

**Oyster River Cooperative School District  
REGULAR MEETING**

**May 21, 2014**

**Oyster River High School, C-124**

**6:30 PM**

- 0. CALL TO ORDER (6:30 PM)**
- I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**
- II. PLEDGE OF ALLEGIANCE (7:00 pm)**
- III. PUBLIC COMMENTS**
- Video from ORHS Student
- IV. APPROVAL OF MINUTES**
- Motion to approve: 5/7/14 meeting minutes.
- V. ANNOUNCEMENTS AND COMMENDATIONS**
- A. District**
- B. Board**
- VI. DISTRICT REPORTS**
- A. Assistant Superintendent/Curriculum & Instruction Report(s)**
- Professional Growth Plan
- B. Superintendent's Report**
- Yager Property/Orchard Drive
- C. Business Administrator**
- D. Student Senate Report**
- E. Other:**
- VII. DISCUSSION ITEMS**
- ORCSD draft handbooks for all four schools.
  - Master Schedule of School Board Meetings – Draft
  - Board goals for 2014 – 2015.
- VIII. ACTIONS**
- A. Superintendent Actions**
- B. Board Action Items**
- Motion to approve Board goals for the 2014- 2015.
  - Motion to approve Professional Growth Plan for submission to State of NH for approval.
  - Motion to approve ORCSD Handbooks for all four schools.
  - Motion to approve ORHS Assistant Principal Resignation.
  - Motion to approve ORHS maternity leave of absence for the 2014– 2015 school year
  - Motion to approve Moharimet maternity leave of absence BOY through November 14, 2014.
  - Motion to approve list of ORCSD staff retiring June 2014 participating in retirement incentive
  - Motion to consider approval for rubberized flooring, potential resurfacing project and remote television.
- IX. SCHOOL BOARD COMMITTEE UPDATES**
- X. PUBLIC COMMENTS**
- XI. CLOSING ACTIONS**
- A. Future meeting dates: 6/4/14, 6/18/14 regular meeting**
- XII. ADJOURNMENT**
- XIII. NON-PUBLIC SESSION: RSA 91-A:3 {If Needed}**  
**NON-MEETING SESSION: RSA 91-A:2 {If Needed}**

**The School Board reserves the right to take action on any item on the agenda.**

**Respectfully submitted,**

**Superintendent**

**If you require special  
communication aids, please  
notify us 48 hours in  
advance.**

**Oyster River Cooperative School District  
SAU #5**

Welcome to the School Board meeting. If you wish to be heard by the Board, please note "Public Comment" at the beginning of the agenda (reverse side). The comment section of the agenda should not exceed three (3) minutes unless extended by the Chair. Occasionally, the Board may "suspend its rules" to allow visitor participation at the time an issue of specific interest is being addressed.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with special meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

**Oyster River Cooperative School District Members:**

- |                  |                            |
|------------------|----------------------------|
| • Maria S. Barth | Term on Board: 2012 –2015  |
| • Thomas Newkirk | Term on Board: 2013 - 2016 |
| • Kenneth Rotner | Term on Board: 2013 - 2016 |
| • Sarah Farwell  | Term on Board: 2014 - 2017 |
| • Denise Day     | Term on Board: 2014 - 2017 |
| • Allan Howland  | Term on Board: 2012 - 2015 |
| • Edwin Charle   | Term on Board: 2012– 2015  |

**Information Regarding Nonpublic Session**

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- b. The hiring of any person as a public employee.
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- d. Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

# Oyster River Cooperative School Board

## Regular Meeting

May 7, 2014

6:30 p.m.

**SCHOOL BOARD:** Chair Tom Newkirk, Al Howland, Kenny Rotner, Sarah Farwell, Denise Day, Maria Barth, Ed Charle and Student Representative M. Doody

**ADMINISTRATORS:** Superintendent Jim Morse, Sue Caswell, Todd Allen, Jay Richard, Jim Rozcki, Doris Demers, Carolyn Eastman, Carrie Vaich, and Dennis Harrington

There were seven members of the public present.

**CALL TO ORDER: 6:30-7:00 p.m.** Manifest Review

### PLEDGE OF ALLEGIANCE

**Tom Newkirk would like to add in reviewing the track bids in tonight's meeting.**

**PUBLIC COMMENTS:** Members of The Cast of Oliver came and announced that they will be presenting on May 22, 23, and 24<sup>th</sup> at the high school.

**APPROVAL OF April 16<sup>th</sup> Minutes:** Kenny Rotner moved to approve the April 16<sup>th</sup> minutes, 2<sup>nd</sup> by Al Howland. Motion approved 7-0 Revision on April 2<sup>nd</sup> minutes: please note when the meeting came out of nonpublic session.

**Approval of Manifests:** VM 23: \$679,219.41 and PM 24: \$1,110,143.66

### ANNOUNCEMENTS AND COMMENDATIONS:

District: Todd Allen reported that the High School PTO will be meeting on May 12 and soon to be graduates will talk about their future and what has and hasn't work for them.

Todd Allen noted that Friday July 13<sup>th</sup> is graduation rain or shine.

Carolyn Eastman spoke for Jay Richard that on May 16<sup>th</sup> at Bedrock Gardens in Lee there will be an Art Exhibit of MS participants sculptures made out of recycled materials.

Carrie Vaich of Mast Way commented last Friday was the annual Mayfair and it went very well. On Monday night was a combined Kindergarten Moharimet and Mast Way Concert Today was a visit with incoming Kindergarteners who got a tour of the building.

**Board:** Al Howland stated that last night was the French and Spanish Honor Society. It was a great group of kids.

Kenny Rotner noted that Bill Duncan will be at St. Anselm's on May 15<sup>th</sup> for an educational forum. It will be an educational and informative night on Common Core.

### **DISTRICT REPORTS**

#### **Asst. Superintendent/Curriculum and Instruction Report:**

**Superintendent's Report:** Enrollment Update: Superintendent Morse updated the Board on the projected fall enrollment numbers at Moharimet and Mast Way.

#### **Track and Artificial Turf Project Bid:**

Sue Caswell detailed that the request for proposals was issued on April 17<sup>th</sup>, posted on our website and advertised in the local paper. We received three bids:

Civil and Environmental Consultants, Inc.	\$62,500
Tighe and Bond	\$40,000
SMRT	\$38,900

After meeting with Todd Allen and Corey Parker and reviewing these proposals, they recommended that Tighe and Bond be retained to carry out the High School Track and Artificial Turf Project design work.

**Kenny Rotner Moved to award the bid to Tighe and Bond for \$40,000, 2<sup>nd</sup> by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.**

#### **Budget Update: Priority Spending List:**

Funding for an additional 10 feet to expansion project	Moharimet	\$64,000
Rubberized floor for Expansion project	Moharimet	\$35,000
DDC Controls to classrooms	Moharimet	\$60,600
Two new boilers	Middle School	\$120,000

Driveway expansion and Resurfacing	SAU	\$35,000
Upgrade all security card Readers and software/ Hardware	District Wide	\$47,000
Grounds tractor replacement	Service Blding	\$67,000
Live broadcasting capabilities For Auditorium and Gym	High School	\$56,000
SAU Roof Replacement	SAU	\$10,000

Please note the rubberized flooring will be added to the budget at Mast Way for next year.

**Al Howland moved to approve funding for an additional ten feet to cafeteria gymnasium expansion project, DDC controls to classrooms, install two boilers, upgrade all security card readers, grounds tractor replacement, live broadcasting capabilities for Auditorium and Gym and SAU Roof Replacement 2<sup>nd</sup> by Kenny Rotner.**

**Maria Barth moved to amend the motion and take \$100K and offer two sabbaticals on the best ways to teach Math, 2<sup>nd</sup> by Kenny Rotner. Motion on the amendment failed 1-6 with Maria Barth and the Student Representative voting in favor of the motion.**

**Sarah Farwell moved to amend the motion to separate out the ten feet to cafeteria gymnasium expansion project, 2<sup>nd</sup> by Denise Day. Motion on the amendment failed 3-4 with Sarah Farwell, Maria Barth, Denise Day and the Student Representative voting in the affirmative.**

**The original motion as amended passed 6-1 with Sarah Farwell opposing. The student representative also voted in favor of the motion.**

The Board will discuss the rubberized flooring and the potential resurfacing project at the next meeting.

**Student Senate Report:** The sophomore class will be having a fundraiser at Froyo World.

**Sustainability Report:** The members of the Sustainability Committee gave the Board the 2013-2014 Report. They detailed the curriculum in each school.

Collaboration is Key: Building relations in the schools, District and communities

Power Down

Professional development.

The Board thanked the Sustainability Committee for all their efforts and work this year.

