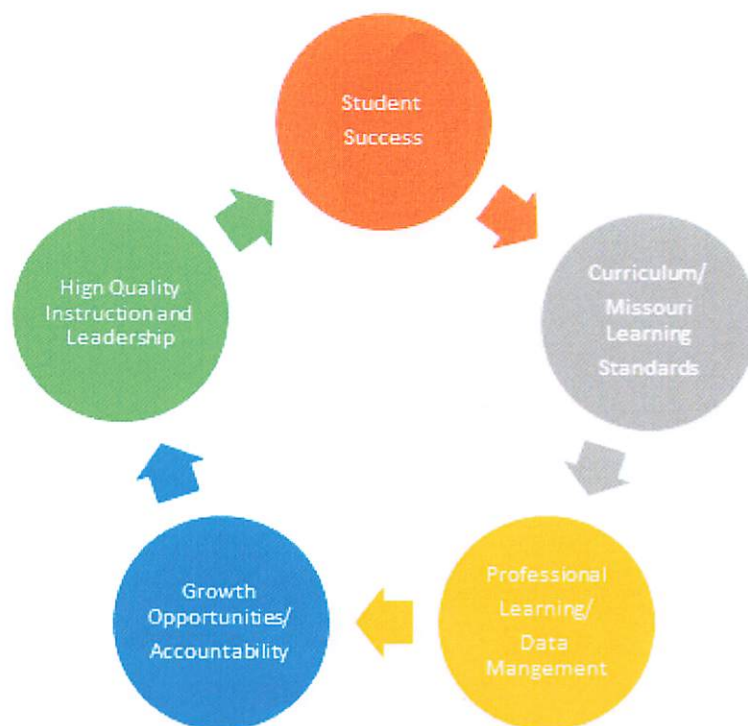




Poplar Bluff R-1 School District

# PROFESSIONAL DEVELOPMENT MANUAL

2022-2023



Revised & Board Approved

June 2022

# **PROFESSIONAL DEVELOPMENT MANUAL 2022-23**

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**Poplar Bluff R-I School  
Professional Development Committee  
2022-2023**

**ELECTED PDC REPRESENTATIVES**

Darby Hoon	Eugene Field
Abigael French	Lake Road
Kelen Deffendall	Kindergarten Center
Becky Ingle*	Oak Grove
Kristin Brooks	O'Neal
Krystal Dover	Middle School
Kris Sittig	Middle School
Brandi Compass*	Middle School
Amber Moffitt	Early Childhood
Hilary Taylor*	Junior High
Leslie Elledge	Junior High
Larry Clements	Senior High
Gail Rosmarin	Senior High
Mike Anderle	Senior High
Amanda Howard	Technical Career Center
Laura Powell	Mark Twain School

[\*New member(s)]

**ADDITIONAL IN-SERVICE REPRESENTATIVES (NON-VOTING)**

Patty Robertson	PDC Advisor
John Scott	School Board President
Karmen Carson	MSTA Representative
Krystal Dover	MNEA Representative
Jo Anne Westbrook	Early Childhood Center
Jessica Thurston	Kindergarten Center
Jennifer Taylor	Eugene Field Elementary
Rondi Vaughn	Lake Road Elementary
Kristie Robinson	Oak Grove Elementary
Amy Dill	O'Neal Elementary
Joshua Teeter	Middle School
Candace Warren	Junior High School
Valerie Ivy	Senior High School
Aaron Burton	Mark Twain School

# POPLAR BLUFF BOARD OF EDUCATION

## Educational Philosophy

A philosophy of education is the foundation on which a school system is built and by which the product of the school program is evaluated. A philosophy of education is necessary to establish educational standards, which the school and community may strive to achieve.

The obligation of American education is the development of citizens who function effectively and constructively in their cultural and social order.

Education is the process through which the individual becomes aware of the world and develops as the result of he/her experiences. Education is a means whereby a given society strives to perpetuate, modify, improve, and transmit its cultural heritage or way of life.

The school encourages personal development of mind, body and character in an emotionally stable environment. The school shall emphasize the ability to work with and for others.

Every student is entitled to an education in keeping with his/her individual capacity to acquire and utilize acquired skills.

Each student has individual needs, and adequate provision shall be made for a variety of activities and educational endeavors to develop the diverse talents of our young men and women. In our school, our students shall study democracy by observing the way it is practiced in the classroom and in extra-curricular activities.

