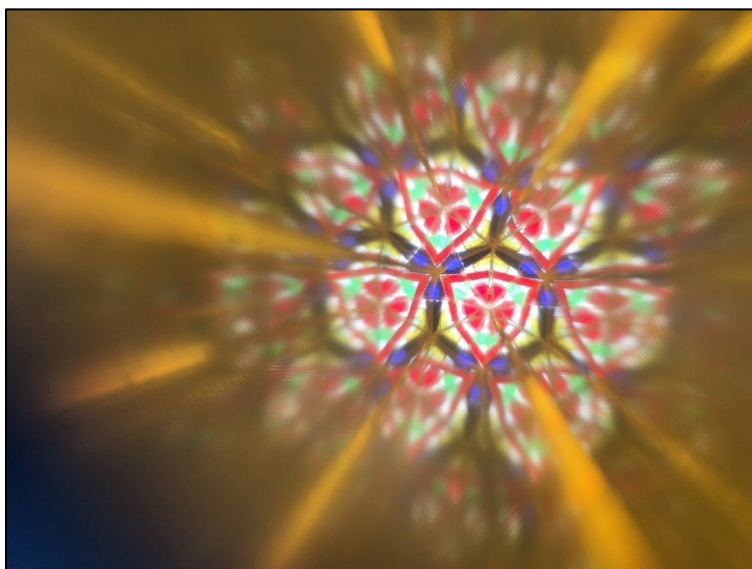




2023 NEA-NH
Education Support Professionals (ESP)
Conference



FOCUS ON SUPPORT, FOCUS ON YOU

Saturday, April 15, 2023

8:15 AM – 9:00 AM Registration

9:00 AM – 3:45 PM Conference

Pembroke Academy, Pembroke, New Hampshire

Co-sponsored by NEA-NH's ESP Issues Committee & Pembroke SSA

This conference is supported by Horace Mann Service Corp.



Details about the 2023 NEA-NH Education Support Professionals Conference



*Conference to be held at
Pembroke Academy
209 Academy Road
Pembroke, NH 03275*

Conference Agenda

8:15 AM Registration & Coffee/Snacks
9:00 AM Keynote Address
10:00 AM A Workshop Sessions
11:30 AM Lunch
12:30 PM B Workshop Sessions
2:00 PM Break
2:15 PM C Workshop Sessions
3:45 PM Conference Ends

5.25 Hours of CEU Credit

Registration Fee

Includes catered lunch, keynote speaker,
and three workshops!

NEA-NH Members = \$25.00

Non-Members = \$125.00

NEA Student Members = \$0*

Registration Deadline – April 2, 2023

*Become an NEA Student Member for only
\$20/year before 4/2/23 at [Student Membership](#).

DID YOU KNOW? *These organizations support the New Hampshire students you love!*

Scott McGilvray Children's Fund – <https://www.smcfnh.org/>

Created in 1996 by NEA-New Hampshire, the New Hampshire Foundation for Teaching and Learning Children's Fund is a non-profit 501(c)(3) that focuses on improving teaching, student learning and education for public school teachers and students across the state. In 2018, the foundation name was changed to the Scott McGilvray Children's Fund (SMCF), in honor of past NEA-NH President, Scott McGilvray. The Fund has distributed over \$150,000 in grants to provide public school students with items and services needed for school success that are not provided by other agencies. Providing glasses, clothing, medical care, transportation, and school supplies are just a few of the ways SMCF steps in with emergency stopgap measures for New Hampshire children. All the grant money the SMCF uses comes from donations from people like you, and from fundraising events such as the annual Golf Tournament and Prize Calendar. As an NEA-NH member, you can apply for financial assistance to help a student in need.

End 68 Hours of Hunger – www.end68hoursofhunger.org

End 68 Hours of Hunger is a private, non-profit, effort to confront the approximately 68 hours of hunger that some students experience between the Friday free lunch at school and the free breakfast on Monday morning. The program, established in New Hampshire in 2011, puts nourishing food in the hands of elementary school children to carry them through the weekend. Volunteers purchase the food, then pack and deliver bags to the offices of participating elementary schools. From there, a school employee delivers food to the classrooms of the individual participating students to take home Friday afternoon. The cycle starts again every week, helping to ensure that over 1,300 school children in New Hampshire eat healthy food over the weekend. There are around 42,000 food-insecure kids in New Hampshire.

