on the student's current performance. Please submit such input in writing and include the student's current grade, skills and/or content currently studying, strengths and weaknesses, and work accomplished/not accomplished to date. A form for input is available from the special educator.

You, as the building principal, are the LEA. This means that you are representing the Local Education Agency and are responsible for all decisions, including those that may have a cost factor. In the event that you cannot attend, please let the Coordinator of Special Services know that he/she can attend in your absence. Your attendance is important as you know the services, their availability and personnel in your building.

> - **Teachers are expected to meet weekly with the special education teacher to discuss the progress of students with special needs. Whenever possible, the special education paraprofessional should be part of these meetings.**

The special education teacher will set up a regular time (probably during your one of prep periods) to meet with you and the paraprofessional, if applicable, each week. These meetings are very important and every effort should be made to stick to a regular meeting schedule. The purpose of the meeting will be to review your students' progress, go over the curriculum, discuss accommodations or modifications to the curriculum to meet the students' needs, and decide who will do what part of the modifications. This teamwork is essential in order for inclusion of all students, including those with special needs, to work.

Regular (Yearly or triennial) meetings are typically set in the summer. You will receive a year-at-a-glance calendar of those meetings usually just before school starts.

Special education paraprofessional responsibilities

Please read the following pages from Pat Eddy's manual, "Do's and Don'ts for Para-educators." These pages will give you a clear idea of what the role of the special education paraprofessional is supposed to be in your room. It will also explain what your role is expected to be.

3.   The Pre-Referral Process

As a national trend, educators are finding that many students are referred to Special Services for evaluation who do not need to be tested. This doesn't mean that these students aren't having problems in school, and it doesn't mean that their teachers don't need some assistance in helping them. However, it does mean that support systems should be in place to help students that parents or teachers have identified as having problems with learning. That support system comes into play prior to Step 5 in our Pre-referral/Referral Process.

Before referring any student, the teacher, parent, and principal must determine if the student is having physical difficulties, e.g. vision or hearing problems, health problems, sleep disorders, etc. (Steps 1 and 2). The teacher, parent and principal must also determine if the student is suffering from emotional problems due to outside factors, e.g. parent's loss of job, a recent move, death of a pet, bullying or harassment (Steps 3 and 4). Step 5 is implemented when physical and emotional factors are ruled out.

The Student and Teacher Assistance Team (STAT), Instructional Support Team (IST) or other named team is composed of a core team of parent, teacher, administration, guidance, and special education staff. Its purpose is to offer support in situations where students are struggling academically or having behavioral difficulties. Any parent or teacher can contact the team and ask to be placed on the agenda to ask advice about a student. The parent or teacher will be asked to provide some written background information on the student prior to the meeting. The principal of the school notifies participants of meeting dates and times.

At the meeting, other team members will listen to the parent and teacher, ask questions, brainstorm solutions, and come up with a reasonable time frame in which solutions will be tried. The team will decide what constitutes a "reasonable time frame" on a case-by-case basis. If materials or other resources are needed, the committee will agree on and record who will be responsible for getting those things together. If the teacher has already tried a number of strategies, referral for testing may be considered. However, strategies and solutions should be tried first before completing a formal referral.

At the end of the trial period for trying a strategy, the team will review the situation and decide whether to try a new approach, or to refer the student for testing. The team will have to weigh the risks and benefits of allowing more time for strategies to be tried vs. moving quickly to formal referral for special services.

The team will meet when needed. The principal is responsible for setting the meeting date, time, and agenda. The team will discuss one student per session, with consideration given to which students are "high priority" situations. In addition, in some cases it may be helpful if the student's teacher from the previous year attends the meeting.

4.   **Child Abuse**

By state statute, all school personnel are legally required to report suspected cases of abuse or neglect of children. If anything about a child's behavior or appearance seems unusual to you-if he/she is withdrawn, crying, or has cuts or bruises that are unexplainable, or if his/her general behavior changes drastically within a three-week period-anything at all that causes you concern about the child's physical or emotional well-being-report your concern to the school guidance counselor and to the principal as soon as possible. Then call the Division for Children, Youth and Families (D.C.Y.F.) in Concord. The toll-free number is: **1-800-894-5533**

If a student has an "open case" a phone call to their DCYF
worker is warranted. Below are the main office numbers:
- The number of the DCYF office in Littleton is:
  444-6786
- The number of the DCYF office in
  Berlin is: 752-7800

If a child discloses to you that he/she has been sexually abused, do not ask the child questions about what he/she has told you. Contact the   guidance   counselor immediately. If the child discloses this information in the middle of class, contact the office immediately and have the secretary or principal contact the adjustment counselor right away.

THE PRE-REFERRAL TEAM: An Action Plan for Intervention

What is the purpose of the Pre-Referral Team?
The Pre-Referral Team is designed to provide a positive, problem solving process to identify strategies and programs that may resolve or alleviate academic, attendance, or behavioral difficulties that students are having. The Pre-Referral process is a regular education responsibility that must be considered prior to a referral for special education services.

Who is involved in the Pre-Referral Team?
The Pre-Referral Team members include the following: the student, the parents/guardians, the student's counselor, classroom teachers, and/or a school administrator. The team could also include, whenever appropriate, representatives of public or private community organizations (Mental Health worker, psychologist or psychiatrist, physician etc.), law enforcement agency (JPPO, police officer), etc.

Should I ask for a Pre-Referral Team meeting if my child is having problems in a class?
No, not necessarily. Please discuss any specific problems or concerns with your child's teacher first. If this is unsuccessful, please contact your child's school principal or principal's designee. If the problem is pervasive across many settings, we may need to hold a Pre-Referral Team meeting but please always discuss this with your principal or principal's designee.

What is the SST process?

> **Step 1.** The school personnel (teacher, counselor, administrator) or the parent requests a *Pre-Referral Form.* This pre-referral includes information regarding specific concerns and previously attempted interventions and accommodations.
> *Parents and teachers should discuss the concern with the student's principal or principal's designee before requesting a Pre-Referral Team meeting.

> **Step 2.** The team collects information relevant to the student's progress. This information could include: report cards, tests, homework, attendance, parent information regarding the student's academic and health history, parent/teacher observations, teacher reports, and results of state/district academic assessments.
> *Parents/guardians should complete a Parent Participation Form and give it to the principal or principal's designee before the scheduled meeting.

> **Step 3.** The team establishes a meeting time when all members can participate and be actively involved in the problem solving process.

> **Step 4.** The Pre-Referral Team meeting is held to summarize concerns, and to discuss and develop an action plan with academic and/or behavioral interventions.

> **Step 5.** A follow up meeting is held within 4-6 weeks to discuss progress using the interventions as outlined in the action plan.

What happens at a Pre-Referral Team meeting?
1. The purpose of the team is stated – the principal or principal's designee reports on the student's progress and/or general concerns.
2. Student information such as parent and/or teacher reports are distributed to all group members.
3. Each team member is asked to discuss the student's strengths and challenges with the team.
4. The principal or principal's designee summarizes the team's input (parent, teachers, counselor, and principal) and facilitates an action plan of intervention.
5. Action plan is devised and recorded. All participants agree on plan and receive a copy of the notes.
6. A plan for follow up should be discussed.

How will I know if the plan is successful, and what do I do if it is not?
If your child is attending school, earning at least average grades, and is happy with his/her progress, the action plan would appear successful. If this is not happening, please check in with the principal or the individual teachers to obtain specific information or schedule a follow up meeting.

Any comments or concerns regarding the Pre-Referral Process should first be discussed with your child's principal or principal designee.

Pre-Referral Team

A Guide of Appropriate Descriptors –
To use when completing the Initial Plan & Follow-Up Plan

Academic Characteristics

_____ Working above grade level in one/more subject areas
_____ Good working habits
_____ Reading at least one year below grade level
_____ Spelling below age level
_____ Math skills at least one year below grade level
_____ Unable to copy to paper
_____ Unable to express thoughts on paper
_____ Unable to complete multiple assignments
_____ Lacks letter recognition
_____ Lacks phoneme/grapheme correspondence
_____ Extreme number of reversals
_____ Poor performance on tests
_____ Does not turn in assignments
_____ Slow in finishing work
_____ Inconsistent performance
_____ Difficulty with transitions
_____ Language delay
_____ Poor auditory discrimination
_____ Weak phonemic awareness
_____ Other _____
          _____
          _____

Behavioral Characteristics

_____ No behavior problems at this time
_____ Short attention span/easily distracted
_____ Shows signs of nervousness
_____ Negative/often refuses to comply
_____ Displays immature behavior
_____ Will not accept responsibility for actions
_____ Physically active/impulsive
_____ Aggressive
_____ Has preoccupations, fears, or anxiety
_____ Makes irrelevant/inappropriate remarks
_____ Seeks attention
_____ Often lacks pride in work
_____ Suspected stealing, lying, and/or cheating
_____ Exhibits unacceptable behavior
        ___Lunchroom   ___Hall
        ___Playground   ___Bus
        ___Specials   ___Restroom
_____ Destroys property
_____ Rarely works to potential
_____ Needs frequent reassurance
_____ Daydreams
_____ Difficulty making friends
_____ Manipulative
_____ Easily fatigued
_____ Often shows disrespect

_____ Poor self-care skills
_____ Resists limits on rules
_____ Withdrawn/shy
_____ Appears depressed
_____ Perfectionist
_____ Difficulty maintaining eye contact
_____ Invades the body space of others
_____ Other _____
          _____
          _____

Intervention Strategies

_____ Differentiated curriculum
_____ Cluster grouping (able & creative)
_____ Academic or behavioral contract
_____ Documentation/charting behavior
_____ Reduced work load/homework
_____ Peer tutoring
_____ Parent Assistance
_____ Routine communication w/ home
_____ Mentor program
_____ Previously referred
_____ Consultation with other staff:

Whom?_____

_____
_____ General education student placed in co-taught room
_____ Behavior modification
_____ Focus on student's strengths
_____ Testing accommodations:
        What are they? _____

_____

_____
_____ Study carrel
_____ Changed seat
_____ Time-out
_____ Grade-level team consultation
_____ Use daily assignment sheets
_____ Administrative consultation
_____ Other: _____
          _____
          _____
          _____

Pre-Referral Form – Part 1

Student's Name _____ Birthdate _____ Grade _____
Address _____ Father's Name _____
_____ Mother's Name _____
Phone _____ Referred by_____
Date parent contacted about the pre-referral _____ By whom? _____
Method of contact (letter, phone, person-to person, etc). _____

I.   **Results of Records Review**   Yes   No

   1. Has the student repeated a grade? If so, which one(s)? _____   _____   _____

   2. Is the student being tutored outside of school?   _____   _____

   3. Does the student receive speech therapy?   _____   _____

   4. Does the student receive counseling?   _____   _____

   5. Please note any medical or health concerns for this student _____
       _____
       _____

   6. Is there significant variation in performance levels from hour to hour, or day to day?
                                                                                _____   _____

   7. What are several strengths, talents or specific interests for this student?
       a. _____
       b. _____
       c. _____
       d. _____

   8. Number of days absent to date? _____

   9. Indicate estimated grade equivalent for the following areas:
       Reading Level: _____   Math Level: _____
       Spelling Level: _____   Writing Level: _____

   10. Attach a copy of:
       Last Report Card
       Nurse's Summary
       Discipline record or other information concerning behavior
       Parent Conference and Contact Dates/Comments
       NWEA/NECAP/PSAT/SAT information
       Any work samples that support your concerns
       ***This information must be included**

II.   **Instructional Information**
        How does this student's academic skills compare to those of 'average' students in your classroom? (e.g. How
        does this student compare to peers in reading, math, writing, and organizational skills?.): _____
        _____
        _____
        _____

What makes this student difficult to teach? List any academic, social, emotional, environmental, or medical factors that seem to negatively affect the student's progress. _____

_____

_____

_____

_____

Please check the appropriate box to rate the student's academic skills in comparison with the grade-level expectations in your classroom (i.e., the skill is below grade level and is a concern or the skill is at least at grade level and is not a concern).

Reading/Language Arts	Below Grade Level/Concern	Grade Level/Not a concern
Reading Comprehension		
Word Attack/Decoding		
Vocabulary		
Identifying a Main Idea		
Reading Fluency		
Spelling		
Punctuation		
Grammar		
Written Communication (e.g., writes in complete sentences)		
Oral Communication		
Drawing Conclusions from Written Material		
Handwriting		

Mathematics	Below Grade Level/Concern	Grade Level/Not a concern
Computation		
Pattern Analysis		
Measurement		
Understanding of spatial relationships		
Mental Math		
Using numbers to solve daily problems		
Breaking down a complex problem		
Problem-solving (e.g. story problems)		

Please rate how frequently the student exhibit the following behaviors:

Engagement	Seldom	Often	Almost Always
Speaks in class when called upon			
Asks questions about tests or projects			
Participates in class discussions			
Volunteers answers to questions			
Assumes leadership in group situations			
Volunteers to read aloud			
Initiates conversations appropriately			
Asks questions when confused			

Language	Seldom	Often	Almost Always
Stutters			
Makes articulation errors			
Mumbles when speaking			
Misunderstands teacher's questions or instructions			
Unable to identify common objects such as dog			
Becomes confused by conversation			
Talks in disconnected phrases			
Communicates with gestures and sounds			
Speaks in single words or short phrases only			
Uses words like "whatchamacallit" or has strange words for common things			
Has not developed good listening skills			
Lacks adequate vocabulary			
Has difficulty with relationships such as opposites or size			
Labels rather than relates objects and actions when telling a story about a picture			
Has trouble answering open ended questions			
Student loses voice by end of day			
Voice is consistently hoarse, harsh, breathy			
Voice is consistently too loud			
Voice is difficult to hear			
Voice is nasal sounding			
Voice is lacking in nasality (sounds as if the student has a cold)			
Voice quality distracts from what the student is saying			
Other students or listeners comment on the student's voice			

Interpersonal Skills	Seldom	Often	Almost Always
Follows classroom rules			
Corrects inappropriate behavior when asked			
Expresses dissatisfaction appropriately			
Accepts suggestions from teachers			
Works effectively in a large group			
Interacts appropriately with adults			
Listens to what others have to say			
Gets along with people who are different			
Works effectively in a small group			
Interacts appropriately with other students			

Motivation	Seldom	Often	Almost Always
Is motivated to learn			
Prefers challenging tasks			
Produces high quality work			
Critically evaluates own work			
Attempts to improve on previous performance			
Makes the most of learning experiences			
Persists when task is difficult			
Looks for ways to academically challenge self			
Assumes responsibility for own learning			
Is goal-oriented			
Stays on-task			

Study Skills	Seldom	Often	Almost Always
Completes homework			
Corrects own work			
Finishes class work on time			
Prepares for tests			
Prepares for class			
Turns in homework on time			
Takes care of materials			
Pays attention in class			
Completes assignments according to directions			
Takes notes in class (grades 3-12 only)			
Has difficulty getting organized and beginning assignments			

If the concern is in academics, how much time during the period/day does the student receive instruction in the area(s) of difficulty? _____

_____

If the concern is behavioral, when have you observed the problem occurring the most? _____

_____

_____

Are there settings or situations in which the behavior is less severe or minimized? If so, when? _____

_____

_____

Prioritize the top three things that you would like the student to be able to do that he/she isn't presently doing:
1. _____
2. _____
3. _____

III. **Supportive anecdotal records which identify the student's learning or behavioral problem(s):**
   (Use additional space if necessary)

PRE-REFERRAL FORM – PART II
TEACHER INTERVENTION PRIOR TO REFERRAL

Student's Name _____ Teacher's Name _____

Dates of Intervention _____ to _____

Check	Intervention/Strategy	Some Improvement	No Change
	1. Spoke to student privately after class. • Explained class rules and expectations • Explained concerns		
	2. Gave student help after school.		
	3. Changed student's seat.		
	4. Gave student special work at his/her level.		
	5. Sent home notices regarding behavior/school work.		
	6. Peer tutoring.		
	7. Have requested extra Reading/Math class for student or Basic Skills.		
	8. Change of staff or program schedule.		
	9. Requested that homework be signed by parents.		
	10. Arranged an independent study program for student in class.		
	11. Have given student extra attention.		
	12. Have set up contingency management program with student. Contracts, check sheets should be attached.		
	13. Have referred student to counselor.		
	14. Small group instruction.		
	15. Individual instruction.		
	16. Other (Please explain – may include other agency intervention.)		

