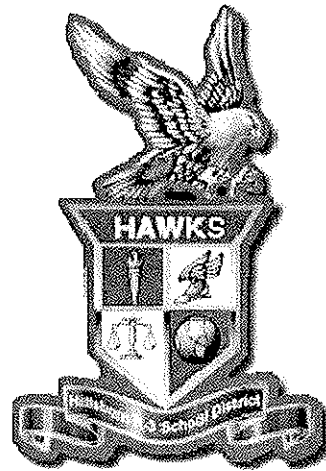


PROFESSIONAL DEVELOPMENT PLAN

HILLSBORO R-III SCHOOL DISTRICT

2011-2012



Approved by the Hillsboro R-3 Board of Education
July 28, 2011

PROFESSIONAL DEVELOPMENT COMMITTEE

HILLSBORO R-III SCHOOL DISTRICT

2011-2012

Jennifer Gamm	Primary	MNEA 2014
Leslee Brown	Elementary	MNEA 2012
Open	Intermediate	MNEA 2012
Margie Burris	Jr. High	MNEA 2012
Kim Glessner	High School	MNEA 2012

Alicia Charles	Primary	MSTA 2014
Mendi Walton	Elementary	MSTA 2014
Jonathon Wolf	Intermediate	MSTA 2011
Justin Thomas	Jr. High	MSTA 2012
Erin Carlton	High School	MSTA 2014

Lori Wood (K-6)	Mentor Supervisor	Appointed by District PDC
Liz Duggan (7-12)	Mentor Supervisor	Appointed by District PDC
Jana Rhame	Central Office	Appointed by Superintendent

HILLSBORO R-III SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

I. Definition

Professional Development is:

- A. Expanding one's academic knowledge and experiences to help students grow.
- B. Setting personal professional goals and establishing means to achieve these goals.
- C. Growth of staff unity and of each individual within that group.
- D. The continuous process of learning throughout one's career.

II. Mission

Professional development is a continuing process whereby the individual refines skills, becomes aware of new developments, techniques and information; all of which help to broaden and clarify the perspective with which the individual's job responsibilities are approached. The fundamental purpose of professional growth as it applies to an educational system is that students will receive an even better, more meaningful education.

Responsibility for an individual's professional growth efforts lay both with the district and individual initiative. It is also recognized that professional growth opportunities should be both flexible and available to meet individual needs and interests.

The Hillsboro R-3 Professional Development Committee has set forth their goals for the 2011-2012 school year for professional growth focusing on needs in alignment with the school's Comprehensive School Improvement Plan. They are as follows:

GOALS:

- Goal 1: Reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission. (CSIP Goal 1)
- Goal 2: Every student will be provided the opportunity to successfully complete the educational process. (CSIP Goal 2)
- Goal 3: Re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations. (CSIP Goal 2 &3)
- Goal 4: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction. (CSIP Goal 3)
- Goal 5: Maintain fiscal practices that will meet current and future educational programs. (CSIP Goal 2)

III. The District Professional Development Committee

The committee shall be known as the Professional Development Committee. It should be a standing district-wide committee developed according to the following guidelines and having the following purposes and responsibilities:

- A. The Professional Development Committee will consist of thirteen individuals as follows:
 1. Twelve teachers, chosen as follows: two each from the primary, elementary, middle, junior, senior high and two mentor supervisors. The two teachers' organizations will each be responsible for electing one person from each of the listed attendance centers. They will be elected to three (3) year terms in the spring, with terms beginning at the start of the following school year.
 2. One administrator (advisor)
 3. One support staff member may be included.
- B. The junior chair shall assume the position of senior chair at the conclusion of the last district PDC meeting of the school year. The vacant junior chair position shall be filled by the professional organizations in alternating years.
- C. The superintendent or designee shall serve in the capacity of advisor to the committee. That administrator shall serve for the length of time appointed by the superintendent.
- D. The committee members shall receive release time of up to four days per year. A full-day, twice during the year will be used to attend the district meetings as follows:
 - 1) The agenda for the first meeting shall include, but not be limited to:
 - a) election of a Junior Chair
 - b) review of the PDC plan
 - c) discussion of needs
 - d) the Mentor Plan
 - e) the budget for the ensuing year
 - f) planning of the survey
 - 2) The agenda for the year-end meeting shall include, but not be limited to:
 - a) review of the PDC plan
 - b) discussion of needs
 - c) in-service plans
 - d) the Mentor Plan
 - e) review of the survey
 - f) the election of committee officers (with the exception of Jr. Chair)
 - g) the filing of in-service evaluations
 - h) the filing of the list of available mentors
 - i) plan professional development activities

E. Operations

The Professional Development Committee will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Hillsboro R-3 School District and the Hillsboro R-3 School District Professional Development Committee. Committee members will act as confidential consultants to teachers when the need arises and act as a resource for their professional development needs. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students learning experiences.

