

# **The School District of the City of St. Charles**



## **Professional Development Plan 2021- 2022**

**Presented to the Board of Education**

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# **School District of the City of Saint Charles**



## **Comprehensive School Improvement Plan**

**Mission**

**Vision**

**Values**

**Goals**

## **MISSION**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students in a safe, diverse, and innovative learning environment.

## **VISION**

The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.

## **VALUES**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students through exploration, innovation, and creativity
  - Instruction that meets the needs of a diverse community through a systematic approach to support all students with best practices
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students to be career ready
  - Developing caring, productive and responsible citizens
  - Strong engagement of family and community through partnerships and collaboration
  - Focus on meeting social, emotional, and behavioral needs
  - A safe, secure and nurturing school environment
  - Partnerships with stakeholders and community resources
  - Celebrating individual, school, and district successes
  
- High quality staff by:
  - Hiring and retaining a highly qualified, diverse, and engaged staff
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered

- Focused on student achievement
- Data driven
- Considerate of all points of view
- Fiscally responsible

## GOALS

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. **Student Performance:**  
Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. **Highly Qualified Staff:**  
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District's mission, vision, goals, and objectives.
3. **Facilities, Support, and Instructional Resources:**  
Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. **Parent and Community Involvement:**  
Promote, facilitate and enhance parent, student, and community involvement in District educational programs.
5. **Governance:**  
Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

## **School District of the City of St. Charles Professional Development Purpose**

Professional development is a teacher's continuous process of refining skill development and learning throughout one's career. It is expanding one's academic knowledge and professional practices to help students grow and achieve. It is setting personal and professional goals and establishing a means to achieve these goals. The goals should be directly aligned to the teacher evaluation model and CSIP goals. These goals should be reflected through the teacher's professional growth plan (PGP).

### **Aligning Professional Development**

To align local professional development efforts with state guidelines, consider the following critical questions

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

\*Per DESE *Professional Learning Guidelines* (<https://dese.mo.gov/educator-growth-toolbox/professional-learning>)

### **MANDATE**

The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. As provided in this act, the Professional Development Committee was to stimulate and encourage professional growth. It charged professional development committees to 1) assist new teachers, 2) assess faculty in-service needs, 3) present ideas about classroom instruction to the administration, and 4) serve as a confidential consultant if requested by the teacher. In Missouri with the passage of Goals 2000 by Congress and the Outstanding Schools Act (SB380) emphasis had been given to teacher development and its direct influence on students' academic excellence. Senate Bill 380 mandates that all public school districts in Missouri shall allocate one percent of state monies received for the establishment of professional committees and the programs these committees provide. This bill asks the question, "How can the school system provide training for its teacher so that students will become better achievers?" All professional development must be tied to the district's Comprehensive School Improvement Plan and the MSIP Professional Development Standards.

## **School District of the City of St. Charles**

The mission of the St. Charles Professional Development Committee is to provide educators the appropriate instructional strategies and classroom practices necessary to ensure effective learning occurs for every student every day.

We believe effective professional development:

1. Is focused on increasing student achievement
  - a. Expands our capacity to support student learning
  - b. Provides teachers with instructional and assessment strategies
  
2. Helps teachers put theory and research into practice
  - a. Expands personal and shared theory while building skills, capabilities and content knowledge
  - b. Encourages reflection on classroom practice
  - c. Promotes continuous inquiry and improvement
  
3. Is aligned to district, building, and individual goals
  
4. Is embedded in the daily life of schools
  
5. Is a collaborative effort on the part of the entire learning community
  
6. Is data driven, goal oriented, and measurable
  
7. Increases leadership capacity
  
8. Requires substantial time, resources, and support

## **Professional Development Goals**

### **Goal 1 - Professional Learning Communities:**

We will guide and continue to support each building's ongoing efforts with their collaborative professional learning community focused on increasing student achievement.

### **Goal 2 - Increased Student Learning:**

We will provide high quality professional development that focuses on effective, research based practices to ensure effective learning occurs for each student, every day.

### **Goal 3 - Data Driven:**

We will make instructional and program decisions based on the analysis of multiple data sources.

### **Goal 4 - New Teacher Induction:**

We will provide an effective new teacher induction program to ensure a quality staff committed to our district's mission.



## A. Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.



The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet rigorous standards and performance outcomes and are college and career ready at graduation.

### **Aligning Professional Development**

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

## **B. Missouri Mandates and Regulations**

### **Statutory Authority for Professional Development**

Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways. (For a listing of specific legislation, see Missouri's historical perspective on professional learning.)

School districts will:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
  - Work with beginning and experienced teachers to identify instructional concerns and remedies
  - Serve as a confidential consultant upon a teacher's request
  - Assess faculty needs and develop learning opportunities for staff
  - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. (Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- Ensure that the PDC is elected by the teachers currently employed by the district.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.

From enacted legislation, Missouri has developed an in-depth, organized, systemic approach to professional learning. Although all professional development must be tied to the objectives of the Comprehensive School Improvement Plan, focused needs assessments are still appropriate, particularly

Missouri Professional Learning Guidelines for Student Success

when connected to Individual Professional Growth Plans for educators and student performance data. Building and District Professional Development Plans must be clearly focused on professional learning that supports the identified performance indicators needed for educator success in order to ensure higher levels of learning for all students.

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<p><b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p><b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p><b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p><b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p><b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p><b>OUTCOMES:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

### Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



# Connecting the standards

## HANDOUT 6.1

STANDARDS	CONNECTING QUESTIONS
<b>Learning Communities</b>	<ul style="list-style-type: none"> <li>• How do learning communities select learning designs that contribute to building collective responsibility while maintaining accountability and alignment?</li> <li>• Which learning designs support continuous improvement?</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• How do leaders contribute to decisions about learning designs?</li> <li>• What are leaders expected to know about learning designs?</li> <li>• What types of support systems and structures are needed for the more frequently used learning designs?</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Which learning designs require more resources? Fewer resources?</li> <li>• How can technology enhance learning designs to extend learning and results?</li> <li>• What resources exist within a school to support various learning designs?</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>• How can data about educators, students, and systems contribute to the selection of learning designs?</li> <li>• What other data are helpful in selecting learning designs?</li> <li>• What data are useful to assess the effectiveness of selected learning designs?</li> </ul>
<b>Learning Designs</b>	<ul style="list-style-type: none"> <li>• What factors are important to consider when selecting learning designs?</li> <li>• Which learning designs contribute to active engagement of learners?</li> <li>• What theories and principles about learning guide the selection of learning designs?</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• What learning designs advance implementation?</li> <li>• How can selected learning designs be enhanced to integrate frequent constructive feedback?</li> <li>• Which learning designs are more appropriate for various stages of implementation?</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• How do designers of professional learning use performance standards and student learning outcomes as they design learning?</li> <li>• How can designers link past learning with current and future learning through their choice of learning designs?</li> </ul>

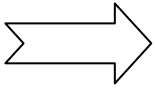
**Professional Growth Plan (Based on the Data Team Process model)**

Name \_\_\_\_\_

School Year \_\_\_\_\_

Identify Indicator (Standard Number and Name): \_\_\_\_\_

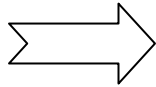
(Quality Indicator Number and Name): \_\_\_\_\_



Briefly describe why this **Growth Standard** was chosen.

(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):

**BASELINE SCORE**



**PLAN: State the professional learning goal or objective. Include an aspect of student growth.**

*“To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by...”*

**2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)**

*Think of this as an improvement theory that identifies the expected outcomes i.e. **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

Administrator’s Signature

Date

Teacher’s Signature

Date

<p><b>3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.)</b>  <i>Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?</i></p>	<p><b>4. ACT: Have positive results been attained?</b>  <i>How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?</i></p>
---	---

\_\_\_\_\_  
 Administrator's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Baseline Score

\_\_\_\_\_  
 Final Score

\_\_\_\_\_  
 Growth Score

Has the professional growth target been met? \_\_\_\_\_ Will you continue this goal? \_\_\_\_\_

\_\_\_\_\_  
 Administrator's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Teacher's Signature

If the answer is "no" what will you work on next?

\_\_\_\_\_  
 \_\_\_\_\_



**District Professional Development Committee Members (DPDC)  
2021-2022**

<b>Executive Cabinet Members</b>	<b>School</b>	<b>Election Year</b>
Valerie Sutton: Chairperson	Null	2023
Carla Johnson: Advisory Chair	Lewis and Clark	2021

<b>Committee Members</b>	<b>School</b>	<b>Election Year</b>
Ashley Deeken	Blackhurst	2022
Lauren Payne	Coverdell	2022
Katy Smith	Early Childhood Center	2024
Amanda Hudacek	Harris Elementary	2022
Lauren Mertz	Lincoln Elementary	2023
Elisha Nemens	Monroe Elementary	2024
Valerie Sutton	Null Elementary	2024
Karen Loftus	Jefferson Intermediate	2023
James Eddy	Hardin Middle	2024
Carla Johnson	Lewis & Clark	2023
Julie Hunter	St. Charles High	2024
Jennifer Mueller	St. Charles West	2023
Pamela Meyer	Success Campus	2024
Valerie Sutton	Instructional Services	2025
Dawn Tranen	Student Services	2022

**Ex Officio Members**

Ted Happel	Assistant Principal, St. Charles High
Tina Lauer	Instructional Technology Specialist
Tyson Plumlee	Principal, Harries Elementary
Jeremy Shields	Principal, Jefferson Intermediate
Angie Syron	Assistant Principal, St. Charles West
Danielle Tormala	Associate Superintendent of Curriculum & Instruction

**District PDC Meeting Dates**

September 14, 2021	January 20, 2022	March 15, 2022
October 13, 2021	February 23, 2022	April 21, 2022
November 11, 2021		

**FILE: GCL  
CRITICAL**

## **PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES**

The Board of Education of the St. Charles R-VI School District recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

Encouragement shall be given to professional personnel to attend meetings, take courses, belong to organizations, travel and read literature describing innovative practices and instructional problem solving. Incentives for such improvement are built into the salary schedule and the district in-service program.

In support of this commitment the Board will:

1. Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's CSIP. The PDP must be approved by the Board prior to implementation.
2. Allocate adequate funding for high-quality professional development activities as defined by law.
3. Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to conferences and visitations as granted by the superintendent or designee in accordance with district procedure.
4. Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training in accordance with Board policies and procedures.
5. Provide opportunities for collective participation by staff members in the same school community, subject area, grade level or department.

