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# **SAU 70 Staff Development Master Plan**

(for Hanover and Dresden Districts)

Approved by the SAU 70 Board: **March 21, 2023**  
Prepared by the Central Staff Development Committee

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## INTRODUCTION

Professional Development in the Dresden and Hanover school districts is guided by New Hampshire State Board of Education requirements and the philosophy embedded in the SAU 70 Educational Model. The guidelines in this plan govern the administration of professional development, recertification activities, track advancement, and funding by the Central Staff Development Committee (CSDC) consistent with the Collective Bargaining Agreement. In applying for professional development funds and credits, the individual employee is responsible for meeting all procedural and professional requirements specified in this plan.

This Staff Development Master Plan applies only to those SAU 70 schools governed by New Hampshire Certification regulations and those SAU 70 schools covered by the Collective Bargaining Agreement between the Hanover and Dresden School Boards and the Hanover Education Association. Therefore, this SAU 70 Staff Development Master Plan does not cover employees at the Marion Cross School located in Norwich, Vermont.

## STATEMENT OF PURPOSE

The purpose of professional development is to promote a broad range of high-quality professional learning that has a direct and positive impact on the educational experience for all students. For the professional development plan to accomplish this purpose, it must ensure an alignment of professional learning, educator effectiveness, student learning and academic achievement. The master plan has been developed to support district and building goals with an emphasis on classroom strategies, and classroom and district practices including assessment, and staff evaluations. The master plan aligns with local, state and national professional learning standards. To make this system responsive to the needs of school district constituents, the process must include input from the community, parents, students, teachers, other staff members, administrators, and school board members, while meeting state and national requirements.

## **Organization and Operation of Central Staff Development Committee and Building Staff Development Subcommittees**

The Central Staff Development Committee (CSDC) and the Building Staff Development Committees (BSDS) are empowered by the Superintendent of Schools and the Hanover and Dresden School Boards to carry out the responsibilities outlined below. These committees serve most employees at the Bernice A. Ray School, the Frances C. Richmond School, and Hanover High School.

### **Central Staff Development Committee Responsibilities and Organizational Structure**

#### **Membership:**

- One staff member from each of the three Hanover/Dresden schools' Building Staff Development Subcommittee (BSDS) is the representative to the Central SDC. CSDC representation is decided no later than May 30. New members are expected to attend the last meeting of the year along with the retiring member. New members will assume voting powers at the first meeting of the school year. The term for the BSDS representatives to the CSDC is three years.
- Three administrators from the building or SAU level. The Superintendent appoints the administrators to serve on the committee. The term for administrative representatives to the CSDC is up to three years.
- Two representatives of the Hanover/Dresden school boards. The Dresden School Board appoints the school boards' representatives. Ideally, the term for the Board representatives is two years.
- One Dresden community member mutually agreed to by the HEA and the Dresden School Board. The term length for the community member is two years.
- The Superintendent/Assistant Superintendent or members of CSDC may make exceptions to any member's term length for special circumstances.
- A member of CSDC may resign at any time by writing a letter of resignation to the CSDC Chair at least one regular meeting before the effective date of resignation.
  - A staff vacancy shall be appointed by the HEA.
  - An administrative vacancy shall be appointed by the Superintendent.
  - A school board vacancy shall be appointed by the Dresden School Board Chair
- When possible CSDC terms should be staggered to provide continuity. The CSDC Chair should monitor term rotations.

**Officer/Chair:** The Chair of CSDC is the only officer of this committee. The Chair is one of

the members of the CSDC, elected by the committee members at the first annual meeting of the CSDC. The term of the chair is one year. The duties of the CSDC Chair are:

- To preside at all meetings;
- To call special meetings;
- To appoint standing committees;
- To appoint ad-hoc committees, their members, and their chairpersons, if and when the CSDC votes to establish such committees;
- To be available as an ex-officio member of all committees;
- To represent the CSDC at all appropriate public functions;
- To receive all resignations from the CSDC standing membership; and
- To vote in all matters.
- To notify the Superintendent annually about the committee's recommendations for sabbatical leave and enrichment grants.

Should the chair resign by submitting a letter of resignation to the CSDC, at least one regular meeting before the effective date of the request, the position will be filled by a majority vote of the CSDC membership assembled at the first regular meeting after proper notification of resignation has been given. The replacement officer becomes the active official Chair on the effective date of the resignation of the former Chair.

#### **Responsibilities of the CSDC:**

1. Establish procedures to allow the Building Staff Development Subcommittees to approve funds to support recertification and professional development for professional and support staff at the three schools.
2. Establish and implement the process through which recertification hours and track advancement credits are awarded to professional staff members.
3. Review and approve Alternative Track Advancement proposals.
4. Review all track advancements and pre-approve activities for teachers advancing to Track 7.
5. Adjudicate appeals related to Professional Growth Plans and Professional Development activities.
6. At the Central Staff Development Committee's last meeting of the year, assess the effectiveness of this plan, evaluate and propose changes to this plan, make any necessary revisions/refinements to this plan and submit amendments to NH Department of Education (NH DOE).
7. Every five years review and submit the Professional Development Master Plan to NH DOE.

**Meetings:** Regular Meetings of CSDC are held monthly during the school year, beginning in September, at a place designated by the Chair. The last meeting of the year will take place in mid-June, as close as practical to the last day of school. Special Meetings may be called during the summer or at other times by the Chair or by a majority of the CSDC.

### **Meeting Guidelines:**

- All meetings are open to the public, except when the committee enters a non-public session, which is governed by the New Hampshire “Right to Know” law.
- Notification of a special or changed meeting must be given at least three days prior to such meeting.
- Whenever procedural controversy arises, Robert’s Rules of Order prevail.
- A simple majority of the CSDC members constitutes a quorum.
- All decisions by vote shall be made by a simple majority provided there is a quorum present.
- CSDC members shall disqualify themselves from voting on any proposal in which they would be recipients.

**Minutes:** The committee shall keep minutes of each meeting, detailing the main points of discussion and recording verbatim the motions, the persons making the motions, and the votes. Arrangements for secretarial assistance is the responsibility of the administrative representatives. Copies of all minutes are available on BoardDocs.

### **Building Staff Development Subcommittee Responsibilities and Organizational Structure**

#### **Membership:**

Each of the three Hanover/Dresden schools has its own Building Staff Development Subcommittee (BSDS), consisting of the building administrator and at least two teachers that are appointed by the HEA. The Building SDC may also include representation from the support staff. The term for BSDS members is one year with a term limit of five years.

#### **Organization:**

Organization of each Building SDC (membership formulas, meeting and voting procedures, officers and their duties, etc.) is determined by its respective school. Each Building SDC may create ad-hoc committees as needed.

#### **Responsibilities of the BSDS:**

- Approval of all staff proposals for funding, college credits, independent study, and recertification hours;
- Helping to design and implement on-campus in-service training programs for that school’s staff members. Such programs must respond to needs identified by the school’s professional staff and/or the community, and the School Board’s adopted goals.
- Reviewing and approving individual Evaluation Forms.

**Responsibilities of the BSDS Secretary:** A staff development-building secretary is appointed by the building principal.

- The staff development building secretary serves as a resource for teachers who will be responsible for maintaining and updating their own teacher activity files using the

online system.

- The secretary also serves as a liaison between the school and the finance department with requests for funding and reimbursements and provides other relevant information to the Superintendent's office as requested.
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**NOTE:** Each staff member is responsible for making certain that details of recertification hours, college and non-college credits, and track advancement are correctly recorded. Staff members must keep copies of transcripts and other documentation in their own files.