Comments:

_____   _____
Teacher's Signature   Date

_____   _____
Principal's Signature   Date

Individual Teacher Input Sheets (to be completed in advance of the pre-referral meeting and brought to the meeting – please make copies of this page and distribute to <u>all</u> current teachers)

Student's Name: _____ Your Name: _____ Date: _____

1) In what class and what period is this student with you and what is his/her current grade?

2) Do you have any concerns with this student? If none, skip to #6. If concerned, continue answering below:

    If so have you discussed it with student?   Parents?

3) If you are concerned? What is the nature of your concern? Please check all that apply:

    ❑ Academic Concerns   ❑Behavior Issues
    ❑ Health Issues (Social, Emotional, Physical)   ❑ Attendance/Truancy
    ❑ Other: Please Explain _____
    Remarks:

4) What are the interventions you have attempted prior to this pre-referral? Please note if the intervention is successful, if at one time the intervention was successful but is no longer helping the student, or if the intervention was unsuccessful.
    a)

    b)

    c)

    d)

5) Describe any health issues that are known and/or medication he/she is taking, if known.

6) What are the student's strengths?

Pre-Referral Team
FOLLOW-UP PLAN

Date	School	
Name of Student	Teacher	Grade
Date of Birth / Age	Language Spoken at Home	

Meeting Number: (Circle One)   1   2   3   4

Team Members Present: (Name/Title)

- ❑ Referring Teacher
- ❑ Principal
- ❑ Teacher
- ❑ Teacher
- ❑ Teacher
- ❑ Teacher
- ❑ Counselor
- ❑ Guidance Counselor
- ❑ Parent(s)
- ❑ Student, if middle or high school age
- ❑ Speech Pathologist (as appropriate)
- ❑ School Psychologist(as appropriate)
- ❑ Special Educator (as appropriate)
- ❑ Occupational Therapist, (as app.)
- ❑ Other
- ❑ Other

(*Please indicate, with an asterisk*, who is completing this form.)

Assessment (Update):

NWEA   Year: Fall   Winter   Spring
- Reading
- Mathematics
- Language Usage
- Other
- Other

DRA Level

NECAP   Year
- Reading   Math
- Writing   Science

DIBELS   Year
- Phonemic Awareness
- Alphabetic Principle
- Accuracy and Fluency
- Vocabulary
- Comprehension

Intervention(s)

Intervention (from Initial Plan)	Implemented		Successful		Completion Date
	Yes	No	Yes	No	
1.					
2.					
3.					
4.					

If intervention(s) were not implemented, or were not successful, please explain:

_____

_____

_____

_____

_____

_____

Additional Intervention(s)		
Intervention	Team Member(s) Responsible	Completion Date

Recommendations and/or Comments	
Continue Current, Successful Interventions:	
Refer to DCYF central intake	Date Referral completed
Complete a CHINS petition for excessive truancy and file at court	Date Petition filed
Section 504 Referral	Date Referred:
Refer to Special Education	Date Referred:

Comments:

Flowchart for procedures to follow

Pre-Referral or IST Team Meeting

Team meets and discusses concerns and determines they are Speech, OT, or medically related (i.e., allergy, chronic illness).

Concern is with behavior, attention, academics or other area.

Yes

No

Teacher completes Section 504 Referral, **Classroom Teacher's Observations** and **Section 504 Evaluation Sheet**. Sends completed forms along with other documentation, as appropriate (Food allergy documentation, Doctor's medical diagnosis, work samples, copy of report card, progress report, etc.) to Special Services Office.

Use Intervention Model: Determine interventions and frequency of intervention. Write up plan and assess as determined by team.

Interventions working?

No

Yes

Special Services Office sets up Referral Meeting. Copies of the 504 Referral and any other documentation sent with referral are sent home. Section 504 Handbook Notice of Parent and Student Rights sent home with Referral. Meeting Notice sent from Special Services office to all participants in the referral meeting.

Consider completing **Section 504 Referral** or move to **Special Education Referral**

If Interventions work, continue them and reassess, as appropriate, until no longer needed.

Flowchart for procedures to follow

```
                    ┌─────────────────────────────────────────┐
                    │     Special Education Referral Meeting   │
                    │                                          │
                    └─────────────────────────────────────────┘
            ┌─────────────────────────────────────────────────────┐
            │ Team meets and considers information gathered as     │
            │ part of the pre-referral/referral.                   │
            │ Document information in **Meeting Minutes**.         │
            └─────────────────────────────────────────────────────┘
            ┌─────────────────────────────────────────────────────┐
            │ What further information needed (i.e., parent        │
            │ checklists, assessment from provider, etc). Based on │
            │ area of suspected disability what areas to be        │
            │ assessed? Must include academic achievement,         │
            │ regardless of suspected disability.                  │
            └─────────────────────────────────────────────────────┘
```

Complete **Evaluation Planning and Parent Consent** and obtain parent permission. Complete **Written Prior Notice** indicating areas to be assessed and any other pertinent information.

Based upon eligibility criteria for each area of suspected disability, does the student meet criteria to be found eligible? Does the student's disability have an adverse affect on the student's ability to learn? Does the student require special education:?

Send copy of **Evaluation Planning and Parent Consent** form, **Written Prior Notice,** meeting minutes and any other appropriate documentation to the Special Services Office. They will set up a test results/Eligibility Meeting (meeting will occur within 45 days).

Team reviews all information gathered as part of the evaluation (Assessments by School Psychologist, providers, medical reports, Parent Input, Teacher input, etc.).

Yes

No.

Document eligibility on appropriate form. Complete **Written Prior Notice.** Create IEP to support student. Send paperwork to Spec. Services.

STOP - No IEP created. Document non-eligibility on appropriate form. Complete **Written Prior Notice.** Send paperwork to Spec. Services.

Flowchart for procedures to follow

Section 504 Referral Meeting

Team meets and considers information gathered as part of the pre-referral/referral.

Is further information needed (i.e., parent checklists, assessment from provider, etc?)

Yes

No

Complete **Notice and Consent for Initial Section 504 Evaluation.** If Appropriate, as for parent input using the **Section 504 Evaluation Parent Input** form.

Team has enough information (typically a Food Allergy or Medical Diagnosis). Team considers questions in the **Section 504 Eligibility Meeting Sheet**.

Send **Notice and Consent for Initial Section 504 Evaluation** form, meeting minutes and any other appropriate documentation to the Special Services Office. They will set up a test results Meeting.

Does the team agree that the student meets eligibility based on the four questions on the form (middle of page)?

Team reviews all information gathered as part of the evaluation (Assessments by providers, medical reports, Parent Input, Teacher input, etc.).

Yes

No.

Create 504 to support student. Send paperwork to Spec. Services.

STOP - No plan created. Send paperwork to Spec. Services.

Section 504 Referral

Student's Name:			Grade:	DOB:	School:		Date:	
Parent's Name(s):								
Address:								

Home Phone:		Work Phone:	

Referred By:

Reason for Referral:

Achievement/Academic Data (Most Recent)			Other Standardized Test Scores:			Other Information:		✔
Subject	Current grades	NWEA NECAP	Grade Equivalent	Standard Score	Percentile	Classroom (Grade-level) Assessment attached *(If appropriate)*		
Math						Student Work Sample(s) Attached *(If appropriate)*		
Reading						Has the student been retained?	YES	
Writing							NO	
Social Studies						If yes, what grade?		
Science						HOME LANGUAGE SURVEY		
						Date		
						Student		
						Parent		
Attendance:								

ALTERNATIVE PROGRAMS TRIED/CONSIDERED

	ESL Program		Title 1 Support	
	Other intervention:		Other intervention:	

Comments:

HEALTH INFORMATION`

Information relating to any doctor's order, diagnosis, or evaluation pertaining to disability (example: medical reports, psychological reports, ADD/ADHD diagnostic information, etc.) attached *(If appropriate)*	YES	
	NO	

Medications:	
Medical Problems:	

SCREENINGS

Vision		Hearing	

BEHAVIOR:

Comments:

🔒 **CONFIDENTIAL INFORMATION** 🔒

What is Section 504?

Section 504 of the Rehabilitation Act is a civil rights act prohibiting discrimination based on disability. It was enacted to eliminate barriers that exclude persons with disabilities. Section 504 applies to all agencies that receive federal funds, including public schools, federal agencies, and places of public accommodation. In SAU # 7, all staff and administrators have the responsibility of insuring that all students with disabilities are identified, evaluated and provided with needed accommodations and services, resulting in a free appropriate public education (FAPE). Section 504 is enforced by the U.S. Department of Education, Office of Civil Rights.

Public school districts have the duty to provide a free appropriate public education to all qualified disabled students. A FAPE must include an education designed to provide educational benefit despite the child's disability; it must be at no cost to the parent; and it must be provided in an environment that affords the greatest exposure to non-disabled peers.

What's the difference between eligibility for IDEA and Section 504?

Section 504 is a civil rights act, predating the Individuals with Disabilities Education Act (IDEA). IDEA, commonly referred to as special education, is an education law which provides funding for individualized educational programs and additional services beyond what is available to students without disabilities. IDEA covers children within specific categories of disabilities and degrees of impairment. Unlike services offered through IDEA, school districts receive no additional federal or state funding under the Section 504 mandate.

Who is a student with a disability under 504?

Section 504 protects an individual who has, had, or is perceived as having a physical or mental impairment which substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. It protects students when their disabilities limit their ability to attend, participate in, or receive benefit from their education. These provisions protect individuals with disabilities far beyond those covered by IDEA, and they also protect every student who is eligible for IDEA.

Section 504 does not specifically list qualifying disabilities although it does list examples. These include: diseases and conditions involving orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, drug addiction and alcoholism. HIV/AIDS, learning disabilities, ADD/ADHD, cystic fibrosis, severe allergies and asthma, among others, have also been recognized. In all cases the focus is on the extent to which the impairment substantially limits a major life activity when compared to an average individual in the general population. Some students with these disabilities may be covered by IDEA, but only if they meet certain eligibility criteria.

What are some examples of discriminatory practices prohibited by Section 504 in a school setting?

• Penalizing a student whose absenteeism is related to disability;
• Not providing accessible transportation for a student who uses a wheelchair for field trips and school sponsored activities;
• Expelling a child for behavior related to a disability;
• Not permitting a student with a disability to participate in intramural or other non-academic activities;
• Not providing interpreters for deaf students who want to participate in school activities;
• Refusing to allow a child with a disability the opportunity to audition for athletic teams or other extracurricular activities;
• Not providing an interpreter for a deaf parent to attend a school meeting.

Identification of Students Eligible under Section 504

Parents, teachers, school nurses, audiologists, CRT Teams, or other school personnel can initiate a 504 referral if the child is known to have a disabling condition.
If a child is experiencing chronic problems at school, and if interventions which have been implemented have been unsuccessful, and a disablty is suspected, the school has an obligation to refer the child for an evaluation.
Following the referral the school 504 team will convene to implement the eligibility process. Often, an evaluation under IDEA is necessary.

What is an evaluation under Section 504?

Evaluations to determine 504 eligibility are different than evaluations required by Special Education. For purposes of Section 504, evaluation means reviewing information from a variety of sources. This typically includes teacher reports, grades, standardized test scores, attendance and discipline reports, information from parents and medical providers, etc. The 504 Team must include individuals who are knowledgeable about the child, the type of disability, the evaluative data being reviewed, and accommodation options. Obviously, teachers play an important role in the process. Teachers should always participate in any meetings where a 504 Plan may be developed and be prepared to supply pertinent data and anecdotal information about the child. Because Section 504 does not provide a definitive "list" of qualifying conditions, school personnel must use their collective, professional judgement to make a determination. If the 504 Team determines that there is not sufficient information to make a determination, or the Team believes the child may be eligible for services under IDEA, a referral for an evaluation through Special Education is made.

It is not uncommon for a school to receive a doctor's letter stating that a student has a disability and needs certain accommodations. While the school always considers the recommendations of doctors or other professionals who work with the child, it remains the school's responsibility to review multiple sources of information to determine 504 eligibility and to implement any necessary accommodations for the student. Simply having an impairment does not automatically qualify a student under Section 504.

How is a 504 Plan developed?

If a student is found to have a disability under Section 504, the team will make an individualized determination of the student's educational needs and an accommodation plan will be developed. The 504 Plan will identify the individual(s) responsible for implementing accommodations. Most accommodations are provided by the classroom teacher. Eligibility status and 504 plans are generally reviewed annually.

What are some examples of accommodations?

Accommodations are "adjustments" that are designed to minimize the impact of a disability and meet the unique needs of the student. There is no "list" of approved accommodations. They are determined individually for each child. Examples might include preferential seating to minimize distractions for children with attention/concentration difficulties; assisting a student with diabetes in monitoring his/her blood sugar levels; providing extra time or a quiet setting for exams; providing extensions on assignments; providing curriculum and increased communication with parents for children who cannot attend school regularly due to chronic health problems. For the most part, accommodations are inexpensive and utilize good teaching practices and classroom management strategies.

What are a teacher's responsibilities when a student has a 504 Plan?

