



Jaffrey-Rindge Cooperative School District

MENTORING HANDBOOK

Revised August 2017

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Mentoring Overview

Goal: To recruit, develop, and maintain quality educators in SAU 47

Desired Outcome(s):

- Quality educators will remain in district
- Learners will make academic and social gains due (largely) to a strong system of quality educators/learning facilitators

Measure of Success:

- Each educator will feel like a contributing member of a cohesive team as measured by their response to the updated mentor/mentee survey
- Learners show positive gains measured by classroom assessments, standardized assessments, and social-emotional data

Why is a Mentorship Program Important?

The J-R Mentoring Program will help new educators increase their proficiency in order to provide maximum learning opportunities for every learner.

An effective mentoring program provides necessary support for beginning educators, fosters effective instructional practices and optimizes learning. Mentoring acknowledges the wisdom and leadership of experienced educators. Mentors contribute to the success of learners, the school district, and the profession. The role of the mentor is to coach, guide, encourage, and advise.

This formal mentoring process is NOT the only place that support and professional growth takes place. Teams, departments, staff meetings, and informal faculty connections are job embedded professional development opportunities.

Who Receives a Mentor?

- Educators who are **new to the profession** will receive a full mentoring program during their first year and the support of a collegial guide during their second year.
- Experienced educators who are **new to the district may** receive a full mentoring program during their first year or the support of a collegial guide.
- Educators **changing assignments** or an educator **in need of additional support** may receive a full mentoring program or the support of a collegial guide as deemed appropriate by the administration and the educator.
- Educators working on certification requirements through an **Alternative IV** plan will receive separate support in completing that process.

Who Are Mentors and Collegial Guides?

Within our learning community, all educators are expected to serve as informal mentors and contribute to ongoing professional growth within the school.

Formal mentors are experienced educators. The building administrative team selects mentors in consultation with the grade level team or department. Whenever possible, potential mentors are involved with the hiring process. Mentors are paired with consideration for content area, grade level, proximity, and communication & learning style.

What are the Characteristics of an Effective Mentor?

A mentor is a skilled educator who:

- models effective teaching practices
- demonstrates effective classroom management strategies
- possesses subject area and/or grade level expertise
- collaborates
- demonstrates proficiency in professional practice
- advocates for the mentee
- commits to the mentoring process by providing clear, consistent support
- respects colleagues
- demonstrates strong interpersonal skills
- possesses knowledge of the Danielson Framework
- maintains confidentiality
- is respected by colleagues
- is dedicated to the profession
- Accepts constructive feedback and adjusts to meet mentee's needs
-

What are the Responsibilities of the Mentor?

- Meet with mentee in the summer to review curriculum, procedures and assist with preparations. If summer meetings are not possible, this checklist will be reviewed as soon as both parties are available.
- Ensure that mentee has all necessary classroom and curriculum resource materials
- Establish a meeting schedule with the mentee at a frequency outlined by ***Individual Mentoring Plan (IMP)***
- Complete the activities included in the ***Individual Mentoring Plan***.
- Observe new educator and offer feedback
- Utilize district resources and attend mentor/mentee workshops throughout the year
- Engage in mentoring professional development activities; self-reflect, meet with other mentors and mentor coordinator
- Meet jointly with mentee and administrator
- Assist the mentee with completion of all portions of the IMP
- Meet with mentee at a frequency outlined in the IMP
- Accept constructive feedback and adjust to meet mentee's needs

What is in the Individual Mentoring Plan (IMP)?

- meeting schedule
- plan for collegial observations
- self-reflection
- goal setting
- action plan related to goals

What are the Responsibilities of the Mentee?

- Demonstrate a commitment to improving teaching skills
- Identify needs and be willing to ask for assistance and honest feedback
- Observe experienced educators
- Become familiar with information contained within the Staff Handbook, Student Handbook, Collective Bargaining Agreement, Professional Development Master Plan: Route to Success, Emergency Handbook
- Attend meetings with mentor
- Develop proficiency in district and building programs/initiatives
- Set goals based upon assessments, feedback and self-reflection
- Utilize district resources and attend mentor/mentee workshops throughout the year

What are the Responsibilities of the Mentor Coordinator?

Each building administrator will select a mentor coordinator to facilitate the mentoring process in that school.

- Oversees mentors and mentoring process in his/her school
- Assists with the logistics of the mentoring process
- Participates in mentor training and professional growth activities

Is there Mentor Compensation?

Mentoring requires commitment of time and effort. Mentors will be compensated on for full mentoring programs and for serving as collegial guides. This stipend will be determined at the time the mentor is assigned.