Opening Keynote Session 9:00 AM – 9:45 AM



Sharry Sparks, Keynote Address *“Speaking from the Heart”*

Long-time NEA-NH member Sharry Sparks has worked for decades to ensure the equitable treatment of our Education Support Professional members and to enhance the learning environment for her students. Sparks worked tirelessly on the NEA-NH Executive Board, speaking for the perspective and rights of ESP workers, encouraging dialogue about personal values, training members, and making a difference for New Hampshire students. She has been a valuable member of the ESP Issues Committee, the Human & Civil Rights Committee, the Government Relations Committee, and the hug-you-in-the-halls committee.

Sparks spent many years in Rye ESPA as a paraprofessional for the Rye school district. Wanting to further the education of paras like herself, she spearheaded a grant with Irv Richardson in 2015 and 2016 to create the NEA-NH Paraeducator Mentorship Academy, providing training and guidance to fellow paraprofessional members. If you want to be inspired and find a passion again for your career or your union membership, Sharry Sparks will undoubtedly bring the compassion, her heart, and some down-to-earth excitement to start your conference day off with a spark!

“A” Session Workshop Descriptions 10:00 AM – 11:30 AM

A-01 Here You Grow Again! (All)

Dr. Mary Ford, Ed.D.,

Director of Inclusive Career Pathways for NCDE

New Hampshire is experiencing a major shortage of educators. One promising strategy to address this shortage is to develop and promote the many talented, dedicated Education Support Professionals who already work in New Hampshire schools! This workshop will explore various programs in New Hampshire that help ESPs gain Para II certification, a Bachelors’ Degree, or licensure as a teacher. If you’re feeling the need to “grow again,” this session is for you. You will hear from representatives for the National Collaborative for Digital Equity (NCDE), NHTI-Concord’s Community College, Granite State, New England College, and the NH Association for Supervision and Curriculum Development (ASCD). Leave the session with a clearer sense of the options and programs available to you as you continue to expand your career.

A-02 Adverse Childhood Experiences (ACES): Facts, Statistics, and Outcomes (All)

Joan Boisvert, Special Education Teacher/Case Manager

The students you work with every day – and maybe the staff too – have experienced traumas of which you may or may not be aware. Adverse Childhood Experience Study (ACES) is more recently becoming a common term used within schools. You have heard a lot about “trauma-sensitive schools.” This session is an overview as to what ACES are, how ACES affect individuals, and an updated look at how the pandemic has changed the ACES/Trauma landscape. YOU MAY ALSO WANT B-02.

Note: B-02 runs from 11:45-1:15, and you would have lunch from 1:15-2:00.



A-03 Writing 101: One-on-One! (5-12)

Benjamin Ludwig, Acclaimed Author, Teacher

When working one-on-one, how do you help your individual students learn to improve a piece of their writing? How can we inspire while simultaneously motivating students to make corrections? In this workshop, we'll explore such topics as: why writing is so personal; how to give proactive feedback; working with structure; what to do about errors; and teaching students to edit. Come prepared with a pencil (Leave those red pens at home, please!) so that you can roll up your sleeves and engage in some practice exercises! Benjamin also teaches a writing workshop: www.teacherswritersworkshop.net.

A-04 Helping Students Cope with Stress and Anxiety (All)

Samantha Broadhead, PhD, NCSP, School Psychologist and Systems Based Consultant, SERESC

It is safe to say that 2020-2022 was no picnic for anyone and we can see that students' needs have changed significantly. Student experiences of anxiety and stress continue to be a growing challenge for school staff, especially as they can hinder learning outcomes. Join Sam in a discussion about trends in changing social-emotional concerns for students. You will learn how to identify observable behaviors associated with student anxiety. We will discuss practical ideas to increase student availability for learning while you build a strong and supportive community within the classroom. Sam will share practices that will support a positive and connected classroom climate to reduce anxiety (even yours!) and bolster your Social-Emotional Learning skills.