## **Professional Development Activities**

Listed below are examples of high quality job-embedded and formal professional development activities focusing on content and pedagogy which the educators may undertake to achieve their professional development goals. These differentiated professional learning activities, based on the role and developmental needs of the educators in the system, will build a collaborative learning culture focused on continuous improvement.

### **Professional Development Activities Guidelines**

#### **Professional Development Activities**

The following pages list Approved Professional Development Activities for SAU 70.

Included for each option are:

- the requirements for approval (both pre-approval and evaluation approval),
- a description of the option
- a description of standards required for completion, and
- the maximum number of clock hours that can be used toward recertification within a three-year professional growth cycle

This list is intended to help each teacher plan attainment of their professional-development goals and meet recertification requirements. It is not intended to exclude other activities that may arise. Such other activities should be proposed to the Building SDC for approval.

If an activity arises during the summer, it should be proposed to the building administrator or the Superintendent if the building administrator is unavailable.

#### **Guidelines**

All activities should be aligned with the individual's Professional Growth Plan, the department goals, the school goals, or the district goals. The supervisor may make exceptions for alignment, if worthwhile activities present themselves.

Professional Development Activities



- [Activity 1 - Courses: Graduate, Undergraduate, Non-College and Online](#)
- [Activity 2 - Workshops, Institutes, Seminars, Conferences, In-Service Training, Symposia, etc.](#)
- [Activity 3 - Critical Friends/ Study Groups](#)
- [Activity 4 - Research](#)
- [Activity 5 - Publishing Professional Articles](#)
- [Activity 6 - Committee Work](#)
- [Activity 7 - Mentoring](#)
- [Activity 8 - Peer Coaching/Coaching](#)
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- [Activity 16 - Travel](#)
- [Activity 17 - Alternative Track Advancement](#)
- [Activity 18 - Multi-Day Teacher-Directed Trips for Extended Learning](#)

### **Pre-Approval**

#### **Pre-approval is REQUIRED for any of the following:**

- To access funds from the SDC account
- To use school time for professional growth, whether or not a substitute is required.
- To earn college and non-college credits
- For all Alternative Track Advancement activities
- For credits that lead to advancement to Track 7. Any credits leading to advancement to Track 7 must be submitted and approved by CSDC in a Track 7 plan (see section on Track 7) BEFORE the coursework begins.

#### **Pre-approval is NOT REQUIRED for:**

- In-service workshops
- Workshops paid for and hosted by the school
- Mandatory trainings

**Professionals participate in non-pre-approved activities at their own risk.**

## Activity 1 - Courses: Graduate, Undergraduate, Non-College and Online

<b><u>Graduate College Credits</u></b>	
<p>Description: Staff members interested in taking a Graduate College Credit course are responsible for demonstrating that the course meets these standards. Building administrators or their designees are responsible for evaluating requests to take courses that will be considered for track advancements. If a staff member disagrees with the building administrator’s decision about the pre-approval of a course, they may appeal to the CSDC for secondary review.</p> <p><u>Pre-approval will be based on meeting the following standards:</u></p> <ul style="list-style-type: none"> <li>● Established quality of programs offered by the institution</li> <li>● Rigor of the course</li> <li>● Relevance of the course</li> </ul>	
<p><b><u>Quality</u></b> Institution offering the course is accredited, offers terminal degrees, and other staff members have taken classes and recommended the institution</p> <p><b><u>or</u></b> The staff member presents evidence (e.g., detailed course syllabus, ratings from prior course evaluations, or reviews on websites) affirming the quality of the course.</p>	<p><b><u>Rigor</u></b> Syllabus reflects expectations in line with graduate course work both in terms of class hours (e.g., 15 class hours per credit or equivalent opportunities to learn content) and expectations (e.g., course readings, written assignments, projects, and examinations)</p>
<p><b><u>Relevance</u></b> Course does not replicate content from prior classes <i>and</i></p> <p>Content aligns with the individual’s job responsibilities;</p> <p><b><u>or</u></b> Content reflects a skill the building administrator is interested in developing for the greater benefit of the school.</p>	
<p><i>Pre Approval:</i></p> <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p> <p><i>Track Advancement:</i></p>	<p>Required</p> <p>Unlimited Clock Hours</p> <p>Official or unofficial transcripts are required. Attach transcript to the completed evaluation form for credit approval, approval of hours, and approval of reimbursement</p> <p>Submit an expense report if requesting reimbursement.</p> <p>An official transcript and a copy of the approved SDC evaluation</p>

	form(s) must be submitted to the SAU office for review by CSDC before credits can be used for track advancement. A complete transcript must be submitted at the completion of a degree program.
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<b><u>Undergraduate College Credits</u></b>	
Description: Credit for undergraduate courses is given when the staff member is (a) preparing for a new teaching assignment, or (b) broadening and updating knowledge and skills in their subject area where no appropriate graduate-level courses are available. The principal, who will consider its relevance to the PGP and the employee’s current professional assignment, must specifically endorse each undergraduate course.	
<p><i>Pre Approval:</i></p> <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p> <p><i>Track Advancement:</i></p>	<p>Required</p> <p>Unlimited Clock Hours</p> <p>Attach transcript to the completed evaluation form for credit approval, approval of hours, and approval of reimbursement.</p> <p>Submit an expense report if requesting reimbursement.</p> <p>An official transcript and a copy of the approved SDC evaluation form(s) must be submitted for review by CSDC before credits can be used for track advancement.</p>

<b><u>Non-College Credits</u></b>
<p>Description: Non-college credits can be applied to track advancement and to recertification requirements. The non-college activity should be of value to both the individual professionally and the school district. Criteria for determining non-college credits correspond to college coursework:</p> <ul style="list-style-type: none"> <li>● For each non-college credit, the project must include 15 hours of supervised contact with a professional in an academic environment. The supervisory professional’s written verification of this contact must be submitted with the evaluation form.</li> <li>● A substantial body of college-level work must be completed and supported by documentation of invested effort.</li> </ul>

<p><i>Pre Approval:</i></p>	<p>Required. Submit proposal form and detailed proposal to the BSDS. The proposal must include a letter of support from the supervisor of the non-college credit(s). The BSDS will consider the activity and, if approved, forward the application to the CSDC for approval. Should a proposal fail to gain approval at either level, no credit will be granted.</p>
<p><i>Clock Hour Award:</i></p>	<p>15 Clock Hours per credit per endorsement; Unlimited for 3-year cycle.</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Upon completion of the pre-approved non-college credit activity, submit to the CSDC for approval: the SDC Evaluation Form; the letter from the supervisor of the non-college credit(s); and all relevant documentation, products, or other substantiation of the time and effort the teacher invested. Should an activity fail to meet the pre-approved standard, no credit will be granted.</p> <p>Submit an expense report if seeking reimbursement.</p>
<p><i>Track Advancement:</i></p>	<p>All non-college courses that a staff member wants to use for track advancement must be approved by the CSDC. A copy of the letter from the teacher's designated supervisor and a copy of the approved SDC evaluation form(s) must be submitted to the SAU office before credits can be used for track advancement.</p>

**Activity 2 - Workshops, Institutes, Seminars, Conferences, In-Service Training, Symposia, etc.**

<p>Description: These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise. Upon completion, staff will reflect on how the experience changed/improved their practice and that the professional learning is actually taking place and being applied.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth,</p>

<p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>whether or not a substitute is required. Not required for in-service workshops, workshops paid for and hosted by the school, or mandatory online training.</p> <p>Unlimited clock hours</p> <p>Attach a certificate of completion to the evaluation form. If no certificate is issued, a letter/email/documentation from the trainer/instructor may be submitted.</p> <p>Submit an expense report if seeking reimbursement.</p>
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### **Activity 3 - Critical Friends/ Study Groups**