Mentoring Role	Role Description	Who may receive a mentor?	Stipend (Stipends subject to change)
Mentor	-Orients and acclimates a educator to the culture of the school and community -Responds to educator’s immediate and evolving needs	-Educators new to the profession -Experienced educators who are new to the district	\$1000 for the full year
Collegial Guide	-Actively supports a educator in resolving challenges that arise -Shares wisdom and practical knowledge to support ongoing professional learning -Leads a educator through a process of collaborative inquiry that expands and improves the educator’s instructional repertoire relating to content and pedagogical knowledge	-Second year educators who are new to the profession -Experienced educators who are new to the district -Educators changing assignments -Educators needing additional support	\$500 for the full year

Mentor – Mentee Timeline

Also to be scheduled: Full day workshops (1x month Aug.-Nov.)

Monthly after school meetings (1x month Dec.-May)

Month	Activity	Resources	Notes
August	Discuss Mentoring Checklist: <i>Building and School Procedures</i>	Mentoring Handbook	
	Complete new educator workshop days		
September	Complete Mentee Needs Assessment <i>(to be used to develop Individual Mentoring Plan)</i>	Mentoring Handbook FORM A	Submit copy to mentor coordinator and keep copy in your file
	Complete Individual Mentoring Plan (IMP) and Road Map to Success (RMtS) .	Mentoring Handbook FORM B See Professional Development Plan	Submit copy to mentor coordinator and keep copy in your file Road Map may reference the Individual Mentoring Plan
	Schedule a meeting with administrator to discuss Individual Mentoring Plan and Road Map to Success .		Contact appropriate office personnel
	By September 30 - Meet with administrator to discuss Individual Mentoring Plan and Road Map (mentee & mentor attend)	Individual Mentoring Plan and Road Map	Submit forms to administrator, keep a copy in your file
	Establish your schedule for mentoring Begin your Mentoring Log	Mentoring Handbook FORM C	Log must be maintained on an ongoing basis
	Discuss Mentoring Checklist: <i>Fall Topics</i> Discuss Contact Directory	Mentoring Handbook	
October	Schedule first term collegial observation(s)	AESOP	Date(s) must be approved by administrator
November	Schedule second term collegial observation(s)	AESOP	Date(s) must be approved by administrator
	Share Mentoring Log with administrator	FORM C	Ongoing discussion and reflection is encouraged
December	Complete Mid-Year Mentoring Surveys	Mentoring Handbook – FORM D FORM E	Submit copy to mentor coordinator and keep copy in your file
	Discuss Mentoring Checklist: <i>Winter Topics</i>	Mentoring Handbook	

Month		Activity	Resources	Notes
January		Complete Mid-Year Educator Self-Assessment	Mentoring Handbook – FORM F	Submit to administrator and mentor coordinator
		Review and update Individual Mentoring Plan as needed	FORM B	Submit changes to administrator
February		Schedule third term collegial observation(s) as needed	AESOP	Date(s) must be approved by administrator
March		Discuss Mentoring Checklist: <i>Spring Topics</i>	Mentoring Handbook –	
		Schedule a meeting with administrator to discuss Individual Mentoring Plan and Road Map to Success . <i><u>This meeting is only if this is your recertification year. If it is not, see April deadline.</u></i>	See Professional Development Plan	Contact appropriate office personnel
		By March 31 - Meet with administrator to discuss Individual Mentoring Plan and Road Map (end of the year documentation and reflection). <i><u>This deadline is only if this is your recertification year. If it is not, see April deadline.</u></i>	Individual Mentoring Plan and Road Map	Submit forms to administrator, keep a copy in your file
April		Schedule a meeting with administrator to discuss Individual Mentoring Plan and Road Map to Success .	See Professional Development Plan	Contact appropriate office personnel
		By April 30 - Meet with administrator to discuss Individual Mentoring Plan and Road Map (end of the year documentation and reflection).	Individual Mentoring Plan and Road Map	Submit forms to administrator, keep a copy in your file
May		Complete and submit End-of-Year Mentoring Survey (Completed by mentee using a blank form)	Mentoring Handbook – FORM D	Submit copy to mentor coordinator and keep copy in your file
		Complete and submit End-of-Year Mentoring Survey (Completed by mentor using a blank form)	Mentoring Handbook – FORM E	Submit copy to mentor coordinator and keep copy in your file
		Submit Mentoring Log to administrator (first week of May)	Form C	Log is required for approval of mentor stipend
June				