Once developed, a 504 Plan is a legal contract between the school district and the student. Teachers are responsible for implementing designated accommodations and strategies identified on a student's plan. **Teachers do not have the discretion to decline or refuse to implement any component of a 504 Plan.** This is another reason why teachers should always participate in the entire 504 process.

Only the student's 504 Team may modify the accommodations. Any changes must be based on the student's disability. When a teacher has a concern about the nature of a student's plan, he/she should discuss it with the school's 504 Coordinator.

Teachers should always maintain documentation which demonstrates compliance with a student's 504 Plan. If problems arise, the school 504 Coordinator should be contacted immediately.

When is a 504 Plan inappropriate?

• When a student has a diagnosed disorder but is functioning well academically and is making adequate progress without accommodations, the student does not meet the criteria for 504 eligibility. This might include a student who is doing well in school but may not be working to potential; a student who a parent feels could be making A's rather than B's; or a student who only experiences difficulty in one subject area.
• When a plan is created only to support a request for extended time on College Board exams (SAT's, ACT's).
• When a student is eligible for services under IDEA but parents prefer Section 504 services.

What is the teacher's role during the annual review process?

Input from teachers is especially important during the annual review process. Teachers can provide the team with critical information to help determine whether a student continues to need a 504 Plan. Does an impairment continue to substantially limit a student's academic performance? Were accommodations utilized by the student? Were accommodations effective? Does the plan need to be changed? Are there other factors, such as poor attendance or failure to turn in assignments, that are effecting the student's academic success?

Who is my school contact for information about Section 504?

A Section 504 Coordinator has been assigned at each school to address your questions and concerns about Section 504. There is also a District 504 Coordinator who is available to provide assistance and information.

SAU # 7 and the school districts contained therein do not discriminate against anyone in the school system on the basis on race, age, marital status, creed, color, sex, disability or national origin. SAU # 7 will not tolerate discrimination, harassment, or violence against anyone, including students and staff members, regardless of race, ethnicity, gender, sexual orientation, age, disability or religion.

Questions, complaints, or requests for additional information regarding the district's nondiscrimination policy should be forwarded to:

Mandie Hibbard
SAU # 7
Colebrook, NH 03576
(603) 237-4104 x17 (voice)
(603) 237-5126 (fax)

Your school's
504 Coordinator Mandie Hibbard

IEP Renewal Form

Student: _____   Date: _____

Teacher: _____   Class: _____

Student's Current Grades:

Reading _____   Math _____   Spelling _____

Social Studies _____   Science _____   Language Arts _____

Other _____

How is the student doing in your class?

Student's Strengths:

Student's Weaknesses:

Do you feel the current accommodations are appropriate for the classroom?   Yes   No

If no, which ones are not appropriate? Please give examples about why they are no longer

appropriate. What is the student able to do now?

What accommodations do you feel need to be added into the IEP?

Based upon your observations, assessments, and the curriculum, what goals need to be added

into the IEP?

How does the student's disability affect them in the classroom?

PARENT PRESCHOOL QUESTIONNAIRE
BACKGROUND INFORMATION

Please complete this questionnaire to the best of your ability to help us in understanding your child's needs.

Child's Name: _____ DOB: _____

Parent's Name(s): _____ Date Form Completed: _____

Address: _____ Phone: _____

Person completing this form: _____ Relationship to student: _____

1. Family Information

A. Names and ages of siblings: _____

B. Family Health History (please answer yes or no and designate which family member);

YES	NO		FAMILY MEMBER
☐	☐	HEARING PROBLEMS	
☐	☐	ILLNESSES – please list	
☐	☐		
☐	☐		
☐	☐	Speech/Language problems	
☐	☐	Learning problems	
☐	☐	Seizures	

2. Birth History/Information

A. Pregnancy and delivery (please check): ___ normal ___ Abnormal (please explain)
   Birth weight: _____
B. Any congenital defects, i.e. cleft palate, clubfoot etc.? Explain: _____

3. Child's Health History

	YES	NO	If yes, please explain:
Serious Illness	☐	☐	
Hospitalizations	☐	☐	
Serious Accidents	☐	☐	
Seizures	☐	☐	
Allergies	☐	☐	

Is your child presently taking any medications? _____ Yes _____ No If yes, indicate medication,

Purpose and dose: _____

REF-5

PARENT PRESCHOOL QUESTIONNAIRE
BACKGROUND INFORMATION (Cont.)

Has your child had ear infections? _____ Yes _____ No   If yes, approximately how many per year?

_____ Birth to 1   _____ Age 1 to 2   _____ Age 2 to 3   _____ Age 3 to 4

Please list medications prescribed for the ear infections and your child's response to the medications:

Has your child had tubes inserted in his/her ears? _____ Yes _____ No   If yes, when and where?

Hearing Tests: When? _____ Where? _____ Results:

4. Primary Care Physician/Pediatrician:

Name: _____   Phone: _____

Address: _____

5. Development History (fill in the age at which the following occurred):

Began talking		Crawling	
First word		Free standing	
Putting two words together		Walking	
Using phrases		Toilet trained daytime	
Using sentences		Toilet trained nighttime	
Begin sitting alone			

Have you ever been concerned that your child's milestones were delayed?

Does your child have trouble saying certain speech sounds?

Does your child have behavior problems?

How is your child developing in preschool or day care? Does he/she have any problems?

Describe your child's play alone and with other children. What toys and play activities does your child enjoy most?

Do you have concerns about your child's sleeping or eating habits?

Does your child have any difficulty relating to others or accepting affection?

Please list any concerns you may have about your child's development:

PRESCHOOL (3-4) SPEECH AND LANGUAGE CHECKLIST FOR PARENTS/TEACHERS

Child's Name: _____ DOB: _____

Parent's Name(s): _____ Date Form Completed: _____

Address: _____ Phone: _____

Person completing this form: _____ Relationship to student: _____

Can your 3 to 4 year old understand:	YES	NO
3 word sentences, e.g., Get your coat. Pick up your toys.	☐	☐
Directions with "on, in back of, under, in"	☐	☐
Objects named or described in pictures, e.g., "the one you ride on, the one you eat, the fire truck, the car, etc.	☐	☐
Can your 3 to 4 year old child repeat:		
Two or three unrelated words, e.g., car, house, toy	☐	☐
6 or 7 syllables in sentences, e.g., Mama is in the car.	☐	☐
Parts of nursery rhymes/songs	☐	☐
Can your child:		
Use "ing" endings as in walking, doing, eating	☐	☐
Use possessive words, e.g., Johnny's, my, mine	☐	☐
Use plurals, e.g., shoes, dogs, kitties	☐	☐
Use negatives, e.g., not, no	☐	☐
Use pronouns, e.g., I, you, me	☐	☐
Use at least 3 to 4 word sentences	☐	☐
Use some past tense words, e.g., ate, smiled	☐	☐
Count 1 to 3	☐	☐
Name most common objects and actions	☐	☐
Whisper	☐	☐
Talk about his/her drawings	☐	☐
Greet people and deliver a simple message, e.g., tell brother or sister	☐	☐
Use speech sounds, m, b, p, w, h, t, d, n, and all vowels	☐	☐
Use beginning sounds in most words	☐	☐
Ask "wh" questions, e.g., "who that, where going, what doing?"	☐	☐
Name most body parts	☐	☐

List additional comments you have about your child's speech and language:

PRESCHOOL (4-5) SPEECH AND LANGUAGE CHECKLIST FOR PARENTS/TEACHERS

Child's Name: _____ DOB: _____

Parent's Name(s): _____ Date Form Completed: _____

Address: _____ Phone: _____

Person completing this form: _____ Relationship to student: _____

Can your 4 to 5 year old understand:	YES	NO
The number "2", e.g., 2 books, 2 cookies	☐	☐
2-step directions	☐	☐
Concepts tall, short, top, bottom	☐	☐
Directions that include concepts, "in front, in back, next to, beside"	☐	☐
All basic colors – red, orange, yellow, green, blue, purple	☐	☐
A short story and answer simple questions about it	☐	☐
Can your 4 to 5 year old child repeat:		
3 unrelated words	☐	☐
Can your child:		
Use a wide range of vocabulary	☐	☐
Use speech sounds, m, b, p, w, h, t, d, n, g, j, f, v, ng, and all vowels and everyday speech	☐	☐
Name most body parts including wrist, ankle, eyebrow	☐	☐
Use is, am, are	☐	☐
Use a, the	☐	☐
Use regular past tense, ed, e.g., walked	☐	☐
Use pronouns, him, her, myself	☐	☐
Ask complete questions, e.g., "Is daddy working? Where's Mommy? Who are you?"	☐	☐
Use future tense, e.g., will	☐	☐
Use contractions,, can't, he's	☐	☐
Use vocal expression	☐	☐
Say 5 word sentences	☐	☐
Greet people and deliver a simple message, e.g., tell brother or sister ….	☐	☐

List additional comments you have about your child's speech and language:

REF-8

CHILD ABUSE

The Law

NH Law requires **any person** who suspects that a child under age 18 has been abused or neglected **must report** that suspicion **immediately** to DCYF.

It is the school employee who suspects abuse and neglect, who must make the report directly to the Division of Children, Youth and Families (DCYF) Central Intake Office, consistent with New Hampshire state laws RSA 169-C:29, regardless of any school policy that is contrary to the state mandatory reporting statute. Failure to comply with this statute may result in a misdemeanor charge. This ensures that the report is made firsthand, in a timely and accurate manner, and minimizes the trauma to the child by eliminating the need for the child to repeatedly tell his/her story.

What Does Abuse or Neglect Look Like?

Following this section is a page that shows warning signs of abuse and neglect.

Our Procedure

If anything about a student's behavior or appearance seems unusual to you – if they are withdrawn, crying or have cuts or bruises that are unexplainable, for example – anything at all that causes you concern about their physical or emotional well-being **make an oral report to DCYF Central Intake immediately** by telephone and then notify your school principal and/or guidance counselor that a report has been made.

If a student discloses to you that he/she has been hurt, – **make an oral report to DCYF Central Intake immediately** by telephone then notify your school principal and/or guidance counselor**.** Do not ask the student questions about what he/she has told you. If the student discloses the information in the middle of class, **contact the office** and have them page the guidance counselor right away – as soon as you are able to get coverage **make an oral report to DCYF Central Intake immediately** by telephone then notify your school principal and/or guidance counselor**.**

Reporting Your Concern

To report concerns of child abuse or neglect, you must call the Division for Children, Youth and Families (DCYF) Central Intake Unit at:

800-894-5533
Office hours are Monday - Friday from 8:00 a.m. until 4:30 p.m.

Call your local police department with urgent child abuse or neglect reports during DCYF non-work hours (between 4:30 p.m. and 8:00 a.m. and on weekends and holidays). If a school employee suspects a child has been abused and/or neglected and has reason to believe the child is in immediate danger, the employee **shall** call the law enforcement agency in the jurisdiction where the abuse and neglect occurred. In addition, the **employee** must make a report to the DCYF Central Intake Office at the earliest opportunity, even if a report has already been made to law enforcement.

Colebrook Dispatch – For the towns of Colebrook, Pittsburg and Clarksville
603-237-4487

NH State Police - **Troop F –** For the towns of Columbia, Stewartstown, Millsfield, Dixville, etc.
603-846-3333

What You Need to Know to Make the Report

When you contact DCYF you'll be asked for some information. You may not have all of the answers. (Use the form following this section to complete to the best of your ability before calling). It is helpful to DCYF workers if you can provide the following:

- The name, address, sex and estimated age of the child(ren) suspected of being abused or neglected.
- The name of the parent or caregiver responsible for the child's welfare.
- The nature and extent of suspected abuse/neglect.
- The identity of the person(s) suspected of being responsible for the abuse and neglect.
- Any other information that may be helpful to the assessment (e.g., possible threat to child's safety; school dismissal time).

When the reporter of the suspected abuse or neglect is an educator (teacher, guidance counselor, child study team member) the information sought may include:

- The child's progress and achievement in school.
- Observable behaviors and changes over time, including day-to-day behaviors, attitudes, social interactions with adults and peers.

- Characteristics of child's friends in school.
- Any history of observable injuries and any explanation provided by the child.
- Any unusual behaviors observed.
- Availability of psychological evaluations, diagnostic materials, and other tests.
- Circumstances precipitating referral.
- Parental involvement.

In most cases, it will be requested that a school employee submit a written report to the DCYF Central Intake Office within 48 hours of making the oral report. A copy of the written report must be kept in a confidential file in the principal's office, apart from the student's academic or counseling files. The purpose of this report is primarily to assist school employees in accurately recalling what led them to suspect abuse or neglect, should law enforcement, DCYF or the court need that information.

What If the Suspected Abuser Is a School Employee?

Any school employee who suspects another school employee of abusing a student must report that suspicion directly to the DCYF Central Intake Office and the Bureau of Credentialing, New Hampshire Department of Education (Ed. 510.01(b)) and then the school principal. The principal will then inform the superintendent of schools. If the principal is the suspected abuser, the school employee who made the report to DCYF, should inform the superintendent of schools. A copy of the written report must be sent to the superintendent of schools.

Things to remember

- Proof of abuse and neglect is not required to make a report
- Reports of abuse and neglect concerns are confidential and can be anonymous. *If you have asked for your name not to be disclosed, please know that DCYF will make every effort to remove your name from all DCYF records of the report and investigation. However, if the case goes to court, the judge may request identifying information.*

What If the Child's Family Is Already Involved with DCYF and I Have Concerns?

If you still have concerns about a child after DCYF has been assigned to a family, they want your input. The best way to do that is to speak to their family service worker directly. The Berlin DCYF office provides services in our area and can be reached at

752-7800 or 1-800-972-6111

Follow the voice prompts to speak to the child's family service worker.

Warning Signs

The following may be an indication that a child needs assistance. If you believe a child is experiencing one or more of these indications, please call DCYF Intake at (800) 894-5533.

Signs of Physical Abuse

- Bruises, welts, burns that cannot be sufficiently explained
- Injuries on places where children don't usually get hurt (the back, neck, back of legs, face)
- Repeated injuries
- Withdrawn, fearful or extreme behavior

Signs of Sexual Abuse

- Difficulty walking or sitting
- Pain or itching in the genital area
- Torn, stained or bloody underclothing
- Frequent complaints of stomachaches or headaches
- Chronic depression
- Withdrawal
- Feeling threatened by physical contact
- Inappropriate sex play or premature understanding of sex
- Running away from home

Signs of Emotional Injury
- Inability to play as most children do
- Sleep problems
- Antisocial behavior
- Behavioral extremes
- Lags in emotional and intellectual growth
- Self-destructive feelings or behavior

Signs of Neglect

- Chronically dirty
- Chronic school absences
- Dress inadequate for weather
- Left alone at home or without supervision
- Left in the care of siblings too young or unable to baby-sit
- Often fatigued - even falling asleep in school
- Hunger
- Self-destructive feelings or behavior

TEACHER EVALUATION

Supervision/Evaluation Statement

Supervision and evaluation procedures are to be used with teachers, rather than on teachers. Evaluation is to be viewed as a cooperative effort to improve effectiveness and performance, not only in the classroom, but throughout the entire social structure of the educational system.