### **Specific Objectives:**

1. Encourage students to become aware of their own interests, abilities, and potentialities and to achieve the highest development of which they are individually capable.
2. Teach and develop the skills of reading, writing, arithmetic, and verbal communication necessary for success in any career or endeavor.
3. Offer sequential courses leading to the development of marketable skills.
4. Teach specific subjects required for college preparation.
5. Help our students develop their own personalities, gain self-realization and acquire social and intellectual competence through a varied program of extra-class activities, and to
6. Prepare students for the responsibilities and privileges of family life.
7. Promote the physical well being of each student.
8. Build character by emphasizing the importance of getting along well with oneself and others.
9. Teach the student to develop an appreciation of and fascination for the rich heritage of the past, which will aid him in understanding present economic, political, and social problems and in recognizing the forces of continual change.
10. Encourage an interest and appreciation in aesthetics and cultural subjects.
11. Foster an appreciation of the interdependence of our sister nations in our global society, and to promote an understanding of different ethnic and minority cultures within a social order.
12. Teach the ideals and benefits of the democratic form of government.
13. Provide a climate, which teaches by example respect for others, for public and private property, and for law, order and authority.
14. Guide the student toward recognition and belief in the universal brotherhood of mankind, and help them recognize, understand, and apply the best ideals of a free, just and humane society in their daily lives.
15. Create a climate in which the professional attitude and morale of the faculty is conducive to the best possible teaching.

**CHANGES IN THE  
PROFESSIONAL DEVELOPMENT COMMITTEE (PDC) MANUAL  
2022-2023 SCHOOL YEAR**

**\*CALENDARS & DATES**

Calendars and all dates pertaining to the new school year will be updated.

**\*DIRECTORY INFORMATION**

Staff names will be updated to reflect new hires/transfers.

**\*BOARD POLICY**

Update and include any necessary information as related to school district board approved policies.

**\*BUDGET, EXPENDITURES & PROCEDURES**

Budget balances will be updated according to the 2022-2023 budget.

**\*EMPLOYEE PAYMENT SCHEDULE**

Pay rates will be updated according to the approved Supplemental Duty pay schedule.

**PDC**

**POLICY**

**&**

**PLAN**

# **POPLAR BLUFF PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT**

Missouri School Improvement Program - "Professional Development Programs are cooperatively developed by the school staff, administrators, and school board members with assistance from a Professional Development committee as required by Section 168.400 RSMO."

## **PROFESSIONAL DEVELOPMENT**

A professional development program will be planned annually to provide for beginning and experienced staff a continuous process of refining skills and keeping abreast of new developments in the field of education. Members of the professional development committee shall be elected according to the Policy and Guidelines approved as of July 1988. Ex officio non-voting members include all administrators, Poplar Bluff Board of Education members and MSTA/MNEA presidents.

## **DISTRICT GOALS & OBJECTIVES**

Promoting Staff Development and Effectiveness of the District CSIP Plan By:

1. Implementing goals and strategies through PDC
2. Implementing a professional development program designed to assist in professional growth of staff and to increase student achievement
3. Promoting communications among and between teachers
4. Utilizing Performance Based Staff evaluations
5. Providing programs and awards to recognize the achievements of Poplar Bluff Public School employees

## **IN-SERVICE CALENDAR**

Two orientation days for new teachers will be scheduled yearly. Teachers that are in their first year of teaching are required to participate in a BTA (Beginning Teacher Assistance) Training. The district pays all costs associated with this training and usually schedules for it to occur before the school year begins. Twelve (12) collaboration days are built into the calendar in order to commit dedicated time for all teachers to work in PLC groups in order to develop curriculum and be involved in instructional planning and assessment for their course or grade level. The calendar is revised yearly to establish educational needs of our Poplar Bluff R-1 students and Professional Development Committee plan accordingly.

## **REMUNERATION FOR PDC MEMBERS**

PDC members will be paid a stipend of \$20.00 per hour for PDC meetings attended. The PD secretary and chairperson shall receive an additional \$100 per year.

## **1. Purpose**

Professional educators recognize the need to continually strive to provide the “best” quality of instruction for the students with whom they work. Working together as an education team will enhance the opportunity to continually assess the changing technology, art and science in the education profession. Professional development workshops and conferences should impact instruction and must be aligned with the educator’s instructional assignment.