Instruction

Engaging students in learning	1	2	3	4
Providing feedback				
Demonstrating flexibility and responsiveness				
<i>How can I meet the needs of all learners through appropriate grouping, structure, pacing, et cetera?</i>				

Professional Responsibilities

Reflecting on teaching	1	2	3	4
<i>How will I know how I'm doing?</i>				
Maintaining accurate records	1	2	3	4
<i>How will I document the learning process? What paperwork must I complete?</i>				
Communicating with families	1	2	3	4
<i>How will I share information and engage families in the learning process?</i>				
Contributing to the school and district	1	2	3	4
<i>What are my responsibilities outside the classroom?</i>				
Professional development	1	2	3	4
<i>How will the district professional development plan help me grow professionally?</i>				

Professional Development

Which of the following areas of professional development would you be interested in pursuing this year?

- | | |
|--|--|
| <input type="checkbox"/> Classroom management | <input type="checkbox"/> Special Education programs and procedures |
| <input type="checkbox"/> Curriculum development | <input type="checkbox"/> Math content knowledge/core programs |
| <input type="checkbox"/> Assessment and grading | <input type="checkbox"/> Writing content knowledge/core programs |
| <input type="checkbox"/> Differentiated instruction | <input type="checkbox"/> Reading content knowledge/core programs |
| <input type="checkbox"/> Modifying instruction | <input type="checkbox"/> Literacy supplemental programs |
| <input type="checkbox"/> Smart boards/Interactive projectors | (i.e. Foundations/Just Words/Wilson) |
| <input type="checkbox"/> Technology integration | <input type="checkbox"/> Math supplemental programs (i.e. Touch Math) |
| <input type="checkbox"/> Online learning | <input type="checkbox"/> Other content knowledge/core programs (specify) |
| <input type="checkbox"/> CPR/First aid | <input type="checkbox"/> NWEA (MAPS)/Smarter Balance |
| <input type="checkbox"/> List any others: | |



INDIVIDUAL MENTORING PLAN

MENTEE		SCHOOL YEAR	
Job Assignment		School	
Mentor			

Throughout the Year

Maintain a record of your activities using the Professional Development Annotated Log. This plan should be considered a "living" document. You may review and edit as needed.

<p>GOAL SETTING – Complete in September and edit as needed <i>Please utilize your Mentee Needs Assessment to complete this section.</i></p> <p>Areas of Strength:</p> <p>Priority Goals (top areas for targeted support and professional development):</p> <p>Additional Goals (lower priority areas for targeted support and professional development):</p>

<p>ACTION PLAN – Complete in September <i>Utilize the Road Map to Success form to document goals and related action plans.</i></p>

<p>OBSERVATION PLAN – Complete in September and edit as needed <i>Enter substitute request(s) on Aesop under "Professional Development"</i></p>			
Date:	Type of observation:		Focus:
	Mentor observing mentee	Mentee observing colleagues	

FALL REVIEW			
Mentor		Date	
Mentee		Date	
Administrator		Date	

INDIVIDUAL MENTORING PLAN REFLECTIONS

MENTEE		SCHOOL YEAR	
Job Assignment		School	
Mentor			

MID-YEAR
Progress toward goals:
Adjusted goals or actions (if applicable):
Other notes:

END-OF-YEAR
Progress toward goals:
Ongoing goals or actions:
Other notes:

SPRING REVIEW			
Mentor		Date	
Mentee		Date	
Administrator		Date	



INDIVIDUAL MENTORING PLAN

Throughout the Year

Maintain a record of your activities using the Professional Development Annotated Log. This plan should be considered a “living” document. You may review and edit as needed.

MENTEE	<i>New educator</i>	SCHOOL YEAR	<i>2017-2018</i>
Job Assignment	<i>Gr. 3 Classroom</i>	School	<i>JGS</i>
Mentor	<i>Veteran educator</i>		

<p>GOAL SETTING - Complete in September and edit as needed <i>Please utilize your Mentee Needs Assessment to complete this section.</i></p> <p>Areas of Strength:</p> <ul style="list-style-type: none"> <i>Organizing physical space</i> <p>Priority Goals (top areas for targeted support and professional development):</p> <ul style="list-style-type: none"> <i>Creating a culture for learning</i> <i>Knowledge of content and pedagogy (core math curriculum)</i> <p>Additional Goals (lower priority areas for targeted support and professional development):</p> <ul style="list-style-type: none"> <i>Communicating with families</i>

<p>ACTION PLAN - Complete in September <i>Utilize the Road Map to Success form to document goals and related action plans.</i></p>