<p>Description: Study groups engage in regular, structured, and collaborative interaction regarding topics identified by the group.</p>	
<p><i>Pre Approval:</i></p> <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required. Not required for in-service study groups, staff meeting study groups, or team meeting times that are part of a normal school schedule.</p> <p>Up to 30 hours per endorsement</p> <p>Submit the evaluation form, a log of meeting dates, times, and topics/focus and reflection of how the activity impacted student learning and the teacher's instruction.</p>

### **Activity 4 - Research**

<p>Description: Research is an ongoing process of systematic study involving a hypothesis, data collection, analysis, and conclusion.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required. Include</p>

<i>Clock Hour Award:</i> <i>Evaluation/Completion Requirements:</i>	topic outline and explanation of how the teacher intends to use research to inform practice.  Up to 30 hours per endorsement  Submit the evaluation form along with a research log (includes hypothesis, data collection/dates, analysis, and conclusion) and reflection of how this impacted student learning and teacher practice.
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### **Activity 5 - Publishing Professional Articles**

Description: This activity is designed to provide the educator with the opportunity to publish articles that reflect on teaching and learning, as well as on particular subject areas (e.g., a biology teacher might write an article on a specific topic for a scientific journal).	
<i>Pre Approval:</i>	Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required.  Not required, but recommended, if the article is researched/written/submitted outside of contracted hours.
<i>Clock Hour Award:</i>	Up to 30 hours per endorsement
<i>Evaluation/Completion Requirements:</i>	Attach to the evaluation form a log of dates/time spent and a copy of the published article, or draft submitted for publication.

### **Activity 6 - Committee Work**

Description: Committee work constitutes various building and district-wide committees. To receive recertification hours, it must contribute to professional growth. Committee work may require long- and short-term commitments as well as full-day off-site work sessions and summer involvement.	
<i>Pre Approval:</i>	Not required if part of normal teaching duties and the committee is an active school committee,

<p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>sponsored/supported by SAU or building administration.</p> <p>Up to 30 hours per endorsement</p> <p>Submit the SDC evaluation form along with a log of meeting dates/times, work/topics, and a rationale explaining how the committee work supported personal or district goals.</p>
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### Activity 7 - Mentoring

<p>Description: Mentoring hours are awarded to both mentors and mentees. Allowable work includes collaboration with student teachers, beginning teachers, and candidates pursuing alternative certification or assisting another professional to improve instructional strategies.</p>	
<p><i>Pre Approval:</i></p> <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>Not required if part of mentoring duties approved/assigned by SAU or building administration.</p> <p>Up to 30 hours per endorsement</p> <p>Attach to the evaluation form a log of dates/times of mentor meetings and topics of discussion/ mentoring experiences on those dates.</p>

### Activity 8 - Peer Coaching/Coaching

<p>Description: Peer Coaching/Coaching hours are awarded for assisting another professional in the school building to improve instructional strategies or participating in coaching with a trained coach.</p>	
<p><i>Pre Approval:</i></p> <p><i>Clock Hour Award:</i></p>	<p>Required to use school time for professional growth, whether or not a substitute is used. Must be approved/supported by the building administration.</p> <p>Up to 30 hours per endorsement</p>

<i>Evaluation/Completion Requirements:</i>	Attach to the evaluation form a log of dates/time spent in coaching and details about the topics of discussion. Also include a reflection on the impact of coaching on student learning and teacher practice.
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**Activity 9 - Professional Reading/Preparing and Leading a Book Study**

<p>Description: A professional staff member can earn recertification hours by completing professional reading.</p> <p>All professional reading must include an appropriately designed end product. This requirement is intended to ensure fairness by maintaining a consistently high professional standard for earned hours. BSDS is responsible for ensuring that the reading and end product meet a high professional standard.</p>	
<p><i>Pre Approval:</i></p>          <p><i>Clock Hour Award:</i></p>  <p><i>Evaluation/Completion Requirements:</i></p>	<p>Required to use school time for professional growth, whether or not a substitute is required. Must submit the title of book and intended outcome of professional reading- including an appropriately designed end product (a description of what the teacher will do with the professional learning gained from the professional reading).</p> <p>Up to 20 hours per endorsement</p> <p>Attach to the evaluation form a log of dates/time spent on professional reading, a detailed description of topics/learnings on designated dates, and a reflection about the knowledge gained through the reading and how this knowledge impacts student learning and teacher practice.</p>

**Activity 10 - Professional Development Presentations/Preparing and Leading Professional Development/Preparing and Leading PLC**



<p>Description: Staff members who lead workshops or courses may earn recertification hours the first time they prepare and present a workshop, either within the school/district or outside the district.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is used.</p>
<p><i>Clock Hour Award:</i></p>	<p>Up to 20 hours per endorsement</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Attach a log and a copy of the presentation or lesson plan to the evaluation form. If seeking reimbursement, an expense report must also be submitted. Include a reflection about the knowledge gained through the planning/implementation of professional development and how this knowledge impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>

### **Activity 11 - Curriculum/Program Development**

<p>Description: Curriculum is the way content is designed, modified, and delivered. Designing a new curriculum for use in the classroom can serve as a powerful professional development opportunity.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required. Proposal should include a detailed explanation of the goals for curriculum work time.</p> <p>Not required if professional curriculum work time is organized by the building administration or SAU.</p>
<p><i>Clock Hour Award:</i></p>	<p>Up to 20 hours per endorsement</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Attach to the evaluation form a copy of the updated curriculum work/ unit/ scope/ sequence or program to the SDC evaluation form.</p>

### Activity 12 - School to Career Partnerships

<p>Description: This activity involves working collaboratively with business, industry, community agencies, and universities. The focus is on improving school and community relationships. The goal is to strengthen public school education.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is used.</p> <p>Not required, but recommended, if partnership work occurs outside of school hours.</p>
<p><i>Clock Hour Award:</i></p>	<p>Up to 20 hours per endorsement</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Submit the evaluation form along with a log, a letter from the teacher's designated partnership liaison/contact/supervisor, and a reflection about the insights/knowledge gained through the partnership and how this insight/knowledge impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>

### Activity 13 - Peer Observations/ Visitations

<p>Description: Staff members who systematically observe instruction within their school or staff members who visit other schools to develop skills that improve their practice in the classroom can earn recertification hours.</p>	
<p><i>Pre Approval:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required. Include the goal of observation/visitation.</p>
<p><i>Clock Hour Award:</i></p>	<p>Up to 20 hours per endorsement</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Submit the evaluation form along with a log of actual hours spent observing activities pertinent to the proposed goal of observation/visitation. The staff member or school observed/visited must verify</p>

	<p>observation time by writing and signing a letter indicating that the observation occurred on the specified date(s) and times(s). The log should be accompanied by a reflection about the insights/knowledge gained through the partnership and how this insight/knowledge impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>
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**Activity 14 - Community Service**

<p>Description: Most teachers’ duties extend beyond the classroom doors. Facilitating student service learning is as important for teachers as it is for students when learning about the values of the community in which they teach or live. Community service hours are granted for activities directly supporting student learning or content area certification.</p>	
<p><i>Pre Approval:</i></p>           <p><i>Clock Hour Award:</i></p>  <p><i>Evaluation/Completion Requirements:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is used. Include the goal of observation/visitation.</p> <p>Not required, but recommended, if outside of school hours and not accessing SDC funds.</p> <p>Up to 20 hours in Area 2 only</p> <p>Attach to the evaluation form a detailed log that lists dates, location, time spent, and activity engaged in. The log should be accompanied by a reflection about the insights/knowledge gained through the community service activity.</p> <p>Submit an expense report if seeking reimbursement.</p>