A-05 Using the Connect Program: Suicide Prevention, Part I of II (All)

Elaine Demello, National Alliance on Mental Illness, NH
School personnel often notice changes in youth behaviors (attitudes, academic performance, or social interactions) that could signal symptoms of depression, substance misuse, or other risk factors which can lead to suicide. *Connect* provides a unique, community-based prevention and intervention training to help increase the competence of school communities to promote youth suicide prevention, recognize individuals who may be at risk, and

respond to individuals who are thinking about or have attempted suicide. We review National Best Practice protocols for schools and sample policies and procedures to guide a school's response to a suicide incident. Explore interactive case scenarios based on possible situations and discuss how to integrate key community services to develop an effective response. **THIS IS A TWO-PART CLASS; ALSO SIGN UP FOR B-05. This course meets the State's 2-hr annual training requirement.**

A-06 The Effects and Impacts of Burnout (All)

Lorraine Connell, Owner, Peers Not Fears & Karen Pambianchi, Life Coach

Working in public education can feel like a 24/7 job. Between time in the classroom or your office, providing extracurricular and academic support, offering emotional and mental support to students, and managing your own training, when are you NOT thinking about work? Reevaluating boundaries isn't often a top priority, and it is key to thriving in your life every day. We'll explore what's really important to you, when to reset the existing boundaries, how to implement new boundaries, and accountability tools you can use to maintain balance in your life. This workshop will guide you in content presentations, small group discussions, and full group engagement. You might enter this class feeling burnt out, but we hope you leave feeling a new sense of encouragement and hope for the future.

A-07 All in a Day's Work: Tips for Finding Balance and Reducing Stress at Work and Home (All)

Cindy Dickinson, M.Ed., Counselor, Wellness Specialist
When it comes to time and stress there's bad news and good news: The bad news is we only have 24 hours in a day! The good news is we have a whole 24 hours in a day! How would your 24 hours look and feel if you were less stressed? Imagine if you could think more clearly under pressure, could solve problems more efficiently, or could stay in the moment. What if you could more clearly identify your priorities and balance work and personal life more effectively? Join us for a hands-on, interactive workshop and gain some simple, workable strategies for using the mind-body connection to reduce stress and restore balance at work and at home.

"B" Session Workshop Descriptions 12:30 PM – 2:00 PM

B-01 Helping, Not Hovering (PK-12)

Cynthia Lucero, NHTI-Concord's Comm. College

While every para wants to make sure students get the help and support they need, it's also important that students develop the skills they need to become self-sufficient learners. It is important to know when *helping* crosses the line and becomes *hovering*. Come join veteran educator and presenter Cynthia Lucero as she shares strategies to ensure that the assistance you give helps students become self-sufficient.



B-02 ACES in the Classroom Since the Pandemic (All)

Joan Boisvert, Special Education Teacher/Case Manager

Educating and caring for students who previously endured or are currently enduring trauma is a challenging task for school staff. In this training, ESP staff will learn about common techniques used to work with students who present with trauma in the classroom and help students succeed through their day. We will also discuss impacts of the pandemic and meeting the needs of our most at-risk students.

YOU MIGHT ALSO WANT A-02. **Important Note:** **B-02 runs from 11:45-1:15, and your lunch would be 1:15-2:00. Applies to this class only.**

"Even if we don't have the power to choose where we come from, we can still choose where we go from there." ~ Stephen Chbosky

B-03 If 2+2 Still Equals 4,

Why is Teaching Math So Hard Today?

Building Number Sense (PK-5, applicable to 6-8)

Lucy Canotas, Dir. Elementary Education, Timberlane

Building a strong foundation of number sense in students is critical for understanding math concepts and succeeding in math. Do you agree more students are having a harder time developing the skill of number sense? Join this course to understand changes in society and early number sense development, how young children learn basic number concepts, and the critical learning phases students go through while developing mathematical understanding. You will leave with many ideas and activities that are quick and easy, to help build these critical skills in your students. We will focus on primary grade skills, but the ideas can be applied to intermediate and middle school grades.

B-04 Helping Students Cope with Stress and Anxiety (All)

*Samantha Broadhead, PhD, NCSP, School Psychologist
and Systems Based Consultant, SERESC*

It is safe to say that 2020-2022 was no picnic for anyone and we can see that students' needs have changed significantly. Student experiences of anxiety and stress continue to be a growing challenge for school staff, especially as they can hinder learning outcomes. Join Sam in a discussion about trends in changing social-emotional concerns for students. You will learn how to identify observable behaviors associated with student anxiety. We will discuss practical ideas to increase student availability for learning while you build a strong and supportive community within the classroom. Sam will share practices to support a positive and connected classroom climate that reduces anxiety (even yours!) and bolsters your Social-Emotional Learning. ALSO AVAILABLE IN A-04.