<p>OBSERVATION PLAN – Complete in September and edit as needed <i>Enter substitute request(s) on Aesop under “Professional Development”</i></p>			
Date:	Type of observation:		Focus:
	Mentor observing mentee	Mentee observing colleagues	
<i>9/20</i>	<i>X</i> <i>Half day AM</i>	<i>X</i> <i>Half day PM</i>	<i>Classroom culture and management strategies</i>
<i>Week of 10/16</i>		<i>x</i>	<i>Guided reading groups</i>

FALL REVIEW			
Mentor		Date	
Mentee		Date	
Administrator		Date	



JAFFREY-RINDGE
COOPERATIVE SCHOOL DISTRICT

**PROFESSIONAL DEVELOPMENT
ANNOTATED LOG OF HOURS**

Mentoring Handbook
FORM C – *Duplicate as needed*

Word and Excel versions of this log available at sau47.org (Staff Development).

Name:	School:
School Year:	Cycle Year: 1 2 3

Notes:
 Please include whether activity took place during school day or not.
 Please include AM or PM when you log hours.
 Compensated hours include any time you were compensated, whether by the district or another entity. (This does not include reimbursement for the cost of the course.)
 Uncompensated hours include any time you were not compensated.
 Reflection should address how the activity helped you grow professionally, how it increased student learning, and/or how it aligned with district and/or school goals.

Date	School Day? Y/N**	Strategy (#/Name)* *	Title/ Description	Reflection	Times (Include AM/PM)	Total Hours* Compensated	Total Hours* Uncompensated
		# 7 Mentoring					
		# 7 Mentoring					
		# 7 Mentoring					
		# 7 Mentoring					
		# 7 Mentoring					
		# 7 Mentoring					
					TOTAL*:		

*Please use hours, not minutes (estimate to the nearest .25 hour).

Revised 5/14/15

FORM D (to be completed by Mentee)

Mentoring Survey

Please provide information and insight regarding the JRCSD Mentoring Program by indicating a rating value for the following questions. Consider the past semester's activities and the nature of the mentoring process.

Mentee's Name:

Date: _____ Mid-Year _____ End-of-Year

Mentor's Name:

Building:

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1	My mentor was accessible and available.				
2	My mentor communicated regularly with me.				
3	My mentor assisted me with questions about school culture and my responsibilities within it.				
4	My mentor assisted me with improving my instructional practice and student outcomes.				
5	My mentor assisted me with my understanding of curriculum and available resources.				
6	My mentor demonstrated an interest/concern towards me.				
7	My mentor was responsive to my feedback on the mentoring process.				
8	My mentor's behavior and attitude is an example of professionalism.				
9	Overall, my mentor was an asset and a benefit to me.				
10	I anticipate an extended future relationship with my mentor.				

Additional Comments:

What recommendations do you have for the Mentoring Program? (use the back of sheet if needed)

Mentee Signature: _____

Date: _____

FORM E (to be completed by Mentor)**Mentoring Survey**

Please provide information and insight regarding the JRCSD Mentoring Program by indicating a rating value for the following questions. Consider the past semester's activities and the nature of the mentoring process.

Mentor's Name: _____

Date: _____ Mid-Year _____ End-of-Year

Mentee's Name: _____

Building: _____

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1	My mentee made use of feedback provided throughout the mentoring relationship.				
2	My mentee was accessible and available.				
3	My mentee communicated regularly with me.				
4	My mentee respected my time and professional responsibilities.				
5	When areas of need were identified, my mentee worked toward improvement.				
6	My mentee took the initiative to communicate with me and ask for assistance in improving performance.				
7	My mentee demonstrated interest in our collaborative work.				
8	My mentee's behavior and attitude was professional and courteous.				
9	My mentee participated fully in mentoring activities.				
10	I anticipate an extended future relationship with my mentee.				

Additional Comments: _____

What recommendations do you have for the Mentoring Program? (use back of sheet if needed)

Mentor Signature: _____

Date: _____

Jaffrey-Rindge Cooperative School District

**Danielson Frameworks for Teaching and Road Map/Individual Mentoring Plan
MID-YEAR EDUCATOR SELF-ASSESSMENT**

Name _____ Year _____

School _____ Assignment _____

Carefully reflect on your teaching performance. Complete the self-assessment by referring to the rubrics for each of the listed components.	Level 1 = Unsatisfactory Level 2 = Basic Level 3 = Proficient Level 4 = Distinguished			
	1	2	3	4
Domain 1: Planning and Preparation				
1a. Demonstrating knowledge of content and pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting instructional outcomes				
1d. Demonstrating knowledge of resources				
1e. Designing coherent instruction				
1f. Designing students assessments				
Domain 2: Classroom Environment				
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				
Domain 3: Instruction				
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				
Domain 4: Professional Responsibilities				
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Participating in a professional community				
4e. Growing and developing professionally				
4f. Showing professionalism				

Educator Self-Assessment, page 2

Utilize your **Danielson Self-Assessment** rubric to complete the following reflection.