**Activity 15 - Involvement in Professional Associations or Networks**

<p>Description: Hours for this activity will be awarded to those who demonstrate active involvement by serving on boards or committees of professional associations.</p>
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<p><i>Pre Approval:</i></p>   <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>Required to access funds from the SDC account and/or to use school time for professional growth, whether or not a substitute is required.</p> <p>Not required, but recommended, if outside of school hours and not accessing SDC funds.</p> <p>Up to 10 hours per endorsement</p> <p>Submit the evaluation form along with a log of dates/times spent serving on boards/committees of professional associations. The log should be accompanied by a reflection about the insights/knowledge gained through the involvement and how the insight/knowledge impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>
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**Activity 16 - Travel**

<p>Description: Hours for this activity are awarded for trips that result in classroom learning activities.</p>	
<p><i>Pre Approval:</i></p>  <p><i>Clock Hour Award:</i></p> <p><i>Evaluation/Completion Requirements:</i></p>	<p>Required. Proposal will indicate the purpose of travel and goals for professional learning outcomes from the travel.</p> <p>Up to 10 hours per endorsement</p> <p>Submit the evaluation form with a log of the trip and several classroom activities resulting from the teacher’s travel that demonstrate how the activity would be used in the classroom. Include a reflection about the insights/knowledge gained from the travel and how the insight/knowledge impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>

### Activity 17 - Alternative Track Advancement

<p>Description: The Central Staff Development Committee may award track advancement credits for substantial work, supported by documentation, for activities including, but not limited to, Critical Friends Leadership Training, research, publishing, mentorship training, independent study, and student teacher training. The Alternative Track Advancement outcomes should enhance instruction or support district educational goals.</p>	
<p><i>Pre Approval:</i></p>	<p>BSDS pre approval is required for ALL Alternative Track Advancement activities. The proposal should include the anticipated scope of work that will enhance instruction or support the educational goals of the district.</p>
<p><i>Clock Hour Award:</i></p>	<p>45 hours for 3 credits</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Submit a written summary of activities and hours, and present outcomes to CSDC within 90 days.</p> <p>Submit an expense report if seeking reimbursement.</p>

### Activity 18 - Multi-Day Teacher-Directed Trips for Extended Learning

<p>Description: Teachers may earn recertification hours for these multi-day trips because during the trips they facilitate new learning for their students that would not be possible in school, helping their students apply what they have learned in the classroom. Hours credited are only those that facilitate student learning and cannot include hours spent on administrative tasks.</p>	
<p><i>Pre Approval:</i></p>	<p>Required. With the proposal submit a detailed itinerary, purpose of trip(s), and goals for professional learning outcomes from the trip(s)</p>
<p><i>Clock Hour Award:</i></p>	<p>Up to 40 hours for two trips, or 30 hours for one trip in any three-year cycle</p>
<p><i>Evaluation/Completion Requirements:</i></p>	<p>Submit the evaluation form along with the completed/annotated itinerary and a log of activities completed during the trip. Include a reflection about the insights/knowledge gained from the completed activities on the trip and how</p>

	<p>the insight/knowledge gained impacts student learning and teacher practice.</p> <p>Submit an expense report if seeking reimbursement.</p>
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### Track Advancement Approvals by CSDC

- CSDC will review and approve documents related to track advancements three times a year: May, September, and January.
- **It is the employee’s responsibility to notify SDC Clerk that they plan to be eligible for track advancement OR that they have completed all credits for track advancement.**
- There is a Draft Meeting in BoardDocs for each of these months. Building SDC Clerks will upload the proper documents for review to the next meeting during which track advancements are scheduled to be reviewed.
- **Note: CSDC does not review/approve track advancements at other meetings outside these three.**
- Uploaded packets should include the original letter of notification and response of receipt from Superintendent/designee.

When a certified staff member is submitting proposals for coursework that they intend to use toward track advancement, it is the responsibility of that person to monitor credits that may begin to apply to Track 7 and submit a plan for PRE-APPROVAL by CSDC.

**Credits past Track 6 without a CSDC pre-approved Track 7 proposal in place will not be applied towards Track 7.**

### Track Advancement, Tracks 1-6

Per the Collective Bargaining Agreement (CBA):

*Employees must notify the Superintendent of anticipated eligibility for advancement on track between August 1 and December 1 of the school year prior to their attaining eligibility.*

*Notification prior to August 1 or after December 1 shall not be considered valid notification of track change.*

*In order to qualify for track advancement, acquired degree or course work must be completed, endorsed by the Central Staff Development Committee, and a grade report verifying*

successful completion of the course must be submitted to the Superintendent of Schools. The Superintendent will accept a grade report as verification of successful completion of the course until a written transcript is received. The Superintendent will send written confirmation of receipt of necessary documents to the employee.

*If documentation is received and approved before the end of the school year, the track advancement will be reflected in the employee's first paycheck of the next school year.*

*If documentation for track advancement is received and approved between the end of the school year and the September CSDC meeting, the compensation for that school year will be based on the full amount indicated in the salary schedule.*

*If documentation is received after the September CSDC meeting but before January 31, the track advancement will be effective February 1.*

*The Central Staff Development Committee will meet in May, September, and January to review and approve documents related to track advancements.*

*Compensation for track advancement will begin appearing in the employee's first paycheck in the year for an advancement approved prior to August 15, the first paycheck in October for an advancement approved prior to or at the September CSDC meeting, and in February for an advancement approved between the September CSDC meeting and January 31st.*

*Unofficial grade transcripts will be accepted as documentation for Track advancement. However, track advancement will not appear in the employee's paycheck until final grades are submitted. Payment for Track advancement will be retroactive to either the start of the school year or February 1st, whenever the employee would have otherwise begun receiving payment.*

## **Track Advancement, Track 7**

### **Track 7 Advancements**

Per the Collective Bargaining Agreement (CBA):

- *If an employee notifies the Superintendent after December 1, 2008 that they expect to be eligible for approval for movement to new Track 7, the requirement for advancement shall be based on one of the following:*
  - *Completion of a PhD degree in a discipline that is relevant to the contractual duties of the certified staff member. For current staff members, the relevance of the degree will be determined by the CSDC. For PhD programs begun after July 1, 2008, prior approval is required. For new hires, the relevance of the degree for initial track placement will be determined by the Superintendent.*

- *Completion of the requirements for Track 6 plus completion of a program of 30 credits of coursework and/or alternate credit work, approved in advance by the CSDC, that is relevant to the contractual duties of the certified staff member.  
**For programs begun after July 1, 2008, prior approval is required.***

As indicated in the language from the Collective Bargaining Agreement, Track 7 is a track designated for the highest educational attainment, comparable to a PhD program or MA+60. However, the language indicates that there are two other pathways to Track 7:

- Completion of Track 6 and additional 30 credits from a graduate program OR
- Completion of Track 6 and additional 30 credits from alternative credit work

To ensure that this course work to Track 7 meets a standard of high educational attainment, the Collective Bargaining Agreement states that all coursework leading to Track 7 must be pre-approved by CSDC.

*Per CBA:*

*Prior to approving such credits for placement, the CSDC shall be assured that they meet a reasonably comprehensive program of improvement rather than a random collection of credits unrelated to the competency of the teacher.*

To meet the requirement that credits toward Track 7 are part of a reasonably comprehensive program of study, one of the following templates for Track 7 Advancement must be completed by the staff member **before** beginning the program/course of study, approved by BSDS, and submitted to CSDC/approved by CSDC. Track 7 Proposals that are not endorsed by BSDS/Building Administrators will not be considered at CSDC.