### **DISCUSSION ITEMS**

#### Board Goals for 2014-15 A discussion with ORCSD Leadership Team:

Goal I - Complete the Strategic Plan

Goal II - Develop a multi-year plan for implementation of full day kindergarten

Goal III- Begin multi-year discussion related to long term viability of Oyster River Middle School

Goal IV - Create a multi-year capital improvement plan

Goal V- Proposal for ORHS Fields Update

Goal VI - Math curriculum Review

**Board Policy: Intent and Process:** The Board discussed the intent and process of the Board Policy.

### **ACTIONS:**

**Motion to approve the purchase of three additional school buses according to the required bid. Al Howland moved to approve the purchase of the three school buses, 2<sup>nd</sup> by Maria Barth. Motion approved 7-0 with the Student Representative voting in the affirmative.**

**Motion to approve ORMS Jazz Band Overnight Field Trip 5/9/14-5/11/14 to Burlington, VT: Kenny Rotner moved to approve the ORMS Jazz Band overnight field trip, 2<sup>nd</sup> by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.**

**Motion to approve ORMS Maternity Leave of Absence BOY to November 14, 2014. Kenny Rotner moved to approve the ORMS Maternity LOA BOY to November 14, 2014, 2<sup>nd</sup> by Al Howland. Motion approved 7-0 with the Student Representative voting in the affirmative.**

**ORHS Volunteer coach and club stipend: Motion to approve Volunteer Coach at ORHS Boys Lacrosse Coach and Chris Hall MS Outing Club Coach for a stipend of \$576. Kenny Rotner moved to approve Volunteer Coach at ORHS Boys Lacrosse Coach and Chris Hall MS Outing Club Coach for a stipend of \$576, 2<sup>nd</sup> by Al Howland. Motion approved 7-0 with the Student Representative voting in the affirmative.**

On May 14, there will be a community dinner turkey dinner

**PUBLIC COMMENTS:** Dean Rubine thinks that the Class Size Policy is vague.

**CLOSING ACTIONS:** Future Meeting Dates: May 21<sup>st</sup> and June 4<sup>th</sup> Regular meetings.

**Al Howland moved to adjourn the meeting at 9:40 p.m., 2<sup>nd</sup> by Kenny Rotner. Motion approved 7-0 with the Student Representative voting in the affirmative.**

Respectfully yours,

Laura Grasso Dobson  
Recording Secretary





# Oyster River Cooperative School District

*Professional Growth Master Plan*

2014 -2019

Approved by the New Hampshire Department of Education on TBD



The Oyster River Cooperative School District would like to recognize and thank the members of the 2013-2014 Professional Growth Committee for their time and effort invested in developing this new Professional Growth Plan.

**Teacher Representatives:**

Robyn Czepiel	Moharimet Elementary	Speech and Language
Trisha Hall	Mast Way Elementary	Grade 1 Teacher
Kourtney Lipka	Oyster River High	Paraprofessional
Janice O'Brian	Oyster River Middle	Speech and Language
Robert Quagliari	Oyster River High	Health Teacher
Brian Ryan	Oyster River High	Special Education Teacher
Kara Sullivan	Oyster River High	English Teacher
Mary-Ellen Webb	Mast Way Elementary	Grade 2 Teacher
Amanda Zeller	Oyster River Middle	English Teacher

**Administration Representatives:**

Carolyn Eastman	SAU #5	Assistant Superintendent
Dennis Harrington	Moharimet Elementary	Principal
Carrie Vaich	Mast Way Elementary	Principal

**Community Representative:**

Deborah Byrne	Town of Durham
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## **Establishing the Local Professional Development Committee: Purpose, Composition, and Roles**

### **A. Purpose of Professional Growth**

The purpose of professional growth in the Oyster River Cooperative School District is in conjunction with our mission - Working Together to Engage Every Learner, and the District Strategic Plan. For this to happen, professional growth is both a collaborative and individual endeavour. Professional growth is not just going to workshop and seminars outside of the school, but also using the resources within the district to develop better practices and strategies. By developing these local resources, we will have a better collaboration across the district. We will be able to use and comment on instructional practices and assessment which will lead into better student learning. It is the purpose of this master plan document to serve as the basic guideline for the operation of the professional growth plan for SAU#5 for the five year period of July 1, 2014 to June 30, 2019.

The Oyster River Cooperative School District believes:

1. Effective professional learning and growth is fundamental to student learning.
2. All educators have an obligation and commitment to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Improving student learning and professional practice requires ongoing systemic and organizational change.
6. Responsibilities for professional learning rest with both the organization and the individual.
7. Responsibility for record keeping for professional growth rests with the individual educator.

Anyone holding certification is solely responsible for obtaining and maintaining a valid certification by meeting the requirements of the bureau of credentialing.

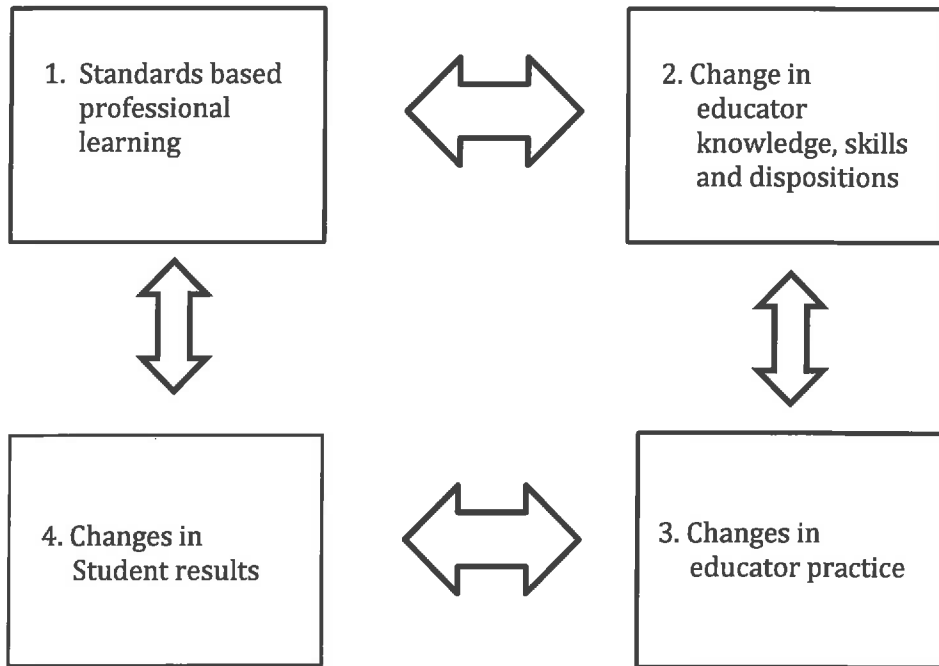
### **Articulation of Goals**

The alignment of individual staff development goals and district/school goals begins with the multi-year district goals described in the Strategic Plan as well as the building level goals identified by committee members from each school. The goals for each school district are established by community members, staff members, administration, parents, students, business, and elected officials and adopted by the School Board. To support achievement of these goals resources are identified and accessed through district and grant funds, local personnel, and contracted services.

Over the past few years SAU#5 has developed an RTI (Response to Intervention) model that is being implemented in all of its schools. It is "governed" by an RTI Leadership Team at each building. For SAU#5, Response to Instruction is defined as the practice of providing high quality, evidence based, differentiated academic and behavioral instruction, using a flexible tiered system of support.

- A collaborative approach involving data based decision making is used to improve academic and behavioral outcomes for all students.
- Progress is monitored frequently to make effective and efficient decisions in order to provide appropriate instruction.

The following chart from Learning Forward (2011), Standards for Professional Learning shows the relationship between professional growth and student results



### **B. Professional Growth Committee: Roles and Responsibilities**

The primary roles of the Professional Growth Committee are to develop, implement and monitor the five year master plan for the Oyster River Cooperative School District. The committee meets monthly.

#### **Committee Membership:**

- District and Building Administrator
- Teacher from each building in the district
- School Specialist
- Paraprofessional
- School Board member to attend by request
- Community member to attend by request
- Guild Representative to attend by request

#### **Roles and Responsibilities**

- Attend District Professional Growth Committee meetings
- Assist with the development, implementation and monitoring of the Master Plan
- Develop the staffs understanding and use of the Master Plan
- Evaluate the effectiveness of the Master Plan and make recommendations for changes
- Collect, evaluate and interpret data to identify areas of need/strategies/teacher interests and/or larger district needs/goals to plan/provide district sponsored activities
- Hear and make decisions on appeals
- Assist in promoting all in-district professional development activities

### **C. Process for Development of the Plan**

The Oyster River Professional Growth Committee started looking at developing a new Master Plan for the 2013-2014 school year. We quickly realized that our old Master Plan was completely out of date and that we should apply for an extension until the 2014-2015 school year.

As a committee, we started participating in many different activities to take into account the new regulations that will go into our new Master Plan. We then broke our committee down into subgroups to look at and compose each different section of what the new plan would like. From there, each subgroup would then report on their section to the committee where everyone would get to place input to each different section. When the report is then put together, we gave it to a few constituents representing different levels of education to receive input on how the New Master Plan is in terms of readability and understanding.

The Professional Growth Committee will seek input from the School Board, Staff, Parents and/or registered Voters, District and/or Building Administrators and paraprofessionals to make amendments to the Master Plan. The amendment(s) would be discussed and voted on at Professional Growth Committee Meeting. If the amendment(s) is/are approved, then it would be need also to be approved by the Oyster River School Board and the New Hampshire Department of Education.

A few of the committee volunteered to review other Professional Growth Master Plans for the NH Department of Education. We then utilized the Review Form in reviewing our plan prior to submitting it for review to the State Department of Education. This allowed for us to identify strengths and weaknesses and have valuable discussions.