Noted Areas of Strength
Suggested Growth Areas

Please complete the following after reviewing your **Individual Mentoring Plan** and **Road Map** goals and activities.

What evidence of progress toward your goals have you seen in yourself? In your learners?
What adjustments will you make to your plan for the remainder of the year (if any)?

Submit this Self-Assessment to your administrator by January 31st. Please make a copy for yourself before submitting.

Educator Signature _____ **Date** _____

CONTACT DIRECTORY

*School: **Jaffrey Grade School***

School Phone Number: (603) 532-8355

Questions	Contact	Name
Benefits Payroll	Human Resources (SAU)	Kathleen Boutot k.boutot@sau47.org 532-8100, ext. 233
Contract Collective Bargaining	JREA Representative (JGS)	Robin Bussiere, ext. 236 r.bussiere@sau47.org
Special Education	Case Managers (JGS)	Trisha Layfield, ext. 250 p.layfield@sau47.org Kayla Hoffman, ext. 243 k.hoffman@sau47.org Tina Stevens, ext. 269 t.stevens@sau47.org
	Building Coordinator (JGS)	Trisha Layfield (see above)
	Student Services (SAU)	Monique Antaya 532-8100, ext. 229 m.antaya@sau47.org
Recertification Staff Development	Professional Development Representative (JGS)	Tina Stevens, ext. 269 t.stevens@sau47.org Bridget Wold, ext. 272 b.wold@sau47.org
Health	School Nurse (JGS)	Joanne Vaiani, ext. 224 j.vaiani@sau47.org
Maintenance Repairs	Complete maintenance work order @ www.sau47.org	Work order will be reviewed by: David Reilly, 532-8100, ext. 260 d.reilly@sau47.org
Technology Repairs	Complete IT work order @ www.sau47.org	Work order will be reviewed by: Warren Luebke, 532-8100 ext. 240 w.luebke@sau47.org
Media Equipment	Media Specialist (JGS)	Jennifer Jobin, ext. 239 j.jobin@sau47.org
Curriculum	Director of Curriculum and Instruction (SAU)	Dr. Misty McBrierty, ext. 212 m.mcbrierty@sau47.org

CONTACT DIRECTORY

School: Rindge Memorial School

School Phone Number: (603) 899-3363

Questions	Contact	Name
Benefits Payroll	Human Resources (SAU)	Kathleen Boutot 532-8100, ext. 233 k.boutot@sau47.org
Contract Collective Bargaining	JREA Representative (RMS)	Rebecca DeGrandpre ext. 256 r.degrandpre@sau47.org
Special Education	Case Managers (RMS) ILC: Special Education Services: Student Services (SAU)	Jennifer Wojenski ext. 235 j.wojenski@sau47.org Sarah Drogue ext. 235 s.drogue@sau47.org Bethany Connelly ext. 271 b.connelly@sau.org Patricia Boulle ext. 229 p.boulle@sau47.org Martha Thomas ext. 224 m.thomas@sau47.org James Gallagher ext. 252 j.gallagher@sau47.org Monique Antaya 532-8100 ext. 229 m.antaya@sau47.org
Recertification Staff Development	Professional Development Representative (RMS)	Trish Hanley ext. 233 t.hanley@sau47.org Deb Rainey ext. 241 d.rainey@sau47.org
Health	School Nurse (RMS)	Nancy O'Loughlin ext. 226 n.oloughlin@sau47.org
Maintenance Repairs	Complete maintenance work order @ www.sau47.org	Work order will be reviewed by: David Reilly, 532-8100 ext. 260 d.reilly@sau47.org
Technology Repairs	Complete IT work order @ www.sau47.org	Work order will be reviewed by: Warren Luebke, 532-8100 ext. 240 w.luebke@sau47.org

Media Equipment	Media Specialist (RMS)	Nicole Tenters, ext. 236 n.tenters@sau47.org
Curriculum	Director of Curriculum and Instruction (SAU)	Dr. Misty McBrierty, ext. 212 m.mcbrierty@sau47.org

Mentoring Checklist: Building and Procedures (JGS/RMS)

Building

___ Map and tour of building (supplies and equipment)

___ Building hours and FOBs

___ Custodial

- Identify Staff
- Responsibilities of custodial staff in classroom
- Repairs/work orders