The Professional Development Committee will review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district to achieve its goals. All building representatives should work in collaboration with the administration to develop a plan for professional development and budget based on funds allocated to each building. These plans will be designed to meet building and district goals.

Staff members will follow the guidelines for conference requests set forth by the Professional Development Committee. Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance staff will be required to complete an evaluation form describing how the professional development opportunity supported the CSIP/Professional Development Plan for the District. These will be used as references for staff members and possible in-district workshops for future in-services.

- F. The building representatives will be responsible for reporting all building PDC activities to the district committee. The building report will contain the number and type of activities requested, the amount of time spent, number of participants for each activity, and the participant's evaluation.

The district PDC will continuously monitor the planned activities provided by the buildings and the district. The committee will evaluate the entire program by assessing *if* the participants based activities on identified needs, if available resources were used effectively, and if the activities received favorable ratings. The district PDC committee will prepare an annual report for the Superintendent, which will include recommendations for improving the program.

IV. Objectives of the Professional Development Committee

- A. To work with first year teachers as an extension of the teacher education program.
- B. To work with experienced teachers in identifying instructional concerns and remedies.
- C. To present to the proper authority, faculty suggestions and recommendations pertaining to improvement of classroom instruction.
- D. To provide upon request a peer consultant from within the district to help individuals improve teaching.
- E. To make available information on programs, workshops and course offerings in our area.

V. Mentor Program

- A. Two Mentor Supervisors will be appointed by the District PDC who will serve as an ex-officio member of that committee.
- B. A mentor will be assigned to every first year teacher in the district. It is recommended that a buddy be assigned to any person with a new teaching assignment and does not qualify for a mentor. *Mentors must have five (5) years of teaching experience and be willing to be trained as a mentor.*
- C. Mentors will be chosen from a list of volunteers compiled from an annual survey, and/or principal recommendation and will receive a \$200 stipend for services rendered.
- D. Mentors will be appointed by the PDC Mentor Supervisor and building principal.
- E. Mentors, peer consultants, and beginning teachers will be granted release time (1/2 day twice per year) for completion of state required paperwork, observation of mentor teacher or by mentor teacher, and/or observation of colleagues for specific techniques. This release time is required for mentors and beginning teachers; release time is optional for peer consultants.

VI. PDC Job Descriptions

- A. PDC Chairperson -- The PDC Chairperson will receive a \$200 stipend for fulfilling the following duties:
 - 1. Organize district meetings twice per year, or as needed.
 - 2. When organizing a meeting during school hours, consideration must be given to the following:
 - a. The date must be approved by the administrators responsible for substitute teachers, the PDC administrative representative, and the building principals.
 - b. Notification of time, date, place, and materials needed.

3. Prepare agenda - review items pertinent to the PDC plan.
 4. Obtain names of mentors and new teachers and file same with the administrative representative.
 5. Review expenditures and plan budget during the fall meeting.
 6. Notify principals, administrative advisor, and PDC members of election results for District positions.
- B. Recorder -- The Recorder will receive a \$100 stipend for fulfilling the following duties:
1. Take notes, write and distribute minutes of all meetings of the PDC.
- C. Mentor Supervisor -- The Mentor Supervisor(s) will receive a \$400 stipend for fulfilling the following duties:
1. Obtain from the Central Office the names and positions of first year and second year teachers as well as experienced teachers new to the district.
 2. Obtain a list of peer consultants from the list generated from the PDC annual survey.
 3. Confirm assigned mentors to first and second year teachers.
 4. Confirm assigned peer consultants to experienced teachers new to the district.
 5. **Confirm** the presentation time, date, and location of the district peer consultant workshop for all teachers new to the district and their mentors.
 6. **Notify** mentors, peer consultants, and teachers new to the district of the time, date, and location of the peer consultant workshop.
 7. The outline for the presentation of the district mentor workshop should include, but not be limited to:
 - 1) Introduction of mentors to new teachers.
 - 2) Overview of the mentor program.
 - 3) Review of the data collection procedures and forms.
 8. Periodically monitor the completion of mentor forms and peer consultant questionnaires. (At least after each semester.)
 9. Confirm that new teacher professional development programs are filed with building principal(s) and the administrative representative.
 10. The mentor supervisor will receive one day each semester release time.
- D. Mentor Teacher -- The mentor teacher is a two-year commitment. Mentor teachers will receive a \$200 stipend for fulfilling the following duties:

First Year

1. Attend the initial new teacher/mentor workshop to meet their assigned first year teacher and receive an explanation of duties and responsibilities.
2. Be available during the first week of school to assist the new teacher with start-up procedures.
3. Make appointments with the new teacher to specifically review items on state required plan such as: attendance, grade book (lesson plan section vs. record keeping section), behavior management, MAP's, etc.
4. Make appointment to observe the new teacher and/or new teacher observation of the mentor teacher.
5. Plan release time (up to 1/2 day two times per year) for completion of state required paperwork, observation by mentor teacher of the beginning teacher and vice versa.
6. Monitor paper work from the state department for the new teacher.
7. Turn in the mentor time sheet/ activity log.