#### **Templates and Exemplars:**

- [Track 7 Proposal Template](#) for enrollment in a **graduate program** of study
  - [Track 7 Example](#) through enrollment in a graduate program of study
- [Track 7 Proposal Template](#) for an **independently created alternative course work** under the supervision of an advisor/mentor approved by the CSDC
  - [Track 7 Example](#) for independently created alternative course work under the supervision of an advisor/mentor approved by the CSDC

If the program/coursework evolves or changes during the course of study, changes should be submitted to CSDC for approval.

#### **Outcome Presentation Guidelines:**

Per CBA:



*Outcome presentation by the applicant within 90 school days of work completion is required for track advancement credit.*

The outcome presentation is a 5-10 minute presentation to members of CSDC. (Please limit it to 10 minutes.)

The presentation should focus on outcomes of the work and be a verbal narrative.

The use of visuals and/or slides is encouraged but not required.

Presenters do not need to explain what was learned from each individual course, but rather focus on:

- evidence that proposed outcomes were achieved
- how their practice has changed as a result of their program
- how students are benefiting from what was learned/how future students will benefit
- plan for communicating outcomes to other school and/or district employees
- evidence that the activity will improve instruction and support educational goals of the district and teacher's own goals

## **Professional Growth Plan**

Before an employee can participate in professional-development activities and receive funding or recertification hours, a Professional Growth Plan (PGP) must be developed, submitted through the online system, and approved by the employee's supervisor/administrator.

Educators on an alternative pathway (e.g., a teacher who lacks appropriate certification for their current teaching position, or a teacher who is working toward certification in a new area, or participating in the Alt. 4 or 5 process) must develop a Professional Growth Plan with the guidance and approval of the Superintendent's office and the state Department of Education (not the Building SDC or the Central Staff Development Committee).

### **Individual Professional Development Plans Are Required of All Certified Educators**

Each certified educator is to develop and fulfill an individual professional development plan for the purposes of continuous professional growth and recertification. At any time, the PGP may be revised, updated, and resubmitted in the online system. 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.

Professional staff includes: all certificated classroom teachers, subject-matter teachers, and special-endorsement professionals such as guidance counselors, special education instructors, nurses, media specialists, multiple endorsed educators, and professional administrative staff. Professional staff members who are on sabbatical leave are also included.

Support staff includes administrative assistants, secretaries, and educational assistants. Support staff may write a one-year, two-year, or three-year plan, depending on the nature or length of their assignments.

The PGP is also part of all certified employees' evaluation program. Certified employees will use the online system to submit an SAU Goal, a Building Goal, and an Individual Goal. At any time, the PGP may be revised, updated, and resubmitted in the online system.

When all recertification hours have been completed and the professional staff member is ready to be renewed, the Building SDC Clerk notifies the Superintendent. The Superintendent then recommends renewal online to the NH Department of Education through EIS.

### **Timelines/Filing Periods**

The PGP must be shared and approved through the online system before a teacher can earn certification hours or be eligible for reimbursement.

Returning Professional staff	The PGP must be submitted through the online system by October 1st.
New Professional staff	The PGP must be submitted through the online system within 3 months of the date they commence their duties and responsibilities OR before requesting access to any SDC funds.
Returning Support staff	Write the PGP, get signature from a supervisor, and submit to the building administrator for approval by November 1 of each school year OR before requesting access to any SDC funds.
New Support staff	Write the PGP, get signature from supervisor, and submit to the building administrator for approval within 3 months of the date on which the support staff member commences their duties.

### **Revision of the PGP**

At any time, the PGP may be revised, updated, and resubmitted in the online system.

### **Appeals for PGP**

A staff member may appeal any decision of the supervisor, the Building SDC, or the Central Staff Development Committee regarding the PGP. The staff member should submit to the CSDC, within 30 days of the decision, a written description of the situation and the reasons for the appeal. The CSDC Chair will contact the appellant to discuss the appeal with the purpose of resolving the matter. If necessary, a ruling by the CSDC will be made at its next regularly scheduled meeting. If not satisfied with the CSDC's ruling, the staff member may grieve the issue through the grievance procedure provided in the collective-bargaining agreement.

### **Additional Information**

Professional staff members whose credentials expire in a given year must accrue their total hour requirements of approved professional development activities prior to being re-nominated for certification or election. Hours accrued after re-nomination may be counted toward the next three-year recertification cycle, which will commence on July 1 of that same calendar year.

The teacher may develop a comprehensive three-year individual professional development plan, which represents an alternative equivalent to the total number of clock hours required in Ed 512.

## Appeals

There are three types of appeals: Appeals for activities, appeals for track advances, and appeals for PGPs. Other than these three designated appeal categories, decisions are final at the BSDS level. Please note the 30 day deadline for appeals.

- **Appeals for Professional Development Activities:** A staff member may appeal any decision of the Building or Central Staff Development Committee regarding the merit of professional-development activities. The staff member should submit to the CSDC, within 30 days of the decision, a written description of the situation and the reasons for the appeal. The CSDC Chair will contact the appellant to discuss the appeal with the purpose of resolving the matter.
- **Appeals for Track Advances:** Building administrators or their designees are responsible for evaluating requests to take courses that will be considered for track advances. If a staff member disagrees with the building administrator's evaluation of a course, they may appeal to the CSDC for secondary review.
- **Appeals for PGP:** A staff member may appeal any decision of the supervisor, the Building SDC, or the Central Staff Development Committee regarding the PGP. The staff member should submit to the CSDC, within 30 days of the decision, a written description of the situation and the reasons for the appeal. The CSDC Chair will contact the appellant to discuss the appeal with the purpose of resolving the matter. If necessary, a ruling by the CSDC will be made at its next regularly scheduled meeting. If not satisfied with the CSDC's ruling, the staff member may grieve the issue through the grievance procedure provided in the collective-bargaining agreement.

## How to Obtain Professional Development Funds

### 1. Eligibility

Professional-development funds are made available to professional staff and support staff employed by the Hanover or Dresden School Districts per the Collective Bargaining Agreements. To access professional-development funds, employees must first develop a Professional Growth Plan as outlined in this document.

### 2. Funding Levels

The funding levels stated below apply only to full-time personnel. Funding levels for part-time personnel match the percentage of the contracted time or workweek.

- a. Professional Staff: Yearly funding levels are specified in the Collective Bargaining Agreement between the teachers' union and the Dresden/Hanover School Boards.
- b. Support Staff: Yearly funds are specified in the Support Staff Collective Bargaining Agreement between the support staff and the Dresden/Hanover School Boards.

- c. Cost of Substitutes: The district shall pay the cost of substitutes associated with professional-development activities approved in advance by the Principal. The district will also pay the costs for substitutes needed to provide release time associated with an approved enrichment grant.

### **3. SDC Funding Guidelines** (Please see regulation GCIA-R)

Staff may request reimbursement for expenses incurred in pursuing professional growth activities as follows:

- a. Registration fees, single-trip travel, and travel-related expenses such as tolls, meals, and lodging are reimbursable.
- b. Membership dues independent of registration for a workshop are not reimbursable.
- c. Funding may be allowed for materials affiliated with a pre-approved activity. These materials will be considered the property of the school.