B-05 Using the CONNECT Program: Suicide Prevention, Part II of II (All)

Elaine Demello, National Alliance on Mental Illness

School personnel may often notice changes in youth behaviors (attitudes, academic performance, or social interactions) that signal symptoms of depression, substance misuse, or other risk factors which can lead to suicide. *Connect* is a unique, community-based prevention and intervention training that helps increase the competence of school communities to promote suicide prevention, recognize individuals at risk, and respond to individuals who are thinking about or have attempted suicide. We review National Best Practice protocols for schools as well as sample policies and procedures to guide a school's response to a suicide incident. We will explore interactive case scenarios and discuss how to integrate some key community services to develop an effective and comprehensive response. **THIS IS A TWO-PART CLASS. YOU MUST ALSO CHOOSE A-05. This course meets the State's 2-hr training requirement.**

B-06 Cultivating Your Personal Resilience, Part I of II (All)

Maxine Mosley, Counselor, NEA IDEA Resource

To support students and colleagues, we must first support ourselves by building our resilience. The more flexible we are, the more we can handle the demands that are placed upon us. Come join veteran counselor Maxine Mosley as she shares the habits and dispositions held by enduring and confident educators. She will engage you in activities to assess your resilience and help you explore different sources of strength that you can cultivate. You will leave this workshop with a plan for continuing personal support for yourself. **THIS IS A TWO-PART WORKSHOP. ALSO SIGN UP FOR C-06.**



B-07 All in a Day's Work: Tips for Finding Balance and Reducing Stress at Work and Home (All)

Cindy Dickinson, M.Ed., Counselor, Wellness Specialist

When it comes to time and stress there's bad news and good news: The bad news is we only have 24 hours in a day! The good news is we have a whole 24 hours in a day! How would your 24 hours look and feel if you were less stressed? Imagine if you could think more clearly under pressure, could solve problems more efficiently, or could stay in the moment. What if you could more clearly identify your priorities and balance work and personal life more effectively? Join us for a hands-on, interactive workshop and gain some simple, workable strategies for using the mind-body connection to reduce stress and restore balance at work and at home. **ALSO AVAILABLE IN A-07.**

"You, yourself, as much as anybody in the entire universe, deserve your love and affection." ~ Buddha

B-08 The Outward Mindset: A Tool for Improving School Culture, Part I of II (All)

Dr. Irv Richardson, NEA-NH PESS Coordinator

Sometimes educators find themselves immersed in school cultures that aren't as positive as they could be. [If you just guffawed, this class is for you!] You may want to improve the culture but don't have the tools to do so. In this workshop, participants will learn the difference between inward and outward mindsets and how to recognize current mindset in themselves and others. Learn how to turn your mindset and behaviors outward by applying specific tools to increase self-awareness and change your mindset to sustain an outward mindset. You will learn to use accountability to help you clarify roles and hold yourself responsible for your impact on others. You will also learn valuable collaboration tools to help individuals and teams plan, work, and resolve conflict more effectively. This introspective work can be a real eye-opener for participants, and they leave the workshop with insights and tools to immediately implement at school (and home)! **THIS IS A TWO-PART CLASS. ALSO CHOOSE C-05.**

"C" Session Workshop Descriptions 2:15 PM – 3:45 PM

C-01 Leaders for Just Schools: Microaggressions (All)

*Jan Santosuosso (She/Her), Special Educator &
Crissy Ouellette, Teacher, LJS-NH Team members*

Hey Guys, none of us wants to hurt or traumatize our students or colleagues, but sometimes our words or actions cause pain even when we have the best intentions. Microaggressions happen every day. Our words, actions, and school environment may send unintentional and negative messages. This workshop will teach us to examine ourselves and our schools, and to explore how to be more accepting and welcoming educators. Did you happen to notice the microaggression we made? Join us for an eye-opening class!



C-02 Focus on Behavior or Connection? Working with Students with Autism, Neurodiversity, and Trauma (PK-12, All)

Kelly Smith, LICSW, Dartmouth Trauma Interventions

This course provides a strengths-based approach to working with students who have experienced trauma, with special emphasis on those with neurodiversity, such as autism or developmental disabilities. Trauma is incredibly common. About 50% of the pediatric population and 2/3 of adults have experienced at least one adverse childhood experience. Students with neurodiversity experience more traumas and maltreatment than their typical peers, with additional unique "small t" traumas (bullying, victimization, isolation), often in school or related to school.