### **Professional Development for Teachers**

The professional development program for teachers will:

1. Be sustained over time.
2. Focus on specific content areas or instructional practices.
3. Support the collective learning of teachers.
4. Align with district, school and teacher goals.
5. Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

### **Professional Development for Administrators**

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with Interstate School Leaders Licensure Consortium (ISLLC) standards and focus on support of classroom instruction.

Beginning administrators will participate in the district mentoring program or the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

#### Program Evaluation

The PDC will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional strategies. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

#### National Board Certification

The district will support two (2) teachers each year in receiving National Board Certification. Teachers eligible for district-sponsored National Board Certification must:

1. Be tenured.
2. Apply for state reimbursement of eligible tuition.
3. Agree to a three-year commitment to remain in the district and provide district professional development.
4. Reimburse the district of the funds if they do not complete the process.

Interested teachers will apply through the Human Resources Office and a committee comprised of the PDC chair, three (3) PDC members representing each grade level, Assistant Superintendent of Human Resources, and the Assistant Superintendent of Curriculum will make the decision.

\*\*\*\*\*

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/14/1993

Revised: 01/18/1994; 04/10/2003; 01/15/2004;  
07/10/2008 MSIP Refs: 6.1.2, 6.2.2, 6.4.3, 6.7  
Legal Refs: §§ 160.530, 163.021.4, 168.400, RSMo.  
5 C.S.R. 80-850.045

St. Charles School District, St. Charles, Missouri  
[Link to Missouri Statutes](#)  
[Link to Missouri Regulations](#)

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## PROFESSIONAL DEVELOPMENT PROGRAM

### Definitions

**Teacher** – All school district certified/licensed staff who do not have direct supervisory and evaluation responsibilities for other certified staff.

### I. Structure of the Professional Development Committee

- A. Teachers shall nominate and elect the members of the district's Professional Development Committee (DPDC) by secret ballot.
  1. **Nomination** – A nomination form shall be available in the school office. Eligibility is limited to teachers who have at least three (3) years of teaching experience in the St. Charles School District and a total of five (5) years of experience as a teacher. The principal will place those names nominated on a ballot and announce the names. There should be at least one (1) week between nomination and election.
  2. **Election** – The election shall be by secret ballot with each school according to the building election schedule. A teacher and principal will count the ballots. If only one (1) teacher is nominated and accepts the nomination, the DPDC representative can be elected by acclamation. The ballots will be kept at the building for one (1) year. The name of the successful candidate will be forwarded to the Human RE
- B. Only teachers shall be voting members of the DPDC. Any DPDC member who becomes supervisory or evaluative will forfeit his/her position for the remainder of his/her term.
- C. Vacancies will be filled by building election. Those elected will only serve until the next scheduled building election.
- D. DPDC members shall be elected by April 15 for staggered three-year terms according to the building election schedule to ensure continuity.
- E. All members of the DPDC shall elect a co-chairperson by majority vote at the May meeting. The co-chairperson should have one (1) year of experience on the DPDC and will serve a six-year term, the first two years as co-chairperson, the second two years as chairperson, and the third two years as chair advisor.
- F. All members of the DPDC shall elect a co-chairperson by majority vote at the May meeting. The co-chairperson should have one (1) year of experience on the DPDC and will serve a six-year term, the first two years as co-chairperson, the second two years as chairperson, and the third two years as chair advisor.
- G. The DPDC shall be comprised of one (1) teacher representative from each elementary, middle and high school, Success Campus, Lewis and Clark Vocational, School Student Services and Instructional Services. Each building shall establish a building PDC that will consist of the DPDC representative, a principal and at least one (1) teacher volunteer.
- H. Participation on building and district PDCs shall be considered as professional involvement for performance-based teacher evaluation.
- I. The Assistant Superintendent Human Resources, the Associate Superintendent Curriculum and Instruction, one (1) elementary and one (1) secondary principal shall serve as ex officio members of the DPDC. They shall act in an advisory/liaison role with no vote in DPDC proceedings. The DPDC may wish to make use of other district staff as consultants on a periodic or regular basis. Higher educational faculty members may also be used as consultants.
- J. The DPDC shall meet on a regular basis during release time with substitutes provided by the district. The DPDC chairperson, the co-chairperson, and the chair advisor shall establish the schedule of meetings with the consent of the DPDC committee. The district will also supply training, clerical services and supplies, as required.
- K. The chairperson will be paid the equivalent of 40 hours at the district hourly rate, the co- chairperson and the chair advisor (past chair) will be paid the equivalent of 20 hours at the district hourly rate, and other DPDC members will be paid the equivalent of ten (10) hours at the district hourly rate.
- L. DPDC voting members are expected to attend regularly scheduled meetings. Members will be removed from the committee if they have more than 14 hours during the year, and the above-listed procedure for filling vacancies will occur.

### II. Professional Development Committee Responsibilities

- A. **Information and Communication**
  1. The DPDC will communicate and collaborate with the staff and administration including, but not limited to, the dissemination of the PDC meeting minutes.
  2. An orientation shall be conducted by the DPDC on an annual basis at New Teacher Orientation.
  3. The DPDC will provide guidance and support to new teachers and their assigned mentors in the form of professional development for mentor/mentee teams.
  4. The building representative is responsible for voicing the views, concerns and needs of his/her building to the DPDC committee including, but not limited to, suggestions for appropriate staff development and resources.
- B. **Assessing Professional Development Needs**
  1. The DPDC shall be responsible for assessing professional development needs of the district.

2. Instructional needs should be assessed by using multiple techniques that could include, but are not limited to:
    - a) Interviews
    - b) Questionnaires/Surveys
    - c) Observations
    - d) Study of archival materials such as student achievement, discipline and suspension statistics, dropout and transient rates, MAP data, resource inventories, personnel accreditations, library checkouts, etc.
  3. The DPDC shall be responsible for compiling and analyzing the data, identifying the nature and magnitude of needs and prioritizing the needs.
  4. The DPDC shall set goals based on the needs assessment.
  5. The DPDC shall communicate the needs assessment results to all stakeholders.
- C. Developing Appropriate Activities to Meet Individual/Group Needs**
1. Plan and implement in-service program.
    - a) Appropriate in-service opportunities will be developed by DPDC to meet specified needs of teachers. Efforts will be made to tailor programs to the needs of specific groups.
    - b) In-service programs may be offered throughout the year. If the in-service is deemed mandatory by the building or district, in-services should be provided during release time or a stipend should be provided if held outside the regularly contracted time.
    - c) Goals for each component of the professional development plan recommended by the DPDC should be clearly defined and are subject to change during the course of the year as determined by staff and district needs.
    - d) Professional development could involve, but is not limited to: curriculum and assessment development, analysis of data, teacher collaboration, reading of professional publications and research, action research, observation of other classrooms/teachers, conferences and workshops, study groups, and visits to successful schools.
    - e) The DPDC must coordinate plans for implementation of district in-services with the Assistant Superintendent of Curriculum and Instruction.
  2. Serve as confidential consultant for staff development:
    - a) The PDC or individual PDC members can serve as confidential consultant(s) to aid teachers with instructional concerns related to staff development and to facilitate professional growth.
    - b) All teachers can request the services of a confidential consultant for staff development activities.
    - c) Identification of any teacher who requests the assistance of a confidential consultant for staff development will not be included in any records maintained by the PDC.
    - d) The relationship between the teacher and the consultant is confidential with sharing of information made only as required by subpoena or upon release by teacher.
    - e) Records maintained by confidential consultants in the process of assisting a teacher must not be incorporated into the evaluation process.
  3. Maintain a mentor program.
    - a) Each beginning teacher will be assigned a mentor to assist in matters concerning classroom instruction, classroom management and in-service training for a period of two (2) years.
    - b) Each experienced teacher new to the district will be assigned a mentor to assist in matters concerning district policy and procedures for a period of one (1) semester.
    - c) The mentor candidate should have at least five (5) years of teaching experience. When selecting a mentor teacher, consideration should be given to grade level and/or content area experience. Mentors will be assigned by the building administrator.
    - d) Each mentor teacher shall be responsible for one (1) beginning teacher only.
    - e) Each mentor teacher must attend district training.
    - f) The mentor teacher will be given release time to observe, review and assist the beginning teacher a maximum of two (2) half-days.
    - g) The beginning teacher may receive up to three (3) half-days of release time for observation of or consulting with the mentor teacher.

- h) The mentor teacher will receive compensation in addition to the release time. The extra duty contracts for mentoring are issued through the Human Resources office.
  - i) The mentor teacher and beginning teacher in collaboration with the building principal shall develop and implement a detailed plan of professional growth including goals for improvement and enrichment.
  - j) The mentor log shall be submitted to the New Teacher Facilitators to certify the completion of the mentor program. A certificate of completion will be given to the individual and a copy will be placed in his/her personnel records.
4. Record keeping, annual evaluation and reporting.
- a) All records of official DPDC and building PDC business shall be organized and kept for five (5) years.
  - b) The DPDC shall maintain records pertaining to, but not limited to, new teacher orientation and mentoring program, assessing the professional development needs of the district, developing appropriate staff development opportunities, creating and maintaining the budget, and minutes of meetings.
  - c) The DPDC should continuously monitor and evaluate professional development.
  - d) The DPDC will annually review and develop a Professional Development Plan in collaboration with the Assistant Superintendent of Curriculum and Instruction based upon the district's goals and identified needs. The professional development plan should be submitted to the superintendent, the faculty and the Board of Education as part of the Comprehensive School Improvement Plan (CSIP).
  - e) An annual program evaluation of professional development will be produced in collaboration with the DPDC and Assistant Superintendent of Curriculum and Instruction and include recommendations for improving the effectiveness of the PDC program. The annual report should be submitted to the superintendent, the faculty and the Board of Education as part of the Comprehensive School Improvement Plan (CSIP).

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**Note:** The reader is encouraged to review policies and/or forms for related information in this administrative area.