### **4. Documentation**

The following documentation is needed to support reimbursement requests:

- a. Expense-report forms should be used to itemize travel, meals, and lodging expenses incurred. Alcohol will not be reimbursed and should not be present on receipts submitted for meal reimbursement.
- b. Receipts are required for lodging and for plane, train, and bus transportation. Receipts are required for conference/workshop registration fees. Receipts are required for all meals. Receipts are not required for personal auto mileage or for tolls. Full-day workshops require attendance at morning and afternoon sessions.
- c. Personal auto mileage will be reimbursed at whatever is the current IRS-approved rate.
- d. The ideal way to document expenditures is to attach an invoice marked "PAID" from the organization that the employee has paid (e.g., the college offering the course, the group sponsoring the workshop, etc.). Other forms of documentation include receipts or certification of completion with an attached copy of the canceled check, bank statement, or credit card statement.

### **5. Funds in Advance**

Advance and/or forward funding may be obtained as follows:

- a. Employees may request advance funding (payable to the employee) of up to two-thirds of the cost of an SDC-approved activity. Advance funding requests should be made at least 30 days before the start of the activity. This lead-time is needed for approval and

processing of checks.

- b. Employees may request forward funding (payable to an outside agency) of expenses in excess of \$30. Documentation of the amount to be paid must accompany the request (e.g., an invoice, brochure or flyer from the sponsor of the activity, or a completed registration form that lists the cost). Employees are required to use the purchase-order system to encumber forward funds unless the vendor refuses to accept purchase orders. Forward-funding requests should be made at least 30 days before the start of the activity. This lead-time is needed for approval and processing of checks.
- c. As noted in item 7, below, if the employee fails to complete the activity or fails to complete the evaluation forms for which advance or forward funding has been provided, the employee must repay that amount to the school district within 30 calendar days of notification that the deadline has been passed.

## **6. Use of SDC Funds**

Effective Date: SDC-approved courses, conferences or workshops must be funded with budget monies in the year they are attended and completed. If approved opportunities begin prior to June 30<sup>th</sup> (“current fiscal year”) and the work continues past July 1<sup>st</sup> of the “next fiscal year”, it should be funded in the “current fiscal year”. A course scheduled for July 1 or later can be reserved and paid for in a “current fiscal” year, but will be paid for with “next fiscal year” monies by utilizing a prepaid account line.

Funds to be encumbered before the fiscal year changes must be reported to the SAU office by Staff Development building clerks by sending copies of the proposal form before May 1.

Activities completed during the summer must be submitted within 60 days of the start of school.

Transfer Between Districts: Because the two school boards that provide professional development funds are separate legal entities, the professional development accounts for Hanover and Dresden must be kept separately, and funds may not be transferred between the Hanover and Dresden districts.

Accumulation of Funds: The accumulation of funds is governed by contract language in effect at the time the grant is awarded.

## **7. Evaluating Completed Activities**

Employees are required to submit an evaluation to provide details regarding the costs associated with an activity; teachers are required to complete an evaluation form providing details regarding costs, hours, credits, and value to their instruction.

## **8. Staff Development Funding with Ending Contract**

- Staff who are leaving the district at the conclusion of the school year must complete their professional development activity and submit evaluation reports/reimbursement before their final day of work.
- Failure to submit ending paperwork will result in loss of reimbursement eligibility and the funds being deducted from the final paycheck. If no paycheck is due other arrangements will need to be made.

## **Sabbatical Leave, Enrichment Grants**

### **Sabbatical Leaves**

If allowed in the Collective Bargaining Agreement, the Dresden and Hanover School Boards shall award a sabbatical leave every other year, equivalent to one teaching position at full salary to eligible staff members.

The Central Staff Development Committee must receive requests for sabbatical leave in writing by November 1st of the school year preceding the school year for which the sabbatical leave is required. Proposals must be in writing with the proper sabbatical proposal cover sheet and in the proper format. Proposals for sabbatical leave should fall into either the category of a structured research project or academic degree program. The CSDC evaluates all proposals after discussions with the applicants.

The CSDC provides sabbatical recommendation(s) to the Superintendent of Schools. The recommendation may be for one full-year sabbatical or up to two half-year sabbaticals. The Superintendent shall forward the recommendation of the CSDC to the Dresden School Board and to the Hanover School Board for their approval prior to December 31 of the school year preceding the school year for which the sabbatical leave is requested.

It is important to note that while applications may be completed and reviewed by the end of November, no sabbatical will actually be awarded until the Dresden and Hanover District voters at school district meetings approve the requisite funding.

To be eligible for sabbatical leave, an employee shall have completed seven (7) consecutive years of successful service in the school district. An employee who is granted a sabbatical leave shall sign a contract acknowledging their responsibility for two years of service to the district upon their return. If the individual does not return to the district after the sabbatical leave, the individual may be required, at the recommendation of the Superintendent and upon Board approval, to reimburse the district in an amount equal to the sabbatical stipend and any additional legal costs that may occur. If the individual remains in the district for only one year, the individual may be required, at the recommendation of the Superintendent and upon Board approval, to reimburse the district in an amount equal to one-half of the sabbatical stipend. Reimbursement shall be made to the district within one year of the last day of employment in the district, except in the case of death or total disability of the employee.

On return from sabbatical leave, the employee is responsible for submitting a written report of

the sabbatical project to the Superintendent by October 1 of the school year following the school year that the sabbatical was earned. The employee may also be asked to make a presentation to the School Board and/or to colleagues.

The compensation for an employee on sabbatical leave shall be for full salary during the time of leave. Extracurricular compensation will be forfeited for the duration of sabbatical leave. Placement on the salary guide upon return from the sabbatical leave shall be the same as it would have been if the employee had taught in the district during such leave. Employee benefits shall be continued through the sabbatical leave. Payment of salary for individuals on sabbatical leave will be distributed in accordance with current payroll procedures.

### **Enrichment Grants**

When included in the Collective Bargaining Agreement, the school board will fund Enrichment Grants. These funds are available to all HEA-contracted employees as follows:

- A. Enrichment grants are to be used for purposes that will enrich the teaching of the recipients, enhance student learning, and further the educational goals of the district. Enrichment grants may be used for course work, study with an expert in the teacher's field, research for writing books or articles, independent study, individual curriculum work, etc. Teachers are encouraged to submit grants that match their professional growth plans and promote innovation in the school.
- B. Employees may submit a grant proposal for up to a maximum of \$5,000.
- C. The Central Staff Development Committee (CSDC) awards enrichment grants. Employees applying for an enrichment grant must submit a comprehensive proposal outlining their plan. Grants shall be awarded only by a majority vote of the CSDC. In the event the total of worthy proposals exceeds agreed upon funding, grants will be awarded first to employees who have not previously received a grant. If CSDC approves less than the agreed upon funding amount, the CSDC will issue a notice seeking a second round of submissions.
- D. **Grant submission guidelines:** The grant proposal, signed by the school Principal, must be submitted to the SAU office by **4:00 PM** of the second school day after January 1. An electronic copy should also be submitted. Proposals should be three to five pages in length. In signing the proposal, the building principal is indicating overall approval of the merits of the grant and support for any class time that might be lost as a result of awarding the enrichment grant. The following checklist will be used by the CSDC in reviewing proposals. All proposals must include:
  - A cover sheet providing a synopsis of the enrichment grant.
  - A goal statement – The goal statement should describe what the teacher hopes to achieve, how the teacher expects the experience will improve student learning, how the activity will enrich their teaching, and how the activity will further the



educational goals of the district.