___ Secretarial Staff

- Identify staff and discuss general duties

___ Classroom resources for furniture and teaching materials

___ Emergency contact information

___ Other resource people (nurse, guidance, special education, Title I, reading specialists, etc.)

School Procedures

___ First Day of School

___ Cafeteria Expectations

- Procedures
- Behavior Expectations
- Classroom Lunch Count and Lunch Money
- Breakfast

___ Recess Expectations

___ Student Passes

___ Lining Up and Hallway Expectations

___ Dismissal (walkers, car riders, bus riders, and procedures parents are expected to follow for dismissal during the day)

___ Attendance (attendance sheet, notes from home, breakfast issues, late arrival)

___ Nurse (passes, trips to the nurse)

- ___ Emergency Procedures (fire drill, lockdown, et cetera)
- ___ Duty Expectations (Recess exit/entry, indoor recess, morning duties, dismissal duties, cafeteria)
- ___ School Communications (email, weekly newsletters, daily notes, morning announcements, pledge of allegiance, staff meetings, memos)
- ___ Phone procedures
- ___ General school discipline procedures
- ___ Review Folders (field trip folders, CLIPs)
- ___ Student records (in office)
- ___ Plan book/lesson plans
- ___ Daily schedule (six-day schedule, RTI meetings, START meetings, Specials rotations)
- ___ Staff Meeting (where and when)
- ___ Dress code
- ___ Absences (personal days, sick days, AESOP)
- ___ School culture (social committee dues, jean day, educator lunch options, educator bathrooms)
- ___ Computer access and systems (Web2School, EasyIEP, Veritime, district website, Gmail, Think Central, et cetera)
- ___ Class lists and learner information
- ___ Copiers, laminator, Ellison die cut machine
- ___ Sub plans/emergency plans

Mentoring Checklist: Topics (JGS/RMS)

Fall

- Review mentor/mentee responsibilities
- Fall topics of study
- Staff evaluation system (observations, SLO, Danielson)
- Clubs and Extended Day Program
- Fall assessments (NWEA-Maps, grade level assessments, progress monitoring)
- Open House
- Parent Group
- Tier II/Tier III Reading and Math (overview, referral procedures, scheduling)
- Grading system (Web2School, report cards, progress reports, progress notes, parent conferences)
- Professional development procedures (forms, building representatives, tracking hours, routes)
- Evening performances
- School policies for holidays
- Staff Handbook
- Complete monthly tasks (see Mentor/Mentee Timeline)

Winter

- Winter topics of study
- Common Core
- Winter assessments (NWEA-Maps, grade level assessments, progress monitoring)
- Grading system (Web2School, report cards, progress reports, progress notes, parent conferences)
- Snow days, delays, and early dismissals (walkers, car riders, bus riders, and procedures parents are expected to follow for dismissal)

- ___ Review emergency procedures (fire drill, lockdown, etc.)
- ___ IT (work orders and support)
- ___ Review professional development route and artifacts
- ___ Saving work for learner portfolios
- ___ Complete monthly tasks (see Mentor/Mentee Timeline)

Spring

- ___ Spring topics of study
- ___ Spring assessments (NWEA-Maps, Smarter Balanced, grade level assessments, progress monitoring)
- ___ Science Fair, volunteer breakfast, field day, step-up day, et cetera
- ___ Placement meeting
- ___ Library closing
- ___ Budgets and ordering supplies
- ___ 5th grade recognition night
- ___ Learner portfolios and CLIPs
- ___ Grading system (Web2School, report cards, progress reports, IEPs, progress notes, parent conferences)
- ___ Review professional development route and artifacts
- ___ Cleaning and packing room for summer months
- ___ Complete monthly tasks (see Mentor/Mentee Timeline)

CONTACT DIRECTORY

School: Jaffrey-Rindge Middle School

School Phone Number: (603) 532-8122

Questions	Contact	Name
Benefits Payroll	Human Resources (SAU)	Kathleen Boutot, 532-8100 ext. 233 k.boutot@sau47.org
Contract Collective Bargaining	JREA Representative (JRMS)	Deborah Brahm ext. 313 d.brahm@sau47.org
Special Education	Case managers: (Grade Level)	David Anderson ext. 367 d.anderson@sau47.org Desiree Hubbard ext. 358 d.hubbard@sau47.org Amy Bosse ext. 370 a.bosse@sau47.org Sarah Graham ext. 304 s.graham@sau47.org
	Behavioral Support:	Caitlin Shattuck ext. 297 c.shattuck@sau47.org
	ILC:	Tracy Vest ext. 308 t.vest@sau47.org
	Student Services (SAU)	Monique Antaya 532-8100 ext. 229 m.antaya@sau47.org
Recertification Staff Development	Professional Development Representative (JRMS)	tbd
Health	School Nurse (JRMS)	Heather Boyd, ext. 291 h.boyd@sau47.org
Maintenance Repairs	Complete maintenance work order @ www.sau47.org	Work order will be reviewed by: David Reilly, 532-8100 ext. 260 d.reilly@sau47.org