**Implemented: 06/06/1994**

**Revised:07/26/2007**

**St. Charles R-VI School District, St. Charles, Missouri**

**FILE:GCBA  
CRITICAL**

**Policy**

**: GCBA**

## **PROFESSIONAL STAFF SALARY SCHEDULES**

The Board will annually adopt a salary schedule for professional employees, except administrators, and will place each professional in the school district on the salary schedule at least commensurate with, but not limited to, education, prior experience, and experience in the district. The schedule adopted by the Board will remain in effect until changed or modified by the Board in accordance with law.

The officially adopted salary schedule applies to all professional employees except members of the administrative staff.

Factors to be considered for initial placement on the salary schedule shall be:

- a. The maximum years allowed for teaching experience shall be six years with placement on the seventh step.
- b. The degree attained as well as graduate college hours toward a master's degree or beyond shall determine the column.
- c. The maximum steps granted on salary schedule for military service shall be two years. The maximum placement for retired teachers is Step 7. The Board of Education reserves the right to place teachers on the salary schedule at the time of employment as may be necessary to fill vacancies.

Advancement on the salary schedule shall be allowed, unless the Board of Education has established a salary freeze for the following:

- a. The salary a teacher will receive will be determined at the time the teacher contracts with the district or by June 1 for tenured teachers.
- b. Part-time teachers shall advance on the salary schedule on a pro rata basis according to FTE.
- c. Should the Board approve movement on steps of the salary schedule, all full-time professional employees shall advance one step on the salary schedule for not less than 91 days of service, including service on holidays, teacher meeting days, of the annual contract in the district.
- d. Teachers acquiring sufficient graduate credit or college credit from an accredited institution and previously approved by the assistant superintendent-curriculum or after attaining a master's degree may advance to the appropriate columns on the salary schedule. Teachers receiving 30 hours of graduate credit beyond the master's degree may advance to the MA+30 column on the salary schedule.

- e. *Continuing Education Units* – Credit on the salary schedule may be granted for undergraduate credit earned after the bachelor’s degree or master’s degree, district workshops, curriculum work, some foreign travel, and other in-service offerings. Applications must be submitted to the assistant superintendent for curriculum and instruction for approval. CEU applications that are denied may be appealed to the CEU committee composed of three teachers and three administrators.
- f. Contract modifications for graduate credit (CEUs) and/or a master's or higher degree shall be granted at the beginning of the fall semester only. Verifications of credit (official transcript) for contract modification form must be received by the office of the Assistant Superintendent for Human Resources on or before November 1.
- g. The Board of Education may recognize certification and teaching in high need areas on the salary schedule when it deems it necessary to secure or retain qualified personnel in any area where there is a shortage of staff.

\* \* \* \* \*

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Original Adopted Date: 10/14/1993  
Last Revised: 9/11/2014  
St. Charles R-VI School District, St. Charles, Missouri



## **Professional Staff Compensation**

The St. Charles R-VI School District needs highly qualified employees to accomplish its education mission and must offer competitive compensation to attract and maintain experienced professional staff in the district. The Board directs the superintendent or designee to annually research regional and statewide trends in employee compensation and consult with district employees to prepare competitive salary schedules and salary recommendations for the Board to consider, within the constraints of the district's finances. Only the Board has the authority to increase an employee's regular compensation or grant employees an extra-duty position or stipend.

As required by law, teachers will be paid in accordance with a salary schedule adopted by the Board of Education. All full-time teachers will be paid at least the minimum teacher's salary as required in state law. Noncertificated professional staff and certificated staff members other than teachers will be compensated in accordance with a Board-approved salary schedule or will receive the amount of compensation approved by the Board for particular positions or particular employees. The schedule adopted by the Board will remain in effect until changed or modified by the Board in accordance with law.

### **Professional Staff Salary Schedule**

The Board is required to adopt a salary schedule for the compensation of teachers. Therefore, the Board will annually adopt a salary schedule that also applies to other professional employees, except administrators, and will place each professional in the school district on the salary schedule at least commensurate with, but not limited to, education, prior experience and experience in the district. The officially adopted salary schedule applies to all professional employees except members of the administrative staff.

The Board-adopted salary schedule may recognize characteristics beneficial to the district, such as certification and teaching in high-need areas, when it deems it necessary to secure or retain qualified personnel in any area where there is a shortage of staff. The Board of Education reserves the right to place teachers on the salary schedule at the time of employment as may be necessary to fill vacancies.

The following rules apply to the district salary schedule unless determined otherwise by the Board:

1. The Board will make every effort to adopt salary schedules prior to the statutory deadline for issuing teacher and administrator contracts, but salary schedules and other compensation must be determined along with the district budget no later than June 30. Any salary schedule adopted by the Board will remain in effect and continue to operate until Board action is taken to change or eliminate the salary schedule.
2. The Board may freeze the operation of the salary schedule when warranted by the financial condition of the district or other relevant reasons, as determined by the Board. Once a salary schedule is frozen, employees will not advance on the salary schedule until a vote is taken by the Board authorizing movement on the salary schedule.
3. An employee may not advance more than one step vertically and one column horizontally per year on the salary schedule unless such movement is allowed by the

rules adopted by the Board and is uniformly applicable to that particular salary schedule or is otherwise approved by the Board.

4. An employee cannot progress on the salary schedule after entering into a contract for a school year unless such movement is specifically authorized in the contract.
5. Credit on the salary schedule may be granted for undergraduate credit earned after the bachelor's degree or master's degree, district workshops, curriculum work, some foreign travel, and other in-service offerings. Applications must be submitted to the assistant superintendent for curriculum and instruction for approval. Continuing Education Unit (CEU) applications that are denied may be appealed to the CEU committee, composed of three teachers and three administrators. The degree attained as well as graduate college hours toward a master's degree or beyond shall determine the column placement on the salary schedule.

Contract modifications for graduate credit (CEUs) and/or a master's or higher degree shall be granted at the beginning of the fall semester only. Verifications of credit (official transcript) for contract modification form must be received by the office of the Assistant Superintendent for Human Resources on or before November 1.

Teachers acquiring sufficient graduate credit or college credit from an accredited institution and previously approved by the assistant superintendent-curriculum or after attaining a master's degree may advance to the appropriate columns on the salary schedule. Teachers receiving 30 hours of graduate credit beyond the master's degree may advance to the MA+30 column on the salary schedule.

Education courses and other professional development may not be used to advance on a salary schedule unless the employee had prior administrative approval to take the course or participate in the professional development and count it for advancement on the salary schedule.

6. The district will recognize up to six years (placement on the seventh step) of similar, previous experience of an employee when placing that employee on the salary schedule. The Board delegates to the superintendent or designee the authority to set guidelines on which previous experiences qualify. In addition, the district may recognize military service or work experience that the district considers beneficial to the position. The maximum steps granted on the salary schedule for military service shall be two years. The maximum placement for retired teachers is Step 7.

It is the employee's responsibility to fully apprise the district of his or her relevant background when first being employed in the position. Once the employee is initially placed on the salary schedule, the district is under no obligation to review the placement.

### **Advancement on the Salary Schedule**

Advancement on the salary schedule shall be allowed, unless the Board of Education has established a salary freeze for the following:

- a) The salary a teacher will receive will be determined at the time the teacher contracts with the district, or by June 1 for tenured teachers.
- b) Part-time teachers shall advance on the salary schedule on a pro rata basis according to FTE.
- c) Should the Board approve movement on steps of the salary schedule, all full-time professional employees shall advance one step on the salary schedule for not less than 91 days of service, including service on holidays, teacher meeting days, of the annual contract in the district.

## **Compensation for Extra Duties**

In some situations, and with Board approval, an employee may be provided extra-duty compensation or a stipend to compensate the employee for performing additional duties. In those situations, the amount of compensation will be determined by the Board and may be set by adopting an extra-duty salary schedule or approving a specific amount for the position.

## **Employee Responsibility**

Employees are responsible for verifying that their salary schedule placement, compensation rate and paychecks are accurate. An employee is required to notify the district within 30 days of receiving an inaccurate payment, and failure to do so could lead to discipline, forfeiture of amounts owed or deductions for excess pay received, as allowed by law.

## **Compensation Disbursement**

In general, professional staff will be paid in equal installments over 12 months, even if the employee's regular work schedule is less than 12 months. However, payment for extra duties that are seasonal or limited to a specific timeframe may be paid in the month the work was performed.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Date Adopted: 10/14/1993

Last Revised: 10/12/2017

St. Charles R-VI School District, St. Charles, Missouri

**FILE: GDL**  
**BASIC**

## **SUPPORT STAFF DEVELOPMENT OPPORTUNITIES**

The St. Charles R-VI School District Board of Education recognizes that well-trained support staff employees positively impact student achievement and are essential for the district's mission and the efficient and economical operation of the schools. Therefore, the district will provide relevant professional development activities for the support staff of the district. The superintendent or designee is directed to create a support staff professional development committee (SSPDC) that will include representatives from noncertified positions. The district will conduct needs assessments that serve to identify the professional development needs of support staff employees.

Support staff may be granted leave to attend classes or conferences, meet with mentors or participate in other approved professional growth activities in accordance with the district's leave policy.