Second Year

1. Be available during the school year to assist the new teacher.
2. Turn in mentor time sheet/ activity log

E. Peer Consultant- a one-year commitment. Peer consultants will receive a \$200 Stipend for fulfilling the following duties:

1. Be available during the first week of school and assist the experienced teachers new to the district.
2. Be available during the school year to assist the experienced teacher new to the district.
3. Familiarize experienced teachers with district and building policies and procedures.
4. Turn in PEER Consultant Questionnaire and time sheet to the mentor supervisor.
5. Optional release time (up to ½ day two times per year) for completion of required paperwork, observation by peer of the experienced teacher new to the district and vice versa.

VII. Evaluation

The PDC will evaluate all Professional Development activities for effectiveness. A major justification for Staff Development programs is that they provide the opportunity for teachers to develop desirable changes in teacher competencies and update curriculum and instruction. Measurement includes but is not limited to:

1. Feed back from teacher-led interactive group sessions, professional learning community team meetings, and book studies
2. Questionnaires and opinion polls- annual End of Year survey
3. Observation of student achievement in classroom and analysis of student achievement data
4. Individual conferences and interviews- activity forms to be completed by attendees of conference
5. Study of student attendance, dropout rates, and graduation rates
6. All PD funds and activities spent must be correlated to Hillsboro R-3 Comprehensive School Improvement Plan objectives, and the 4th Cycle Missouri School Improvement Plan

VIII. Budget

The Outstanding School Act of 1993 is very specific in regard to monies to be allocated by each school district for professional development. One percent of the district's Foundation Program Funds, exclusive of categorical add-ons, are to be designated each fiscal year for professional development activities focused on improving teach practice in the classroom and improving student achievement. To meet requirements, 100% of the professional development funds must be:

1. used for professional development.
2. spent on activities consistent with the professional development plan (developed by the district's professional development committee in consultation with administrators and approved by the local board) and approved by the professional development committee.
3. clearly related to the objectives of the district comprehensive school improvements plan.

Other Funding Sources of Professional Development

1. Title II - Funding from Title II is used for core areas, follow-up to previous professional development activities, assistive technology professional development, support for new teachers, supporting teaching that is consistent with the Show-Me standards and training of teachers and staff in the core academic subjects.
2. Federal Programs- Title IID and IV are used for staff development based on guidelines and availability of funds.
3. Additional funding may be available through other grants or funding.

Expenses Related to Out-of-District Professional Developmental Activities

The Professional Development Committee will allow for reimbursement of expenses for professional development activities based on the budget restrictions for that year. The PDC District Committee will reimburse a *maximum of \$35.00 per day for food expenses as follows:*

- \$ 10.00 for breakfast
- \$ 10.00 for lunch
- \$ 15.00 for dinner

For a one day conference, only lunch will be reimbursed. If meals are provided at a conference, no compensation will be given if you choose to eat elsewhere.

In-Service Hours

The R-III Board of Education shall *provide a minimum of eight* hours release time annually through district wide early dismissal to allow for the continued professional growth of the staff. The release time may be restructured to accommodate district needs. The time will be planned by the Professional Development Committee and used by faculty in individual buildings for faculty meetings, in-service workshops, department or grade level meetings, and curriculum development or coordination.

Salary Welfare Agreement (1986-87)

In addition to building activities as outlined above, teachers may be allowed to institute an individual professional development plan with the approval of the building principal which is in addition to or in lieu of organized building activities.

Recommended Employee Training by Lawyers OR Required by Law

(Training required and evaluated through 4th Cycle MSIP)

As districts prepare for another school year, school officials should take the time to ensure that district employees are receiving adequate training to avoid future legal issues.

All Employees Annually Trained In:

1. District's discipline code and implementation
2. Approved methods of dealing with acts of school violence
3. Violence prevention training (4th Cycle MSIP)
4. Disciplining students with disabilities
5. Confidentiality
6. Reporting suspected child abuse and neglect
7. Properly supervising students

8. Obligations to accommodate students with disabilities
9. Harassment and discrimination policy
10. Searching students

Additional Training for Coaches and Sponsors of Extracurricular Activities

In addition to the above listed training, MSBA recommends that districts mandate all coaches and sponsors of extracurricular activities participate in additional training sessions to address issues unique to the after school and overnight activities.