- Objectives – The proposal must include a list of specific measurable objectives and how the activities outlined in the enrichment grant will meet those objectives.
  - Schedule of Activities – The proposal will include a plan of activities and/or an itinerary that will be followed to meet each objective. It will include a timetable for preparation, if any, and a timeline for meeting the evaluation criteria below. If applicable, the proposal will include material from the sponsoring agency.
  - Expenses/Request for funds – The financial information requested on the form must be completed.
  - Evaluation – The proposal will list performance indicators that will be used to evaluate this activity. The teacher must clearly explain how the CSDC will know that the goals have been met.
- E. The CSDC shall act on all applications by February 1, but may award conditional approval pending modifications to the application to be completed by March 1. Final notification by CSDC shall be made by March 15. It is important to note that while applications may be reviewed and approved by February 1, grant awards will not be funded until the Dresden and Hanover voters at school district meetings approve the school budgets.
- F. Within ninety (90) days of completing a project funded with a grant under this section, the employee shall submit to the CSDC, signed by the building administrator serving on the CSDC, a one-page summary of the project's activities and how the project met the stated goals. The building administrator's signature affirms that the stated outcomes are completed. Applicable supporting documents, e.g., expense vouchers, receipts, mentor's letter, should be attached. The CSDC shall review this report and determine if the goals were met. The CSDC may make recommendations to the administrative liaison as to how to report on the outcomes more effectively. The CSDC may require the employee to resubmit written reports. If the teacher does not complete the activity, they will be required to reimburse the district for any advanced funding. Presentations that fail to meet expectations will result in a letter from the principal to the teacher and a copy to the CSDC.
- G. Funds shall be disbursed using the same guidelines as other SDC funds.
- H. Staff-development hours may be awarded for specified activities when enrichment grants are related to a staff member's PGP. Requests for hours should be submitted at the building level with an activity evaluation form within sixty (60) days of completion of the activity.
- I. Supplemental Grants: In the event that a grant recipient is unable to complete the enrichment grant due to cancellation of a planned activity and cannot reschedule the activity, the district will retain the funds allocated for that grant. When the CSDC determines sufficient unspent funds are available, they may notify teachers of the possibility of applying for supplemental enrichment grants for the current fiscal year. The guidelines for submission will be identical to those outlined in section D, above.

## Leaves of Absence

### **Section 1 - Beginning a Leave of Absence**

After receiving approval for a leave of absence by the Superintendent, the certified staff member is informed in writing that while on leave:

1. They will not be eligible for any staff development funding.
2. They will need to independently track all **new** professional development experiences, both hours and credits, **completed** during their leave of absence with back-up material and documentation.
3. Hours and credits completed by the start of the leave of absence must be turned into the Building Staff Development Sub-committee (BSDS) with the proper documentation and evaluations within the SDC guidelines of 60 days of activity completion.
4. Any hours, funds, or credits completed prior to the start of the leave of absence but not completed within the SDC guidelines of the 60 day completion will be denied by the BSDS.
5. Track advancement information set forth in the Collecting Bargain Agreement and the SDC Master Plan continue to apply to all credits earned during a leave of absence.

All hours/or credits are subject to approval by the superintendent or their designee upon the employee's return to work. Funds are not retroactive and cannot be used to reimburse for activities done while on leave of absence.

### **Section 2 - Returning from a Leave of Absence**

Returning certified staff meet with the Superintendent and provide proper documentation necessary for the re-certification process. Schools are provided by the Superintendent or their designee any documentation of hours and/or credits accepted by the Superintendent or their designee.

#### **IIa. A certified staff member returning **during mid re-certification cycle:****

1. The certified staff member submits to the Superintendent or their designee the documentation of hours and/or credits accumulated during their leave of absence, or their new certification issued by the NH DOE.
2. The Superintendent reviews the paperwork for requested hours and/or credits and sends the BSDS secretary what has been accepted.
3. Documentation provided by the certified staff member will include the following:

- a. Activity name, hours accepted in Area 1 (content) and/or Area 2 (general), and/or an official transcript of credits earned.
4. The BSDS secretary will record the Superintendent's decision on the certified staff member's building SDC record and documentation would be filed in the certified staff member's SDC file.

**IIb. If the certified staff member returns during their re-certification year by the end of the current school year (June 30th):**

1. The certified staff member meets with the Superintendent or their designee and provides documentation of independently tracked hours/credits for the Superintendent's approval.
2. If the certified staff member has approved hours necessary for re-certification, the Superintendent will notify the NH DOE of the certified staff member's eligibility to be re-certified under the SAU 70's employment umbrella.
3. The Superintendent notifies the BSDS of the status of those activities approved or disapproved in writing with the following information:
  - a. Activity name, hours accepted Area 1 (content) and/or Area 2 (general), credits accepted and from what institution to ensure clarity of records.
4. The certified staff member submits to the BSDS a copy of their renewed NH teaching license. The BSDS secretary will ensure that a copy of the renewed license is submitted to the SAU office.

**IIc. If the certified staff member returns after June 30th (current contractual year) but within their recertification window:**

Prior to meeting with the Superintendent to discuss their ability to return to work:

1. The certified staff member must have completed the submission process following the NH DOE's requirements to independently renew a teaching certificate.
2. The certified staff member must show either a certification renewal in progress or a renewed certification.
3. The Superintendent or their designee sends the BSDS secretary a copy of the pending or new certification.

Note: "Superintendent" could be the Superintendent or Assistant Superintendent as the job descriptions are defined.

## Process for Filing for Recertification

While the school districts and the SAU office make every effort to facilitate this process, *the ultimate responsibility for recertification lies with the individual staff member*. All staff members should keep track of the date for their recertification and of their SDC-approved activities and hours.

1. The New Hampshire State Bureau of Credentialing will make the SAU office aware of those teachers who have completed their three-year certification cycles and need to file forms to become recertified.
2. By mid-April, the building level SDC secretaries will notify those individual staff members whose recertification hours must be attained by March of the subsequent year, the number of hours they must accrue, and paperwork necessary for recertification.
3. If the number of approved hours does NOT satisfy state requirements, the staff member is responsible for completing the necessary hours.
4. The BSDS secretary notifies the Superintendent's office that each teacher's recertification hours are complete.
5. The Superintendent's office recommends those teachers for certification in the NH DOE's online system.
6. The teacher goes into their account on the NH DOE website and pays the required fee.
7. The state then sends the staff member an educator certificate. The building secretary or teacher sends a copy of this certificate to the SAU office.

Reciprocal Recertification. If a new staff member previously initiated a recertification program in the former school district, those recertification activities and hours may be accepted as a portion of their (Hanover/Dresden) Professional Growth Plan if such hours meet New Hampshire requirements.

New staff members should submit their completed recertification activities and hours directly to the Superintendent for the review and approval process. Once reciprocal hours, if any, have been determined by the Superintendent, new staff members will begin the Professional Growth Plan approval process outlined in Part Two.

In some cases, the Superintendent will approve a new employee's recertification program (in lieu of approval from the Principal and the Building SDC) when the balance of the program is considered appropriate. The new employee would then file the "transferred recertification program" as his or her PGP with the Building Clerk.

## **Basis for Funding of Professional Development**

The Hanover and Dresden School Boards provide for individual staff-development funds within their respective annual budgets, which are submitted to the voters in March of each year. The CSDC and Building SDC are authorized to grant funding only after the School Boards and the voters have approved the funds. Budget approval by the voters in March cannot be guaranteed. If the voters have not approved a district's operating budget by the start of a new fiscal year, then the BSDS may need to grant "tentative approval" of funding for that district's staff members. The fiscal year for staff development begins each July 1 and ends on June 30 of the following year. If the funding is not provided through the normal budget process, the BSDS and the CSDC shall be restricted to approving activities, hours and credits. Absence of voter-approved funding will not relieve the professional staff of recertification requirements.