\* \* \* \* \*

Adopted:05/08/2008

Revised: 08/12/2010

Cross Refs: ADF, District Wellness Program

St. Charles R-VI School District, St. Charles, Missouri

**THE SCHOOL DISTRICT OF THE CITY OF ST. CHARLES  
DISTRICT PROFESSIONAL DEVELOPMENT PLAN  
2021-2022**

**Professional Development Goal:**

**1. Professional Learning Communities: We will guide and support each building's efforts to build and maintain a collaborative professional learning community focused on increasing student achievement.**

Improvement Strategies	Related Standards	Timeline	Person(s) Responsible	Data Collection/Artifact Collection	Funding Source
1.1 Provide funding for participation of teachers and administrators in conferences and learning opportunities to further develop our understanding of professional learning communities.	LF 1, 2, 3  MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11  CSIP 1, 2, 5	2021-2022	C&I Dept. DPDC Building PDC	Workshop evaluations, sharing of information learned monitored by DPDC/BPDC	C&I budgets DPDC budget BPDC budgets Title Funds
1.2 Allocate funds to each building for efforts to build collaborative professional learning communities	LF 1, 2, 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	2021-2022	C&I Dept. DPDC	Monthly reports from building PDC rep/administrator, Budget reports, BPDC documentation	C&I Budgets, DPDC Budget, Title Funds
1.3 Provide new teachers an introduction to professional learning communities through the new teacher networking meetings.	LF 1, 2, 6 MSIP: TL-1, TL-2 CSIP 2, 5	NTO August 10-12 2021, September 17, 2020, October 15, 2020, November 19, 2020, January 14, 2021, March 11, 2021, April 15, 2021	New teacher orientation facilitators and Mentors	New Teacher Orientation evaluation New Teacher Networking Sessions End of Year Survey	District
1.4 Provide collaboration time for PLC teams through Early Release Day schedule for both horizontal and vertical articulation/collaboration, as well as Early Out PLT meetings	LF 1, 2, 3, 4, 5, 6, 7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	8/19/20 Full Day. 10/25/19 2/14/20, 3/30/20 Full Day Pre-K Full Day: 8/19/20, 9/18/20, 10/23/20, 2/12/21 AM Only: 12/22/20 3/21/20 5/28/21 K-8 - 9/4/20, 10/2/20, 11/20/20, 12/11/20, 1/15/21, 2/12/21, 3/19/21, 4/16/21, 5/7/21 HS Level weekly early out	C&I Dept., DPDC, BPDC, Principals, Calendar Committee	Participant evaluations, meeting minutes, MAP data, local assessment Data agenda/meeting minutes	District

**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL  
DEVELOPMENT PLAN  
2021-2022**

**Professional Development Goal:**

**1. Professional Learning Communities: We will guide and support each building's efforts to build and maintain a collaborative professional learning community focused on increasing student achievement.**

Improvement Strategies	Related Standards	Timeline	Person(s) Responsible	Data Collection/Artifact Collection	Funding Source
1.5 DPDC representatives will participate in BPDCs and act as a liaison between the building and the DPDC.	LF 1, 2, 3 MSIP: TL-2, I-11 CSIP 1, 2, 5	Ongoing	DPDC Building PDC reps	DPDC minutes, PD e-newsletter, PDC website, staff surveys	District
1.6 Support Staff PDC (SSPDC) representatives will participate in 2 meetings and act as a liaison between Classified Staff members the SSPDC.	LF 1, 2, 3 MSIP: TL-2, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept. SSPDC Reps	SSPDC Minutes, PDC Website, Staff Surveys, Early Release Day Workshop offerings	C & I Dept.

**THE SCHOOL DISTRICT OF THE CITY OF ST. CHARLES  
DISTRICT PROFESSIONAL DEVELOPMENT PLAN  
2021-2022**

**Professional Development Goal:**

**2. Increased Student Learning: We will provide high quality professional development that focuses on effective, research-based practices to ensure effective learning occurs for every student every day.**

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.1 High-quality professional development will be provided through early release days, early outs, full-day professional development, through job embedded coaching opportunities, and provide online options when available.	LF 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept, DPDC	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators, Marzano Drive, PD Website.	DPDC, C&I,
2.2 Provide high quality professional opportunities for effective instructional, assessment, and leadership strategies.	LF 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	November 1, 2021  Other Dates TBD as needed	C&I Dept. DPDC.	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators	DPDC, C&I, Title Funds
2.3 Provide high quality professional development via the summer In-service offerings based upon district initiatives and areas of need, and provide online options when available.	LF 1, 2, 3, 4, 5, 6, 7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Summer 2021	C&I Dept., DPDC	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators, achievement data, local assessments, , Marzano Drive, PD Website.	DPDC, C&I
2.4 Provide high quality professional development to support district-initiatives including but not limited to: Missouri Learning Standards and other national standards, Missouri Model Evaluation, K-8 balanced literacy, SBG, technology training, STEM, PLCs, Trauma Informed Schools, Assessment-capable Learners, Future Ready Schools, RTI/MTS.	LF 1, 2, 3, 4, 5, 6, 7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC, Principals, Tech/Resources instructional coaches	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators	DPDC, C&I, Tech/Resource Title 1, II, III

**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL DEVELOPMENT  
PLAN  
2021-2022**

**Professional Development Goal:**

**2. Increased Student Learning: We will provide high quality professional development that focuses on effective, research-based practices to ensure effective learning occurs for every student every day.**

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.5 Provide professional development opportunities on Assessment Capable Learners and SBG.	LF 1, 2, 3, 4, 5 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	NTO Networking Mtg. September 17, 2020; SBG Meetings, ERDs, Faculty Meetings, and Book Studies as needed.	C&I Dept, Principals, DPDC, BPDC	Participant Surveys, student achievement data, local assessments	C&I, DPDC, BPDC, School Improvement Funds, Title IID,  MMD
2.6 Provide release time and materials for developing instructional strategies to close the achievement gap through curriculum development, differentiation, research-based best practices.	LF 1, 2, 3, 4, 7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept., DPDC, BPDC Principals, SPED  Curriculum Committee, Assessment Committee	Record of committee meetings, number of participants, quality curriculum, intervention  programs implemented, MAP data, local assessment data, EOCs	DPDC, BPDC, C&I, School Improvement Funds, Title IIA & III, Collaborative Work Grant, SPED
2.7 Provide release time and materials for staff to investigate, implement, and evaluate instructional strategies for at-risk students. (i.e. SPED, ELL, FRL, sub group populations, etc.)	LF 1, 2, 3, 4, 7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept., DPDC, Principals, SPED  Curriculum Committee, Assessment Committee, ELL Curriculum Committee	Record of committee meetings, number of participants, quality curriculum, intervention  programs implemented, MAP data, local assessment data, EOCs	DPDC, BPDC, C&I, School Improvement Funds, Title IIA, Collaborative Work Grant, SPED



**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL DEVELOPMENT  
PLAN  
2020-2021**

**Professional Development Goal:**

**2. Increased Student Learning: We will provide high quality professional development that focuses on effective, research-based practices to ensure effective learning occurs for every student every day.**

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.8 Provide support for teacher-initiated action research.	LF 1, 2, 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept, DPDC, BPDC	Record of action research plan and results, MAP data, local assessment data, MO Model Educator Evaluation Tool	DPDC, BPDC, C&I, School Improvement Funds, Title IIA
2.9 Allocate funds to building PDCs for professional development use aligned with building, district and/or professional development goals.	LF 1, 2, 3, 6, 7 MSIP: TL-2, G-4, G-8 CSIP 1, 2, 3, 5	Ongoing	DPDC	DPDC/BPDC budgets, Building Professional Development Plans, CSIP, SIP, student success data, Mo Model Educator Evaluation Tool.	DPDC, BPDC
2.10 Provide communication regarding professional development opportunities and resources to district via website, newsletter, minutes, etc.	LF 1,2,3,5 MSIP: I-11 CSIP 1,2,3,5	Ongoing	DPDC, C&I Dept.	Meeting minutes, PD e-newsletter, PDC website, staff surveys	No cost
2.11 Maintain a district professional development library.	LF 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,3,5	Ongoing	DPDC, C&I Dept.	Number of resources in PD library and website, number of check-outs	DPDC, C&I
2.12 Provide professional development opportunities for administrators that are focused on school or district improvement goals designed to increase student achievement and/or current research on leadership.	NSCD 1, 2,3,4,5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,3,5	Ongoing	Central Office Team	Participant evaluations, sharing of information, school improvement plans, school professional development plans, building intervention plans, MAP scores, local assessment data, EOCs, meeting agendas and minutes.	C&I Dept., Superintendent's Office

**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL DEVELOPMENT  
PLAN  
2021-2022**

**Professional Development Goal:**

**2. Increased Student Learning: We will provide high quality professional development that focuses on effective, research-based practices to ensure effective learning occurs for every student every day.**

<b>Improvement Strategies</b>	<b>Related Standards</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Data Collection/Artifact Collection</b>	<b>Funding Source</b>
2.13 Provide release time and materials for the DPDC to meet and conduct business.	LF 1, 2, 3,4,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC	Record of meetings	DPDC
2.14 Provide high quality professional development ERD offerings for classified staff members.	LF 1, 2, 3,4,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept. SSPDC	Record of committee meeting, number of participants, survey data	SSPDC
2.15 Provide release time, materials, etc for classified staff to attend conferences aligned with school/department goals.	LF 1, 2, 3,4,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	Ongoing	C&I Dept. SSPDC	Participant evaluations, sharing of information.	SSPDC
2.16 Provide release time and materials for the SSPDC to meet and conduct business.	LF 1, 2, 3,4,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	Ongoing	C&I Dept. SSPDC	Meeting minutes	No Cost

**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL  
DEVELOPMENT PLAN  
2021-2022**

**Professional Development Goal:**

**3. Data Driven: We will make instructional and program decisions based on the analysis of multiple data sources.**

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
3.1 Participate in district-wide data team.	LF 1,2,4 CSIP 1,2,3,5 MSIP:	Ongoing	C&I Dept., DPDC, Content Leaders, Principals, Department Heads Curriculum Committees	MAP, EOC, MSIP 5, APR, ACT, AP, district common assessments, Access for ELL, USA Test Prep, IRC/TSA.	C&I
3.2 Determine relative strengths and weaknesses of instructional programs by analyzing various forms of data for future adjustments.	LF 1, 2, 4, 5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC, Content Leaders, Principals, Department Heads Curriculum Committees	MAP, EOC, MSIP 5, APR, ACT, AP, district common assessments, Access for ELL, USA Test Prep, IRC/TSA.	C&I,
3.3 Provide professional development opportunities on data analysis, standards based grading, and assessment.	LF 1, 2, 3, 4, 5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., Coordinator of Technology, District Assessment Committee, Principals, Instructional Coaches, Instructional Technologist	Staff surveys, MAP, EOC, common assessments, Access for ELL, USA Test Prep, IRC/TSA, Galileo benchmarks, AP Exams	C&I

3.4 Implement effective interventions and enrichments for students based upon data analysis.	LF 1, 2, 3, 4, 5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3,5	Ongoing	Principals Teachers, Instructional Coaches, Interventionist	Building Intervention Plans, Student Achievement Data	School Improvement Funds, Building Funds
3.5 Distribute, collect, and analyze professional development evaluations to make appropriate adjustments for future offerings.	LF 4 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	DPDC, BPDC, C&I Dept.	PDC evaluations	No cost
3.6 Develop the 2020-2021 PDP based upon Artifact C6ollections.	LF 4 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2,3, 5	Aug. 2021 – May 2022	DPDC, C&I Dept.	Student achievement data PDC evaluations Staff input	No cost