1. Harassment/discrimination and supervision
2. Compliance with Title IX
3. Accommodating students with disabilities
4. Student drug and/or alcohol testing (if district conducts)
5. Medical examinations, questioning students regarding medical conditions, and confidentiality of medical information
6. District policy on disciplining students for using drugs and alcohol, including off-campus conduct or conduct occurring over breaks
7. Rules regarding transporting students in vehicles other than school buses
8. Training or background check requirements for volunteers and chaperones
9. Permission slips, waiver of liability forms and other insurance issues
10. District's hazing and bullying policy
11. Collection and monitoring of fees and fundraiser money
12. Interaction with booster clubs

For school year 2011-2012, the following budget will be used:

Professional Development

PD Certified Salaries (staff for committee work)

PD Substitute Salary

PD Stipend (curriculum committees, MSIP committee, steering committee, vertical team facilitators)

PD Teacher Retirement

PD Social Security

PD Medicare

Sub Total **\$53,660.00**

6343 000 000 PD SC Committee \$ 1,200.00

6343 405 000 PD PR Committee \$ 12,000.00

6343 400 000 PD EL Committee \$ 8,800.00

6343 305 000 PD IN Committee \$ 8,800.00

6343 105 000 PD HS Committee \$ 16,000.00

6343 200 000 PD JH Committee \$ 8,475.00

6316 000 000 PD Data Processing
(My Learning Plan, MAP data) \$ 7,565.00

6410 000 000 PD Supplies \$ 3,500.00

Sub Total **\$66,340.00**

Combined Total **\$120,000.00**

The budget was approved by the Hillsboro R-3 Board of Education on June 23, 2011 to include a 30% reduction of the projected 1% PD funds.

Goals

The goal of the Hillsboro R-3 School District is to provide professional development opportunities related to the following goals and strategies of the district's Comprehensive School Improvement Plan.

District PDC Goals

Goal 1: We Will Reassess And Update Our Curriculum To Insure That We Are Providing Students With Relevant And Useful Learning Opportunities Consistent With Our Mission.

Strategy A:

Establish and train committees to complete curriculum revision and development through ongoing collaboration and analysis of student data.

Objectives:

- 1) To review state performance standards.
- 2) To review and align district curriculum with MSIP expectations and standards.
- 3) To study current district documents for bringing local curriculum in line with numbers 1 and 2.
- 4) To study curriculum gaps in various disciplines and work to fill the gaps.
- 5) To modify curriculum materials to meet the needs of diverse learners.

Strategy B:

Insure that all curriculum is articulated PK-12.

Strategy C:

Provide the opportunity to study and implement instructional strategies based on research

Objectives:

- 1) *To gain knowledge and utilize instructional strategies to provide differential instruction.*

Strategy D:

In K-12 vertical teams, Understanding By Design was introduced and implemented with trained staff.

Evaluation Method:

MSIP Standards, CSIP, Annual Performance Report,
PD End-Of-Year Survey

Goal 2: Every student will be provided the opportunity to successfully complete the educational process.

Strategy A:

Identify and clarify student performance to insure alignment with state expectations and No Child Left Behind (NCLB).

Objectives:

- 1) To incorporate this goal into our curriculum work as stated in Goal 1, Strategy A of this document.
- 2) To learn to write and analyze common assessments in line with Performance Standards of the State.
- 3) Include mastery of A+ objectives in High School assessments.
- 4) Investigate models for common assessment.

Strategy B:

We will study and implement where appropriate, alternative assessment techniques.

Objectives:

- 1) Staff members will seek training to implement alternative assessment techniques in their classrooms to meet the needs of students.

Strategy C:

To develop and implement a comprehensive post-graduate survey to assess student preparation for post-graduate work or further studies.

Objectives:

- 1) To receive information and training in effective mentoring strategies that allow our district staff to positively impact the professional growth of our new teachers.

Strategy D:

Develop programs that encourage and promote parental interaction within each building and the district as a whole.

Objectives:

- 1) To provide information for Title 1 parents which encourages and promotes parental interaction in the district.
- 2) To learn how to involve parents in school activities at all levels.

Evaluation Method:

MAP Data, ACT Data, Terra Nova Data, Common Assessment Data, Parent Surveys/Communication, and Core Data (follow-up)

Goal 3: We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

Strategy A:

Expand staff development activities to study various instructional strategies and philosophies and implement as appropriate.

Objectives:

- 1) To gain new strategies in the core areas and across-the-curriculum to be used on all levels.
- 2) To gain new strategies in cooperative learning in the classroom.
- 3) To gain new strategies to utilize balanced literacy strategies in the classroom.
- 4) To gain interactive strategies such as cooperative learning where students learn problem-solving and collaboration skills.
- 5) To develop developmentally appropriate strategies for preschool and primary-aged students.
- 6) To gain research-based teaching strategies in science.
- 7) To gain understanding of the instructional advantages to multiage classrooms.
- 8) To gain research-based teaching strategies in math.
- 9) To gain strategies to teach to students' learning strengths and preferences.
- 10) To gain strategies based on Depth of Knowledge.