Annually, the Professional Growth Committee will evaluate the plan by surveying staff, to make sure all information is current and clear and make adjustments based on the feedback.

## **Data Collection, Interpretation, and Use**

### **A. Description of the Procedure**

The student learning needs are paramount in determining staff growth activities. Assessment data is gathered and organized from a variety of sources on an on-going basis. The following types of data are used to analyze strengths and weaknesses.

The SAU administration, building administration, and staff, collect, analyze, and disseminate the results to inform improved instructional practices, plan professional learning opportunities, drive the master schedule, and create both intervention and enrichment activities for students.

**LOCAL**

Assessments	Grade	Schedule	Analyzers of Data	Decision Making <b>USE</b>	Reported to
Common Program Assessments	K-12	Ongoing	Teachers (Individual and Grade Level/Content Teams)	To measure student achievement of Core standards in content areas To measure the effectiveness of current curricula and alignment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> </ul>
Course Specific Assessments	K-12	Ongoing	Teachers (Individual and Grade Level/Content Teams)	To measure student achievement of particular course content To measure the effectiveness of current curricula and alignment To identify student learning needs	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> </ul>
STAR Enterprise	2-10	3 times per year	Teachers (Individual and Grade Level/Content Teams); Specialists; Building/ District Leaders	To measure student growth and plan interventions when needed To identify student learning needs To determine individual educator goals To measure effectiveness of individual/group professional development plans	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>
DRA/Benchmark	K-4		Teachers (Individual and Grade Level Teams); Specialists; Building/ District Leaders	To measure student growth and plan interventions when needed To identify student learning needs	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> </ul>
Student Information Systems	K-12	Ongoing; course grades updated quarterly	Teachers (Individual and Grade Level/Content Teams); Building/District Leaders; Guidance	To assemble a comprehensive data picture of each student	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> </ul>
Grades	5-12	Ongoing; divided quarterly	Teachers (Individual)	To measure student growth and plan interventions when needed To identify student learning needs	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> </ul>
Progress Reports	K-5	Ongoing; divided quarterly	Teachers (Individual and Grade Level)	To measure student growth and plan interventions when needed To identify student learning needs	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> </ul>
Student and	K-12	End of	Teachers	To Inform instruction and create dialog	<ul style="list-style-type: none"> <li>• Students</li> </ul>

Parent Surveys		course/ year	(Individual and Grade Level/Content Teams); Building/District Leaders	To gauge student engagement To gauge parent/teacher communication To determine individual educator goals To measure effectiveness of individual/group professional development plans	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>
Teacher Curriculum Survey	All staff	Beginning or end of school year	Teachers (Individual and Grade Level/Content Teams); Building/District Leaders	To determine individual educator goals To measure effectiveness of individual/group professional development plans	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> </ul>
<b>STATE</b>					
Smarter Balanced Assessment Consortia	2-8, 11	Annually	Teachers (Individual and Grade level Teams); Building/ District Leaders	To identify student learning needs To determine district or school goals To evaluate student learning To measure the effectiveness of current curricula and alignment To determine individual educator goals To measure effectiveness of individual/group professional development plans	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>

## B. Description of the Needs Assessment Process

At ORCSD, we believe in innovative, personalized instruction for our students. In order for us to achieve this, we need to know the students, not only in classroom interactions, but also through close examination of multiple diverse and authentic forms of data specific to each student. Data allows us to monitor progress, set expectations with the student, and provide frequent feedback.

Data allows for staff to examine their curriculum to identify strengths and weaknesses and make necessary adjustments. It also allows us to us to grow in the areas we identify lack of student gains and to feel proud of the areas that students excel.

Student learning needs are discussed at the individual classroom level through parent contact, parent-teacher conferences, interim assessments, and progress reports/report cards. At the school level, student needs are identified and discussed at grade level meetings and Response to Instruction meetings. Input also comes from surveys and feedback from the community. Learning needs are discussed at the district level through leadership and School Board meetings.

Data gathering includes a process for collecting, interpreting, and analyzing concrete evidence from multiple sources. Careful consideration of this data, along with our knowledge of the learner, the



curriculum, and best instructional strategies, guides us in making decisions to meet the diverse needs of our students.

### **Key Concepts**

1. **Quantitative Data**: Quantitative data deals with numbers and is the type of data with which we are most familiar.

A. Sources of quantitative data include, but are not limited to:

- ✓ Standardized test scores
- ✓ Attendance records
- ✓ Discipline reports
- ✓ Teacher-made tests and quizzes
- ✓ Surveys
- ✓ End-of-unit tests
- ✓ Interim Assessment scores

2. **Qualitative Data**: Qualitative data is based on quality. This is often more subjective since data is usually analyzed by humans that can add to their own emotions and beliefs enter into the final product.

A. Sources of qualitative data include, but are not limited to:

- ✓ Interviews
- ✓ Anecdotal records
- ✓ Journals
- ✓ Logs
- ✓ Artifacts
- ✓ Teacher evaluations
- ✓ Surveys
- ✓ Observations
- ✓ Self - assessments
- ✓ Conferences

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

Each certified educator is to develop and fulfill a 3-year individual professional development plan for the purposes of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a

recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle. The ORCSD recognizes that improved student outcomes is a by-product of educators who are passionately engaged in professional development that inspires, motivates, and provides high impact methods of educating a diverse group of learners in a community that values education.

**A. Process for Developing an Individual Professional Development Plan (IPDP)**

- 1) The educator completes a self-assessment. The assessment should be based on:
  - A) Professional educator standards and the certification requirements for a given endorsement and assignment.  
See [www.gencourt.state.nh.us/rules/state\\_agencies/ed.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed.html) : Ed 505.07, Ed 506, and Ed 507.
  - B) Local educator standards such as those used in the district educator evaluation system.
  - C) An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- 2) Educators choose at least one goal aligned to the organizational (school/district) goals.
- 3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal.

When developing individual goals, the following criteria should be used to create effective goals:

Effective goals meet the SMART criteria (See Appendix \_\_\_ to develop) ✓

- S** specific, significant, stretching
- M** measureable, meaningful, motivational
- A** attainable, agreed upon, achievable, action-oriented
- R** realistic, relevant, reasonable, rewarding, results-oriented
- T** Time-based, timely, tangible

Measurable goals are to be based on:

- a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
- b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
- c. Professional standards as referenced in the local evaluation system; and
- d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources:

- a. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
  - b. Analysis of student work;
  - c. Analysis of student achievement data, if available; and
  - d. A review of school or district master plan needs assessment
- 4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
  - 5) Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work. Evidence of completion includes reflection of professional development, sharing information in formal or informal settings, student or professional feedback, changes to content and/or practice, college coursework (essay's or projects)...portfolio or project.
  - 6) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
  - 7) When the plan is completed the superintendent recommends renewal online to the NH Department of Education through EIS.

## **B. ORCSD Professional Growth Formal and Job-embedded Activities**

There are two ways to classify professional development activities – formal professional development activities and job-embedded activities. Formal professional development activities are what we traditionally think of as professional development activities- workshops, seminars, courses, institutes, conferences. They provide opportunities for educators to increase their knowledge of academic content, pedagogy, and best practices to improve student learning. When considering formal professional development, a prerequisite is the connection to the professional's present or anticipated professional responsibility.

The following is taken from an April 2010 Issue Brief, *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well* to provide a definition of job-embedded professional development:

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

## ORCSD PROFESSIONAL GROWTH ACTIVITIES TABLE

All listed activities require pre-approval via *My Learning Plan*.

- All activities must be aligned to individual three year goals (IPDP)
- 1 hour = 1 CEU

Activity	Description	Hours Awarded	Completion/ verification Requirements
<b>Traditional/Formal Activities</b>			
<b>SAU or District Sponsored Workshops or Institutes</b>	Activities that the school, district or SAU sponsors by bringing in a presenter or sending groups to conferences	Equal Participation Hours	<ul style="list-style-type: none"> <li>• Certificate of attendance/ attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>
<b>College or University Courses</b> <ul style="list-style-type: none"> <li>• Traditional</li> <li>• Online</li> <li>• Hybrid</li> </ul>	College level course aligned with the educator's content area, professional responsibilities, or teaching assignment and offered by an accredited institution of higher learning.	15 hours per credit	<ul style="list-style-type: none"> <li>• Certificate of attendance/ attendance roster and evaluation/reflection completed on My Learning Plan/ Oasis</li> <li>• An official hard copy transcript and/or grade report must be sent to the SAU upon completion.</li> <li>• An overview of learned knowledge to be shared with colleagues/ teaching team/ staff</li> </ul>
<b>Workshops, Seminars, Institutes, Conferences</b>	Activities that are aligned with School/District goals and the educators' teaching assignment and/or area of certification.	Equal Participation Hours	<ul style="list-style-type: none"> <li>• Certificate of attendance/ attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>• An overview of learned knowledge to be shared with colleagues/teaching team/staff</li> </ul>
<b>Teaching College Course(s)</b> <ul style="list-style-type: none"> <li>• Traditional</li> <li>• Online</li> <li>• Hybrid</li> </ul>	Teaching a course related to the educator's area of certification or to the professional responsibilities of educators	Not to exceed 15 hours annually  Total hours not to exceed 30 in a three-year cycle	<ul style="list-style-type: none"> <li>• Certificate of attendance/attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>