Criteria has been established to appraise effective teaching and also to document overall teacher effectiveness and performance. These criteria were reviewed recently and new observation and evaluation forms developed.

Evaluation is to be the basis of guidance for teachers. Assistance will be provided to help teachers grow professionally. The forms following this page are the instruments to be used primarily for improvement and growth, but also for summative evaluation.

Goals & Aims:
The Goals & Aims form will be given to each teacher by the principal in the fall. Each teacher should complete the form by a date set by the principal in the fall (usually sometime in early October). The Goals & Aims should describe the teacher's plan for self-improvement in both classroom management and instruction, but also in professional growth (for example, taking college classes, visiting another school, collaboration with a colleague). The Goals & Aims form focuses on observations and the final evaluation of the teacher.

Classroom Observations:
In triplicate: Original to the teacher and copies for the principal and SAU office for your personnel file; must be signed by the evaluator and the teacher.

Teachers new to the district will have a minimum of three classroom observations: one by the end of October (announced), one by the end of December (announced) and one by the end of February (unannounced).

Teachers who have taught 1-3 years in the district will have a minimum of two classroom observations: one by the end of November (announced) and one by the end of January (unannounced) . If there are problems or concerns about the Teacher's effectiveness, an unannounced observation will be done by March 8th

Teachers on a continuing contract will have a minimum of one observation by March 8, announced or unannounced. If there are problems or concerns, a second observation will be done prior to March 8th.

Please note that for unannounced observations, the teacher has the right to one refusal annually, when the evaluator appears. For announced observations, the evaluator will give a minimum of three school days' notice. (This may be waived by mutual agreement of the

evaluator and teacher.) Prior to the visit, the teacher is to provide the evaluator with a detailed lesson plan: objectives of the lesson, instructional methods, activities and materials to be used.

Anecdotal Observation (4 copies): Original to teacher and copies for the evaluator, teacher and personnel file. The evaluator will document that copies 1, 2 and 3 have been forwarded to the teacher for signature and will be destroyed when the packet has been signed and return.

SAU7 Evaluation Guide Mission Statement

We, the educators of SAU 7, are inspired to develop professional and student growth through collaboration, higher expectations, quality instruction, and critical thinking. Accountability, through the use of self-reflection, will create life-long learners, adaptable to ever-changing, research-based educational trends. Through trust and mutual respect, true professional learning communities will be established.

This evaluation system is a compilation from the New State DOE requirements, the Danielson Model, and the model developed by Kim Marshall.

Table of contents

Domain 1: Learner & Learning

1A&1B	Ineffective		Basic		Effective		Distinguished	
Learner Development And Learning Differences	The educator reflects little understanding of how learners grow and develop. Patterns of learning are not individually recognized. The educator reflects little understanding of diversity within our culture and community. Inclusive learning is missing.		The educator has demonstrated a moderate understanding of how learners grow and develop. Educator has a moderate understanding of individual diversity within our culture and community to ensure inclusive learning environments.		Educator has demonstrated a solid understanding of how learners grow and develop. Educator has a solid understanding of individual diversity within our culture and community to ensure inclusive learning environments.		The educator demonstrates thorough understanding of how learners grow and develop based on physical, social, and academic needs of the learner. Educator has an exemplary understanding of individual diversity within our culture and communities to ensure inclusive learning environments.	

1C	Ineffective		Basic		Effective		Distinguished	
The Learning Environment	The learning environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.		The learning environment functions somewhat effectively, with modest expectations for student learning and conduct. Classroom routines and use of space partially supports student learning. Students and the teacher rarely treat one another with disrespect.		The learning environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful.		Classroom interactions contribute to the smooth functioning of a self-directed, individualized, and collaborative learning environment, not limited to the classroom, but extended into the larger community as well as virtual experiences. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	

Evaluators judging educators need planning documents that include an understanding of learning theory and individualization of curriculum. Differentiated learning would be a source of information for area 1A. In areas 1B and 1C highly structured observations as in the one above should be used. Our yearly "Goals and Aims" sheets could be used here as the artifact for domain 1.

Domain 2: Content Knowledge

2A	Ineffective		Basic		Effective		Distinguished	
Content Knowledge	The educator displays minimal knowledge of the important and current concepts in the discipline.		The educator displays general knowledge of the important and current concepts in the discipline and how these relate within and across other disciplines.		The educator displays solid, up-to-date knowledge of the important concepts in the discipline and how these relate within and across other disciplines.		The educator displays extensive, up-to-date knowledge of the important concepts in the discipline and how these relate within and across other disciplines.	
2B	**Ineffective**		**Basic**		**Effective**		**Distinguished**	
Application of Content	Very few collaborative problem solving and creative and critical thinking opportunities relate to local and global issues. The sequence of learning activities is incoherent, often unaligned to instructional goals, and only engages students in low-level cognitive activity. Some instruction is varied for individuals or groups with few opportunities for student choice.		Some collaborative problem solving and creative and critical thinking opportunities are related to local and global issues. The sequence of learning activities is coherent, at times aligned to instructional goals, and engages students in low-level cognitive activity. Some differentiated instruction is varied for individuals and groups with opportunities for student choice.		Most collaborative problem solving and creative and critical thinking are related to authentic local and global issues. The sequence of learning activities is coherent, aligned to instructional goals, and engages students in high-level cognitive activity. Most differentiated instruction is varied for individuals and groups with opportunities for student choice.		Collaborative problem solving and creative and critical thinking are related to authentic local and global issues. The sequence of learning activities is coherent, aligned to instructional goals, and engages students in high-level cognitive activity. Differentiated instruction is varied for individuals and groups with opportunities for student choice.	

Domain 2 is pedagogical knowledge. Artifacts such as a program of study or in depth discussions with experts would be part of the portfolio piece here. Planning and reflection documents could be used here as well.

Domain 3: Instructional Practice

3A	Ineffective		Basic		Effective		Distinguished	
Assessment	The educator does not use effective examples of either summative or formative assessment to engage students in their own growth, to monitor learner progress, and to document learner progress.		The educator uses minimal examples of both summative and formative assessment to engage students in their own growth, to monitor learner progress, and to document learner progress to inform some instructional decisions.		The educator uses multiple examples of summative and formative assessment to engage students in their own growth, to monitor learner progress, and to document learner progress in order to drive instructional decisions. The approach to using formative assessment is well designed and may include students as well as teacher use of the assessment information.		The educator uses highly effective examples of summative and formative assessment to engage students in their own growth, to monitor and document learner progress, in order to drive instructional decisions. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	

3B	Ineffective		Basic		Effective		Distinguished	
Planning for Instruction (facilitation of learning)	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. The educator has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.		The educator uses teaching and questioning techniques that minimally foster inquiry, some understanding, and minimal transfer of learning to capitalize on the various learning styles of the students. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. The educator intends to use assessment results in planning for future instruction for the class as a whole.		The educator uses a variety of teaching and questioning techniques that foster inquiry, understanding and a transfer of learning to capitalize on the various learning styles of the students. Educator's plan for student assessment is aligned with the essential questions and instructional outcomes. The educator has a well-developed strategy for the use of formative assessment and has designed particular approaches to be used.		The educator uses a variety of teaching and questioning techniques that foster inquiry, understanding and a transfer of learning to capitalize on the various learning styles of the students. Student assessment is fully aligned with the instructional outcomes. It is based on clear criteria and standards that show evidence of student contribution to their development. Methodologies have been adapted for individual students (as needed).	

3C	Ineffective		Basic		Effective		Distinguished	
Instructional Strategies (Strategies to facilitate & Engage learning)	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.		The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be engaged or may be so slow that many students have a considerable amount of "downtime."		Students are intellectually engaged in challenging content through well-designed learning tasks and activities that require higher-order thinking. This technique results in active engagement by students with relevant content and with educator scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be engaged.		Students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. The educator provides scaffolding and challenges students to explain their thinking. Students initiate inquiry and contribute to the exploration of relevant content; students serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to engage with and reflect upon their learning.	

The artifacts that would be gathered for 3A and 3B would be a pre- and post- observation discussion between teacher and observer. The artifact for 3C would be the classroom observation that takes place between the pre- and post- observation discussions.

Domain 4: Professional Responsibility:

4A	Ineffective		Basic		Effective		Distinguished	
Reflection on Professional Responsibilities and Continuous growth	Educators demonstrate low standards of professionalism as defined by but not limited to: poor record keeping system (grades, lesson plans, etc.), rarely communicates with parents, limited participation in school events and activities (during and after school hours), fails to provide feedback to students in a timely manner, fails to show up promptly for assigned duties, is not alert to student needs, does not comply with school and district regulations, etc.		Educators demonstrate moderate standards of professionalism as defined by but not limited to: record keeping system (grades, lesson plans, etc.), communication with parents, participation in school events and activities (during and after school hours), providing feedback to students in a timely manner, and showing up promptly for assigned duties, alert to student needs, complies with school and district regulations, etc.		Educators demonstrate high standards of professionalism as defined by but not limited to: record keeping system (grades, lesson plans, etc.), communication with parents, participation in school events and activities (during and after school hours), providing feedback to students in a timely manner, and showing up promptly for assigned duties, alert to student needs, complies with school and district regulations, etc.		Educators demonstrate exceptional standards of professionalism as defined by but not limited to: record keeping system (grades, lesson plans, etc.), communication with parents, participation in school events and activities (during and after school hours), providing feedback to students in a timely manner, and showing up promptly for assigned duties, alert to student needs, complies with school and district regulations, etc.	

4B	Ineffective		Basic		Effective		Distinguished	
Collaboration	The educator does not collaborate with other members of a larger learning community. The educator is self-serving, negative, and/or avoids participation in the professional culture of the school and community. There is minimal collaboration with other professionals, community members, and colleagues resulting in minimal student growth.		The educator collaborates minimally as a member of a larger learning community. The educator is mostly cordial to colleagues, families, other professionals, and community members resulting in adequate student growth.		The educator sometimes initiates time to positively and professionally collaborate as a member of a larger learning community. The collaboration is designed to acquire resources that will enhance student learning, growth, and development using colleagues, families, and other professionals resulting in effective student growth.		The educator regularly and consistently initiates collaboration as a member of a larger learning community. The collaboration is designed to acquire resources that will enhance student learning, growth, and development using colleagues, families, and other professionals resulting in profound student growth.	

Artifacts for domain 4 include; Reflecting on Teaching, Maintaining Accurate Records (gradebook, skills worksheet, non-instructional duties), Communicating with Families (newsletters, contact/call logs), Contributing to School and District (committees, after school clubs), Growing and Developing Professionally (My learning plan, supervising student teachers, leadership role in study groups), Showing Professionalism (recognizing child abuse, commitment to problem solving and decision making).

Domain 5: A Three Part Approach: Measures of Student Performance

5A	Ineffective	Basic	Effective	Distinguished
Student Learning Objectives (SLO)				

Note: there are no examples of SLO's. However, teacher training will be provided and there are many examples on the NHDOE website.

Overall Summary Page

Teacher's: Name: School Year: _____

School: _____ Subject Area: _____

Evaluator: _____ Position: _____

Domain 1- Learners & Learning

Ineffective - ☐ Basic - ☐ Effective - ☐ Distinguished - ☐

Domain 2- Content Knowledge

Ineffective - ☐ Basic - ☐ Effective - ☐ Distinguished - ☐

Domain 3- Instructional Practice

Ineffective - ☐ Basic - ☐ Effective - ☐ Distinguished - ☐

Domain 4- Professional Responsibility

Ineffective - ☐ Basic - ☐ Effective - ☐ Distinguished - ☐

Domain 5- Student Performance

Ineffective - ☐ Basic - ☐ Effective - ☐ Distinguished - ☐

OVERALL RATING

Ineffective - ☐ **Basic -** ☐ **Effective -** ☐ **Distinguished -** ☐

EVALUATOR COMMENTS:

TEACHER COMMENTS:

Evaluator's Signature: _   Date: _____

Teacher's Signature: _   Date: _

(The teacher's signature indicates that he or she has seen and discussed the evaluation. It does not necessarily mean the teacher agrees.)

Appendix

Domain 1

Examples of Distinguished:

1 A & B: Danielson page 13

- The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.
- The teacher plans their lesson with three different follow –up activities. These will be used to meet varied ability levels of students
- The teacher attends local heritage days and meets extended families
- The teacher regularly modifies assessments and classwork for students with learning disabilities.
- And others…

1C: Danielson page 35

- A student questions a classmate, "Didn't you mean ___?" and the classmate reflects and responds, "Oh, maybe you are right."
- The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).
- Students try to quiet classmates who are talking while the teacher or another student is speaking.
- Students clap enthusiastically for one another's presentations for a job well done.
- The teacher says, "That's an interesting idea, John, but you're forgetting…"
- And others…

Examples of Effective:

1 A & B: Danielson page 13

- The teacher examines previous years 'cumulative folders grouping purposes.
- The teacher creates assessment methods to gauge levels of cognitive development.
- The teacher plans unit of instruction based on students' interests.
- And other…

1C: Danielson Page 35

- The teacher greets students by name as they enter the classroom. They address students by name during lessons.
- The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.
- Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk.
- Students applaud politely following a classmate's presentation to the class.
- Students help each other with the work being taught, they accept help from others.
- The teacher and students use courtesies such as "excuse me," "please," and "thank you."
- The teacher uses reminding cues such as, "Don't talk that way to your classmates," and the insults stop.
- And others…

Examples of Basic:

1 A & B: Danielson page 12

- The teacher's lesson plan has the same assignment for the entire class regardless of students' abilities.
- In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.
- Lesson plans do not take into account student interests.
- The teacher has not familiarized themselves with student I.E.P.'s Time to sit and read has been an issue and they are long.
- And others…

1 C: Danielson Page 34

- A few students do not engage with others in the classroom, even when put together in small groups.
- Students tend to talk, attention to the teacher and classmates is passive, they pass notes and are not focused on the lesson.
- During a classmates presentation students applaud half-heartedly.
- The teacher says, "Don't talk that way to your classmates," but the offending student shrugs her shoulders.
- And others…

Examples of Ineffective:

1 A & B: Danielson page 12

- The lesson plan includes a teacher presentation or lecture for an entire class period to a group of 9-year-olds.
- The teacher plans to give her ELL students the same writing assignment she would give to the rest of her class.
- The teacher plans to teach his class Christmas carols, despite the fact that he has other religions equally represented in his group of students.
- And others…