To meet the changing needs of the district, as stated in the CSIP, it becomes important to provide guidance and direction in an ongoing staff development program that serves the needs of the:

- teachers entering the profession for the first time.
- teachers who are new to the faculty of the Poplar Bluff Public Schools.
- all staff members who work as a part of the education community of the district.

The District embraces the following in-service programs and will commit district PDC funds:

- a. Professional Learning Communities
- b. Implementation of Missouri Learning Standards
- c. Balanced Literacy/Comprehensive Literacy/Reading in the Content Areas
- d. MAP/EOC Training
- e. Closing Achievement Gap
- f. Drop Out Prevention
- g. Strong Science and Math Instructional Practices
- h. Leadership Academy
- i. Technology
- j. Vertical Teaming

## **2. Objectives**

The Professional Development Committee:

- a. Shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.
- b. Serve as a confidential consultant upon a teacher’s request.
- c. Assess faculty needs and recommend in-service programs for school staff.
- d. Assess needs related to student data.
- e. Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.
- f. Establish in-service focus.

## **3. National Staff Development Standards**

In-service education is usually defined as a change in teacher ability brought about by new learning. In-service education attempts to improve capacity in three broad areas; knowledge, attitudes, and skills. Thus, in-service teacher education is defined as efforts to improve teachers’ capacity to function as effective professionals by having them learn new knowledge, attitudes, or skills. These outcomes constitute the teacher objectives of an in-service activity. In-services will provide educational opportunities that will follow the guidelines of the National Staff Development Standards.

## **4. Student Objectives**

In-service activities have objectives at two levels. The immediate objective is to bring about an increase in teacher competence. The long-range objective is to bring about improvements in student performance as a result of the increase in teacher competence.

## **5. Measurement of Teacher Competence**

A major justification for in-service programs is that they provide the opportunity for teachers to develop desirable changes in teacher competencies, enhance their subject knowledge, and update curriculum and instructional practices and strategies.

Measurement procedures can range from:

- a. Administering questionnaires and surveys
- b. Observing teacher’s classroom behavior
- c. Teacher portfolios and exhibits
- d. Teacher reflection



**6. Policy on Employee Payment Schedule**

As we employ our staff outside of contract time, these are the guidelines.

- a. Staff employed to write or revise curriculum \$20.00 per hour
- b. Staff paid to attend district approved workshops \$12.00 per hour, \$42.50 for ½ day or \$85.00 per day
- c. Missouri Model District - DESE  
\$100 per full day- 6 hours  
\$50 per 1/2 day- 3 hours  
\$15 per hour—for anything above or below the half day (3 hours) or full day (6 hours) rate per meeting.
- d. Staff Presentations-Workshops \$35.00 per hour

**7. Policy on Teachers Taking Spouses on Trips**

Professional development trips are district financed. Teachers are expected to share rooms. If a second teacher is not available to share a hotel room with the first teacher, a spouse may accompany the wife/husband on the trip, providing all spouse costs are paid by the individual. Spouses may not attend if their trip increases the traveling costs for the district in any way (transportation or lodging).

**8. Policy on Paying Teachers to Attend Workshops**

Professional growth is each teacher's responsibility. As a district we must identify areas of need, and provide opportunities for our staff to meet professional development needs. The district will do this primarily through in-service days and out of contracted workshops and educational experiences. Professional development workshops will be scheduled throughout the year as needed. On occasion the staff and administration may deem a professional development need so critical that attendance at specific workshops will be encouraged by monetary remuneration.

**9. Building Committees**

Building committees that meet ½ hour or more per month and the committee members that attend a majority of these meetings can record 1 workshop credit.

## **DISTRICT PDC REPRESENTATIVES RESPONSIBILITIES**

1. Attend all district PDC meetings. If you can't attend, send a building PDC representative in your place. District PDC members will be paid at a rate of \$20.00 per hour for attending district meetings.
2. Keep your attendance time sheets current.
3. Chair building PDC meetings. Work with your building committee to decide when you will meet. The committee should decide on policies concerning out-of-district conferences (how often faculty members will go, will you pay for all expenses or part, etc.).
4. Share workshop and professional development information with all faculty in your building, including after-school for teaching assistants.
5. Become familiar with procedures for PDC funding for out-of-district conferences. It is your job to guide teachers through the process.
6. Keep a running total of funds spent or encumbered. Your building's budget is in the manual.
7. These are the items that must be kept and turned in at the end of the school year to reconcile your buildings budget:
  - a. copies of all purchase orders.
  - b. the number of subs paid from your PDC budget.
8. The committee representatives are responsible for a yearly evaluation of the Professional Development Committee and program. The Central Office representative will provide a board evaluation of the district professional development program every 2 years.