<b>Job-Embedded Activities</b>			
<b>Action Research</b>	Examining one's own teaching or professional practice and its impact on students by engaging in a research project involving current student performance and/or school programs	Not to exceed 30 hours	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>Documentation of research and conclusion to be maintained by staff member</li> <li>An overview of learned knowledge to be shared with colleagues/teaching team/staff</li> </ul>
<b>Professional Committee Work</b>	Participating on any School/District Committee designed to further the education of the students, staff & community	Equal Participation Hours	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>An overview of learned knowledge/group determinations to be shared with colleagues/teaching teams/staff/district</li> </ul>
<b>Professional Development Presentations</b>	Presenting best practices at professional conferences	Not to exceed 10 hours including preparation time	<ul style="list-style-type: none"> <li>Certificate of attendance/attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>
<b>Supervision</b>			
<b>Supervision of a Student Intern</b>	Direct supervision of an Intern candidate working towards certification from an accredited teacher preparation program	Not to exceed 15 hours annually	<ul style="list-style-type: none"> <li>Certificate of attendance/attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>
<b>Supervision of a Student Educator (ED 500)</b>		Not to exceed 5 hours/semester	
<b>Job-Embedded Activities (cont.)</b>			
<b>Observation/ Visitation</b> <ul style="list-style-type: none"> <li>To other educational institutions</li> </ul>	Observing other educator's instructional skills in order to enhance current skills. Observations must be	Equal Participation Hours not to exceed 20 hours per	<ul style="list-style-type: none"> <li>Certificate of attendance/attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>

<ul style="list-style-type: none"> <li>To businesses</li> <li>Within our own schools</li> </ul>	relevant to the staff member's current job position, his/her professional goals, and district goals	three-year cycle	<ul style="list-style-type: none"> <li>An overview of learned knowledge to be shared with colleagues/teaching team/staff</li> </ul>
<b>Professional Organization Service</b> i.e. National/ State Board Member	Active participation in a professional organization whose mission is to improve education and student learning	Not to exceed 10 hours annually	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>Sharing of board determinations with building and SAU supervisors required</li> </ul>
<b>Publication Related to the Education Profession</b>	Publication directly related to best practices in the educator's area of certification, professional teaching responsibilities and/or School/District goals	Not to exceed 10 hours annually	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/ Oasis</li> <li>An overview of learned knowledge to be shared with colleagues/ teaching team/staff/district</li> </ul>
<b>Participating in professional study, discussion groups, PLCs, etc.</b>	Participation in collegial, collaborative groups to focus professional study and discussion on a topic related to school/district goals or a particular content area.	Not to exceed 25 hours annually	<ul style="list-style-type: none"> <li>Certificate of attendance/ attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>An overview of learned knowledge to be shared with colleagues/teaching team/staff/district</li> </ul>
<b>Alternative IV Mentorship</b>	Providing mentoring for Alternative IV candidates	Not to exceed 30 hours annually	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>
<b>Job-Embedded Activities (cont.)</b>			
<b>Developing community or business partnerships</b>	Working in a collaborative partnership with community, business, industry, higher education or social service agencies to improve the educator's knowledge of content, practical application, career opportunities, or community resources to	Not to exceed 20 hours annually	<ul style="list-style-type: none"> <li>Request for approval and evaluation/reflection completed on My Learning Plan/Oasis</li> <li>Summary of learning, outcomes shared with staff, district, etc.</li> </ul>

	community resources to advance student achievement		
<b>Independent Study</b> <ul style="list-style-type: none"> <li>Professional Reading</li> <li>Webinars</li> <li>Video courses</li> </ul>	Engaging in study of a specific educational topic related to school/district goals or content area	Not to exceed 15 hours annually	<ul style="list-style-type: none"> <li>Certificate of attendance/ attendance roster and evaluation/reflection completed on My Learning Plan/Oasis</li> </ul>
<b>Travel Experience</b>	Travel to a location that is directly related to a course of study under the educator's primary teaching assignment	Not to exceed 10 hours annually	<ul style="list-style-type: none"> <li>Evaluation/reflection completed on My Learning Plan/Oasis</li> <li>Presentation of learned knowledge to be shared with colleagues/teaching team/staff/district showcasing application to possible instructional opportunities for students</li> </ul>

Other activities will be considered on an individual basis. Educators must submit a detailed description of the activity and how it relates to improving student performance. Measurable goals must be cited for pre-approval and demonstrated at the completion of the activity to receive hours.

### C. Documentation of Professional Learning

Educators have three (3) options for documenting their professional learning and the fulfillment of their professional development goals. This is consistent with the professional development focus in our district of improving student learning rather than documenting hours. All professional learning is documented by the individual educator through the use of MyLearningPlan; instructions are available in appendix \_\_\_\_.

#### Options for Documenting Professional Learning:

<b>1. Development of Body of Evidence</b>  (See following table for possible forms of evidence.)	The pieces of evidence to be collected should be those that are natural to the professional development activities thus requiring that the educators "collect" rather than "create evidence. In collecting evidence, educators need to consider what evidence is acceptable, sufficient, and valid to document and should include: * Evidence of their activities. * Evidence of their own professional learning. * Evidence that provides information regarding the impact of their activities on students' learning.
<b>2. Accumulation of Continuing Education Units</b>	Certified Educator - 75 hours (30 hours in area of endorsement) Additional Endorsements – 30 hours in each area



	Certified Para-Educator – 50 hours
3. Combination of Body of Evidence and Continuing Education Units	The combination of fewer than the required continuing education units and development of a body of evidence.

<b>Possible Forms of Documented Educator Evidence</b>				
<b>Evidence of Activities</b>	<b>Evidence of Educator's Learning</b>	<b>Evidence Used to Examine Impact on Students' Learning</b>	<b>Evidence Used to Examine Impact on Other Student Outcomes</b>	<b>Suggestions for Evidence Collection (Portfolio of Work)</b>
<ul style="list-style-type: none"> <li>* Curriculum documents, lesson plans, log of activities and time</li> <li>* Meeting dates, attendance list, discussion notes, book titles, copies of student work</li> <li>* Research plan, data collection, analysis and interpretation of results</li> <li>* Syllabus, papers, projects, transcript</li> <li>* Handouts and other materials, certificate of attendance</li> </ul>	<ul style="list-style-type: none"> <li>* Written reflection</li> <li>* Oral reflection/explanation with a supervisor, colleagues, PLCs, mentor</li> <li>* Application of new methods and/or materials exhibited through unit plans, instructional materials, video of lessons, formal observation by supervisor, mentor, colleagues, PLCs</li> <li>* Samples of students' work</li> <li>* Projects, papers, etc. from courses</li> <li>* Other</li> </ul>	<p>Results of:</p> <ul style="list-style-type: none"> <li>• standardized assessments</li> <li>• classroom assessments</li> <li>• Examples of student projects, papers, daily work</li> <li>• Student portfolios</li> <li>• Video of students presentations or activities</li> <li>• Skill inventories or checklists</li> <li>• Anecdotal notes</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>* Discipline data</li> <li>* Attendance data</li> <li>* Health records/visits to the nurse</li> <li>* Behavior records</li> <li>* Extra-curricular participation</li> <li>* Other</li> </ul>	<ul style="list-style-type: none"> <li>* It's not just about what you did; it's about what you learned</li> <li>* It's about working to "improve" rather than trying to "prove"</li> <li>* Less is more – make a concise collection of carefully selected evidence</li> <li>* Pick illustrative examples rather than including everything</li> <li>* Avoid creating a "scrapbook" (a collection of personally meaningful mementos)</li> <li>* Avoid creating a "steamer trunk" (container stuffed with materials)</li> <li>* Use technology to record students' projects, students' working</li> </ul>

**D. Appeal Process**

1. In the event that there is a disagreement between an individual submitting evidence for renewal of certification or a professional growth activity and the approving authority, the individual will be asked to submit a statement in writing explaining the disagreement to the superintendent. However it is expected that attempts be made to resolve disputes through conferences with the supervisor, principal (if not the supervisor) and the Professional Growth Committee prior to the appeal of the superintendent
  - A. A letter submitted to the Professional Growth Committee within 10 days, if unsolved by the supervisor and/or principal
  - B. If continued disagreement, a letter to the superintendent within 15 days of the denial of the Professional Growth Committee.

**E. Certified Paraeducators**

Ed 512.06 Certified Paraeducators II,

1. Requirements for Paraeducators certified under Ed 504.05 shall be as follows:
  1. To maintain certification, paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units within a 3 year period shall be required in areas determined by the local professional growth master plan required by this part;
  2. All professional learning is documented by the certified paraeducators through the use of MyLearningPlan.com
  3. Paraeducators who are employed and hold certification will select continuing education units applicable to their assignments by attending in-services, workshops, institutes, seminars and conferences
  4. Certified educators, referenced in Ed 505.07, who are employed as paraeducators will be granted the opportunity to document professional learning through MyLearningPlan.com
  5. It is the responsibility of any certified paraeducator to notify the district of their need to access MyLearningPlan.com

## Summary

# **Appendices**

- My Info
- My Portfolio
- My File Library
- Activity Catalogs
- District Catalog
- Calendar
- Fill-In Forms
- Prof. Growth Activity
- Ind. Prof. Growth Plan
- Activity Proposals
- Workshop Proposal
- Account Options
- My User Profile
- Change Password

**Individual Professional Growth Plan 3 Year Individual Growth/Goal Setting Form**

Use this form to submit your individual professional growth plan for your 3 year recertification cycle. You can revise/resubmit this form annually if needed to keep your plan up to date.