1 C: Danielson page 34

- Many students talk when the teacher and other students are talking; the teacher does not correct them.
- A student wants to leave the classroom following a comment by the teacher.
- Students do not respect each-others opinions. They roll their eyes at a classmate's idea and the teacher does not respond.
- The teacher does not call students by their names.
- Some students refuse to work with other students.
- And others…

Domain 2

Examples of Distinguished:

2 A: Danielson page 9

- In a unit on Renaissance literature, the teacher incorporates information about the history in that era.
- Before beginning a unit on plant identification, the teacher surveys the students on their beliefs about how growing zones are determined.
- And others…

2 B: Danielson page 25

- The lesson plan clearly indicates the concepts taught in the last few lessons; the educator plans for his students to link the current lesson outcomes to those they previously learned.
- The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.
- After the cooperative group lesson, the students will reflect on their participation and make suggestions.
- The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. Understanding by Design (UbD) units are worked on regularly.
- And others…

Examples of Effective:

2 A: Danielson page 9

- The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.
- The teacher's plan for area and perimeter. She invites students to determine which units of measurement will be used for calculating the area of a parallelogram or triangle.
- The teacher plans to expand a unit on civics by having students simulate the passing of a legislative bill.
- And others…

2 B: Danielson page 25

- The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.
- The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.
- The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.
- The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.
- The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.
- The fourth-grade math unit plan focuses on the key concepts for that level.
- And others…

Examples of Basic:

2A: Danielson page 8

- The teacher plans lessons on area and perimeter (for example) independently of one another, without linking the concepts together.
- The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.
- The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, testing is done on Friday.
- And others…

2 B: Danielson page 24

- After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.
- The teacher finds an atlas to use as a supplemental resource during the geography unit.
- The teacher always lets students self-select a working group. Students behave better when they can choose partners.
- The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.
- The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.
- And others…

Examples of Ineffective:

2 A: Danielson page 8

- The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."
- The teacher says, "The official language of Brazil is Spanish, just like other South American countries."
- The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."
- The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.
- And others…

2 B: Danielson page 24

- After his ninth graders have memorized the parts of the microscope, the educator plans to have them fill in a worksheet.
- After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.
- The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.
- The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.
- The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.
- And others…

Domain 3:

Examples of Distinguished:

3A: Danielson Page 29

- To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.
- The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.
- After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.
- The teacher has developed a routine for his/her class; students know that if they are struggling with a math concept, they sit in a small group with him/her during workshop time.
- And others…

3B: Danielson page 63

- A student asks, "How many ways are there to get this answer?"
- A student says to a classmate, "I don't think I agree with you on this, because…"
- A student asks of other students, "Does anyone have another idea how we might figure this out?"
- And others…

3C: Danielson page 69

- Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.
- Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.
- A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.
- Students identify or create their own learning materials.
- Students summarize their learning from the lesson.
- And others…

Examples of Effective:

3A: Danielson Page 29

- The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.
- The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.
- The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.
- Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging assessment while she works with other students to reinforce previous lessons.
- And others…

3B: Danielson Page 63

- The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"
- The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"
- The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.
- The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.
- The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.
- And others…

3C: Danielson page 69

- Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.
- Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.
- Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.
- Students are asked to create different representations of a large number using a variety of manipulative materials.
- The lesson is neither rushed nor does it drag.
- And others…

Examples of Basic:

3A: Danielson page 28
- The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.
- The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.
- A student asks, "If half the class passed the test, why are we all reviewing the material again?"

3B: Danielson page 62
- All questions are of the "recitation" type, such as "What is 3 x 4?"
- The teacher asks a question for which the answer is on the board; students respond by reading it.
- The teacher calls only on students who have their hands up.
- A student responds to a question with wrong information, and the teacher doesn't follow up.

3C: Danielson page 68
- Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.
- Students are asked to fill in a worksheet, following an established procedure.
- There is a recognizable beginning, middle, and end to the lesson.
- The teacher lectures for 20 minutes and provides 15 minutes for the students to write an

Examples of Ineffective:

3A: Danielson page 28
- The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.
- The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"
- The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."

3B: Danielson page 62
- Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"
- The teacher asks, "Who has an idea about this?" The usual three students offer comments.
- The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.
- The teacher asks a student to explain his reasoning for why 13 is a prime number but does

3C: Danielson page 68
- Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.
- Students fill out the lesson worksheet by copying words from the board.
- Students are using math manipulative materials in a rote activity.
- The teacher lectures for 45 minutes.
- Most students don't have time to complete the assignment; the teacher moves on in the lesson.

Examples of Distinguished:

4A: Danielson page 85
- The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."
- In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.
- And others…

4B: Danielson page 97
- The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.
- The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.
- The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.
- The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.

Examples of Effective:

4A: Danielson page 85
- The teacher says, "I wasn't pleased with the level of engagement of the students."
- The teacher's journal indicates several possible lesson improvements

4B: Danielson page 97
- The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.
- The teacher has decided to take some free MIT courses online and to share his learning with colleagues.
- The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.
- The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.
- And others…

Examples of Basic:

4A: Danielson page 84
- At the end of the lesson, the teacher says, "I guess that went okay."
- The teacher says, "I guess I'll try _____ next time."
- And others…

4B: Danielson page 96
- The teacher is polite but seldom shares any instructional materials with his grade partners.
- The teacher attends PLC meetings only when reminded by her supervisor.
- The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."
- The teacher contributes to the district literacy committee only when requested to do so by the principal.
- And others…

Examples of Ineffective:

4A: Danielson page 84

- Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"
- The teacher says, "That was awful; I wish I knew what to do!"
- And others…

4B: Danielson page 96
- The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.
- The teacher does not attend PLC meetings.
- The teacher does not attend any school functions after the dismissal bell.
- The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."
- And others…

Walk-Through Observation Form

Charlotte Danielson's Framework
Domain 2: The Classroom Environment

Teacher:_____   ***Walk-Through* Observation Date:** _____

Observer:_____   **Time/Period:** _____

2a: Creating an Environment of Respect and Rapport

The focus of the Walk-Through was...	Danielson's Domain 2: **The Classroom Environment**	**Level of Performance** Proficient Description *Adapted from Danielson's Framework	Observed	Not-Observed
	2a.1.Teacher interaction with students	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.		
	2a.2. Student interactions with other students	Student interactions are generally polite and respectful.		

Comments:

2b: Establishing a Culture for Learning

The focus of the *Walk-Through* was...	Danielson's Domain 2: **The Classroom Environment**	**Level of Performance** Proficient Description *Adapted from Danielson's Framework	Observed	Not-Observed
	2b.1. Importance of the content	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.		
	2b.2. Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.		
	2b.3. Student pride in work	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.		

Comments:

2c: Managing Classroom Procedures

The focus of the *Walk-Through* was….	Danielson's Domain 2: **The Classroom Environment**	**Level of Performance** Proficient Description *Adapted from Danielson's Framework	Observed	Not-Observed
	2c.1. Management of instructional groups	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.		
	2c.2. Management of transitions	Transitions occur smoothly, with little loss of instructional time.		
	2c.3. Management of materials and supplies	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.		
	2c.4. Performance of non-instructional duties	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.		
	2c.5. Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals are productively and independently engaged during the entire class.		

Comments:

2d: Managing Student Behaviors

The focus of the *Walk-Through* was….	Danielson's Domain 2: **The Classroom Environment**	**Level of Performance** Proficient Description *Adapted from Danielson's Framework	Observed	Not-Observed
	2d.1. Expectations	Standards of conduct are clear to all students.		
	2d.2. Monitoring of student behavior	Teacher is alert to student behavior at all times.		
	2d.3. Response to student misbehavior	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.		

Comments:

2e: Organizing Physical Space

The focus of the *Walk-Through* was….	Danielson's Domain 2: **The Classroom Environment**	**Level of Performance** Proficient Description *Adapted from Danielson's Framework	Observed	Not-Observed
	2e.1. Safety and accessibility	The classroom is safe, and learning is equally accessible to all students.		
	2e.2. Arrangement of furniture and use of physical resources	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.		

Comments:

MY LEARNING PLAN

Professional Development for all certified employees is tracked through mylearningplan.com. Each individual has his/her own account. You can access yours by using your school email address. Your initial password is change me. Once you have signed in, you can change the password.

Each school has a building representative who will help you with any training you may need.

<div align="center">Representatives</div>

Colebrook Elementary Teachers	Dawn Hall
Colebrook Elementary Paraprofessionals	Ada Robbins
Colebrook Academy	Mike Eddy
Stewartstown Community School	Laurel Hemon
Pittsburg Elementary School	Karen Pariseau
Pittsburg High School	Tammy Jeralds
Pupil Services	Jenn Noyes

LOCAL MASTER PLAN FOR

PROFESSIONAL DEVELOPMENT

SCHOOL ADMINISTRATIVE UNIT #7

JULY 1, 2016 – JUNE 30, 2021

Superintendent of Schools

Approved by the school boards on the following dates:

Clarksville	November 10, 2015
Colebrook	November 10, 2015
Columbia	November 10, 2015
Pittsburg	November 10, 2015
Stewartstown	November 10, 2015

Approved by the Department of Education: April 7, 2017

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Forms are now found on mylearningplan.com
See your building representative if you need assistance

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STATEMENT OF PURPOSE

The purpose of the SAU # 7 Professional Development Master Plan is to provide for professional growth, keeping pace with new knowledge, developments and research, and promoting best-practice techniques to support students' growth and achievement.

We believe that high quality, ongoing professional development among our teaching and paraprofessional staff is vital to improve student performance in a changing world. Our Professional Development Plan, therefore, acknowledges the importance of regularly identifying areas of student need, providing or encouraging professional development opportunities to improve these areas of need, assisting teachers and paraprofessionals in the creation of three-year plans, evaluating staff on their accomplishments of these plans, and planning at the SAU level for long-term professional support of training in these areas.

NH Title II-A grant funds are designed to provide professional development for principals, teachers, paraprofessionals, other relevant school personnel, and parents. These individuals should be included in the planning of all Title II-A funded activities.

Current critical issues for SAU #7 include, but are not limited to: alignment of curriculum with the NH grade level expectations (GLEs), use of technology in classroom instruction, critical thinking skills and improving the school climate for both students and staff. Each school district within the SAU will be responsible for identifying goals for addressing these critical issues.

SAU #7's Master Professional Development Plan outlines the process by which certified educators align individual professional development goals with those of their schools and district. School district members include stakeholders in the school community, such as teachers, administrators, parents, students, local business leaders, LEIP (Local Education Improvement Plan) members, and school board members. These issues and goals will be reviewed and amended periodically, as new needs arise in districts within the SAU. Each school district, as well as the SAU, is committed to providing opportunities for professional and paraprofessional staff to become trained in these critical areas.

NEEDS ASSESSMENT/SCHOOL DISTRICT GOALS

Needs assessment will be conducted with the involvement of teachers, including Title I-A teachers, and take into account activities that give teachers the means, including subject matter knowledge and teaching skills, and give principals the instructional leadership skills to help teachers provide students with the opportunity to meet academic achievement, NCLB 2122 (c), ED. 512.02(c)(4).

Examples of Supporting documents
    A. Copy of local needs assessment that considers professional development and hiring needs to improve student achievement.
    B. List of teachers included in developing needs assessment
    C. Description of the results of the needs assessment
    D. Evidence of impact based on identified needs.

Questions to be included on the needs assessment are
    1. What role did you play in the needs assessment process?
    2. How does the professional development at your school relate to the needs assessment?

3. How does funding build leadership capacity in your schools?

The local building committees in each district will gather, analyze, and intrepret data on attendance, discipline, student academic performance and student standardized test scores on a yearly basis. This will identify local student learning needs and other school data that may affect the school climate and the critical issues pertinent to SAU 7. The local building committees will also be responsible for disseminating the analysis of this data at designated faculty work sessions. This information is also given to the SAU Professional Development Committee, LEIP Committees, and local school boards, to assist them in long-range planning. This information will assist individual teachers in the creation of their Individual Professional Development Plans, and in the yearly Goals and Aims developed by each teacher through the Teacher Evaluation process. The SAU will identify its own long-term goals every five years in order to coincide with the Local Master Plan.

SAU curricula will be reviewed on a rotating and yearly basis. Each Curriculum Committee will use student performance on the NECAP and the State Curriculum Frameworks in its consideration of any revisions in the curricula. A matrix aligning professional development activities to state content standards and assessments, to student achievement standards, and to curricular tied to these standards will be used. If DINI/SINI plans exist for any schools in SAU #7 this matrix will show how activities align with these plans, also.

PROCEDURES

SAU #7 participates in the My Learning Plan professional development program. All forms will be filed online. Each individual will be responsible for keeping track of his/her own professional growth. Periodically each indidividual's plan will be reviewed by the building representative and other administrators in the building. Each building representative will provide support at the beginning of the school year for everyone who has a plan due that year.

All inservice activities are to be listed in the My Learning Plan District Catalog so participants can register in advance for all workshops and inservice activities. Principals and/or Building Representatives are responsible for maintaining this catalog.

All activities listed will include how the activity is expected to improve student achievement in the description of the activity.

Procedures for Developing an Individual Professional Development Plan

The following procedures apply to certified teachers and certified paraprofessionals. Any individual seeking recertification must comply with these procedures in developing his/her individual professional development plan:

Step 1. The process of recertification starts with the individual reflecting upon his/her needs, keeping in mind the needs of the district. The teacher's plan should be clearly related to SAU/district needs and the need for improvement in both teacher and student performance. In addition, the plan should address the individual's needs for personal and professional growth, and must be based on the teacher competencies listed in ED 610 – See Appendix "A". The plan will contain the following components:

- The objectives that the teacher plans to accomplish
- How these objectives are linked to student learning needs and/or district and SAU goals
- The steps or procedures the teacher will take to accomplish the objectives
- The number of continuing education units to be gained or the way you will accomplish your goals in each component area.
- What evidence will show that the objectives have been accomplished
- A projected completion date as determined by the recertification cycle

Forty-five (45) of the 75 continuing education units will have to be in areas of need identified by the SAU or district. Each teacher must have 30 continuing education units for each area of certification.

New staff members must also participate in an orientation before their professional development plan can be approved by the Committee. This orientation will be conducted by a Professional Development Committee representative within the first two weeks of school. The orientation will be one hour long, and will cover the following information:

- General requirements for recertification
- How to develop a three year Individual Professional Development Plan
- Deadlines for submission of materials, such as proof of attendance, reimbursement requests, and so forth
- Financial support of professional development activities by the school district

Roles and responsibilities of the individual staff member, the school district, and the SAU in the recertification process

Step 2. The individual then submits his/her proposed professional development plan on My Learning Plan. All plans will read from January 1 to December 31, to allow time for teachers to collect their recertification continuing education units, to present them to the Professional Development Committee for approval, and for the Superintendent to verify to the School Board by April 1 that those teachers are certifiable. New teachers starting in September, technically started in January and therefore lose six months in their first three year cycle.   SAU 7 has always had the plans go from January 1 to December 31. The rationale is that if a teacher does not have enough hours by December 31, then they have the extra time to take a course. The Superintendent does his recommendation for recertification in April, so we feel we need to have the necessary hours before that date.