**THE SCHOOL DISTRICT OF THE CITY OF ST.  
CHARLES DISTRICT PROFESSIONAL DEVELOPMENT  
PLAN  
2021-2022**

**Professional Development Goal:**

**4. New Teacher Induction: We will provide an effective new teacher induction program to ensure a quality staff committed to our District mission.**

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
4.1 Provide a high quality New Teacher Orientation for all teachers new to the district.	LF 1, 2, 3, 4 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7,  I-11 CSIP 1, 2, 3, 5	August 10-12, 2021	C&I Dept., HR, New Teacher Orientation Facilitators, Mentor Facilitators, DPDC	Participant Evaluations	C&I Dept.
4.2 Provide high quality new teacher networking meetings for ongoing support and professional development that fulfills a Beginning Teacher Assistance Program.	LF 1,2,3,4,5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,3,5	September 16, 2021 October 14, 2021 November 18, 2021 January 20, 2022 March 10, 2022 April 14, 2022	C&I Dept., HR Dept, New Teacher Orientation Facilitators, Lindenwood Univ.	Participant Evaluations	C&I Dept.
4.3 Provide a two-year mentoring program for all beginning teachers that include collaborative assignment of mentors and release time for observations.	LF 1,2,3,4,5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11  CISP 1, 2, 3, 5	Ongoing	C&I Dept., New Teacher Orientation Facilitators, HR  Dept. Mentor Coordinator, Principals	Mentoring logs, participant evaluations	C&I Dept.
4.4 Provide a semester's mentoring program for transfer teachers that includes collaborative assignment of mentors.	LF 1,2,3,4,5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11  CISP 1, 2, 3, 5	Ongoing	C&I Dept., New Teacher Orientation Facilitators, HR  Dept. Mentor Coordinator, Principals	Mentoring logs, participant evaluations	C&I Dept.
4.5 Provide a mentoring program for all beginning administrators in the district.	LF 1,2,3,4,5,6,7 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11  CISP 1, 2, 3, 5	Ongoing	HR Dept, C&I Dept., Superintendent's Office	Mentoring logs, participant evaluations	HR Dept., Superintendent's Office

**PROFESSIONAL DEVELOPMENT ACTIVITIES  
2021-2022**

**2021 Summer In-Service Workshops**

TCRWP Writing Institute  
Google Level 1 Training  
Google Level 1 Training  
SIS 360 Training  
FUNdations Training Level 3  
Summer Book Studies

**New Teacher Orientation**

August 10-12, 2021

**New Teacher Networking Meetings**

September 16, 2021  
October 14, 2021  
November 18, 2021  
January 20, 2022  
March 10, 2022  
April 14, 2022

# **Professional Development & Early Release Days**

## **PLC Collaboration & PD Initiative 2021-2022**

### **Early Release Days & Full Day PD**

August 17	Full Day PD - District	PreK-12
August 18	Full Day PD – District	PreK-12
August 19	Full Day PD – District	PreK-12
August 25	Early Out (1 hr. PD)	9-12
September 1	Early Out (1 hr. PD)	9-12
September 3	ERD (3 hr. PD)	K-8
September 15	Early Out (1 hr. PD)	9-12
September 17	Full Day PD	PreK
September 22	Early Out (1 hr. PD)	9-12
September 29	Early Out (1 hr. PD)	PreK
October 1	ERD (3 hr. PD)	K-8
October 6	Early Out (1 hr. PD)	9-12
October 13	Early Out (1 hr. PD)	9-12
October 22	ERD (3 hr. PD)	PreK-12*
	Horizontal Day	
November 10	Early Out (1 hr. PD)	9-12
November 17	Early Out (1 hr. PD)	9-12
November 19	ERD (3 hr. PD)	K-8
December 1	Early Out (1 hr. PD)	9-12
December 8	Early Out (1 hr. PD)	9-12
December 10	ERD (3 hr. PD)	K-8
December 15	Early Out (1 hr. PD)	9-12
December 21	ERD (Teacher Workday)	PreK-8*
January 14	ERD (3 hr. PD)	K-8
	ERD (Teacher Workday)	9-12
January 26	Early Out (1 hr. PD)	9-12
February 2	Early Out (1 hr. PD)	9-12
February 9	Early Out (1 hr. PD)	9-12
February 18	ERD (3 hr. PD)	PreK-12*
	Horizontal Day	
March 4	ERD (Parent-Teacher Con)	PreK-12
March 9	Early Out (1 hr. PD)	9-12
March 16	Early Out (1 hr. PD)	9-12
March 18	ERD (3 hr. PD)	K-8
March 30	Early Out (1 hr. PD)	9-12
April 6	Early Out (1 hr. PD)	9-12
April 13	Early Out (1 hr. PD)	9-12
April 15	ERD (3 hr. PD)	K-8
April 27	Early Out (1 hr. PD)	9-12
May 4	Early Out (1 hr. PD)	9-12
May 6	ERD (3 hr. PD)	K-8
May 11	Early Out (1 hr. PD)	9-12
May 18	Early Out (1 hr. PD)	9-12
May 28	ERD (Teacher Workday)	PreK-12*

\*PreK Full Day PD

## Early Release Day Planning 2021 - 2022

- Full Day Training Day on November 1 - District/Building PD
- Early Release Days (ERDs) are 3 hours on Building ERDs and 2 plus hours (to allow for travel time and duty free time) on Horizontal ERDs.
- Building professional development topics should be developed in collaboration between the principal, PDC representative, and school leadership team.
- Horizontal day professional development topics should be developed in collaboration between the administrative facilitator and teacher facilitators with input from the staff members.
- Time should be used for professional development around school improvement/PLC issues/RtI/Data Driven Decision Making, effective curriculum and instructional practices, standards based grading, trauma/mental health, and/or professional collaboration.
- “Singletons” may meet on additional days with principal approval (i.e. art, music, PE, SPED, etc.). PreK- 6 identified the following ERD’s as needed: **10/22/21 and 2/18/2021**.
- PD options will also be offered for Support Staff on Early Release Days.
- Horizontal days are scheduled for October 22 and February 18.

<b>District-wide PD Days</b>	<b>PreK PD Days</b>	<b>K-8 and L&amp;C ERDs</b>	<b>HS Early Outs/ ERDs</b>
August 17 (Full Day PD 8-3)	September 17 Full Day PD	September 3 ERD (PD - PM)	August 25 – early out
August 18 (Full Day PD 8-3)	October 22 PD - AM (Horizontal – PM)	October 1 ERD (PD – AM)	September 1, 15, 22, 29 early out
August 19 (Full Day PD 8-3)	November 1 (8-3) District PD Day, Horizontal time can be requested for PM	October 22 ERD (Horizontal Day - PM)	October 6, 13 – early out
October 22 ERD (Horizontal Day - PM)	December 21 ERD (PD - AM)	November 29 ERD (PD – PM)	October 22 ERD (Horizontal Day - PM)
October 29 and November 1 (8-3) District PD Day, Horizontal time can be requested for PM	February 18 PD – AM (Horizontal – PM)	December 10 ERD (PD-PM)	November 1 (8-3) District PD Day, Horizontal time can be requested for PM
February 18 ERD (Horizontal Day - PM)	March 3 PD - AM	January 14 ERD (PD – PM)	November 10, 17 – early out
	May 26 PD - AM	February 18 ERD (Horizontal Day - PM)	December 1, 8, 15 – early out
		March 18 ERD (PD – PM)	January 26 – early out
		April 15 ERD (PD – PM)	February 2, 9 – early out
		May 6 ERD (PD – PM)	February 18 ERD (Horizontal Day - PM)
			March 9, 16, 30 – early out
			April 6, 13, 27 – early out
			May 4, 11, 18 – early out



### **Schedule for full-day PD days:**

- **August 18** - Full Day PD - 8:00 AM to 3:00 PM (PreK-12)
- **October 29 and November 1** – Full Day PD – 8:00 AM to 3:00 PM (PreK-12)
- Departments can also request to have an optional half-day horizontal meeting as needed
- PD options provided for all staff – both certified and support staff

### **Possible Topics for Early Release Days, Faculty Meetings, and Other Collaboration Times:**

#### ○ **Fall**

- Mind the Gap (Essential Standards-RTI)
- Work/Data
- Virtual/Technology Tools to Increase Student Engagement
- Trauma Informed Education/Mental Health/ACT/AP data
- School Improvement Plans (mission, vision, values, goals)
- Parent-Teacher conferences
- Parent involvement
- CSIP (communication of plan and working toward goals)
- PLC collaboration
- Data Driven Decision Making
- Response to Intervention/Multi-Tiered Support Systems
- Marzano's research
- Relevant curriculum & instruction strategies
- PBIS/Leader in Me/school culture & climate
- Academic vocabulary and development of common assessment questions with scales

#### ○ **Spring**

- Items listed above
- 2022-2023 planning
- 2021-2022 celebrations

- a. The focus of the Horizontal Days should be aligned with one or more of the following topics:
  - PLC work – 18 Critical Issues for Team Consideration
  - Any items listed above
- b. Horizontal/Vertical ERD's will be October 22 and February 18. (Special permission for additional horizontal days – in lieu of building ERD days - may be requested through the building principals.)
- c. The DPDC brainstormed ways to schedule the horizontal days as efficiently as possible since the district is on a three-tier dismissal schedule. The following parameters were considered and put into effect during the 2012-2013 school year to be carried forward for future years.
  - Provide 30 minutes for travel time and dismissal between the end of day and start of PD. (K-8); Provide 45 minutes for travel and duty-free lunch (9-12). (Revised Oct. 2015).
  - PD time will be at least 2 1/2 hours for (K-8). PD time for (9-12) will be at least 2 hours 15 min. due to needing a duty-free lunch during following dismissal.) (Rev. Oct. 2015)
  - There may be non-contracted time in the middle of the day to ensure like grade level/content area teachers have adequate collaboration time to maintain the integrity of quality professional development for the 2 horizontal/vertical ERDs.