**Personal/IDP Information**

Name

Certificate/Endorsement

**Certification Date**

Licensure End Date

Today's Date

**List proposed individual professional goals that relate to the following sections for the next three years.**

For each individual professional goal, please explain:  
 Your intended strategies to attain your goal,  
 How will accomplishing or working on your goal benefit student learning.

**Goal #1: Related to an ORCSD District Goal**

Personal Goal #1: ORCSD District Goal

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Strategies to Attain Goal

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Benefit to Student Learning

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**Goal #2: Educators' Self-Assessment**

Personal Goal #2: Self-Assessment

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Strategies to Attain Goal

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Benefit to Student Learning

 Characters left 2048

**Goal #3: Area of Endorsement**

Personal Goal #3: Area of Endorsement

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Strategies to Attain Goal

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Benefit to Student Learning

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Goal #4: Area of Endorsement (if necessary)

Personal Goal #4: Area of Endorsement (if necessary)

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Strategies to Attain Goal

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Benefit to Student Learning

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Goal #5: Area of Endorsement (if necessary)

Personal Goal #5 Area of Endorsement (if necessary)

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Strategies to Attain Goal

 Characters left 2048

Benefit to Student Learning

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Goal #6: Area of Endorsement (if necessary)

Personal Goal #6: Area of Endorsement (if necessary)

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Strategies to Attain Goal

 Characters left 2048

Benefit to Student Learning

 Characters left 2048

Revision Comments

Document the date and revision of each resubmission.

Comments

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Finish

My Info
My Portfolio
My File Library
Activity Catalogs
District Catalog
Calendar
Fill-In Forms
Prof. Growth Activity
Ind. Prof. Growth Plan
Activity Proposals
Workshop Proposal
Account Options
My User Profile
Change Password

### Professional Growth Activity Form

#### Activity Details

This section contains information about the activity.

Activity Title

Activity Format

Brief Description

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Website for Description

#### Inclusive Dates/Times/Location of this Activity

Start Date (mm/dd/yyyy)

End Date (mm/dd/yyyy)

Start Time

End Time

Location of Absence

#### Activity Sponsor/Provider

Provider

If not on list, enter here

#### Recertification Information (includes Clock Hours)

Enter the number of Hours you are seeking for this activity.

Purpose(s)  Relicensure

Recertification Option

Certificate/Endorsement

#### Estimated CEU/Clock Hours

Estimated CEU/Clock Hours

#### Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Individual

Building Level Goal

District Level Goal

Individual 3-year Professional Development Plan

Other

#### Comments

Comments

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#### Finish

When requesting final approval, a Certificate of satisfactory completion and all receipts must accompany this form.



Site Configuration
District Profile
Info & News
Programs/Catalogs
Buildings
Departments
Grades
Groups
Position Types
Goals (District)
Goals (Building)
Standards
Locations
Rights (Admin)
View Config Summary
Add On Features
Certificate Management
Calendars
Evaluation Forms
File Library
Team Room Forms
Forms and Data
Activity Formats
Categories
Evaluation Methods
Events
Follow Ups
Funding Sources
Forms
Payment Formats
PD Plans
Provider Catalogs
Providers
Provider Content
Purposes
Salary Steps
API's
LDAP Integration
XML Data Exchange
PD 360 Integration
NH DOE Integration

**Professional Development Activity Evaluation**

**Professional Development Activity Evaluation**

Your responses are NOT ANONYMOUS

- Please rate the value of this activity.
- 5 - HIGH
  - 4
  - 3
  - 2
  - 1 - LOW

How will this activity benefit student learning?

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Other Comments

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**Click Save To Exit**

Preview Mode - No Actions

**Individual 3-Year Comprehensive Plan**  
(An Alternative to Certification via CEUs/Clock Hours)

**Oyster River Cooperative School District**

---

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

School: \_\_\_\_\_ Certification Expiration Date: \_\_\_\_\_ Year of Plan: 1\_\_ 2\_\_ 3\_\_

Current Position: \_\_\_\_\_ Grade and/or Subject \_\_\_\_\_

Endorsements: \_\_\_\_\_

Professional development activities and/or projects for the *Individual 3-year Comprehensive Plan* must be related to student needs, linked to personal, building, and district goals, and have a measurable impact on student performance and achievement.

**Plan submission and review schedule:**

1. On or before Oct. 1<sup>st</sup>-project proposal must be submitted to your supervisor for review and feedback
2. Oct. 1<sup>st</sup> to Nov. 1<sup>st</sup>-plan revisions may be made if necessary
3. Nov. 1<sup>st</sup>-last date that the proposal may be approved by your supervisor
4. Supervisor must approve the professional's yearly progress report.
5. Yearly or final progress report is submitted to supervisor by April 15<sup>th</sup>.

**Description of the 3-year project:**

A complete description of the project shall address:

1. An overview of the project
2. A list of objectives for the project in alignment with district, building, and personal goals
3. Identification of the professional development components to be addressed
4. The data that identifies the need for the project
5. Identification of activities, anticipated measurable impact of project, and three year timeline
6. Estimation of % of project to be completed each year.

**Annual Progress Report:**

A written description of progress and a self-reflection of professional development activities must be submitted to your supervisor at the end of Year 1, 2, and 3 within the review timeline noted above. Your supervisor will sign and date this form when the annual progress report of the three-year plan is reviewed and accepted. The annual progress report will be filed at the building level and a copy of this sheet will be provided to you.

**Final Report:**

The third year final report shall include the following: an evaluation of the entire three-year project, relevant information and data supporting the measurable impact of the project on student performance and achievement, exemplars and other material. The final report shall be submitted to your supervisor by April 15<sup>th</sup>.

**Important Conversion Notice:**

If you leave the district, you may be required by a receiving district to convert your *Individual 3-year Comprehensive Plan* to CEUs/clock hours. This conversion must be completed in consultation with your supervisor. Your supervisor must approve the converted equivalent CEUs/clock hours for your plan.

THIS FORM IS SUBMITTED AND SIGNED FOR **EACH YEAR** OF YOUR THREE YEAR PLAN

Staff Member \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

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

## SMART GOALS – TEMPLATE

---

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

**A SMART goal is:**

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

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

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

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

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

*Examples:*

Not a SMART goal:

- Employee will improve their writing skills.

*Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

SMART goal:

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

SMART Goal Planning Form

Specific – WHO? WHAT?

Measurement/Assessment – HOW?

Attainable/Achieve – REASONABLE?

Relevant – EXPECTED RESULT?

By  
Timed – WHEN?

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT REQUEST FOR ACTIVITY FUNDING/REIMBURSEMENT FORM

This form valid January 1, 2014

THIS REQUEST IS FOR: (check one) [ ] PREPAYMENT [ ] REIMBURSEMENT

Instructions for Prepayment

- 1. Have your supervisor sign pre-approval for this activity below on this form.
2. Submit this completed form to the SAU#5 business office two weeks prior to the activity.
3. Only registration fees may be prepaid.
4. Include registration form for activity with this prepayment request.

Instructions for Reimbursement

- 1. Submit this completed form to the SAU#5 business office no later than 30 days after completion of activity.
2. Print and attach completed Professional Development Activity form from MLP.
3. Include all receipts for registration and/or expenditures.

Staff Member: \_\_\_\_\_ School: \_\_\_\_\_

Activity: \_\_\_\_\_

Location of Activity: \_\_\_\_\_ Date(s): \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_
(Pre-approval of Supervisor required for prepayment only.)

1. Registration Fee(s): Please attach registration form (prepayment) or receipt (reimbursement). \$ \_\_\_\_\_

2. Other Approved Expenses (Receipts must be attached)

Food: Breakfast (Max \$3/Day) \$ \_\_\_\_\_
Lunch (Max \$5/Day) \$ \_\_\_\_\_
Dinner (Max \$10/Day) \$ \_\_\_\_\_ x100% \$ \_\_\_\_\_

a) Lodging \$ \_\_\_\_\_
b) Materials \$ \_\_\_\_\_
c) Gratuities \$ \_\_\_\_\_
d) Other (specify): \_\_\_\_\_ \$ \_\_\_\_\_
(Subtotal of a,b,c,d,) \$ \_\_\_\_\_ x 50% \$ \_\_\_\_\_

3. Transportation (Mileage - IRS rates effective 1-1-14):

Odometer Reading start \_\_\_\_\_ end \_\_\_\_\_

Total \_\_\_\_\_ miles @ .56¢/mi for 1st 100 mi. \$ \_\_\_\_\_
@ .28¢/mi over 100 mi. \$ \_\_\_\_\_

Tolls (receipts must be attached) \$ \_\_\_\_\_

Subtotal \$ \_\_\_\_\_ x 100% \$ \_\_\_\_\_

TOTAL REQUESTED \$ \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

SAU Approval: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Receipts: \_\_\_\_\_

PLEASE MAKE AND RETAIN A COPY OF ALL DOCUMENTATION SUBMITTED

## Oyster River Cooperative School District

Email: [wdifruscio@orcscd.org](mailto:wdifruscio@orcscd.org)

### UNH Tuition Waiver Guidelines & Procedures

Per the Memorandum of Understanding (MOU) between the University of New Hampshire and Oyster River Cooperative School District, as well as directives promulgated from the Superintendent's Office, the following guidelines and procedures apply to ORCSD staff seeking to participate in the UNH Tuition Waiver program.