Drawing upon literature and clinical expertise, Kelly will describe how trauma, stress, and the exceptional strengths of neurodivergent youth add complexity and opportunities to work with this population. It is imperative that we approach these students through

a lens of resilience, creativity, hopefulness, and confidence. The workshop will propose a framework for us to use when working with neurodivergent students, across age groups, to effectively engage them in school. Participants will join in experiential exercises, group discussion, and application of the framework using case-based examples. This class is appropriate for paras, tutors, teachers, school health staff, counselors, and special educators, including parents. All are welcome.

C-03 Strengthening Social Emotional Learning Skills Through Mathematics Instruction (PK-8)

Lucy Canotas, Director of Elementary Ed, Timberlane

Social emotional learning is a heavy focus in schools today, but SEL can't be a stand-alone lesson or even daily practice. It must be embedded into the fabric of our day. Social emotional learning can and should be explicitly taught, modeled, and practiced in math class. How? Join us to learn how work study habits/practices and social emotional competencies are present in our math instruction expectations, and how we can provide students opportunities to practice these skills in math. Leave this workshop with ideas and activities to develop better math understanding *and* social and emotional skills. This session uses elementary examples, but the concepts can be applied to middle and high school lessons.

C-04 Identifying with Your Students: Dealing with Change (All)

Lorraine Connell, Owner, Peers Not Fears

With the changes happening within our families and schools there hasn't been a lot of support in how to navigate many of these changes. I know, as a parent and teacher myself, it can be hard to understand what students are going through and make sure I am empathetic to the challenges we and our students face. We will explore areas of concern around change. We will model how to create a safe space to have meaningful discussions. This workshop is meant to support all of us as we build these skills together, so we can be better for our students, and build a community of support for each other.

C-05 The Outward Mindset: A Tool for Improving School Culture, Part II of II (All)

Dr. Irv Richardson, NEA-NH PESS Coordinator

Sometimes educators find themselves immersed in school cultures that aren't as positive as they could be. [If you just guffawed, this class is for you!] You may want to improve the culture but don't have the tools to do so. In this workshop, participants will learn the difference between inward and outward mindsets and how to recognize current mindset in themselves and others. Learn how to turn your mindset and behaviors outward by applying specific tools to increase self-awareness and change your mindset to sustain an outward mindset. You will learn to use accountability to help you clarify roles and hold yourself responsible for your impact on others. You will also learn valuable collaboration tools to help individuals and teams plan, work, and resolve conflict more effectively. This introspective work can be a real eye-opener for participants, and they leave the workshop with insights and tools to immediately implement at school (and home)! **THIS IS A TWO-PART CLASS. ALSO CHOOSE B-08.**

C-06 Cultivating Your Personal Resilience, Part II of II (All)

Maxine Mosley, Retired Counselor, NEA IDEA Resource

To support our students and colleagues, we must first support ourselves by building our own resilience. The more flexible we are, the more we can handle the demands that are placed upon us. Come join veteran leader Maxine Mosley as she shares the habits and dispositions of enduring and confident educators. She will engage you in activities to assess your current resilience and help you explore different sources of resilience that you can cultivate. You will leave this workshop with a plan for continuing personal support for yourself. **THIS IS A TWO-PART WORKSHOP. ALSO SIGN UP FOR B-06.**

"Hope is the thing with feathers
that perches in the soul and sings
the tune without the words and
never stops at all." ~ *Emily Dickinson*

C-07 Choosing Joy (All)

Wilhelmina Bradley, Second Grade Teacher

In this workshop, Wilhelmina combines strategies to tap into our inner peace, to help us face change and uncertainty with a new perspective. She weaves the latest brain research, brain gym, positive and multiple intelligence concepts, yoga and mindfulness techniques into this course. You will learn strategies to help you more easily work with difficult people, learn how to be mindful anywhere, and practice methods that will help you manage your own stress. We hope you will leave this workshop *full* of JOY!