Technology Repairs	Complete IT work order @ www.sau47.org	Work order will be reviewed by: Warren Luebke, 532-8100 ext. 240 w.luebke@sau47.org
Media Equipment	Media Specialist (JRMS)	Melanie Kalliosaari, ext. 300 m.kalliosaari@sau47.org
Curriculum	Director of Curriculum and Instruction (SAU)	Dr. Misty McBrierty, 532-8100 ext. 212 m.mcbrierty@sau47.org

Mentoring Checklist: Building and Procedures

(Jaffrey Rindge Middle School)

Building

___ Map and tour of building (supplies and equipment)

___ Building hours

___ Custodial

- Identify Staff
- Responsibilities of custodial staff in classroom
- Repairs/work orders

___ IT

- Identify staff
- Repairs and work orders

___ Copy machines

- Confidential copying

___ Secretarial Staff

- Identify staff and discuss general duties

___ Classroom resources for furniture and teaching materials

___ Emergency contact information

___ Other resource people (nurse, guidance, special education.)

School Procedures

___ First Day of School

___ Cafeteria Expectations

- Procedures
- Behavior Expectations

___ Student Passes

___ Hallway Expectations

___ Dismissal (walkers, car riders, bus riders, and procedures parents are expected to

follow for dismissal during the day)

___ Attendance (notes from home, late arrival)

___ Nurse (passes, trips to the nurse)

___ Emergency Procedures (fire drill, lockdown, etc.)

___ Duty Expectations

___ School Communications (email, morning announcements, pledge of allegiance, staff meetings, memos)

___ Phone procedures

___ General school discipline procedures

___ Substitute binders

___ Learner records (in guidance office)

___ Plan book/lesson plans

___ Daily schedule

___ Staff meeting schedule

___ Dress code

___ Absences (personal days, sick days, AESOP)

___ School culture (social committee dues, jean day)

___ Computer access and systems (Web2School, Easy IEP, Veritime, district website, etc.)

___ Class lists and learner information

___ educator handbook and sign off

___ Field trip procedures

Mentoring Checklist: Topics (JRMS)

Fall

- Review mentor/mentee responsibilities
- Fall checklist topics
- Staff evaluation system
- Clubs, sports and other afterschool activities
- Fall assessments (NWEA-Maps, grade level assessments, progress monitoring)
- Open House
- Grading system (Web2School, report cards, progress reports, progress notes)
- Professional development procedures (forms, building representatives, tracking hours, routes)
- School policies for cell phone usage
- Complete monthly tasks (see timeline)
- Emergency procedures (fire drill, lockdown, etc.)
- Review substitute educator binder
- Review IT and maintenance work order procedures
- Student Learning Objectives (SLOs)
- Contacting Parents/Guardians
- Special Education Individual Education Plans, 504 Plans
- School Counselor(s)

Winter

- ___ Winter assessments (NWEA-Maps, grade level assessments, progress monitoring)
- ___ Grading system (Web2School, report cards, progress reports, progress notes, parent conferences)
- ___ Snow days, delays, and early dismissals
- ___ Review professional development route and artifacts
- ___ Performance Evaluations ****NEW educators TO THE DISTRICT****
- ___ Complete monthly tasks (see timeline)
- ___ SLO Progress Monitoring

Spring

- ___ Spring assessments (NWEA-Maps, grade level assessments, progress monitoring)
- ___ Budgets and ordering supplies
- ___ Student awards night
- ___ Grading system (Web2School, report cards, progress reports, IEPs, progress notes, parent conferences)
- ___ Performance Evaluations (artifacts required, discussions, etc.)
- ___ Cleaning and packing room for summer months
- ___ Complete monthly tasks (see timeline)