Grade Levels	Start Time	End Time
7-8 Groups	11:50	2:20
9-12 Groups	12:05*	2:20
5-6 Groups	12:35	3:05
K-4 Groups**	1:20	3:50
K-12 Groups***	11:50	2:20
	12:35	3:05
	1:20	3:50

\*9-12 teachers do not receive a duty-free lunch with students on ERDs, so they will start PD at 12:05 to account for lunch and travel time.

\*\*K-4 common time for all individuals will be from 1:20 -3:50.

\*\*\*K-12 common time for all individuals will be from 1:20 - 2:20.

Group facilitators can decide to break up into other grade/time configurations as needed to address specific agenda/collaboration needs, but the total collaboration time must equal 2 hours and 30 minutes (2 hrs. 15 min. for 9-12) (Rev. Oct. 2015).

Groups with different starting/ending times schools (i.e. elementary, K-12, etc.) may have non-contracted time during the day between dismissal and the start of the collaboration time in order to have the whole group meet together for 2 hours and 30 minutes. \*K-4 common time for all individuals will be from 1:20 – 3:50

### **District Professional Development Workshop Schedules**

**Fall Full Day District PD – November 1, 2021**

- RTI
- Trauma Informed Classroom
- Various workshops on STEM, Instructional Technology, Behavior Supports, Instructional Strategies, and Student Engagement
- Diversity and Inclusion

# ***The School District of the City of St. Charles***



## ***Professional Development Committee Guidelines for Building PDC and District PDC Fund Allocation Processes***

Created by the DPDC and Curriculum and Instruction Department

July 2007 and Revised August 2018

# Guidelines for Allocation of Building PDC Funds

*Created by the DPDC and Curriculum & Instruction Department*



## The Building Professional Development Committee Roles and Responsibilities

### 1. Committee Members

- a. The Building PDC (B-PDC) must include:
  - A minimum of four members that are representative of the staff of the school. (The Success Campus must have a minimum of three members due to its small size.)
  - District-PDC (D-PDC) representative is a mandatory member of the B-PDC
  - Building administrator is a mandatory member of the B-PDC

### 2. Building Professional Development Action Plan and Budget

- a. Each building is required to complete a "Building Professional Development Action Plan" and attach a "Building PDC Budget Worksheet". The action plan will include professional development activities that will be funded through Title IIA and School Improvement funds. All professional development action plans and budget items must be aligned to the school and district improvement goals. The D-PDC will allot funds annually to each school for appropriate professional development expenditures at the building level. These PDC funds will become a part of the total monies spent on professional development within the building. Other possible sources of funding for professional development may include Title IIA/ Eisenhower funds and other funds to be used at the discretion of the building principal.
  - The deadline for submitting the building professional development plan and budget to the Curriculum and Instruction office is **September 15<sup>th</sup>**.

### 3. B-PDC Fund Allocation and Professional Sharing/Collaboration

- a. It is the responsibility of the B-PDC to approve how PDC funds will be used and distributed at the building level. It is important that each B-PDC establish criteria for approval related to the building professional development plan and school improvement initiatives. (Examples of reasons not to approve expenditures may include: non-alignment to building goals, lack of funds, lack of sharing information, etc.)
- b. The B-PDC will screen **all** fund requests collaboratively as a committee.
- c. Individuals using PDC funds must be held accountable for the sharing of the information with peers. It is the B-PDC's responsibility to ensure this happens. Artifacts generated through the sharing of information must remain on file with the B-PDC.
- d. Building principals and PDC representatives will be expected to share the successful uses of PDC funds in their buildings at their respective Administrator/D-PDC meetings.

## Use of PDC Funds / Approval Process

### 4. Guidelines for using PDC Funds

- a. Funds can be used for certified staff only.
- b. Funds allocated must align with building instructional goals.
- c. The following are acceptable uses of PDC funds by the B-PDC:
  - Conferences
  - Substitutes
  - Release time to observe master teachers within the district
  - Release time to visit/observe exemplary programs in other districts
  - Presenters
  - Materials
  - Books
  - Other uses as determined by the building PDC.
- d. Out-of-District workshops and conferences will not be approved if scheduled on a District Professional Development Early Release Day.
- e. B-PDC funds provided by the D-PDC must be spent or encumbered by **March 15<sup>th</sup>** or they will be reallocated by the D-PDC.

### 5. Necessary Documentation For B-PDC Consideration of Fund Requests

All required request forms must be submitted by the applicant and filled out completely for consideration for approval. **The applicant must keep a copy of all items submitted.**

- a. In order to request to attend a conference or workshop, the following completed documents are required:
  - "PDC Funds Request Form"
  - "Request for Out-of-District Meeting/Workshop Attendance Form". Estimate expenses carefully using the "District's Expense Reimbursement Information Sheet". (***Please note - PDC will not reimburse for expenses over the total indicated on the form.***)
  - Conference registration sheet
- b. In order to request to bring a presenter to the district/building, the following are required:
  - "PDC Funds Request Form"
  - "Out-of-District Instructors In-service Presenter Form"
  - Appropriate documentation of potential travel expenses if the BPDC is expected to make arrangements for reimbursement of the presenter's travel expenses (i.e. mileage/airfare, hotel, food, etc.)
  - If release time is needed during presentation, please include information as shown below in item c.
- c. In order to request release time for an in-district presenter, the following are required:
  - "PDC Funds Request Form"
  - List of attendees requiring subs, include times and dates of release
- d. In order to request materials, supplies or books, the following are required:
  - "PDC Funds Request Form"
  - "Curriculum & Instruction Department Requisition Form" with all ordering information filled out
  - Appropriate documentation (i.e. print out with price quotes, etc.)

### 6. Approval Process for Use of PDC Funds by the B-PDC

- a. B-PDC approves/denies fund requests and notifies individuals of approval status.
- b. If approved at the B-PDC level, all information listed above is forwarded to the Associate Superintendent for Curriculum and Instruction for final approval.
- c. If the applicant wishes to attend a national conference which the B-PDC considers beyond its financial means, the B-PDC or the applicant can submit the application to the D-PDC for consideration (see "Guidelines for Use of D-PDC Funds to Fund National Conferences")

### 7. Registration / Ordering Process

Upon approval by the Associate Superintendent for Curriculum and Instruction, the following

processes will occur:

a. Conferences

- i. Nedra Woolfolk (Curriculum & Instruction) will register the individuals for the conference and notify them that they have been registered via email. The building PDC representative and building principal will be copied on this confirmation email for BPDC records.
- ii. The Curriculum and Instruction Office will return a copy of the "Request for Out-of-District Meeting/Workshop Attendance Form" to you with the Associate Superintendent of Curriculum and Instruction's signature.
- iii. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
- iv. Individual(s) are responsible for making all travel and lodging reservations. **(Please see the "Expense Reimbursement Guidelines for Out of District Meeting/Workshop Attendance" prior to making any confirmed travel plans.)**
- v. Immediately following the conference, individual(s) must fill return the "Request for Out of District Meeting/Workshop Attendance" form with actual expenses noted and send all forms and **original, itemized receipts** to **Nedra Woolfolk at Central Office**. Individuals must comply with the **"Expense Reimbursement Guidelines for Out of District Meeting/Workshop Attendance"** and submit the request for reimbursement and **all original, itemized receipts** for reimbursement **within 2 weeks** of returning from the conference. (Please note: credit card receipts that are not itemized are not acceptable for reimbursement.)
- vi. The individual(s) will share information from the conference to peers as indicated on the request application.

b. Presenters

- i. It is the applicant's responsibility to make all arrangements with the presenter.
- ii. Nedra Woolfolk (Curriculum & Instruction Office) will arrange payment for the out of district presenters.
- iii. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
- iv. The individual(s) will share information from the conference to peers as indicated on the request application.

c. Release Time

- i. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
- ii. The individual(s) will share information from the conference to peers as indicated on the request application.

d. Materials, Supplies, or Books

- i. Nedra Woolfolk (Curriculum & Instruction Office) will order and finalize payment for the purchase of materials, supplies, or books
- ii. Upon arrival of the materials, supplies, or books, the person(s) responsible at the building must inventory all items to ensure that receipt of all ordered materials have occurred. He/she must then notify Nedra Woolfolk at Central Office that all items have/have not been received and forward all packing slips to her attention.
- iii. The individual(s) will share information from the conference to peers as indicated on the request application.

# Quick Reference Sheet

## For Requesting Professional Development Funds



### Guidelines for the Use of Building PDC (B-PDC) Funds

- The use of funds must align with building instructional goals.
- Funds can be used by individuals or teams for the following:
  - Conferences
  - Substitutes
  - Release time to observe master teachers within the district
  - Release time to visit/observe exemplary programs in other districts
  - Presenters
  - Materials
  - Books
  - Other uses as determined by the building PDC.
- Out-of-District workshops and conferences will not be approved if scheduled on a District Professional Development Early Release Day.
- Fund requests must be approved by March 15<sup>th</sup>.
- Submit all required request forms filled out completely to your B-PDC representative or the building principal.

### To attend a conference or workshop:

1. Complete the following forms:
  - a. PDC Workshop/Conference Application
  - b. "Request for Out-of-District Meeting/Workshop Attendance" form.
  - c. Estimate expenses carefully using the "District's Expense Reimbursement Information Sheet".  
(*Note - PDC will not reimburse for expenses over the total indicated on the form.*)
  - d. Conference registration.
2. The B-PDC will approve/deny fund requests and will notify you.
3. Nedra Woolfolk (Curriculum & Instruction) will register you for the conference
4. The Curriculum and Instruction Office will return "Request for Out-of-District Meeting/Workshop Attendance" to you with the Associate Superintendent of Curriculum and Instruction's signature.
5. Immediately report the upcoming absence(s) to the Aesop system and notify your building secretary.
6. You are responsible for making all travel and lodging reservations. **(Please see the District Guidelines for Travel Reimbursement prior to making any confirmed travel plans.)**
7. **Within 2 weeks** of returning from the conference, fill out the returned "Request for Out-of-District Meeting/Workshop Attendance" form with actual expenses and send it with your itemized receipts to **Nedra Woolfolk at Central Office** for reimbursement. (*Note: credit card receipts that are not itemized are not acceptable for reimbursement.*)
8. Share information from the conference to peers as indicated on the request application.