- Tuition waiver application forms available from the Superintendent's Office must be used to apply for a UNH tuition waiver under this program. Only completed forms will be accepted. Altered forms or forms with missing information will not be accepted.
- The appropriate building Principal and the Assistant Superintendent shall approve all applications for tuition waivers **BEFORE** course registration at UNH occurs. Any changes in registration subsequent to waiver approval, such as class (es) to be attended, require review by the Principal and Superintendent.
- ORCSD staff will be allowed to register for classes if (a) UNH class space is available, (b) the ORCSD employee pays all applicable fees (the waiver applies to tuition only) and (c) ORCSD's annual tuition allotment has not been exceeded for the year.
- Tuition waivers are available for all UNH credit and non-credit courses.
- Professional staff members (teachers) are not required to submit a statement of direct benefit and the number of allowable courses is unlimited.
- For administrative and paraprofessional employees a brief statement must accompany the waiver application indicating the direct benefit to ORCSD gained by allowing them access to the waiver program (i.e. how will it improve the employee's performance of their responsibilities as a member of the ORCSD staff).
  - Only full time employees are eligible for the UNH Tuition Waiver Program.
  - Each of the said employees is limited to a total of three (3) classes per year.
- Participation in this program is granted in the following priority order – professional staff has first priority, administrative staff will have second priority and paraprofessional staff last priority. *For all additional interested staff members not listed, requests to take a course may be made to the Assistant Superintendent in writing for review, determination and prior approval before submitting a waiver.*
  - Professional staff tuition waivers will be accepted up until 20 days before the first day of classes for a given semester.
  - Administrative staff tuition waivers will be accepted only 20 or fewer days before the first day of classes for a given semester.
  - Paraprofessional staff tuition waivers will be accepted only 10 or fewer days before the first day of classes for a given semester.

The ORCSD, through the Superintendent's Office, reserves the right to alter these guidelines and procedures at any time if deemed in the best interests of the ORCSD, recognizing the need to comply with collective bargaining restrictions as well as the right of UNH to review and modify the MOU.

Contact Wendy at the Superintendent's Office with any questions you may have regarding the UNH Tuition Waiver program here at ORCSD.

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
APPLICATION FOR UNIVERSITY OF NEW HAMPSHIRE TUITION WAIVER**

Please note: UNH will only accept original, completed forms. Altered or blank forms will not be accepted.

Date	Last Name	First Name	MI
			Campus
			UNH Durham UNH Manchester

Course #	Course Title	# of Credits	Start Date	End Date	Cost

Course #	Course Title	# of Credits	Start Date	End Date	Cost

Course:	School/Office (please check one)	Position/Category (please check one)
Fall	Mast Way	Teacher /Administrator/Director
Spring	Moharimet	Paraprofessional
Summer	Middle School	Facilities/Food Services Worker
	High School	Other Support Staff
	SAU Office	
	Facilities / Food Services	

**STATEMENT OF DEMONSTRABLE NEED:**

As the principal or supervisor, I attest that (1) the person's enrollment in the identified course is in response to a demonstrable need for professional development on the part of that individual and/or (2) is directly related to the individual's assigned role and responsibilities in the school district, and (3) the completion of which has been cooperatively determined to be beneficial to both the staff member and the Oyster River School District. It is also understood that the individual may be enrolled in no more than two (2) courses per semester for which he/she may receive academic credit. Tuition for courses offered by the University of New Hampshire are assumed to be covered by the University-District tuition-waiver agreement. All fees, supplies, or other costs associated with the course(s) are the sole responsibility of the student/employee of the Oyster River School District.

**NOTE:** Upon completion of said course(s), a grade report is required. In order to be eligible for future course waivers, a passing grade of "C" or above needs to be received.

**APPROVALS:**

Request Recommended	Request Not Recommended	
Request Approved	Request Not Approved	
_____	_____	Principal or Supervisor _____ Date _____
_____	_____	Assistant Superintendent of Schools _____ Date _____



**Oyster River Cooperative School District - SAU #5  
Request for Pre-Approval of Tuition Reimbursement**

The purpose of this form is to request pre-approval for reimbursement for coursework completed at an institution of higher education other than the University of New Hampshire.

This form is to be used when a course is not offered at UNH and the course has been deemed, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District's mission. The school principal will utilize this form to request approval from the Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at individual schools.

To: Superintendent

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

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Professional Staff Member: \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_

Name and Address of Institution of Higher Education: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuition Cost \$ \_\_\_\_\_

Account # : \_\_\_\_\_ Balance to date: \$ \_\_\_\_\_

Proof of course completion required prior to reimbursement. Staff must have a grade of "C" or better or a designation of "pass" if the course is available in a pass/fail basis only. (See IX: Professional Improvement, Section B).

Proof of course completion received on: \_\_\_\_\_

**Statement of Demonstrable Need**

As the Principal, I attest that the Professional Staff Member's enrollment in this course is necessary for the continued professional growth of the staff member and will be directly beneficial to the District's mission.

Professional Staff Member's Signature: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Request Recommended \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_ Request Denied \_\_\_\_\_ Principal's Signature

\_\_\_\_ Request Approved \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_ Request Denied \_\_\_\_\_ Superintendent's Signature

\_\_\_\_ Justification is attached.

## Logging into Mylearningplan.

1) To log into my learning plan, you need to first type into your browser [www.mylearningplan.com](http://www.mylearningplan.com). This will take you to the proper opening page. The page should look something like the following:



2) If it states that your district has a special site for you to log in, you are in the wrong place. Start over, return to #1

3) From here you need to type in your user name. Your user name is your first initial, last name and then @orcsc.org. Without the orcsc.org, the program does not know what district you work for and won't let you in.

4) Your password originally is changeme. If you need it reset, please let me know and I will make it changeme -- then you can change it to what you want.

Any questions, please contact me.

Rob Quaglieri  
rquaglieri@orcsc.org

**To all Certified Staff Members:**

**To properly enter your hours into the MyLearningPlan:**

Make sure in the drop-down recertification option; you select either Content 2-7 or Endorsement area.

- If you choose general area in the drop-down section, you **DO NOT** select an endorsement area in the certificate/endorsement section.
- If you select an endorsement area in the drop-down section, you are to select only **ONE** endorsement area in the certificate/endorsement section.

**To check for accuracy of your hours:**

Many of you have not selected appropriate allocations for your staff development hours. It is VERY important that this process is done correctly to ensure that you receive credit for the hours you have earned. In order to ensure your hours are correct, please do the following:

- 1) Go to my Portfolio and look at the total amount of hours you have received.
- 2) Now go to View by License and check both your endorsement hours and content area hours.
- 3) If these match, you have entered everything correctly; therefore, all of your hours are accounted for. If the hours do not match the View by License page, you have incorrectly entered some of your information, resulting in unaccounted hours.

If you find that your View by license page has more hours than your Portfolio, than you may have inadvertently selected more than one endorsement area at the time of submission. Please let me know about this as well.

- 4) If you find that you have unaccounted hours, you need to print out your portfolio page and compare it to the View by License Page. You will need to let me know which activities are not indicated on your View by License page so I can fix them for you.
- 5) To print your portfolio: Go to My Portfolio, under transcripts select Print PDF, and click on "Click here to print the transcript" in the center of the screen, then print as usual.
- 6) Email [rquaglieri@orcsd.org](mailto:rquaglieri@orcsd.org) for questions and fixes.

Thank you,

Rob and Theresa

## Finalizing activities on MLP.

- 1) After you have attended an activity that you preregistered for on mlp, you need to log into the [mylearningplan.com](http://mylearningplan.com)
- 2) Click on the manage button for the activity that you want to finalize.
- 3) Click on the orange evaluate activity tab in the middle of the page.
- 4) Evaluate the activity.
- 5) Now it should bring you back to the opened activity, where you pressed the evaluate tab, if it didn't, please manage the activity again.
- 6) Now Press the mark complete tab. Again, this is in the middle of the page.
- 7) Once you have submitted it from the marked complete tab, the activity is off to be finalized.

If you have any questions, please feel free to contact me.

Rob Quaglieri  
[rquaglieri@orcsd.org](mailto:rquaglieri@orcsd.org)

## **To the Final Approvers in MyLearningPlan**

When doing final approval for staff's professional development, could you please make sure you check the following:

- 1) Make sure that in the drip-down recertification option; the staff member selects either General or Endorsement area.
- 2) If the staff member has chosen General in the drop-down, they should not select an Endorsement area in the certificate/endorsement section. Likewise, if they select an Endorsement area in the drop-down section, they are to select only one endorsement area, make sure at least one is checked, in the certificate/endorsement section.