POPLAR BLUFF R-I SCHOOL DISTRICT

# MISSION STATEMENT



*Achieving excellence through learning:*

*Every child, Every hour, Every day.*

**CSIP**

**GOALS**

**&**

**PD**

**FOCUS**

# ***POPLAR BLUFF R-I SCHOOL DISTRICT*** **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **District Goals**

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

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

## Communication Arts

*In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

## Mathematics

*In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

## Science

*In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

## Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

## Fine Arts

*In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

## Health/Physical Education

*In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

**Note to Readers:** What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

## GOAL 1

**Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

## GOAL 2

**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

## GOAL 3

**Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

## GOAL 4

**Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

## PROGRAM EVALUATION FORM

Program: **Professional Development**

Person(s) responsible: Assistant Superintendent- Curriculum, Principals, and PDC Committee

Number of employees: Certified: All Support Staff : All

Number of students enrolled/participating in program: All

Program required by: Board of Education   X   State   X   Federal   X  

Program costs (optional):   \$154,252.62 (actual cost)     \$194,812 (budget amount)    
Year: 2019-2020 Year: 2019-2020

### Goal:

The primary function of the Professional Development program is to promote teacher effectiveness through staff development opportunities. Large-scale initiatives include: *DCI- formerly known as MMD (Missouri Model District), Professional Learning Communities, Capturing Kids' Hearts, PBS (Positive Behavior Supports), Technology Integration*

### Objectives:

The Professional Development Program funds will be used to improve student achievement according to the CSIP District Goals.

### Evaluation Criteria:

- The RPDC (Regional Professional Development Center), located in Cape Girardeau administers a needs assessment to all certified staff in the district. This is completed on an annual basis and a report is made available to the district that indicates our most critical needs to address the following school year.  
RPDC did not administer a needs assessment in Spring 2020 due to COVID-19 closures.
- The district's MAP Performance Index (MPI) will be "On Track" or will reflect a 3% increase annually in all academic achievement (and subgroup achievement) in all tested areas based on the Missouri Assessment Program.
- Will remain in compliance with state guidelines and rules for Professional Development; monitored by MSIP review process.
- Analysis of group and disaggregated MAP data will be compared on a yearly basis
- District Committee oversight- teachers complete an evaluation of the program as well as a list of professional development activities that they attended during the school year. Committee meets 3 times throughout the school year to discuss needs.  
The district committee has not been active this year due to decreased availability of external PD. Building committee members give input to the building principal regarding building related needs and/or collaboration day agendas.

### Procedures used to evaluate the collected data:

The district utilizes a variety of test data (summative and formative) to evaluate student achievement. The district administrators and teachers evaluate this data to determine specific areas of weakness that need improvement in each respective building. Support for teachers will



be provided using PLC structure and collaboration, as well as external training opportunities that can be funded using PDC funds. The committee also utilizes staff surveys, needs assessments, and evaluations to assist in setting professional development areas of emphasis.

*RPDC did not administer a needs assessment in Spring 2020 due to COVID-19 closures.*

The top 3 areas that were identified for the district using the results from the 2018-2019 Needs Assessment Survey were:

- High Impact Instructional Strategies- Teaching Practices
- Assessment training- variety of formats: MAP, EOC, and Formative
- PBL (Project Based Learning)

NOTE: The survey results are tabulated by building to enable principals to identify needs related to their building.

**Who collects the data?**

Assistant Superintendent for Curriculum and Professional Development Committees

**Who reports the data?**

Assistant Superintendent for Curriculum and Professional Development Committees

**Who analyzes the data?**

Assistant Superintendent for Curriculum, Principals, and Professional Development Committees

**Success of program based on the data:**

The professional development evaluation submitted to DESE shows 98.2 % of the district's teachers and administrators participated in "high quality professional development. The percentage of compliance with state guidelines was set at 100%. No sanctions were issued.