### **To request funds for a presenter to the district/building:**

1. Provide the following to the B-PDC:
  - a. Completed PDC Funds Request Application
  - b. Out-of-District Instructors In-service Presenter Form
  - c. Information about presenter and potential in-service
  - d. Documentation of potential travel expenses if the building is expected to reimburse the presenter (i.e. mileage/airfare, hotel, food, etc.)
  - e. If release time is needed during presentation, please include the names of all requiring a substitute and the time the substitutes are required
2. The B-PDC will approve/deny fund requests and will notify you.
3. Make all arrangements with the presenter.
4. Nedra Woolfolk (Curriculum & Instruction Office) will arrange payment for out of district presenters.
5. If release time is needed, immediately report the upcoming absence(s) to the Aesop system and notify your building secretary.
6. Share information with peers as indicated on the request application.

### **To request release time:**

1. Provide the following to the B-PDC:
  - a. Completed PDC Funds Request Application
  - b. Description of purpose for release time
  - c. Names of all requiring a substitute and the time period for which the substitutes are required
2. The B-PDC will approve/deny fund requests and will notify you.
3. Report the upcoming absence(s) to Absence Management (formerly Aesop) and notify your building secretary
4. Share information with peers as indicated on the request application.

### **To request materials, supplies or books:**

1. Provide the following to the B-PDC:
  - a. Completed PDC Funds Request Application
  - b. Requisition Form with all ordering information filled out
  - c. Print out with price quotes, etc.
2. The B-PDC will approve/deny fund requests and will notify you.
3. Nedra Woolfolk (Curriculum & Instruction Office) will order and pay for the purchase of materials, supplies, or books
4. Upon arrival of the materials, supplies, or books, inventory all items to ensure all ordered materials have been received.
5. **Notify Nedra Woolfolk at Central Office that items have/have not been received and forward all packing slips to her attention.**
6. Share information with peers as indicated on the request application.

## Administrative Procedure

Descriptor Code: DLC-AP(1)

### EXPENSE REIMBURSEMENTS - (Out-of-District Meeting/Workshop Guidelines (Out-of-District Meeting/Workshop Guidelines

#### Advance Approval Required

Each traveler must have travel requests approved by his/her immediate supervisor and the administrator with budget authority over the funds to be expended, using the "Request for Out-of-District Meeting/Workshop Attendance" form. All requests for out-of-district professional development for building administrators, teachers and staff must be approved by the Assistant Superintendent of Curriculum and Instruction using the following scheduling guidelines: out-of-state travel and/or travel involving air transportation must be approved four weeks prior to the trip and local or in-state travel must be approved three weeks prior to the trip. Travelers who do not adhere to this procedure may not be reimbursed.

Each traveler is responsible for making his/her own travel and lodging reservations.

#### Estimated Expenses

The estimated amount of travel expenses should be entered on the "Request for Out-of-District Meeting/Workshop Attendance" form.

#### Expense Reporting and Reimbursement

To receive reimbursement for travel expenses, the traveler must submit the yellow copy of the "Request for Out-of-District Meeting/Workshop Attendance" form to the Assistant Superintendent of Curriculum and Instruction within two weeks following the completion of the travel.

Receipts are required for all employee out-of-pocket expenses and all district-paid expenses. Original, itemized receipts must be attached to the approved copy of the "Request for Out-of-District Meeting/Workshop Attendance" form in order to receive reimbursement. The traveler should include all receipts for expenses pre-paid by the district, expenses being billed directly to the district, or expenses being charged to the district purchasing card. Travelers who fail to file all appropriate documentation for reimbursement with all required receipts within two weeks following the completion of travel may not be reimbursed for their expenses. Reasonableness of rates will be determined by the appropriate authorizing administrator.

Travel advances are not approved.

#### Reimbursable Expenses

The school district will pay the cost of trip-related expenses, according to the following schedule and as approved by the superintendent or designee:

1. Registration – Registration fees will be reimbursed at actual cost. The registration fee is to be paid using the purchasing card or purchase order system. Registration fees will be paid in advance by the district, whenever possible, using the district's purchasing card or purchase order system.

2. Meals – Reimbursement for meals is limited to the standard rate in effect at the time of travel. Travelers will be reimbursed only for their own meals. Original, itemized receipts shall be submitted for all meal reimbursement and tipping should be kept to 20 percent or less, as warranted by the service received.

3. Transportation – The most economical and efficient mode of travel shall be used when traveling outside of the district. Staff members traveling to the same conference should work together to select the most cost-efficient mode of transportation for the district.

▶ *Air Travel* – Individuals are responsible for making their own air travel reservations. Travelers must always book the most reasonable coach class airfare. Receipts must be submitted for reimbursement.

▶ *Private Auto* – Mileage will be reimbursed at the rate annually approved by the Board of Education. Fuel expenses are not reimbursable. A traveler may elect to use surface transportation for personal reasons even though air travel is the usual mode of transportation. Reimbursement for transportation expenses shall not exceed the cost of airfare, based on the lowest regular coach fare available for the location of travel. Travelers will not be reimbursed for excess lodging and meals.

▶ *Rental Car* – Rental cars at the destination location are not reimbursed as a district expense unless specifically approved in advance by the superintendent or designee.

4. Lodging – Lodging will be reimbursed at actual cost, limited to the standard rate in effect at the time of travel. Reservations are to be made in the name of the traveler and may be paid by the traveler or paid in advance by the district. An itemized receipt must be submitted.

▶ The traveler may pay for the hotel room/tax charges and submit the expense for reimbursement.

▶ If the hotel will be billed to the district direct, a purchase order will be created for payment to the hotel for

the room/tax charges.

- ▶ The room/tax charges may be paid by the district's purchasing card.

5. Incidental Expenses – The following incidental expenses are reimbursable: bridge toll, parking charges, telecommunication charges (only when pertaining to official district business), taxi and/or shuttle between airport to hotel or meeting points.

6. Non-Reimbursable Expenses – Non-reimbursable expenses include, but are not limited to: charges for concierge, valet, laundry/cleaning and other hotel services; personal telecommunications charges; flight or trip accident insurance costs; entertainment costs incurred by staff members or guests; costs related to staff member's spouse, family or for personal benefit; and charges for alcoholic beverages.

#### Cancellation of Reservations

When it is determined that reservations will not be used, it shall be the traveler's responsibility to cancel them. Charges or lost refunds resulting from failure to cancel reservations shall not be reimbursed by the district and become the financial responsibility of the traveler unless the traveler can show that such failures resulted from circumstances beyond the traveler's control.

#### Added Exception

In-service travel activities will only be approved for reimbursement up to the amount as predetermined by the Assistant Superintendent of Curriculum and Instruction. Each individual will be responsible for his/her detailed arrangements and/or reservations.

\* \* \* \* \*

*Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Date Issued: 11/13/2014

St. Charles R-VI

# PDC Funds Request Form

Name \_\_\_\_\_

Date Submitted \_\_\_\_\_

**Type of Funds Requested:**

↑ Release Time (*Attach list of attendees with times and dates of release*)

↑ Presenter (*Out of District Presenter Form*)

↑ Professional Development Materials/Books (*Requisition Form*)

↑ Conference/Workshop (*Request for out of District Meeting/Workshop Attendance Form*)

1. Forms listed in parenthesis must be completed and attached to be considered for approval/funding.
2. Please adhere to the Professional Development Committee Guidelines for Building/District PDC Fund Allocation Processes.

**Total Funds Requested: \$** \_\_\_\_\_

Please give a brief description of the presenter, materials, etc. and what you hope to gain in order to improve student achievement.

How does this request align to the district and building goals?

**How do you plan to share information gained?**

- With team
- With faculty during faculty meeting
- District in-service
- Contribute to PDC Scoop or District web page
- Early release day building presentation
- Early release day presentation to grade/subject level
- Other \_\_\_\_\_

<b>For Use by Building PDC</b>	<b>For Use by District PDC</b>	Date Approved _____ / _____ / _____
Date Received _____	Date Received _____	Amount Approved \$ _____
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Travel Expenses \$ _____
<b>Building Principal</b>	<b>Committee Representative</b>	Substitute Expenses \$ _____
		<b>TOTAL APPROVED \$ _____</b>

- Request sent to DPDC for National Conference Funding (requests in excess of \$750)
- Request sent to DPDC for Funding of a District Presenter at a Regional or National Conference.

**FOR USE BY DISTRICT C&I OFFICE**

Date Received: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_       Approved       Denied

**Assistant Superintendent of Curriculum & Instruction**

\_\_\_\_\_

**EXPENSE REIMBURSEMENT**

***(Request for Reimbursement for Out-of-District Meeting/Workshop Attendance)***

Please turn in this completed request to your principal/supervisor no later than three (3) weeks before the date of your absence for local or in-state travel, and four (4) weeks before the date of your absence for out-of-state travel or any trip involving air travel. Refer to the published guidelines for detailed instructions.

Completed forms should be sent to the staff member's director supervisor for approval.

Please attach the completed conference registration form prior to approval.

One applicant per form.

Name of Applicant: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Name of Conference/Meeting/Visit: \_\_\_\_\_ Location: \_\_\_\_\_

Date(s) of Conference/Meeting/Visit: From: \_\_\_\_\_ To: \_\_\_\_\_

Period of Absence: From: \_\_\_\_\_ To: \_\_\_\_\_

Substitute Required:     Yes     No    Registration:     School Will Register     District Will Register

Reason for Request: \_\_\_\_\_

Fund Type Description Code (Office Use Only)	Account Number (xx-xxxx-xxxx-xxxx-x) (School District Office Use Only)	Description of Expense	Estimated Cost	Actual Cost (Office Use Only)	Receipts Turned In (Office Use Only)
		Registration	\$	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Lodging	\$	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Other Transportation (air, shuttle taxi, etc.)	\$	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Mileage	\$	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Substitute	\$	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fund Type Codes: DPDC = District PDC, BPDC = Building PDC, SI = School Improvement C&I = Curriculum & Instruction, TI = Title I, Tic = Title 1c, T2 = Title 2 Eisenhower, T3 = Title 3, T\$ = Title 4, Other - please list		<b>TOTAL</b>	\$	\$	

Transportation:     Air     Private Auto     Rental Car (See Guidelines.)