Step 3. The proposed plan is then submitted through My Learning Plan to the building staff development representative, then to the principal for recommendations and approval. This plan will be reflected each year in the teacher's annual Goals and Aims. As part of the teacher evaluation process, the principal will determine how successfully the teacher met his/her goals and aims.

Step 4. The proposed Professional Development Plan is then submitted to the Superintendent of Schools for final approval. When the plan has been approved, it will appear in the "Approved and In Progress" section until the Chairman approves it, then it will wait in the "Pending Final Approval" section of My Learning Plan until the end date of the plan.

Step 5. Upon receiving Committee approval, the individual may begin implementing his/her Individual Professional Development Plan. No in-service units will be approved by the

Committee unless the individual Professional Development Plan is approved and on file. The exceptions to this will be the professional development orientation conducted for new staff members (mentioned above), mandatory special education workshops during the first year of employment in SAU #7 (see page 19, "School Board Policies Regarding Professional Development"), and other mandatory workshops contractually specified up until October 15. In the case of certified teachers or paraprofessionals that accumulate continuing education units prior to the start of the academic year, these people may receive credit if approved by the Staff Development Committee.

Procedures for Appeal
If a proposed professional development plan is rejected, the following options are available to the individual staff member:

1. The individual may rewrite, revise and then resubmit the professional development plan.
2. The individual may appear before the Committee and present his/her case.
3. Further appeal may be made to the Superintendent. The decision of the Superintendent is final and binding. Notification will be made to the Committee of any action taken by the Superintendent.

Procedures for Receiving In-District Professional Development Continuing Education Units
For all in-district activities, teachers should preregister for the activities in the District Catalog on My Learning Plan. Continuing education units will be credited to individual activity records by filling out the evaluation form and/or marking complete on My Learning Plan, as well as signing the attendance sheet provided.

Individual staff members have the option of attending North Country Professional Development Day (NCPDD) or attending the NEA/NH Conference that are offered on the same day in the fall (usually during October). As the SAU #7 Professional Development Committee contributes funds toward the NCPDD it is not feasible for the committee to reimburse individual staff members who choose to attend the NEA/NH Conference. Requests for reimbursement for any workshops on that day will not be honored. Professional Development Continuing education units will be approved for attendance at either workshop.

Procedures for Receiving Out-of-District Professional Development Continuing Education Units
1. Complete the "Activity Approval" form on My Learning Plan.
2. Prior to the activity, completed form must be approved by a Professional Development representative.
3. While at the activity, obtain a certificate of attendance.
4. After the activity, mark complete and submit on My Learning Plan. Give the copy of the certificate of attendance to the Building Representative. The mark complete is how MLP has a teacher notify the building representative they have completed a workshop.

Procedures for Requesting Reimbursements
1. Complete the "Activity Approval" Form.
2. Prior to the activity, completed form must be approved by a Professional Development representative.
3. While at the activity obtain a certificate of attendance.
4. Upon return from activity, provide a copy of the certificate of attendance and proof of payment for fees and/or lodging to the building level representative.
5. Mark the activity complete on My Learning Plan and hit submit..
6. Reimbursements will be made monthly. if funds are available.

All reimbursements will consist of up to 50% of the cost of the activity, and not to exceed $300 in any one school year, with the total reimbursements limited by the requirement that the committee must maintain a balance of $1,500 at the end of the school year. As of January 1, 2014, mileage will be reimbursed at the current School Administrative Unit #7 mileage rate.

Procedures for Applying for Recertification
Once an individual has completed the necessary requirements for recertification the following documents shall be submitted to the staff development building representative prior to the December meeting prior to the individual's June certification expiration date:

- a copy of the Portfolio from My Learning Plan, separated by goal.
- a copy of the individual's old and new Individual Professional Development Plans

Once the Committee has verified the individual's continuing education units and has determined that the individual has met the necessary requirements for recertification, the Committee shall submit the individual's professional development records for final approval by the Superintendent.

Procedures for Presenting Courses and Workshops
Section 1. Committee Sponsored Workshops. Under the clock-hour plan (see "Activities" Part A) teachers must devote 45 of the 75 units needed for certification to approved professional development activities designed to meet district needs, school goals and/or school improvement plans. The Committee shall endeavor to provide staff members with the quality workshops and courses that will aid them in meeting these needs, as well as in meeting their individual professional development goals. The yearly Needs Assessment will be used as a guideline in selecting appropriate workshops and courses.

When the Committee must pay a fee for a course or workshop, participants may be charged a fee to help offset costs. There will be no charge for workshops or courses that are funded by other sources than the committee.

All workshops and courses will be open to neighboring school districts and private citizens as long as no extra money is expended. In cases where a fee is charged for workshops or courses, participants who are not members of SAU #7 will be charged the full rate.

Section 2. Local Presenters. In order to effectively monitor the nature and quality of locally presented workshops and courses, the Committee will require the local personnel seeking to provide in-service activities to first submit a workshop proposal on My Learning Plan.

Section 3. Rate of Payment. The Committee may authorize payment for locally presented workshops and courses.

Section 4. Title II-A Funded Activities (NCLB 2122(b)(7) & Ed.512.02(b)(1)
Teachers, paraprofessionals, principals, other relevant school personnel and parents will collaborate in planning Title II-A funded activities. Documentation of planning sessions will be kept showing who was in attendance and what plans were made. Once the plan has been implemented, evidence of the implementation will be documented and kept with the Title II-A grant. School personnel will be granted professional development credit for these sessions. Documentation will include a brief description of planning process and persons involved. There will be evidence of implementation documented.

LEA will use funds to meet requirements of section 1119 (highly qualified teachers and Para-professionals 2122(b)(10).

<div align="center">

ACTIVITIES

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Professional growth is the acquisition of additional information or skills related to improving one's performance as an educator. It consists of such activities as collegiate or graduate work, workshops, seminars, institutes, observations, independent study, study groups, job embedded projects, coaching, mentoring, and curriculum development. All activities taken should strengthen areas of weakness in the SAU curriculum, as identified by the district.

<u>**Requirements**</u>

SAU #7 offers three (3) options for measuring professional development:
1. A portfolio or collection of evidence
2. 75 ceu's or clock hours, and
3. a combination of CEU's and evidence (such as research project). The combination option would allow for a mix of traditional measurement and job-embedded activities.

The move to job-embedded professional development encourages PD to be measured by professional growth which can be connected to student achievement. The goal is to measure the effectiveness of the PD activity by changes in instruction demonstrated by teacher reflection rather than by an attendance certificate alone.

A. <u>Continuing Education Units Recertification</u>
For certified teachers, a minimum of 75 continuing education units of professional growth is required during the three years preceding the date of application for recertification. A minimum of 30 out of the 75 units must be directly applicable to each of the individual's endorsement area(s) (component 1). A minimum of 10 of the remaining 45 continuing education units must be in the technology component. This may result in a minimum total requirement which exceeds 75 continuing education units of professional growth if an individual has more than one endorsement. The other 45 units will be distributed among component areas in accordance with SAU/District needs, including but not limited to:

New Section Ed 512.03 (a)
   The individual professional development plan shall include components such as the following:

   Goal A: Activities you will participate in or efforts you will make that will reinforce school or district improvement goals, or both.

Goal B: Activities you will participate in or efforts you will make which will focus on increasing student achievement

Goal C1: (First certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal C2: (Second Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal C3: (Third Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal C4: (Fourth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal C5: (Fifth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal C6: (Sixth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

Goal D: Means through which you intend to improve your knowledge of learners and learning;

Goal E: Means through which you intend to improve your knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and

Goal F: Activities you intend to participate in which will promote continuous improvement in exercising professional responsibility and obligations.

Goal G: Integration of Technology in the School (10 hours required)

Goal H: (Other) This component relates to any other experiences or activities that improve or enhance teachers' professional skills.

Please note: the activity must be clearly defined and the principal must approve it before the activity is completed.

Goal I: Alternative Plan Recertification

The plan shall meet the requirements of the master plan as specified in Ed 512.03 (a) (4).

Ed 512.03 Individual Professional Development Plan.

9

(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 referenced in Ed 512.02(e);

(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 512.02(c)(6) and the content area standards referenced in Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, Ed 506.07, and Ed 507;

b. Analysis of student work; and

c. A review of school or district goals, or both;

(4) The individual professional development plan shall include components such as the following:

a. Activities or efforts to reinforce school or district improvement goals, or both;

b. Activities or efforts focused on increasing student achievement;

c. Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought;

d. Knowledge of learners and learning;

e. Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and

f. Activities that promote continuous improvement in exercising professional responsibilities and obligations; and

g. Integration of Technology in the School
   1. This component relates to an individual's ability to perform computer operations, such as:
   2. using applications such as word-processing for communications, databases for managing information, spreadsheets for problem solving, and telecomputing for Internet access;

3. understanding the role of technology and the Internet in education;
4. understanding the legal and ethical issues associated with the use of these technologies; and/or,
5. using technology to teach students in the classroom.

    h. Other
       This component relates to any other experiences or activities that improve or enhance teachers' professional skills. **Please note: the activity must be clearly defined and the principal must approve it before the activity is completed**.

(5) The plan shall meet the requirements of the master plan as specified in Ed 512.02(e).

(b) Each certified educator whose credentials expire in a given year shall accrue total continuing education units of approved professional development activities prior to being re-nominated or reelected pursuant to RSA 189:14-a. Professional development completed after nomination or election shall be counted toward the next 3-year recertification cycle which shall commence on July 1 of that same calendar year.

(c) 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.

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

Certified personnel who choose to obtain recertification under the portfolio plan rather than clock hours or ceu's will need the prior approval of their principal and the professional development committee.

While we recognize the value of work experience and volunteer activities in one's personal growth, these experiences do not in themselves constitute professional growth for recertification purposes. However, if one receives training for such experiences, that training may constitute growth if it relates to improved performance as an educator.

B. Alternative Plan Recertification
As an alternative to the continuing education unit plan, a teacher may develop a plan for recertification based on activities, projects, portfolios, or other evidence of professional learning. This plan will be developed with input from the principal, and will include the following elements:

- The objectives that the teacher plans to accomplish
- How these objectives are linked to student learning needs and/or district and SAU goals
- The steps or procedures the teacher will take to accomplish the objectives
- What evidence will show that the objectives have been accomplished
- Who is responsible for the evaluation of the evidence, and evaluation criteria used
- A projected completion date of no more than three years after the plan takes effect.

The plan will be submitted under the same timeline as the continuing education unit plan. It is the principal's responsibility to approve or reject a proposed Alternative Plan before the plan's submission to the Professional Development Committee. It is then the Professional Development Committee's responsibility to tentatively approve or reject a proposed Alternative Plan, prior to submission to the Superintendent for his final approval. Appeal procedures will be the same for an Alternative Plan as for a Continuing Education Unit Plan.

C. Paraprofessional Recertification

For certified paraprofessionals, a minimum of 50 continuing education units of professional growth is required during the three years preceding the date of application for recertification. These continuing education units will be acquired in accordance with ED 512.03. Certified paraprofessionals will follow the same procedure as certified teachers in designing a three-year Individual Professional Development Plan. Paraprofessionals must have a minimum of five continuing education units in technology related professional development.

Qualifying Activities

a. Formal academic activities in one's own subject area:
1. College courses (15 continuing education units will be awarded for each credit hour earned, with a maximum of 45 continuing education units awarded for any course)
2. When auditing college courses, 15 continuing education units per credit are granted for full participation and 7.5 hours per credit for simple attendance. No more than 45 continuing education units will be awarded for any one course audited.
3. Workshops
4. Professional conferences, institutes, and seminars
5. Presenting workshops/courses

b. Informal activities in one's own subject area:
1) Travel
2) Writing books or professional articles
3) Creating multimedia presentations (e.g. filmstrips, slideshows, and Powerpoint presentations)
4) Creating a new game to stress the learning of fine motor skills
5) Individual study
6) Job-embedded projects* (subject to approval by principal)
   i) Study groups
   ii) Teacher porfolios
   iii) Implementation of new teaching techniques and/or programs/materials, particularly those programs and/or materials that utilize local resources
7) Peer coaching and mentoring of other teachers

"Learning that occurs as teachers and administrators engage in their daily work activities and that results in increased skill and knowledge needed to assist students to reach high standards. It is the documented professional learning that occurs in the course of the educator's work. It often includes educators sharing what they have learned, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices while trying out new programs or planning or implementing a project." (Professional Development Planning Toolkit: New Hampshire Department of Education, 1999)
If specific personal reading programs or other informal activities are planned that are not under the immediate supervision of a qualified instructor, the professional employee will be required to submit an appropriate written paper detailing the nature of the activity and how it applies to

professional growth.

c. Activities outside of the subject area and that are related to the needs of the specific school or school district;

d. Professional development credit authorized by other school administrative units with state approved master plans;

e. Units for service on a committee will be granted at the discretion of the Professional Development Committee with a limit of ten (10) continuing education units per three (3) year cycle; i.e. Professional Development Committee, Wellness Committee, etc.…

Activities That Do Not Qualify

The following are not recognized as acceptable in-service activities:

a. Activities that are already part of an individual's job description, except for approved job-embedded projects, peer coaching and mentoring other teachers;

b. Courses, workshops, or other activities for which the individual receives a stipend as a presenter;

c. Course or workshop hours earned when no approved recertification plan is on file (see exceptions Step 6 under **Procedures.**)

The Committee reserves the right to rule on the suitability of any proposed activity.

EVALUATION

The Professional Development Master Plan should be an on-going process. Forms that individuals submit outlining their plans for self-improvement shall, therefore, include an optional item inviting comment, criticisms, or suggestions pertaining to the Master Plan in general or any aspects of it in particular. Committee members will be expected to elicit via individual conferences and/or day-to-day contact additional comments and responses from the respective groups represented by said members. The Review and Record Keeping Subcommittee shall also make their recommendations.