If you have any questions, contact either Rob Quaglieri at [rquaglieri@orcsd.org](mailto:rquaglieri@orcsd.org) or Theresa Proia at [tproia@orcsd.org](mailto:tproia@orcsd.org) for help.

## **IMPORTANT PROFESSIONAL DEVELOPMENT INFORMATION**

Date: August 1, 2014  
To: ORCSD Staff  
From: Carolyn Eastman, Assistant Superintendent

It is the District's responsibility to make certain that each certified/licensed staff member has a current certification/license on file at the District office. However, ultimately it is the individual staff member's responsibility to ensure that they maintain the certification/licensure required for their position here at Oyster River.

### **THREE YEAR RECERTIFICATION REQUIREMENTS**

This is a reminder of the *NH Code of Administrative Rules, Ed. 512: Professional Development Master Plan and Recertification* requirements for professional staff recertification in the State of New Hampshire and the requirements of the *Oyster River Cooperative School District Professional Development Master Plan, 2014-2019*.

#### **Professional staff - Professional Development Requirements are a minimum of:**

- 30 clock hours for **each** endorsement area.
- 45 clock hours (total) for Content Areas 2-7 which include: character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role, organization and operation; exploratory or innovative activities. You are required to earn at least 45 professional development hours in any or all of these areas. You must earn a minimum of 75 clock hours for your three-year plan (one endorsement).

#### **Certified Paraprofessionals - Professional Development Requirements are a minimum of:**

- 50 clock hours (total) for: any endorsement area; character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role, organization and operation; and/or exploratory or innovative activities. You may earn a total of 50 professional development hours in any or all of these areas.

### **REQUIREMENTS and DEADLINES for MyLearningPlan**

In order to earn professional development hours, Professional Development Activity(s) must be entered into MyLearningPlan and pre-approved by your supervisor prior to participation in the activity. You will then have 30 days after the completion of the activity to mark it complete in MyLearningPlan. Activities not marked complete within the 30-days will not be approved. All activities must be pre-approved by your supervisor.

When submitting Professional Development Activity coursework in MyLearningPlan an official transcript must be obtained and forwarded to the SAU office at the completion of the course to be kept in your personnel file.

All staff members must enter separate Professional Development Activity Forms for each early release day workshop and each teacher workshop day. Activities must be marked complete within 30 days of the activity date and must include the topic of discussion and your evaluation. One activity entered for the entire the year for these on-going activities will not be approved.

For regularly scheduled building level meetings that are being used for Professional Development purposes, such as early morning dialogue, staff meetings, department or committee meetings that occur on a regular basis throughout the year, staff development credit can be earned. However, if these meetings are geared more toward house keeping or other non-professional development topics, professional development credit will not be given. Please note that these activities still require pre-approval by your supervisor unless they activity as been entered as a group a the building level.

### **ALLOCATION OF EARNED PROFESSIONAL DEVELOPMENT HOURS**

Individual activity hours are to be allocated into either an endorsement area or content areas 2-7. A single activity cannot be allocated to two separate areas. The only way that can be done is by creating separate activities and dividing the hours among them.

*See Reverse*



### **UNH TUITION WAIVER PROGRAM**

UNH graciously awards Oyster River an allotment of money each year that allows our employees to take courses at UNH tuition free. This is not a reimbursement program through Oyster River; it is a waiver program through UNH at no cost to the District.

In order to be eligible for a tuition waiver for courses at the University of New Hampshire, professional staff must complete the *Application for UNH Tuition Waiver form*, have their building principal sign and date the form, and forward it to Wendy at the SAU office for approval by the Superintendent prior to registering for courses. Once approved and signed by the Superintendent the form is returned to the staff member. The staff member will now bring the signed form to UNH to register for the course(s). Course allowance for professional staff is currently unlimited; Administrators and Paraprofessionals are limited to three courses per school year.

### **TUITION REIMBURSEMENT**

In order to be eligible for tuition reimbursement for graduate courses taken at schools other than the University of New Hampshire, Durham, the professional staff member must complete the *Request for Pre-Approval of Tuition Reimbursement form*. This form is to be used when a course is not offered at UNH and the course has been deemed, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District's mission. The school principal will utilize this form to request approval from the Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at the individual schools.

### **SALARY TRACK CHANGES**

450 clock hours or 30 graduate credits are required to move to B+30 or M+30.

To move to the B + 30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned Bachelors degree. To move to the M + 30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned Masters degree. Each credit of university course work equals 15 clock hours. Per the Board/Guild Agreement, clock hours earned while employed in the Oyster River School District may be converted to credits for advancement on the +30 salary schedule at the rate of 15 hours = 1 credit. Hours earned in other district(s) can not be similarly converted. An earned degree is required to move to MA or 2MA/CAGS/DR tracks.

### **TRACK CHANGE PROCEDURE**

Professional staff members must notify the Superintendent in writing by **NOVEMBER 30** in the year prior to the year of your anticipated track change. This means you must notify the Superintendent by November 30, 2014, if you expect to be eligible for a track change at any time between July 2015 and June 2016.

If the Superintendent has received prior notice, send written notification to Wendy at the SAU office when you have completed your 450th hour of staff development (or the appropriate combination of hours and credits) and are eligible for a track change. At the time of notification it will be necessary to provide supporting documentation such as transcripts if they are not already in your personnel file. Wendy will then arrange for a new contract to be issued to you.

### **THREE YEAR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN**

Three-year Professional Development Plans are required to be reviewed and revised each year by the professional staff member and their supervisor. All 3-year plans are to be entered into the staff member's MyLearningPlan portfolio.

Certified staff members working in non-certified positions such as tutors, paraprofessionals, etc. must have a 3-year individual professional development plan. This is required in order for the District to track recertification hours and recommend for renewal.

## YAGER PROPERTY PROPOSAL

During a recent trip to Durham I presented my idea and vision to a number of people, always verbally and either face to face or on the phone. Knowing how ideas change when people begin talking about them, I thought it might be important to put my original ideas down on paper.

It started with the fact that ORHS is landlocked and that limited athletic field space has been a problem. There is not sufficient room for a track. The need for additional playing fields would mean bussing athletes somewhere. And, according to many people, the existing configuration of fields presents the unsettling danger that an athlete or family member will someday be hit by a baseball.

Meanwhile, directly across the street from the school, Andrea and I own nearly 10 acres. We have been thinking that, upon our return to Durham, we would like to simplify. We could sell the residences outright. But the truth is that the property is potentially more valuable to the school than it would be as private residences.

My idea is that the school buy our property. The house at 44 Coe Drive is a post and beam structure built in 1972. It has value as a structure and could be sold and moved. The house at 42 Coe Drive is tucked on the side of the property and could probably remain and not interfere with the use of the remainder of the property.

If the house at 42 were able to remain, it might be an ideal location for the superintendent's office and the administrative offices. Then the house that currently serves as administrative offices could be sold to help defray costs. Alternatively, 42 could become an adventure program center or somehow support the athletic program.

The track could go in by the high school because it is already flat there. And a couple of ball fields could be moved over onto our property. The lower part of the property might be perfect for 6 tennis courts. For those who are not aware, the existing tennis courts look like tennis courts from the Google map satellite, but in reality they are unplayable, and matches need to be played at UNH or the town courts out on Fogg Drive.

That is the basic plan. An additional possibility would be to move the parking lot onto the existing tennis courts, and have the parking lot area become part of the athletic field greenway, and maybe even home plate for one of the ball fields.

An additional intriguing possibility is that of having a walkway that connected the Jackson Landing/Churchill Rink area with the school. It would also be intriguing to find space for a teen center, ORYA, the Parks and Recreation Department, and, what the heck, the Durham Pool. That is clearly another story, but worthy of including in a vision.



Our property, unfortunately, is not perfectly flat. But there are significant, flat areas. And we just need to remember the trees that were cut and the blasting and earth moving that was involved in making the playing fields and the Middle School and the High School parking lot next to the tennis courts. For better or for worse, the Oyster River school system is not a stranger to moving earth.

There is a rivulet that flows from the back of the tennis courts down through the property to Beards Creek pond. That could potentially be diverted to run along Coe Drive and join the overflow from the catch basin on school property and flow into our pond. Other than that, it would be mostly a matter of moving earth.

This proposal may come at a time when the school administration and school board members feel stretched by a multitude of issues. But, timing aside, this is a potential opportunity that would answer significant questions for the school. And if we were to sell the residences for private use, the opportunity would certainly be lost forever.