Strategy B:

Insure that we explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, vocational, and other identified needs.

Objectives:

- 1) To address the needs of "At-risk students" in Title 1 and Special Education programs.
- 2) To approach "Learning Styles: as a way of organizing instruction to meet the learning needs of all learners.

Strategy C:

Study and develop programs that expand the teaching of parenting skills.

Strategy D:

Initiate activities that insure that we are developing higher order thinking skills.

Objectives:

- 1) To study the application of higher level thinking skills to performance based instruction and testing.
- 2) To study the application of Depth of Knowledge in coordination with the Show-Me Standards

Evaluation Method:

PD End-Of-Year Survey, Professional Learning Community (PLC)
End-Of-Year Review, PLC Meeting Feedback Forms, CSIP

Goal 4: We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy A:

Initiate a plan to study and implement violence prevention standards through a comprehensive crisis plan and integration into the curriculum.

Strategy B:

Insure that proper safety and security programs are in place.

Strategy C:

Develop staff and student recognition programs.

Strategy D:

Initiate programming designed to improve student attendance.

Evaluation Method:

MSIP Standards, CSIP, MSIP Surveys, Building Surveys and
Communication

Goal 5: We will maintain fiscal practices that will meet current and future educational programs.

Strategy A:

Develop all available funding sources and alternative opportunities.

Strategy B:

Study and commit to long-range and short-range planning for district programming.

Strategy C:

Professional Development activities are included in the building plans and all approved activities must correlate with building goals.

Evaluation Method: MSIP Standards, CSIP, School/Building Improvement
Plan

Hillsboro R-3 School District
Professional Development Plan

APPENDICES

Appendix A

- ❖ Professional Development Leave/Reimbursement Guidelines

Appendix B

- ❖ Professional Development Reimbursement Procedures

Appendix C

- ❖ Travel/Expense Request Form

Appendix D

- ❖ Travel Expense Voucher

Appendix E

- ❖ Professional Development Feedback Form

Appendix F

- ❖ Professional Development End-Of-Year Needs Assessment

Appendix G

- ❖ Evaluation of Professional Development Goals

Appendix H

- ❖ Utilization of Time for Professional Development
- ❖ Agendas for District Professional Development Release Time

Appendix A

PROFESSIONAL DEVELOPMENT LEAVE/REIMBURSEMENT GUIDELINES

Hillsboro R-3 School District

- Requests for leave must be made **at least four weeks prior** to the event.
- All requests should be sent to the Building Professional Development Committee members for building-based funding consideration and must then be approved by the building principal or appropriate district supervisor prior to submission to the Assistant Superintendent (the district advisor appointed by the superintendent).
- If an employee requests reimbursement for an event he/she wished to attend and approval is given, the district will reimburse 100% of reasonable and appropriate expenses,
- To receive reimbursement for approved events, all appropriate receipts must be submitted along with appropriate expense report forms and a copy of the approved request form to the Central Office.
- If two (2) or more persons are attending the same conference the school van **must** be used for transportation unless it is unavailable. If personal car(s) is used, reimbursement **must** be pre-approved through the request process/procedure.

Appendix B

PROFESSIONAL DEVELOPMENT REIMBURSEMENT PROCEDURES

Hillsboro R-3 School District

To receive reimbursement for a workshop when mileage, lodging, and/or food expenses have been approved:

- Keep a copy of your approved Travel/Expense request form.
- When you have returned from attending the workshop send the following:
 - a. The approved Travel/Expense Request Form
 - b. Receipts, canceled checks or credit card statement (if applicable) from the workshop for any reimbursable expenses. Receipts must be ITEMIZED!
 - c. Lodging receipts must show a zero balance and be attached whether the lodging was pre-paid or to be reimbursed
- Fill out the Reimbursement for Travel Form (available through the building office)
- Send a and b (from above) and the completed Reimbursement for Travel Form to the Central Office.

PROFESSIONAL DEVELOPMENT FEEDBACK FORM

To complete the process for Professional Development the Professional Development Feedback Form (available on My Learning Plan) should be filled out and submitted once you return from the activity.