Notes: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Direct Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Assistant Superintendent of Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

*For Office Use Only: DLC-AF3.SC6*

**NOTE: Submit completed form to the Assistant Superintendent of Curriculum for final approval. An approval copy will be returned to the applicant. Upon return, the applicant must submit a copy of the approved form with all original, itemized receipts within two (2) weeks of the completion of the trip. Please retain a copy of all documentation for your records.**

**Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.**

Implemented: 07/2007

St. Charles School District, St. Charles, Missouri

**2020-2021 MILEAGE REIMBURSEMENT CHART & Expense Reimbursement**

<b>Place</b>	<b>RT Mileage</b>	<b>Rate</b>	<b>1-3 days</b>	<b>4 or more days (Allows Additional 10 Miles)</b>
Cape Girardeau, MO	260	0.48	\$124.80	\$129.60
Columbia, MO	220	0.48	\$105.60	\$110.40
Chicago, IL	640	0.48	\$307.20	\$312.00
Hannibal, MO	190	0.48	\$91.20	\$96.00
Jefferson City, MO	220	0.48	\$105.60	\$110.40
Kansas City, MO	450	0.48	\$216.00	\$220.80
Lake of the Ozarks, MO	320	0.48	\$153.60	\$158.40
Quincy, IL	240	0.48	\$115.20	\$120.00
Springfield, MO	440	0.48	\$211.20	\$216.00
Springfield, IL	230	0.48	\$110.40	\$115.20

If traveling to a site not listed above, use the shortest mileage obtained from Google Maps. Attach the directions from Google Maps as backup. The starting point for calculating mileage is your home school/building.

Use the Building-to-Building Mileage Chart to obtain the allowable mileage between district buildings.

All mileage will be reimbursed at \$.48 per mile.

**Meal Allowance (Staff and Students)**

Staff Breakfast - Up to \$15.00 - Student Breakfast - Up to \$7.00 Staff Lunch - Up to \$15.00 -  
Student Lunch - Up to \$7.00 Staff Dinner - Up to \$30.00 - Student Dinner - Up to \$15.00

***Meal allowance amounts are combined to arrive at a per diem rate (daily rate). Full day: \$60/staff, \$29/students. Partial travel days would include the applicable meal amounts. Meals and tips not to exceed the per diem rate. They MAY be combined for a daily total.***

**Reimbursement Guidelines**

***Out-of-Town Travel reimbursements may be processed midweek per the A/P calendar.***

***All other reimbursement checks will be processed at E-O-M.***

1. Original (not photo-copied) itemized receipts or equivalent, i.e., a paid invoice showing the employee as the payer, or a canceled check, are required. Non-itemized receipts, including non-itemized credit card receipts, are not acceptable and those expenses will not be reimbursed.
2. Missouri sales tax will not be reimbursed except on meal receipts. You may get a copy of the District's Tax Exemption Certificate from your building's office which will allow you to purchase tax-free.
3. Alcoholic beverages are not reimbursable. If you want to consume alcoholic beverages, please have them rung up separately.
4. Lodging (or hotel) tax and city tax must be paid and will be reimbursed.
5. Parking expenses will be reimbursed at the actual amount paid, up to \$20/day.
6. Tips may be reimbursed at no more than 20% if the total reimbursement, including the tip, does not exceed the amount allowed for the specific meal.



## Continuing Education Units and Stipend Information

### (Certified Staff Members Only)

#### Those attending the Summer PD Workshops:

CEU's will be granted to qualified certified staff members (up to Masters + 30).

Participants who do not qualify for CEU's must complete a Stipend Application Form and submit to the Curriculum & Instruction Department two weeks prior to attending the workshop. Individuals are ineligible to receive CEU's if either of the following applies: Individual is on the BA+15 salary channel and has not yet earned a Master's Degree or Individual is already on the MA+30 or Doctorate salary channel. Those who qualify for a stipend will earn \$10 per hour for the professional development workshop. Stipends for the workshop attendance will be paid during the next qualifying pay period. The Stipend Application Form is provided on page 6.

#### Guidelines for Earning CEUs – EFFECTIVE JULY 1, 2009

Participants who wish to earn CEUs for completing a summer in-service workshop will earn credits up to Master's +30 but not beyond of the salary schedule. A *Continuing Education Unit Documentation Form* is provided on page 5.

Participants must complete the professional development in-service, fill out all the pertinent information on the *Continuing Education Unit Documentation Form*, and have the workshop instructor sign the form. The workshop instructor's signature is required for approval. At the conclusion of the professional development academy, participants must submit a signed CEU form to Curriculum & Instruction Department at Central Office for final approval. All CEU forms must be submitted to the Curriculum & Instruction Department. Once the CEU documentation has been approved, a copy will be returned to the participant and another will be forwarded to the Human Resources Department for application toward the salary schedule. Please keep a copy of the signed CEU form for your records.

**B**

#### **Board Policy GCBA Regarding Continuing Education Units**

Credit on the salary schedule may be granted for undergraduate credit earned after the bachelor's degree or master's degree, district workshops, curriculum work, some foreign travel, and other in-service offerings. Applications must be submitted to the assistant superintendent for curriculum and instruction for approval. CEU applications that are denied may be appealed to the CEU committee composed of three (3) teachers and three (3) administrators.

**CEU CREDITS WILL BE AWARDED ON THE RATIO OF 1 CREDIT FOR EVERY 17 HOURS OF TRAINING. THE TABLE BELOW WILL HELP YOU TO CONVERT TRAINING HOURS TO CEU CREDITS.**

<u>Hours of Training</u>	<u>CEU Credits</u>
1	.06
2	.12
3	.18
4	.24
5	.29
6	.35
7	.41
8	.47
9	.53
10	.59
11	.65
12	.71
13	.76
14	.82
15	.88
16	.94
17	1.00

**City of St. Charles School District  
Continuing Education Unit (CEU) Documentation**

Certified Staff Member's Name \_\_\_\_\_ Home Building \_\_

Current Degree Level Earned: \_\_

Effective July 1, 2009 CEUs may be applied towards BA+15 and MA + 30 channels on the salary schedule.

Current School  
Year 20\_\_\_\_- 20  
\_\_\_\_\_

Workshop/Activity Name	Location of Workshop/Activity	Date(s) Attended	Hour(s) Attended	# of CEUs Verified OFFICE USE ONLY	Authorized Instructor's Signature

**NOTE: Attach any documentation from the workshop. A copy should be made for your records. This form and other documentation should be submitted to the Curriculum & Instruction department at Central Office for final approval.**

	<b>Central Office Use Only</b>
CEU Credit Approved by: _____ Date: _	
Date submitted to the Human Resources Department: _____	

# Stipend Application

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Email: \_\_\_\_\_

Employee Number: \_\_\_\_\_

**Send completed form to Nedra Woolfolk at Central Office prior to workshop attendance.  
Please call or email with any questions. 636-443-4029 or  
nwoolfolk@stcharlessd.org**

1. Name of Workshop: \_\_\_\_\_

2. Date(s) of Workshop: \_\_\_\_\_

3. Hours of Workshop: \_\_\_\_\_

4. When filling out the application please check where you fall under in the salary schedule.

\_\_\_\_\_ **BA+24**      \_\_\_\_\_ **MA+30**      \_\_\_\_\_ **Doctorate**

5. If applying for stipend, please list reason why stipend is preferred over CEUs.

\_\_\_\_\_ I am ineligible to receive CEU credit for one of the following reasons:

\_\_\_\_\_ I am on the BA+24 salary channel and have not yet earned a Master's Degree.

\_\_\_\_\_ I am already on the MA+30 or Doctorate salary channel.

**For Office Use Only:**

**Date Received:** \_\_\_\_\_

\_\_\_\_\_ **Budget Code:** \_\_\_\_\_

\_\_\_\_\_ **Denied Reason:** \_\_\_\_\_

**Authorized Signature:** \_\_\_\_\_

## Mentor Duties

1. Attend new teacher breakfast and mentor training August 10, 2021.
2. Work with the new teacher in your building, August 11 and 12, 2021 12:45 – 3:30.
3. Document time spent with the mentee:
  - a. Record weekly or biweekly meetings on the form provided.
  - b. Use the quarterly logs as a guide for discussion topics.
4. Sign the mentee's History of Professional Development Activities.
  - a. in-service days
  - b. classes taken
  - c. seminars and workshops attended
  - d. Beginning Teacher Assistance class attended
  - e. New teachers will turn this in to their New Teacher Facilitator at the April Meeting
5. Maintain Records
  - a. Keep copies of all mentoring paperwork for mentee and mentor.
  - b. New teachers will turn paperwork into their New Teacher Facilitators.
6. Help mentee set goals
  - a. Review Performance Based Teacher Evaluation.
  - b. Assist the new teacher in writing the Professional Goal Plan.
  - c. Decide on strategies to accomplish those goals.
  - d. Evaluate progress throughout the year.
7. Observe your mentee.
  - a. Mentors are allowed 2 half-days to observe the new teacher.
  - b. Mentees are allowed 3 half-days to observe the mentor and other teachers.
8. Help the new teacher start or continue his/her portfolio
  - a. PGP
  - b. PBTE
  - c. Samples of lesson plans and student work and other artifacts that support the PGP.
  - d. Copy of mentoring records
  - e. History of Professional Development Activities
  - f. Evidence of completing a Beginning Teacher Assistance Program
9. Review state certification requirements and assist the new teacher in his/her progress toward meeting those requirements.
10. Spend an adequate amount of time with the new teacher.

All mentor and mentee paperwork can be found at: [sites.google.com/a/stcharlessd.org/city-of-st-charles-pdc/new-teacher-mentor-information](https://sites.google.com/a/stcharlessd.org/city-of-st-charles-pdc/new-teacher-mentor-information)

## STIPEND FOR MENTORS

2021-2022

**DESE requires that new teachers receive 2 years of mentoring. Mentors are expected to work with their mentees for two school years.**

- If you are a mentor working with a new teacher in their first year of teaching, your stipend will be \$1,003.68 for this year.
- If you are a mentor with a new teacher in their second year of teaching, your stipend will be \$501.81 for this year.
- If you are a mentor working with a teacher who has had one year of experience and mentored one year in a previous district, your stipend will be \$501.81 for this year.
- If you are a mentor for a teacher who has transferred and met all of DESE's requirements, you are expected to work with the mentee for only one semester; your stipend will be \$250.92 for the semester.

You will receive an extra allowance contract for your work as a mentor. If you do not receive that contract within a reasonable time, please contact the Human Resources office.