C-08 School Emergency Preparedness for Support Staff (PK-12)

Scott Lambertson, School Readiness Program,

NH Homeland Security and Emergency Management

Support staff play important roles in a school emergency. Every school must provide an all-hazards emergency operations plan, school security assessments, emergency response procedures, and training opportunities available to staff. We will go over access control to the building, surveillance and how it relates to your position, and emergency alerting. This class emphasizes the importance of maintaining good security practices: "See something, say something;" not propping doors; making sure staff, visitors, and vendors are properly identified; how to lock doors and identify safe/lockdown areas; knowing your building and exits; proper door and window labeling; and locating your emergency equipment. You also want to have a *personal* plan so that during a school emergency, your outside responsibilities like daycare and family at other schools are covered. You will better understand how NH's School Emergency Readiness Program can support schools. Everyone is welcome to attend!

Additional Resources for Education Support Professionals

Custodial and Maintenance Services Resources:

[The Center for Green Schools](#)

Promotes green schools and educates a new generation of leaders to advance sustainability in their schools, in their communities, and in their careers.

[National Association of Independent Schools: Conducting a Security Evaluation](#)

Learn what maintenance staff and other ESPs can do to help keep school buildings and parking lots safe from hostile intruders, student vandals, and others.

[Integrated Pest Management](#)

IPM is the implementation of diverse methods of pest controls with monitoring to reduce pesticide applications.

Paraeducator Resources:

[National Education Association \(NEA\)](#)

NEA offers training and many ESP resources.

[National Resource Center for Paraprofessionals](#)

Addresses policy questions, provides technical assistance, and shares info about school management, regulatory procedures, and training models. Also works to improve para recruitment, deployment, supervision, and career development.

Other Resources:

[Granite State United Way](#)

Committed to advancing the common good. They mobilize people, organizations and resources to advance Education, Income, and Health throughout NH and Windsor County, VT.

[NH Department of Health and Human Services](#)

Responsible for the health, safety and well-being of NH citizens. They administer programs and services for mental health, developmental disability, substance abuse, and public health. They provide free training on healthy classrooms.

[NH Homeland Security and Emergency Management](#)

Coordinates the planning for, responding to, and recovery from major natural or manmade disasters. The state-level equivalent of the Federal Emergency Management Agency.

Food Services Resources:

[Institute of Child Nutrition](#)

Works closely with the USDA to provide services and information to improve child nutrition programs. ICN is also a clearinghouse of training and professional development for K-12 Child Nutrition employees.

[National Farm to School Network](#)

The “go-to” source for local and fresh sourcing of food for schools, and a great supporter of school gardens. Those who wish to introduce a school garden program should start here.

[USDA Food and Nutrition Service](#)

More than 40 journals, newsletters, and e-publications on health and dieting, medical news, and nutrition.

[Dietary Guidelines for Americans 2020-2025](#)

Read about current American dietary guidelines; includes professional and consumer resources.

[National School Lunch Program](#)

This federally assisted meal program offers everything from menu planning and after-school snacks to food distribution programs and the preparation of nutritionally balanced meals.

You are also invited to:

Summer Leadership Week

August 7-11, 2023

NEA-New Hampshire Concord Offices
Registration: Free to NEA-NH members!

- Strengthening local NEA-NH association leadership
- Negotiations and bargaining
- Grievance processing
- Legal liability and protecting yourself
- Treasurer’s training
- Building representative training
- *And MANY MORE!*

Registration coming in June.

Registration Information

Register right away! To register, go to <https://cvent.me/WnbxaG>.

Or you can visit our website, www.neanh.org,
and click on the 2023 ESP Conference link!

Registration Deadline – April 2, 2023

If you do not have access to the internet, please contact Ally Snyder at (603) 715-9316.

Registration Fee

Includes catered lunch, keynote speaker, and three workshops!

NEA-NH Members = \$25.00

Non-Members = \$125.00

NEA Student Members = \$0*

Registration Deadline – April 2, 2023

*Become an NEA Student Member for only \$20/year by 4/2/23 at [Student Membership](#).

Important Note about Payment:

We are no longer taking purchase orders. Please pay with a credit card while registering online, and then have your school district reimburse you.

*****Choose classes right away and complete your registration, even if you are waiting to hear from your business office about payment. We don't want you to lose the spot in your favorite class!**

Thank you for your help!

If an individual or a school district is paying by check, please mail the payment, written out to "NEA-NH," to:

NEA-NH ESP Conference
Attn: Ally Snyder
9 South Spring Street
Concord, NH 03301

Questions? Email Ally at asnyder@nhnea.org or call: (603) 715-9316.