HILLSBORO R-3 DISTRICT
TRAVEL EXPENSE VOUCHER

Name _____ Purpose of Travel _____
 Building _____ Location _____
 Dates Attended: _____ to _____ Purchase Order # _____

**** Please read the instructions and guidelines on reverse side before completing form. ****

TRAVEL EXPENSES	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL EXPENSES
	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
HOTEL (report by day) <i>(Original receipt required-must show a zero balance)</i>								
MEALS (report actual by meal):								
Breakfast... Not to exceed \$10								
Lunch..... Not to exceed \$10	+	+	+	+	+	+	+	
Dinner..... Not to exceed \$15	+	+	+	+	+	+	+	
TOTAL MEALS.....	=	=	=	=	=	=	=	
<i>(Receipts required. Actual meal expenses will be paid, not to exceed \$35 daily)</i>								
PUBLIC TRANSPORTATION <i>(Original receipts required for major transportation expenses)</i>								
PERSONAL VEHICLE EXPENSE								
Miles.....	x \$.50	x \$.50	x \$.50	x \$.50	x \$.50	x \$.50	x \$.50	
Total.....	=	=	=	=	=	=	=	
REGISTRATION <i>(Original itemized receipts required)</i>								
OTHER (Itemize) <i>(Original receipts required as well as prior approval)</i>								

I certify that the above expenses were incurred for attending the above-indicated meeting. TOTALS \$ _____

Signature of Employee _____ Date _____
 Supervisor _____ Date _____
 Superintendent _____ Date _____
 Director of Finance _____ Date _____

Less: Travel Advance \$ _____
 DUE: Employee / District \$ _____
 (Circle One)

ACCOUNT CODE(S)			
Fund	Object	Location	Project
_____	_____	_____	_____
_____	_____	_____	Amount
_____	_____	_____	_____

INSTRUCTIONS FOR COMPLETING TRAVEL EXPENSE VOUCHER:

1. **Purpose of Travel**..... Indicate type of meeting attended (convention, workshop, etc.) and sponsoring organization.
2. **Travel Expense**..... See **Reimbursement Guidelines and Allowable Charges for Reimbursement** below.
3. **Other Expenses**..... Must be itemized; attach separate sheet if necessary.
4. **Receipts**..... Must be attached. Receipts must be **originals** (reimbursement cannot be made from copies), and document the purchase, the amount, what was purchased (itemized), date of purchase, and that payment has been made.
5. **Totals**..... Show totals for the amount paid by employee. Deduct any travel advance received from amount paid by employee. If after subtracting travel advance received from amount paid by employee, the result is:

Positive – Circle **Due: Employee** and enter amount.
Negative – Circle **Due: District**, enter amount, and attach remaining advance \$ or check (**must be submitted within 10 days of return from travel**).

6. **Account Code**..... Information instructing the Business Office of the appropriate budget to be charged **must** be submitted.

APPLICATION AND REIMBURSEMENT GUIDELINES:

1. All travel must be approved by the immediate supervisor of the employee and by the Superintendent/Assistant Superintendent of Curriculum and Instruction (if PDC). The following travel requires approval of a **Professional Leave Application Form** by the immediate supervisor.
 - a. Travel done at the request of the staff member.
 - b. Travel which includes a request for advance funding.

2. All requests for payment of travel expenditures must be submitted using the approved Travel Expense Voucher form. Payment will require approval by the Director of Business Services and the Superintendent.
3. The School District shall incur no additional expense as a result of travel by a spouse with an employee. (Reimbursement shall be made only for expenses incurred by representatives of the Hillsboro R-3 School District).
4. Receipts will be required for lodging expenses, registration fees, and major transportation expenses. All other expenses must be itemized, and receipts are required.

ALLOWABLE CHARGES FOR REIMBURSEMENT (Subject to any maximum amount approved by the supervisor or Superintendent):

1. **Registration fees**..... The full amount of registration fees will be paid.
2. **Food**..... Actual expenditures will be paid, not to exceed \$35 per day, breakdown as follows: \$10 for breakfast, \$10 for lunch, \$15 for dinner. For a one day conference, only lunch will be reimbursed. If meals are provided at a conference, no compensation will be given if you choose to eat elsewhere. Reimbursable amount of \$35 per day is inclusive of meals only, snacks will not be reimbursed. Expenses must be reported by meal. No payment will be made for the cost of alcoholic beverages.
3. **Lodging**..... Actual expenditures will be paid, not to exceed the cost of a single room. (Approved facilities are those where the meeting is being held or accommodations in the area which would reasonably be used by those engaging in such travel).
4. **Transportation**..... Actual costs will be paid for the most reasonable means of transportation. If a personal vehicle is used, the approved mileage rate will be paid for round-trip mileage. Expenses for rental vehicles will not be reimbursed without prior approval of the Superintendent.
5. **Parking**..... Actual parking expenses will be paid. Original receipts are required.
6. **Incidentals**..... Actual cost of reasonable incidental expenditures will be paid. Such expenditures must be listed on the **Travel Expense Voucher**. (Incidentals include items such as bus, taxi or other unforeseen costs.)

Travel Request

Use this form to submit a request for prior approval for a conference/workshop outside the district.