CONTACT DIRECTORY

School: **CONANT HIGH SCHOOL**

School Phone Number: (603) 532-8131

Questions	Contact	Name
Benefits Payroll	Human Resources (SAU)	Kathleen Boutot, 532-8100 ext. 233 k.boutot@sau47.org
Contract Collective Bargaining	JREA Representative (CHS)	Jacob Ferrell j.ferrell@sau47.org
Special Education	Building Coordinator (CHS)	D'Ann Bartlett d.bartlett@sau47.org
	ILC Coordinator (CHS)	Faith Jarest f.jarest@sau47.org
	Case Managers (CHS)	Cindy Athens c.athens@sau47.org
		Donna Goldstein d.goldstein@sau47.org
		Greg Hinkle g.hinkle@sau47.org
		Storm Medders s.medders@sau47.org
		Amanda Patti a.patti@sau47.org
		Kathleene Pendergast k.pendergast@sau47.org
		Hether Shulman h.shulman@sau47.org
	Student Services (SAU)	Monique Antaya, 532-8100, ext. 229 m.antaya@sau47.org
Recertification Staff Development	Professional Development Representative (CHS)	Karie Swift, ext. 246 k.swift@sau47.org

		TBA
Health	School Nurse (CHS)	Barbara Schnabel, ext. 226 b.schnabel@sau47.org
Maintenance Repairs	Complete maintenance work order @ www.sau47.org	Work order will be reviewed by: David Reilly, 532-8100 ext. 260 d.reilly@sau47.org
Technology Repairs	Complete IT work order @ www.sau47.org	Work order will be reviewed by: Warren Luebke, 532-8100 ext. 240 w.luebke@sau47.org
Media Equipment	Media Specialist (CHS)	Lisa Wiley, ext. 243 l.wiley@sau47.org
Curriculum	Director of Curriculum and Instruction (SAU)	Misty McBrierty, 532-8100 ext. 212 m.mcbrierty@sau47.org

Mentoring Checklist: Building and Procedures (Conant High School)

Building

___ Map and tour of building (supplies and equipment)

___ Building hours

___ Custodial

- Identify Staff
- Responsibilities of custodial staff in classroom
- Repairs/work orders

___ IT

- Identify staff
- Repairs and work orders

___ Copy machines

- Confidential copying

___ Secretarial Staff

- Identify staff and discuss general duties

___ Classroom resources for furniture and teaching materials

___ Emergency contact information

___ Other resource people (nurse, guidance, special education.)

School Procedures

___ First Day of School

___ Cafeteria Expectations

- Procedures
- Behavior Expectations

___ Student Passes

___ Hallway Expectations

___ Dismissal (walkers, car riders, bus riders, and procedures parents are expected to follow for dismissal during the day)

- ___ Attendance (notes from home, late arrival)
- ___ Nurse (passes, trips to the nurse)
- ___ Emergency Procedures (fire drill, lockdown, etc.)
- ___ Duty Expectations
- ___ School Communications (email, morning announcements, pledge of allegiance, staff meetings, memos)
- ___ Phone procedures
- ___ General school discipline procedures
- ___ Substitute binders
- ___ Learner records (in guidance office)
- ___ Plan book/lesson plans
- ___ Daily schedule
- ___ Staff meeting schedule
- ___ Dress code
- ___ Absences (personal days, sick days, AESOP)
- ___ School culture (social committee dues, jean day)
- ___ Computer access and systems (Web2School, EasyIEP, Veritime, district website, etc.)
- ___ Class lists and learner information
- ___ educator handbook and sign off
- ___ Field trip procedures

Mentoring Checklist: Topics (CHS)

Fall

- Review mentor/mentee responsibilities
- Fall checklist topics
- Staff evaluation system
- Clubs, sports and other afterschool activities
- Fall assessments (NWEA-Maps, grade level assessments, progress monitoring)
- Open House
- Grading system (Web2School, report cards, progress reports, progress notes)
- Professional development procedures (forms, building representatives, tracking hours, routes)
- School policies for cell phone usage
- Complete monthly tasks (see timeline)
- Emergency procedures (fire drill, lockdown, etc.)
- Review substitute educator binder
- Review IT and maintenance work order procedures

Winter

- Winter assessments (NWEA-Maps, grade level assessments, progress monitoring)
- Grading system (Web2School, report cards, progress reports, progress notes, parent conferences)
- Snow days, delays, and early dismissals
- Review professional development route and artifacts
- Performance Evaluations **NEW educators TO THE DISTRICT**
- Complete monthly tasks (see timeline)

Spring

- ___ Spring assessments (NWEA-Maps, grade level assessments, progress monitoring)
- ___ Budgets and ordering supplies
- ___ Student awards night
- ___ Grading system (Web2School, report cards, progress reports, IEPs, progress notes, parent conferences)
- ___ Performance Evaluations (artifacts required, discussions, etc.)
- ___ Cleaning and packing room for summer months
- ___ Complete monthly tasks (see timeline)
- ___ Graduation activities