### **Changes to the Staff Development Master Plan**

Amendment: Amendments to this Master Plan may be adopted by a majority vote of the entire Central Staff Development Committee. For the vote to be valid, such amendments must be introduced in writing at the preceding regular meeting, and copies of the proposed amendments must be distributed to all CSDC members. CSDC members must inform their constituents and allow opportunity for them to discuss the amendments prior to the meeting at which the vote will be taken. Amendments approved by the CSDC must be submitted to the Superintendent, the School Boards, and the State Department of Education for approval. The amendment becomes effective after it receives the necessary approvals. The CSDC shall annually review the Master Plan to determine its effectiveness, appropriateness, and implementation.

Revision: Every five years the CSDC shall review its Master Plan and submit a revision to the State Department of Education. In preparing its revision, the CSDC must survey Hanover and Dresden staff members to evaluate the organizational and operational effectiveness of the CSDC and the professional development process. The revised Master Plan must be approved by the Superintendent, the School Boards, and the State Department of Education. If the plan fails to gain approval at any level, it must be resubmitted to the CSDC for redevelopment.

Revision/Development Process: A subcommittee of the CSDC selected by the CSDC chair will meet with the Superintendent to review, edit, and expand on the existing Master Plan. Their revisions will be presented to the CSDC membership for consideration.

# APPENDIX

## Appendix A: Policy GCO

Title	EVALUATION OF CERTIFIED STAFF
Code	GCO
Status	Active
Adopted	August 22, 1972
Last Revised	September 19, 2022
Last Reviewed	October 25, 2022
Prior Revised Dates	Recoded from GBI to GCO May 12, 2010 and December 18, 2012

## SAU70 Continuous Improvement Supervision and Evaluation Procedures for Policy GCO

### Phase 1: Non-Continuing Contract Teachers in Their First 3 Years of Teaching

*(Teachers new to the district, if they have tenure elsewhere, will follow this framework for the first year, then move to the next phase with administrator permission).*

Steps:

- 1) Be assigned a **Mentor** for year 1.
- 2) Be assigned an Administrator
- 3) Write a **Professional Growth Plan**
- 4) Participate in **Professional Growth Conferences**
- 5) Follow the **Supervision and Evaluation** model (pre-observation, observation, reflection)
- 6) **Educator Self-Evaluation**
- 7) **Year-End Summative Evaluation by administration due by the last contractual work day.**
- 8) **Walkthroughs** may occur throughout the year

**Professional Growth Plan (PGP):** This document is due by October 1, although goal setting meetings can occur in the spring of the previous year, if possible. The PGP is a formal document in which the teacher, in collaboration with mentor and administrator, writes 3 measurable [SMART goals](#) for the year: 1 aligned to District goals, 1 aligned to School goals, and 1 Individual Goal. These goals should be based on observations and collaborative discussions with mentor/coach/administrator that align with the Danielson Framework for Teaching.

**Professional Growth Conferences:** Teachers will choose between working with an administrator for a minimum of 5 professional growth conferences focused on continuous improvement OR working with an instructional coach for a 4-6 week coaching cycle.

**Supervision and Evaluation:** Teachers will have 2 formal evaluations completed by the building administrator (1 in the fall and 1 in the winter) using [Charlotte Danielson's Framework for Teaching](#). If necessary, a non-continuing contract teacher can be moved to Phase 2 at any time at the administrator's discretion.

**Educator Self-Evaluation:** Teachers will complete a summative self-evaluation by April 30th. Teachers can request a meeting with administration by June 1st.

**Year-End Summative Evaluation:** By the last contractual work day, administration will complete a summative evaluation. Teachers or administrators may request a meeting to discuss this summative evaluation.

#### Phase 2: Non-Continuing Contract Teachers in Years 4 and 5 of Teaching

Steps:

- 1) May be assigned a **Mentor**, or choose to have a mentor.
- 2) Be assigned an Administrator
- 3) Write a **Professional Growth Plan**
- 4) Participate in **Professional Growth Conferences**
- 5) Follow the **Supervision and Evaluation** model (pre-observation, observation, reflection)
- 6) **Educator Self-Evaluation**
- 7) **Year-End Summative Evaluation by the administration due by the last contractual work day.**
- 8) **Walkthroughs** may occur throughout the year

**Professional Growth Plan (PGP):** This document is due by October 1, although goal setting meetings should occur in the spring of the previous year. The PGP is a formal document in which the teacher, in collaboration with mentor and administrator, writes 3 measurable [SMART goals](#) for the year: 1 aligned to District goals, 1 aligned to School goals, and 1 Individual Goal. These goals should be based on observations and collaborative discussions with mentor/coach/administrator that align with the Danielson Framework for Teaching.

**Professional Growth Conferences:** Teachers will choose between working with an administrator for a minimum of 3 professional growth conferences focused on continuous improvement OR working with an instructional coach for a 4-6 week coaching cycle.

**Supervision and Evaluation:** Teachers will receive one formal evaluation from an administrator using [Charlotte Danielson's Framework for Teaching](#).

**Educator Self-Evaluation:** Teachers will complete a summative self-evaluation by April 30th. Teachers may request a meeting with administration by June 1st.

**Year-End Summative Evaluation:** By the last contractual work day, administration will complete a summative evaluation for teachers. Teachers or administrators may request a meeting to discuss this summative evaluation.

#### Phase 3: Continuing Contract Teachers - Years A, B, C

Steps:

- 1) May be assigned a **Mentor**, or choose to have a mentor (A, B, C)
- 2) Be assigned an Administrator (A, B, C)
- 3) Write a **Professional Growth Plan** (A, B, C)
- 4) Follow the **Supervision and Evaluation** model once every 3 years (A)
- 5) Choose a **Professional Growth Option** for the years not in the Supervision and Evaluation model. Teachers will declare which option they choose by November 1.
- 6) Participate in an **Educator Self-Evaluation** (A, B, C)

- 7) **Year-End Summative Evaluation by administration due by the last contractual work day.** (A)  
8) **Walkthroughs** may occur throughout the year (A, B, C)

**Professional Growth Plan (PGP):** This document is due by October 1, although goal setting meetings should occur in the spring of the previous year. The PGP is a formal document in which the teacher, in collaboration with mentor and administrator, writes 3 measurable [SMART goals](#) for the year: 1 aligned to District goals, 1 aligned to School goals, and 1 Individual Goal. These goals should be based on observations and collaborative discussions with mentor/coach/administrator that align with the Danielson Framework for Teaching.

**Supervision and Evaluation:** Teachers will receive one formal evaluation from an administrator during one year of the three-year cycle using [Charlotte Danielson’s Framework for Teaching](#).

**Professional Growth Option:** Teachers choose to participate in one or more of the following options for the 2 years not being formally evaluated. Each option will focus on the alignment with school and/or district goals. Options must be chosen and discussed with an administrator by November 1.

**These options may also be used for recertification hours.**

**Option 1:** *Coaching* by trained coach focused on continuous improvement

**Option 2:** Practice-based [Action Research](#) for Educators

**Option 3:** [PLC model](#)

**Option 4:** [Preparing and Leading Professional Development](#)

**Option 5:** [Preparing and Leading a Book Study](#)

**Option 6:** [Observations of Others](#)

**Option 7:** **“Choose your own educational adventure”** determined in collaboration with a building administrator. *\*\*\*Teachers may change options during the cycle by mutual agreement with administrators.*

**Educator Self-Evaluation:** Teachers will complete a self-evaluation by April 30th. Teachers may request a meeting with their supervisor by June 1st.

**Year-End Summative Evaluation:** By the last contractual work day, administration will complete a summative evaluation for those teachers whose group (A,B,C) has one. Teachers or administrators may request a meeting to discuss this summative evaluation.