Activity Information

Name of Conference/Workshop

Description of Topics

Conference Website

Dates, Times, Locations of Event

of Meetings

Meeting Date 1

Meeting 1 Date

Start & End Time :00 To :00

Meeting #1 Location

Sub Needed for Date #1 Yes No

Absence Start/End Time :00 To :00

Location of Absence

Sponsor/Provider

Provider

If NOT On List Enter Here

Is someone else attending this conference/workshop with you?

Individual travel requests are necessary for each attending, please coordinate conference/workshop arrangements.

Other Attendees?

If Yes, list other attendees:

Estimated Costs/Expenses

Advance Payment Needed?

Registration Expense

Registration Fee

Registration Form sent?

Estimated Lodging Expense

Nights

@ what rate?

(room quote should be w/out MO sales tax)

Lodging Information

Total Lodging

Estimated Meals Expense

of Breakfasts x \$10.00 =

of Lunches x \$10.00 =

of Dinners x \$15.00 =

Total Estimate of Meals \$

Estimated Transportation Expense

Type

If Personal, # Miles

x \$.50 per mile

Total Transportation

Professional Development Hours

Enter the number of Hours you are seeking for this activity

Hours

Professional Development Goal(s) and Objective(s)

Please describe how conference topics relate to the Comprehensive School Improvement Plan and Professional Development Goals.

PD Goal/Objective(s) **Goal : CSIP Goals**

CSIP Goal #1

CSIP Goal #2

CSIP Goal #3

Goal : Professional Development Goals

PD Goal #1

PD Goal #2

PD Goal #3

PD Goal #4

PD Goal #5

Purpose(s)

Select a Purpose(s)

Certification

Inservice

Professional Development

Comments

Comments

Administrative Use Only

Category

Finish

Prof. Dev. Feedback

General Info

User **Rhame, Jana**
Activity Title **Understanding by Design: Creating Aligned Units**
Building **Central Office**

Prof. Dev. Feedback

Your responses are NOT ANONYMOUS

Would you recommend this conference to others? Why?

Form with a large text area and a small table on the right containing a grid and a checkbox labeled 'ABE'.

List three strategies from this conference that you plan to use in your classroom or area of employment.

Form with a large text area and a small table on the right containing a grid and a checkbox labeled 'ABE'.

How will you share the information that you learned with others? Please check all that apply.

- WRITTEN SUMMARY
- BUILDING PRESENTATION
- TRAIN-THE-TRAINER
- OTHER

If Other, Explain.

Form with a large text area and a small table on the right containing a grid and a checkbox labeled 'ABE'.

Date Information Will Be Presented?

Form with a large text area and a small table on the right containing a grid and a checkbox labeled 'ABE'.

Other Comments

Form with a large text area and a small table on the right containing a grid and a checkbox labeled 'ABE'.

PDC End-of -Year Survey

Name: _____

School year _____

Building/Position: _____

Please fill out this brief survey. Thank you!

1. In planning for next year, what are some topics about which you would like to learn?

Please check each box that applies to you.

Training Topics	I would enroll in a Workshop/Course if offered	I would enroll in a study group to study this topic	I would be willing to teach/facilitate this workshop or study group
Data analysis (MAP, common assessments)			
Learning styles			
Developing & Evaluating Formative/Summative Assessments to improve student achievement			
Inclusion			
Implementing/Evaluating District Curriculum			
Brain Research			
Time Management			
Differentiated Instruction			
Working with Students with Special Needs			
Positive Climate			
Identifying At-Risk Children			
CPR			
How to Defuse a Situation: Crisis/Prevention/Intervention (CPI)			
Discipline and Classroom Management			
Parent Communication- phone calls, conferences, etc...			
Inquiry Based Learning			
Integrating Computers into the Curriculum			
Research-based best teaching practices for Reading and/or Math			
Strategies for Effective PLC Teams			
Leadership in Schools			
Other:			

I would be interested in being a mentor teacher for the following school year.

YES NO

EVALUATION OF PDC GOALS 2010-2011

- 1. We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission.**
 - A. Establish curricular committees in all areas to review and update curriculum and monitor their implementation.**
 - B. Insure that all curriculum is articulated PK-12**
 - C. Provide the opportunity to study and implement integrated curricular strategies wherever possible.**
 - D. In K-12 vertical teams, Understanding By Design was introduced and implemented with trained staff.**

Evaluation Method: MSIP Standards, CSIP, Annual Performance Report, PD End-of-Year Survey

Evaluation: Curriculum is reviewed annually to determine if there is a need for formal revision to maintain alignment with state and local standards. Vertical teams and building teams collaborate to determine need for revision. Formal revision is based on a seven year cycle unless changes in standards require additional revision. Revisions are presented to the Board of Education for approval.