INDIVIDUAL COPIES OF THE ORCSD SCHOOL  
HANDBOOKS ARE POSTED ON LINE AS

05.21.14 ADDITIONAL SB INFORMATION

THANK YOU

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
2014 - 2015 MASTER SCHEDULE OF SCHOOL BOARD MEETINGS**

**DRAFT to School Board - May 21, 2014**

<u>DATE</u>	<u>LOCATION 6:30 pm</u>
July 9 – Manifest Review Meeting	High School, Room C124
July 16 .....	High School, Room C124
July 30 - Manifest Review Meeting	High School, Room C124
August 13 .....	High School, Room C124
August 27 – Manifest Review Meeting	High School, Room C124
September 3 .....	High School, Room C124
September 17 .....	High School, Room C124
October 1.....	High School, Room C124
October 15.....	High School, Room C124
November 5 .....	High School, Room C124
November 19.....	High School, Room C124
December 3.....	High School, Room C124
December 17 .....	High School, Room C124
January 7 .....	High School, Room C124
January 14 <sup>1</sup> Bond & Budget Hearing.....	H.S. Auditorium
January 21 .....	High School, Room C124
February 3 <sup>2</sup> Annual Meeting-Session I/ Manifest Review (6:30 PM) .....	H.S. Auditorium
February 11.....	High School, Room C124
February 17 Candidates Night .....	High School, Room C124
February 18 Manifest Review Meeting	High School, Room C124
March 4.....	High School, Room C124
March 10 Annual Meeting - Session II.....	Town Voting Locations
March 18.....	High School, Room C124
April 1 .....	High School, Room C124
April 15 .....	High School, Room C124
May 6 .....	High School, Room C124
May 20 .....	High School, Room C124
June 3 .....	High School, Room C124
June 17 .....	High School, Room C124

<sup>1</sup> Bond hearing- snow date – January 15th

<sup>2</sup> Session I- snow date – February 4 \*Subject to change  
Candidates Night –Snow Date – February 18

**This calendar subject to change with Board action pending needs of the District**

To: Oyster River School Board  
From: James Morse, Superintendent  
Carolyn Eastman, Assistant Superintendent  
Date: May 21, 2014  
Re: **Revised DRAFT** School Board Goals 2014-15

We discussed various items the Board suggested as goals for 2014-15. The discussion resulted in the following suggested goals:

**Goal I: Complete the Strategic Plan**

- A. The Operations Plan will be presented in draft form for Board consideration in August 2014.
- B. The Academic/Technology Plan will be presented in draft form for discussion by the second meeting in September 2014.

**Goal II: Develop a Multi-Year Plan for Implementation of Full Day Kindergarten**

- A. Form a Broad Committee
- B. Purpose to Define:
  - a. timeline
  - b. needed staffing
  - c. curricula needs

**Goal III: Begin Multi-Year Discussion Related to Long Term Viability of Oyster River Middle School**

- A. Establish a Broad Committee
- B. Analyze Current Structure
- C. Analyze Flexibility to meet Academic Needs

**Goal IV: Create a Multi-Year Capital Improvement Plan**

- A. Review Facilities and Program Analysis by Davis Goudreau Architects
- B. Create a Five to Ten Year Capital Needs Plan with an Executive Summary

**Goal V: Refine Proposal for ORHS Fields Update**

- A. Hire Professional to Analyze Concept Design
- B. Prepare Financials
- C. Create Warrant Article for Community Consideration in March 2015

**Goal VI: To Create a PK – 12 Vertically Aligned Curriculum that Opens up More Opportunities for Student Success.**

- A. Identify Strengths and Needs of Current Program
- B. Investigate New Options that Offer Greater Opportunities for Students
- C. Develop Intervention Strategies that Mediate and Accelerate Student Learning
- D. Increase the Number of Students in Advanced Mathematics Participating in ORMS and ORHS

## RETIREMENT INCENTIVE PARTICIPANTS

UPDATED: May 15, 2014

### GUILD

<b>School/Department</b>	<b>Last</b>	<b>First</b>	<b>School</b>	<b>Years of Serv.</b>
Grade 7/8 Art Teacher	Healey	Elizabeth	ORMS	36
Grade 7 Science	Ward	Stephanie	ORMS	23
Special Education	Buzinski	Dorothy	ORMS	15
Technology Teacher	Stuart	Alan	ORMS	28
Social Studies	Mroz	Lou	ORHS	34
Consumer Education	Kishbaugh	Mary	ORHS	24
Special Education	Stoddard	Louise	ORHS	19
Mathematics Teacher	Nichols	David	ORHS	35

### ORPaSS

Paraprofessional	Cross	Robin	ORMS	10
Prog. Paraprofessional	Sawyer	Nancy	MOH	25
Paraprofessional	Shepard	Sandra	MOH	17
Paraprofessional	Turner	Anna	ORHS	13

### ORBDA

Bus Driver	Hakey	Orrin	Transp	12
Bus Driver	Ransom	Don	Transp	17

### ORESPEA

Head Custodian	Mitchell	Garth	ORMS	17
Res.Sub/Sub Coord.	Sayewich	Stephen	ORMS	10

To: Oyster River School Board  
 From: Dr. Jim Morse, Sr.  
 Date: May 15, 2104  
 Re: Retirement Incentive

As you know the purpose of offering a retirement incentive is to lower overall staff costs, to create efficiencies and/or to reallocate resources to meet current needs. A retirement incentive must benefit the District as well as the employee – a win/win situation.

The retirement incentive was successful. Eight teachers wish to take advantage of this incentive, four from the high school and four from the middle school. Interestingly no elementary staff decided to participate.

In addition, four paraprofessionals opted to retire, two from Moharimet and one from middle school and one from the high school.

Non-instructional support staff also took advantage of the offer, two bus drivers, one middle school custodian, and one middle school sub coordinator.

Overall, sixteen staff members wish to take advantage of the retirement incentive. The salary and benefits total is \$1,329,003. If we assume that we are able to replace senior teaching staff with staff with 7 or fewer years in teaching (average salary \$50K) we could ESTIMATE a savings of \$195,544 in salary.

Last year we used the retirement incentive to reduce staff and to lower our overall personnel costs. This year we hope to lower our overall staff cost and to repurpose/reallocate funds to support needs discussed during Board budget deliberations but not added more to the 2014-15 budget.

Table A refers to teachers only as the salary scale for teachers is significantly higher than support staff. Predictably this means that teacher account is where the savings will materialize.

TABLE "A"

Salary Current Cost	Salary NEW HIRES w/ 7 Years or Less	ESTIMATED Salary Savings
\$69,520	\$50,000	\$19,520
\$78,129	\$50,000	\$28,129
\$79,578	\$50,000	\$29,578
\$71,600	\$50,000	\$21,600
\$79,578	\$50,000	\$29,578
\$78,129	\$50,000	\$28,129
\$69,520	\$50,000	\$19,520
<u>\$69,520</u>	<u>\$50,000</u>	<u>\$19,520</u>
<b>\$595,544</b>	<b>\$400,000</b>	<b>\$195,544</b>
		<b>Total Estimated Savings</b>

There may or may not be additional savings in the benefit area; it all depends on the insurance option new staff take which range from \$6,500 to \$22,000 District obligation.

Salary range for support staff is fairly small so this area is likely to be a wash, i.e. no increased cost and/or small savings in benefits.

Reallocation – Use current retiree position funds to support new positions

#### Recommend a full time School Psychologist

We have a special education retirement at the middle school. Special Services Director, Catherine Plourde, Middle School Principal, Jay Richard and High School Principal, Todd Allen all agree the funds supporting that position be used to invest in a full time school psychologist for the middle school which frees up the current MS/HS school psychologist to work at the high school full time. The rationale for this change is the increase in the number of students with serious mental health issues at both schools. This professional will be able to provide appropriate diagnostic testing, recommend modifications for classroom teachers, conduct individual and group therapy, collaborate with mental health providers outside the system (with parent permission), and assist in in-service training for staff to insure best practices by all school personnel.

#### Recommend an additional Math Teacher at ORHS

This was a lengthy discussion during budget deliberations as to whether the District could afford an additional math teacher at ORHS for 2014-15. In the end, the Board supported a tutor for math rather than a full time teacher. This retirement incentive provides the District the opportunity to revisit this discussion in light of the Board Goal for a complete math overview. We all know Oyster River math program has its strengths and we know that it has needs. Given that we want more students to avail themselves of advanced mathematics and given that the incentive free up funds to create this math position now, Principal Allen and I recommend this to the Board for 20145-15.

#### Replacement of current positions

After conversation with all impacted administrators they are asking that all other positions be replaced. In doing so they are committed to hiring staff as economically as possible.

**Oyster River Cooperative School District  
School Administrative Unit #5  
Office of the Superintendent of Schools**

**Position:** Psychologist

**Status:** Full-time; salary

**Qualifications:** NH Certification as School Psychologist and Master's degree in School Psychology.

**Reports to:** Special Education Coordinator

**Job Goal:** To enable students to derive the fullest possible educational experience from school by promoting their sense of self and by treating any psychological or mental health problems.

**Performance Responsibilities:**

- Assesses referred students through appropriate testing and diagnostic practices in accordance with state and federal regulations and best practices
- Recommends accommodations and modifications prior to referral alternatives in accordance with RTI model
- Conducts individual, group, or facilitative therapy for children whose diagnosed problems would benefit from behavior modification
- Collaborates with teachers and parents regarding evaluation outcomes and student support
- Serves as a consultant on mental health topics for staff
- Collaborates with personnel of community mental health providers and area agencies
- Attends staff, professional and interagency meetings as appropriate
- Assists with in-service training of school personnel
- Conducts appropriate research
- Keeps abreast of new initiatives and developments in the field
- Serves as a member of the CST (child study team) and IEP team
- Other duties as assigned by the Special Education Coordinator

**Evaluation:** Annual

**Original Effective:** 3-2010

**Revision Date:**