There are several potential measures of local plan effectiveness. The Professional Development Committee acts as an advisor to the SAU, the local school boards, the LEIP committees, and administrators in identifying professional development needs and evaluating professional development plan effectiveness. The following instruments and timetables will be used:

a. **SAU Needs Assessment.** The Committee will conduct a needs assessment through-out the SAU at least once during the life of the current Master Plan. The needs assessment will be based on data gathered at the building level in each district. This data may include student standardized test scores, attendance records, discipline records, portfolios, grades and surveys or other information as applicable. Local building committees established either by school administration or local LEIP Committees will use this data to assess trends or gains in student performance. The local committees may include teachers, parents, community/business members, administrators, and school board members. Each local building committee will submit its conclusions and recommendations to the Professional

Development Committee for formulation and modification of action plans. Needs common to all districts may be adopted as SAU goals, while needs common only to individual districts or schools may be considered in formulating goals and action plans at the district and school building level. These needs will also be submitted to the district LEIP committees for use in revising local goals and action plans.

b. **Annual Review of Needs.** The Committee will review the status of these needs on an informal basis each year, to determine if they have changed, if progress has been made, or if established goals have been met. The Committee will advise the SAU Board, local school boards, LEIP committees, and administrators if there are significant changes in needs within the SAU.

c. **Evaluation of Professional Development Master Plan.** A subcommittee of the Professional Development Committee will review the Professional Development Master Plan every five years. The Master Plan will be evaluated on the clarity, appropriateness, efficiency and effectiveness of the following points:

   1. Statement of Purpose
   2. School District Goals
   3. Procedures
   4. Qualifying Activities
   5. Evaluation Process

d. **Staff Feedback on the Recertification Process.** The Committee will solicit comments and opinions annually from staff members throughout SAU #7 to determine if the Committee is meeting SAU/district identified needs, and to insure that the processes for recertification are clear to all staff members.

e. **Bureau of Credentialing On-site Evaluation.** Every five years, the NH Department of Education Bureau of Credentialing may conduct an on-site evaluation of SAU professional development practices. The purpose of this on-site evaluation will be to determine if professional development plans are being written in accordance with the SAU Professional Development Master Plan, and if credit is being granted for appropriate professional development activities.

f. **Workshop Evaluations.** Committee-sponsored workshops, off-site professional development opportunities, and courses will be evaluated by having attending staff complete an evaluation form (Appendix C). Additionally, data will be collected each year by local building committees, including data on academic performance, discipline, attendance, use of specific materials or teaching techniques. This data will be used to examine any correlation between in-house Professional development activities and student performance. Local building committees will then make recommendations to the Professional development committee regarding the activity's effectiveness and further actions. The information will be submitted in the following format:
   (1) Identified district/school goal
   (2) Activities addressing the goal
   (3) Summary of data collected pertaining to this goal.
   (4) Conclusions regarding the effectiveness of the activities on the achievement of the identified goal.
   (5) Further action recommended

Analysis of data pertaining to the achievement of these goals will be disseminated, as appropriate, through various means such as local newspapers, newsletters, faculty meetings, parent meetings, school board meetings, and committee meetings.

To describe how professional development activities have a measurable and positive impact on student academic achievement in the classroom and are used as part of a broader strategy to eliminate the achievement gap separating low-income and minority students from other students (NCLB 2122(b) the following documentation will be kept:

A. Professional development training schedule and agendas
B. Sign in logs from meetings
C. Meeting notes from professional development activities
D. Evidence of method used to determine extent to which the activities have had an impact on student achievement.
E.. Data results and evidence of impact.
1. To what extent does the LEA consider gaps in achievement that may separate low-income and minority students from other students when planning and implementing Title II-A and other professional development activities.

BY-LAWS OF THE SCHOOL ADMINISTRATIVE UNIT #7 PROFESSIONAL DEVELOPMENT COMMITTEE

Article I

The name of this committee, herein referred to as "the Committee," shall be the "School Administrative Unit #7 Professional Development Committee."

Article II

Section I. **Officers.** The officers of the Committee shall consist of a Chairperson, Vice-Chairperson, Secretary, and Treasurer.

Section II. **Election of Officers.** A majority of the Committee, as Specified in Article III, Section I, shall choose a Chairperson, Vice-Chairperson, Secretary, and Treasurer at the September meeting. The officers of the Committee shall hold office for a term of one year and until their successors are elected.

Section III. **Duties.** The officers of the Committee shall perform such duties as may be required of them by the Committee. In his/her absence, the Vice-Chairperson shall assume the Chairperson's duties.

Article III.

Section I. **Management.** The management and control of the affairs of the Committee shall be vested in and exercised by a committee consisting of eleven (11) members chosen from the following constituencies:

three (3) staff members from the Colebrook School District
(two teachers and one paraprofessional)
one (1) teacher from the Stewartstown School District
two (2) teachers from the Pittsburg School District (one from K-6 & one from 7–12)
one (1) employee from pupil service personnel

one (1) school board member
two (2) school administrators -- one elementary and one secondary principal
one (1) community member at large
one (1) staff member from any of the private schools within SAU #7

The Superintendent of Schools shall serve in an advisory capacity as a non-voting member.

Section II. **Selection of Members.** Members of the Committee will be determined by the following methods:

a. Teachers, administrators and pupil service personnel representatives will be chosen by their respective constituencies prior to the Committee's September meeting.

b. The school board member will be chosen by the School Administrative Unit #7 Board at its annual spring meeting.

c. The community member at large will be chosen by the School Administrative Unit #7 Board at the annual spring meeting. The community member at large shall not be a teacher, administrator, pupil services employee or a school board member.

d. Vacancies on the Committee will be appointed by the constituency from which the vacancy occurred.

Section III. **Term of Office.** All Committee members shall serve a three-year term. Committee members appointed to fill a vacancy will serve for the remainder of the term of the member that they are replacing on the committee.

Section IV. **Committee Meetings.** The Professional Development Committee shall hold regular meetings on the first Thursday of each month from September through May at such time and place as is designated by the Chairperson. Additionally a second May meeting shall be scheduled to conduct end of the year reimbursements and other necessary business and reports. Special meetings shall be called upon the written request of three members of the SAU #7 Board or at the discretion of the Chairperson. Notice of a special meeting shall be given to each Committee member at least five days prior to the special meeting.

Section V. **Notices and Minutes.** The Secretary shall prepare and cause all notices to be sent as mentioned herein. Minutes of Committee meetings shall be kept by the Secretary and posted in each school building.

Section VI. **Quorum.** A simple majority of the currently filled positions shall constitute a quorum at any regular or special meeting.

Section VII. **Voting.** All matters considered at the Committee shall be decided by a majority vote of the quorum, and all votes shall be by hand or voice, except that upon the request of any five (5) members present a roll call or written vote shall be taken.

Article IV

Section I. **Function.** It shall be the function of the Committee to develop a long-term and continuing plan for improving the educational goals of the individual schools within School Administrative Unit #7. The Committee shall be responsible for reporting to the local boards of education the standards for approval of programs leading to recertification of continuing educational personnel.

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Section II. **Evaluation.** The Committee shall conduct a formal needs assessment once every five years, and an informal needs assessment annually, during the five years of the Master Plan to help in planning SAU #7's professional development goals. At the end of the fourth year, a self-evaluation of the Committee shall be conducted. This will be presented in written form during the second monthly May meeting to report on its activities in terms of the objectives stated and obtained. The purpose of this evaluation is to help construct the following five-year plan.

Section III. **Orientation.**   During the first two weeks of the school year, each building representative of the Committee shall present a one-hour orientation for all new staff members of their respective buildings on Professional development procedures to include the following: 1) the contents of the Professional Development Master Plan, 2) the Individual Professional Development Plan, 3) the Professional Development Activity/Verification/Reimbursement Form. All new staff members shall be required to attend and will be granted one hour of in-service credit.

Section IV. **Subcommittees.** At the September meeting the Committee shall select from its membership two subcommittees: the Budget and Planning Subcommittee and the Review and Record Keeping Subcommittee. The Budget and Planning Subcommittee shall be comprised of the Treasurer and two (2) other members and will have the following responsibilities:

1. to prepare an annual budget for approval by the full Committee no later than November 15th each year for presentation to each of the school boards in School Administrative Unit #7.
2. to seek out and propose activities for in-service training to be provided locally.
3. to schedule those in-service activities approved by the full Committee.
4. to inform professional and paraprofessional staff of in-service activities through memos, emails, daily bulletins, newsletters, and announcements made at monthly staff meetings.

The Review and Record Keeping Subcommittee will be comprised of the Vice-Chairperson and two (2) other members and will have the following responsibilities:

1. to review individual Professional Development Plans and recommend what action should be taken by the full Committee
2. to review individual requests of approval for out-of-district in-service activities and recommend what action should be taken by the full Committee
3. to maintain accurate and current Professional development records for each staff member
4. to ensure that the Committee financial records are maintained properly
5. to evaluate and review requests for reimbursement for out-of-district in-service activities received at the first May meeting and recommend to the full Committee by the second May meeting which requests should be funded as outlined by Article V, Section III. below.

<div align="center">Article V</div>

Section I. **Budget.** The Committee shall present its proposed next year's operating budget to the Superintendent no later than November 15th each year. The budget shall specify funds required for the Committee to carry out its activities as outlined in the Professional Development Master Plan as well as the operating costs that will be incurred by the Committee.

Section II. **Funds.** All funds of the Committee shall be deposited in an account established in the Committee's name at the First Colebrook Bank, and for the purpose of such deposit, the Treasurer of the Committee may endorse, sign and deliver checks, drafts and other orders for the payment of money by the order of the Committee.

Section III. **Reimbursement for Out-of-District In-service Activities.** Professional development funds may be used for partial reimbursement of costs incurred by teachers attending workshops and courses outside the School Administrative Unit. The amount of reimbursement shall be limited as follows:

    a. The Committee will maintain a balance of $1,500.00 at the end of the school year;

    b. Certified employees will receive up to 50 percent of the costs incurred, except mileage, and not to exceed three hundred dollars ($300.00). Mileage expenses shall be determined according to the current School Administrative Unit #7 rate and shall be paid at the full amount commencing January 1, 2014 if funds are available. All costs cannot exceed three hundred dollars ($300.00) per certified employee for each school year.,

    c. Certified employees requesting reimbursement shall provide proof of successful completion of out-of-district in-service activities as well as proof of payment for such activities incurred prior to each monthly meeting. ONLY THOSE REQUESTS THAT ARE ACCOMPANIED BY THE APPROPRIATE DOCUMENTATION WILL BE FUNDED.

    d. All reimbursements will be voted on at the next regularly scheduled meeting and shall be paid on a monthly basis.

Section IV. **Audits.** The Committee shall cause its financial records to be audited annually. The audit will be done by the agency with whom the School Administrative Unit contracts for that purpose.

Section V. **Fiscal Year.** The fiscal year of the Committee shall begin with the first day of July in each year and end on the last day of June of the following year.

Revision of or amendment to the by-laws of the Committee shall require a two-thirds vote of the quorum when the change is proposed. All amendments must be approved by the school boards of School Administrative Unit #7.

SCHOOL BOARD POLICIES REGARDING PROFESSIONAL DEVELOPMENT

The following policy was adopted by the SAU #7 Board at its annual fall meeting of October 26, 1978 and amended as per state mandate, revised by NHDOE in 2005:

It shall be the policy of the member school districts of School Administrative Unit #7 that all certified staff employed within the member schools shall maintain or upgrade their professional skills as outlined in the state guidelines for Professional development.

A minimum of 75 continuing education units (or equivalent evidence of job-embedded professional development) of in-service training or in related educational programs shall be obtained by all certified professional staff over a three-year period and coordinated through the School Administrative Unit #7 Professional Development Committee.

All School Administrative Unit #7 professional and paraprofessional staff members shall participate in the following Professional development program as part of their in-service training.

1. Specific Objectives

   a. to acquaint SAU #7 staff members with procedures and methods used in the local special needs programs;
   b. to aid local schools in the process of identifying and servicing their students with special needs;
   c. to acquaint classroom teachers with methods and materials that can be used to instruct the students with disabilities in their classes;
   d. to make teachers, administrators, school board members and parents aware of special education legislation, what services should be available and what responsibilities each group must assume.

2. Session I – Early in the Fall – Mandatory for all new staff members

   a. presented by the Coordinator of Special Services
   b. two (2) hours in length
   c. Topic: overview of each building's special education program including the following:
      1. procedures for enrolling a student in a special program
      2. forms used in each step or referral placement
      3. specific tests available to be used by SAU #7
      4. the regular classroom teacher's role in special education
      5. the special educator's role in special education

3. Sessions II and III – Elective for Special Education Teachers

   a. presented by the Coordinator of Special Services
   b. two sessions two (2) hours in length
   c. Topic: classroom accommodations/modifications

ED 512.06 RECERTIFICATION REQUIREMENTS FOR PARAPROFESSIONALS

Certified Paraprofessionals. Requirements for certified paraprofessionals shall be as follows:

(a) For those certified paraprofessionals who are employed by a unit listed in Ed 512.01, a minimum of 50 hours shall be required in areas determined by the professional development master plan required by this part; and

Appendix A - 610.02

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

(a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and

b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

a. An understanding of individual differences and diverse cultures and communities;

b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and

c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and

b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and

b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:

   a.   Engage learners in their own growth;
   b.   Document learner progress;
   c.   Provide learner feedback; and
   d.   Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3) Learning facilitation strategies, as demonstrated by:

   a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and

   b. An ability to build skills in accessing, applying, and communicating information; and

(d) In the area of professional responsibility:

(1) Reflection and continuous growth, as demonstrated by:

   a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and

   b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by:

   a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

SAU #7 Inservice Evaluation Form

This activity increased my knowledge and skills in my area of certification, endorsement or teaching assignment

- ○ STRONGLY AGREE
- ○ SOMEWHAT AGREE
- ○ SOMEWHAT DISAGREE
- ○ STRONGLY DISAGREE

The relevance of this activity to New Hampshire teaching standards was clear

- ○ STRONGLY AGREE
- ○ SOMEWHAT AGREE
- ○ SOMEWHAT DISAGREE
- ○ STRONGLY DISAGREE

It was clear that the activity was presented by persons with education and experience in the subject matter.

- ○ STRONGLY AGREE
- ○ SOMEWHAT AGREE
- ○ SOMEWHAT DISAGREE
- ○ STRONGLY DISAGREE

The material was presented in an organized, easily understood manner.

- ○ STRONGLY AGREE
- ○ SOMEWHAT AGREE
- ○ SOMEWHAT DISAGREE
- ○ STRONGLY DISAGREE

This activity included discussion, critique, or application of what was presented, observed, learned, or demonstrated.