- 2 Every student will be provided the opportunity to successfully complete the education process.**

- A. We will identify and clarify student performance to insure alignment with state expectations and No Child Left Behind (NCLB).**
- B. We will study and implement, where appropriate alternative assessment techniques.**
- C. We will develop and implement a comprehensive post-graduate survey to assess student preparation for post-graduate work or further studies.**
- E. We will develop programs that encourage and promote parental interaction within each building and the district as a whole.**

Evaluation Method: MAP data, ACT data, Terra Nova data, common assessment data, parent surveys/communication and Core Data (follow-up).

Evaluation: Implementation of progress monitoring through RtI for grades K-8 was utilized during the 2010-2011 school year. Buildings utilized data teams to review data and to improve student achievement. Acuity, AIMSweb, and the Cambridge ACT program were utilized. The District will focus on assessment and collaboration to improve student learning during the 2011-2012 school year. RtI will be implemented more fully in all grade levels in the 2011-2012 school year.

3. We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

A. We will expand staff development activities to study various instructional strategies and philosophies and implement as appropriate. During the 2010-2011 school year, we implemented Assessment for Learning by training staff members. In 2011-2012, we will continue to follow the Assessment for Learning model and will continue to train additional staff.

B. We will insure that we explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, vocational, and other identified needs.

C. We will study and develop programs that expand the teaching of parenting skills.

D. We will initiate activities that insure that we are developing higher order thinking skills.

Evaluation Method: PD End-of-Year Survey, Assessment Data, Data Team information and Summary Meeting for Instructional Coaches, Administrators and Assistant Superintendent.

Evaluation: Staff professional development included developing learner activities and identifying strong instructional strategies to provide appropriate intervention for all students, whether remedial or enrichment based. Instructional Coaches and targeted professional development were utilized to provide training to building staff in implementing activities to develop higher order thinking skills and Assessment for Learning. Communication with parents will be improved with the continuation of Parent-Teacher conferences in 2011-2012.

4. We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

A. We will initiate a plan to study and implement site-based management techniques.

B. We will institute that proper safety and security programs are in place.

C. Develop staff and student recognition programs.

D. Initiate programming designed to improve student attendance and behavior.

Evaluation Method: MSIP Standards, CSIP, MSIP Surveys, Building surveys and communication

Evaluation: Administrators and staff have implemented district and building level programs to address staff and student needs. These programs will be evaluated to determine how needs are being met. The first stage of PBIS (Positive Behavior Intervention Support) was implemented at the Primary level. A multiyear plan was developed to implement the entire PBIS model.

5. We will maintain fiscal practices that will meet current and future educational programs.

A. Develop all available funding sources and alternative opportunities.

B. Study and commit to long-range and short-range planning for district programming.

C. Professional Development activities are included in the building plans and all approved activities must correlate with building goals.

Evaluation Method: MSIP Standards, CSIP, Building Plan Evaluation and Development

Evaluation: Grant opportunities that benefit programs or needs in the Hillsboro R-3 School District are pursued either at the building or the district level. The Hillsboro R-3 School District continues to evaluate and revise the Comprehensive School Improvement Plan (CSIP) on an annual basis. Grant proposals and the CSIP are both presented to the Board of Education for the approval process. The building staff are included in creating the building plans. Activities are based on available funding.

Appendix H

Professional Development Committee
Utilization of time for the 2011-2012 School Year

Month

September	1-Three Hour Early Release
October	1-Three Hour Early Release 1-Work Day (Vertical teams 1 ½ hours) 1- Full Day Parent/Teacher Conferences
January	1-Work Day (Vertical teams 1 ½ hours) 1-Three Hour Early Release
February	1-Three Hour Early Release
March	1- Three Hour Early Release 1- Work Day (Vertical teams 1 ½ hours, Parent/Teacher Conferences)
May	1-Three Hour Early Release

The Professional Development focus for 2011-2012 is Assessment for Learning.
The three hour early release days will be planned by the building administrators.

Agenda for Professional Development Full Days
*30 minute lunch on your own.

District Wide
(Adjusted by building demand)

Protected Teacher Work Time (5 hours)
(Which could include the following activities)

Parental Contact
Classroom Assessment Data Analysis
Best Practice Research/Planning
Update Classroom Records and Files
Maintain Positive Classroom Environment
Common Planning Time Among Grade Levels
Curriculum Research, Planning and Alignment with GLEs
Technology Based Maintenance:
(e.g. Infinite Campus, Classroom Webpage Development, AIMES Web, Acuity Maintenance)

Protected Building and/or District Time (1 ½ hour),
(This could include the following suggested activities)

Building Book Studies
Faculty Meetings
Seminars/Speakers
Committee Meetings
District Meetings
Building Assessment Data Analysis
District and/or Building Training for Programs: (e.g. Curriculum implementation, Intervention programs, Technology, Building workshops)
Vertical Teams will meet on October 14, 2011, January 2, 2012, and March 16, 2012.