○ STRONGLY AGREE

○ SOMEWHAT AGREE

○ SOMEWHAT DISAGREE

○ STRONGLY DISAGREE

The best features of this activity were:

Characters left **2048**

Suggestions for improvement include:

Characters left **2048**

Other comments and reactions I wish to offer

Characters left **2048**

Personal Information

Name

3 Year Prof. Growth Plan [Recertification Cycle Dates] - [Name

Certification Area(s)

Endorsement Area(s)

☐   0040 Guidance Counselor - Experience (Expired Jun 30 2017)

Recertification Cycle

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Goal A: Activities you will participate in or efforts you will make which will reinforce school or district improvement goals, or both;

Description of Goal A

Characters left **2048**

Goal A Hours

Goal B: Activities you will participate in or efforts you will make which will focus on increasing student achievement

Description of Goal B

Characters left **2048**

Goal B Hours

Goal C1: (First certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

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Description of Goal C1

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Goal C1 Hours

Goal C2: (Second Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

Description of Goal C2

Characters left **2048**

Goal C2 Hours

Goal C3: (Third Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

Description of Goal C3

Characters left **2048**

Goal C3 Hours

Goal C4: (Fourth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

Description of Goal C4

Characters left **2048**

Goal C4 Hours

Goal C5: (Fifth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

Description of Goal C5

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Goal C5 Hours

Goal C6: (Sixth Certification) Means through which you intend to improve your knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought; (Minimum 30 hours)

What goal or goals, based on the following will you focus on over the next three years to result in improved student learning:

a. Your self assessment or reflection on competencies
b. Analysis of student work
c. A review of school and/or district goals

Description of Goal C6

Characters left **2048**

Goal C6 Hours

[ ]

Goal D: Means through which you intend to improve your knowledge of learners and learning;

Description of Goal D

[text area]

Characters left **2048**

Goal D Hours

[ ]

Goal E: Means through which you intend to improve your knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and

Description of Goal E

[text area]

Characters left **2048**

Goal E Hours

[ ]

Goal F: Activities you intend to participate in which will promote continuous improvement in exercising professional responsibility and obligations.

Description of Goal F

[text area]

Characters left **2048**

Goal F Hours

[ ]

Goal G: Integration of Technology in the School (10 hours required)

How do you intend to show your use of technology to improve student outcomes? What activities will you complete? Suggested activity focus:

a. Using applications such as word-processing for communications, databases for managing information, spreadsheets for problem solving, and telecomputing for Internet access;

b. Understanding the role of technology and the Internet in education;
c. Understanding the legal and ethical issues associated with the use of technologies; and/or,
d.Using technology to teach students in the classroom.

Description of Goal G

Characters left **2048**

Goal G Hours

Goal H: (Other) This component relates to any other experiences or activities that improve or enhance teachers' professional skills.

Please note: the activity must be clearly defined and the principal must approve it before the activity is completed.

Description of Activities Goal H

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Goal H Hours

Goal I: Alternative Plan Recertification

Description of Activities Goal I

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Goal I Hours

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Needs Assessment

SAU 7 Professional Development Committee is looking for guidance from you for workshops that should be offered in the future. Please complete this short survey by May 25, 2017. As this is the third attempt I've made to do this survey, if you have already answered one of the others that didn't work for everyone, please let me know. I can incorporate those general answers into this survey. There are only five of you who have been able to do the survey to my knowledge. We need this survey answered so administration can apply for grants

1. Please indicate the school where you work:

○ Colebrook Elementary

○ Colebrook Academy

○ Pittsburg School

○ SAU 7 Office

○ Stewartstown Community School

2. Which grades do you teach or work in?

○ Primary (Pre-K - 5)

○ Elementary/Middle/Jr. High (6 - 8)

○ High School (9 - 12)

○ All Grades (Pre-K - 12)

○ Elementary Administration (Pre-K - 8)

○ High School Administration (9 - 12)

If you teach a specific content area - what is it? [_____]

3. Please mark, in order of importance to you, the FIVE TOP NEEDS OF STUDENTS in your school/classroom.

[▼]

Improved Critical Thinking Skills (understanding, application, analysis, synthesis, evaluation)

[▼]

Improved Math Skills

[▼]

Improved Physical Activity

[▼]

Improved Reading Skills

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[dropdown]

Improved Social/Interactive Skills

[dropdown]

Improved Study/Self-Help Skills

[dropdown]

Improved Technology Skills

[dropdown]

Improved Writing Skills

[dropdown]

Developmentally Appropriate Instruction, e.g. Responsive Classroom, Developmental Designs, Differentiated Instruction for special needs students.

4. Please mark, in order of importance to you (using 1 - 5 scale, 1 being the most important), the five topics you would MOST like to be engaged in at workshops, early release days, or administrative days next year (2017-2018)

[dropdown]

Math Instruction

[dropdown]

Reading/Reading Comprehension Instruction

[dropdown]

Writing Instruction

[▼]

Student Goal Setting

[▼]

Technology Training

[▼]

Critical Thinking/High Order Thinking Skills

[▼]

Differentiated Instruction

[▼]

Interdisciplinary Teaching

[▼]

Response to Intervention (RTI)

[▼]

Advisory for Middle School Students

[▼]

Multiple Intelligences

[▼]

Crisis Intervention Training

[▼]

Suicide Prevention Training

[▼]

Grading Programs (MMS or other)

[_____ ▼]

Common Core

[_____ ▼]

Classroom Physical Activity/Nutrition/Wellness

[_____ ▼]

Understanding by Design (UBD)

[_____ ▼]

Parent Engagement

[_____ ▼]

Competency Based Grading

[_____ ▼]

School Culture

[_____ ▼]

Including Paraprofessionals in Classroom Instruction

[_____ ▼]

Classroom Management

5. Other topics that you would like to be engaged in at workshops, early release days, or administrative days next year 2017-2018:

[_____]

6. PARAPROFESSIONALS: Are there any topics that have not been addressed in this survey that you would like to be engaged in at workshops, early release days, or administrative days next year 2017-2018?

[_____]

Done

What is an Itemized Receipt?

An itemized receipt has ALL of the following pieces of information on it:

1) Business Name
2) Date
3) Item(s) Purchased
4) Price of Each Item
5) Total Amount of Bill
6) Method of Payment

Notes about needing more than one piece of information to make up an itemized receipt:

- For meals, oftentimes you will need two (2) receipts to show all of the necessary information. One receipt will show what was purchased and the second receipt will show how you paid. This may be a credit card receipt or a written receipt showing payment from the vendor. It must include the vendor's signature to prove it was written by them. Without both of these, you WILL NOT be able to be reimbursed.

- Sometimes you are only given a receipt that shows the items purchased but not the payment method. In this case if you paid via debit or credit card and they cannot provide you with the receipt of this charge, you can copy your bank statement highlighting that item only or a copy of your credit card statement showing the charge.

- CAP on Hotel & Food Expenses- Check with SAU as rates may change by location.

  - o Hotel Maximum $83.00/night (This may change by location- Example=Concord, NH $88/night)
  - o Meals will only be reimbursed if not already provided by hotel or workshop. Example=Continental Breakfast included at hotel or lunch is included in the workshop fee. Max amounts for meals per day are as follows- Breakfast $7.00, Lunch $11.00 ,Dinner $23.00

  - o The first and last calendar day of travel is calculated @ 75% of meal cost for a total of $30.75.

Please go to the following website to view the allowed amount per night for hotel as well as your meal allowance.

 http://www.gsa.gov/portal/content/104877

See Below for Screen Shots/Information on how to access the info you need on this website.

FY 2016 Per Diem Rates for New Hampshire

(October 2015 - September 2016)

Cities not appearing below may be located within a county for which rates are listed.
To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website).

		The following rates apply for **New Hampshire**												
Primary Destination (1, 2)	**County (3, 4)**	**Max lodging by Month (excluding taxes)**												**M&IE (5)**
		2015			**2016**									
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
Standard Rate	STANDARD RATE	$89	$89	$89	$89	$89	$89	$89	$89	$89	$89	$89	$89	$51

You must enter the City and State. Click Find Per Diem Rates. This will show you the amount per night for that location. On the far right it will list a dollar amount (M&IE). This will allow you to see the meal allowance column that you need to view.

FY 2016 Meals and Incidental Expenses (M&IE) Breakdown

Total	Continental Breakfast/ Breakfast	Lunch	Dinner	Actual Total
$51	$11	$12	$23	$46
$54	$12	$13	$24	$49
$59	$13	$15	$26	$54
$64	$15	$16	$28	$59
$69	$16	$17	$31	$64
$74	$17	$18	$34	$69

This table lists the amount federal employees receive for the first and last calendar day of travel. The first and last calendar day of travel is calculated at 75 percent.

Total	First & Last Day of Travel	Actual
$51	**$38.25**	**$33.25**
$54	**$40.50**	**$36.75**
$59	**$44.25**	**$40.50**
$64	**$48.00**	**$44.25**
$69	**$51.75**	**$48.00**
$74	**$55.50**	**$51.75**

Click on Meals & Incidentals Expenses Breakdown. Under the Total Column on the Far Left, match this amount with the M & IE Dollar amount from the Per Diem Rate report. This will show you the allowable amount for Breakfast, Lunch, Dinner minus $5 for Incidentals (we don't include).

PLEASE NOTE: On the first and last day of travel you are only allowed 75% of total meals cost. If you look at the last table on this page it will show you the amount allowed for those 2 days. You will need to subtract $5 from the Total amount from both tables, as we don't allow the $5 for Incidentals. I included the Actual in the tables above for your reference.

Bad Receipts

```
              Welcome to Mel's

Check #: 0001                   12/20/11
Server: Josh F                   4:38 PM
Table: 7/1                      Guests: 2
------------------------------------------
2 Beef Burgr (@9.95/ea)            19.90
   SIDE: Fries
1 Bud Light                         3.79
1 Bud                               4.50
------------------------------------------
Sub-total                          28.19
Sales Tax                           2.50
TOTAL                              30.69
------------------------------------------
Balance Due                        30.69

       Thank you for your patronage!
```

This receipt has alcohol on it. Per policy, we are not able to reimburse alcohol expenses. The Bud and Bud Light along with the taxes associated would be deducted from the amount to be reimbursed.

This receipt does not show how the bill was paid. Notice how it still says "balance due".

```
        RUSS BUILDING PARTNE
         235 MONTGOMERY ST
        SAN FRANCISCO CA 941
          (415) 421-5358

            BATCH: 825
        S-A-L-E-S  D-R-A-F-T
            72279895
          430138215711145

   REF:   8888
   CD TYPE: VISA
   TR TYPE: PURCHASE
   DATE:  MAY 19, 09  16:10:36


   TOTAL            $8.50

   ACCT:      9806      EXP: ##/##
   AP: 012315
   NAME: DAVID M ROE

   CARDMEMBER ACKNOWLEDGES RECEIPT OF GOODS
   AND/OR SERVICES IN THE AMOUNT OF THE
   TOTAL SHOWN HEREON AND AGREES TO PERFORM
   THE OBLIGATIONS SET FORTH BY THE
   CARDMEMBER'S AGREEMENT WITH THE ISSUER

            THANK YOU

          CUSTOMER COPY
```

This receipt doesn't show what was purchased.

Good Receipt

Greater Cincinnati Northern
Kentucky International Airport
Operated By Standard Parking

1) Business

Fee Computer Number:	12
Cashier:	FITZGERALD Id #106
Transaction Number:	35836
Entered:	11/09/2013 06:44
Exited:	11/14/2013 20:00
Ticket #12313	Dispenser #14
Lot:	Lot 2
Area:	Area 2
Rate:	VarRate 2
Parking Fee:	$ 48.00
AAA Discount Long Term(6)	-$ 6.00
Subtotal	$ 42.00
Total Fee:	$ 42.00
Mastercard	A $ 42.00
Credit Card Number:	************XXXX
Total Paid:	$ 42.00

2) Date

3) Item Purchased

4) Price of Item

6) Method of Payment

5) Amount of Bill

Thank You
For Comments or Questions
Call 859-767-3105

This is an **ACCEPTABLE RECEIPT**

- ✓ Vendor
- ✓ Traveler
- ✓ Dates
- ✓ Amounts
- ✓ Method of payment

Vendor

PHEASANT RUN
Resort & Spa

Joe Traveler → Traveler's name
1234 Happy Place Dr.
Somewhere, CA 56789

Dates

Arrival: 10/24/06
Departure: 10/27/06
Room: 4152
Page: 1

Folio No. 205422

Date	Description	Debit	Credit	Cashier
10/24/06	Long Distance Calls 510-526-8215	14.78		FOSERVER
10/24/06	Room	95.00		KIRBYL
10/24/06	Room Tax *Room	9.90		KIRBYL
10/25/06	Terrace Cafe Food #4152 : CHECK #376	7.53		FOSERVER
10/25/06	Long Distance Calls 510-526-8215	4.25		FOSERVER
10/25/06	Room	95.00		KENESHIAH
10/25/06	Room Tax *Room	9.90		KENESHIAH
10/26/06	Long Distance Calls 510-684-8514	6.50		FOSERVER
10/26/06	Room	95.00		RUTHO
10/26/06	Room Tax *Room	9.90		RUTHO
10/27/06	Visa Card XXXXXXXXXXXX9752 11/06		347.76	BECKYD

Amounts

Method of Payment

Balance: $0

Signature: _____
I agree that my liability for this bill is not waived and I agree to be held personally
liable in the event that the indicated person, company or association fails to pay
for any part or the full amount of these charges,

Thank-You for staying with us !!!!

Please visit our website: www.pheasantrun.com for our latest exciting offers.

- Shows no method of payment

The Churchill Hotel
on Connecticut Avenue

1914 Connecticut Avenue N.W.
Washington, DC 20009
Tel: 202-797-2000
Fax: 202-462-0944

est Name:	Joe Traveler	Room #:	508
	American Astronomical Society	Folio #:	R17CD9 - 1
		Group #:	9193
	., AL	Guests:	1
		Clerk:	

CL #:
CC #: ***********

Arrive: 11/28/06   Time: 01:38 PM   Depart: 11/30/06   Time: 04:10:02   Status: FOL

Date	Description	Reference	Comment	Charges	Credits
1/28/2006	ROOM	508		$159.00	
1/28/2006	TAX	508t	TAX	$23.06	
1/29/2006	ROOM	508		$159.00	
1/29/2006	TAX	508t	TAX	$23.06	

Folio Balance:	$364.12

gnature: _____

MILEAGE REIMBURSEMENT

School District: Clarks ☐   Cole ☐   Colu ☐   Pitts ☐   Stew ☐   SAU #7 ☐

Employee: _____

Name of Grant (if applicable) _____
(ie: Title II, Title I, School To Work, etc......)

Name of Activity: _____
(Name of Workshop/Course)

Date of Activity: _____

Place of Activity: _____

Mileage: _____ miles @ $.50/mile   = $ _____

Prior approval from SAU Office is necessary if the following expenses apply-

Itemized receipts need to be attached for the following, if applicable
(Credit Card Receipts showing totals only must be accompanied by itemized receipt as well.)
NON REIMBURSABLE ITEMS: Alcoholic Beverages, Tips, Tolls, Valet Parking

Meals: _____
All items purchased must be listed on each receipt
If you have room service, then you must provide an itemized receipt.

Hotel: _____

Other: _____

TOTAL REIMBURSABLE $ _____

Must be submitted within 10 days of activity to be eligible for reimbursement

_____   _____
Employee Signature   Date Submitted

_____
Approving Official

8/21/2017