**Analysis of effectiveness:**

The Poplar Bluff School District has always had a strong professional development focus with site-based leadership through the district Professional Development Committee process. The committee has representatives from all district buildings who are elected by their peers. Each building has a PDC committee, chaired by their district representative. Spending decisions are made at the building level. These decisions are based on CSIP goals, building goals, and teacher survey results. The PDC chairperson and the building communicate frequently to discuss needs and action plans. There are 3 district level meetings a year for each building representative to meet as a district committee to evaluate effectiveness and plan for improvement. The district offers a library of resources that teachers or principals can check out. The list of resources is made available on the district website.

**Recommended changes needed to achieve the goals and objectives of the program:**

We will continue to utilize the structure of PLC-Collaboration Days to provide relevant and practical support to teachers and assistants. The school district provides all required professional development during contracted hours. The district will continue to offer after school workshops and the opportunities to go to conferences beyond the contracted day. Participation is voluntary, yet ongoing PD will continue to be encouraged. The district uses a PD priority checklist for building committees to filter requests from teachers and to assure that we are meeting the CSIP, district and building goals for PD.

**Action to be taken:**

- continue training on teaching remotely should the need arise
- explore ways to provide equity, inclusion, and cultural competence (sensitivity training)
- district will begin the 4th phase of MMD (Model School District Initiative) -“Sustaining”
- training associated with dyslexia screening and intervention (legislative mandate)
- provide training for alternative school programming to help improve graduation rate and post-secondary success
- offer a variety of voluntary workshops that will be made available during the summer and after school that all teachers will be able to attend
- continue to support Capturing Kid’s Hearts implementation for improving school culture
- continued support of PBS (DCI/MMD goal is a district-wide expansion)
- continue support of Leader in Me at Eugene Field
- offer training to assist teachers with integrating technology with instruction
- remain involved in trainings that promote co-teaching and inclusion strategies
- maintain certification process for CPI teams in place at all buildings
- continued monitoring of needs analysis and survey information

**Changes made:**

The professional development focus is changed annually to reflect the needs identified by surveys and student achievement data. The PDC will evaluate all procedures and funding streams contingent upon changes in state funding.

Date presented to the Board of Education: April 15, 2021

Presented by: *Patty Robertson*

Assistant Superintendent - Curriculum and Instruction

## **Building Focuses**

### **2021 - 2022**

#### **\*Early Childhood Center**

The Early Childhood staff will increase knowledge and awareness of the Professional Learning Communities model. All staff will implement knowledge gained through the process to increase differentiated instruction in the classroom and improve student achievement as measured on the Early Childhood Checklist.

#### **\*Kindergarten Center**

The mission for Kindergarten Center is to build a strong foundation for our students academically and socially. Our professional development focus will be increasing parental involvement, attendance and to utilize the data in reading and math to help understand the needs of our students.

#### **\*Eugene Field**

Eugene Field's mission statement is "Building Leaders One Student at a Time". Our professional development focus will remain on implementing The Leader in Me, developing assessment capable learners and aligning instruction/assessment with Missouri Learning Standards.

#### **\*Lake Road**

Lake Road is working to improve MAP scores in both communication arts and math. This will be accomplished by improving behavior by working through the PBIS (Positive Behavioral Interventions and Supports) model, and by improving the culture and instruction of the school by building a true professional learning community.

#### **\*Oak Grove Elementary**

Oak Grove is working to improve student achievement of all students. With the implementation of Common Core, we will continue to work in a professional learning community which focuses on unpacking the standards, developing "I Can" statements for each standard, expanding our knowledge of best instructional practices, providing differentiated instruction, and using data to guide our instruction. We will also provide a positive learning environment that allows students to achieve academically as well as socially.

#### **\*O'Neal**

O'Neal's building focus includes implementation of Capturing Kids' Hearts, data collaboration and differentiated instruction.

#### **\*Middle School**

The focus of the Middle School is to improve upon and expand instructional strategies and practices that will increase student achievement and provide for a positive learning environment. To accomplish this, professional development will focus on: differentiated instruction, analyzing data, technology integration and the Professional Learning Communities model.

#### **\*Junior High**

PBJHS' professional development focus is to improve student achievement, improve state testing scores, and differentiated instruction through a focus on Professional Learning Communities and co-teaching.

#### **\*Senior High**

Senior High will focus on improving student achievement, raising EOC results, improving student attendance, utilizing ACL and increasing the graduation rate.

#### **\*Technical Career Center**

The Technical Career Center will focus on integrating technology into instruction - Standard 4.

#### **\*Mark Twain School**

**SCHOOL  
IMPROVEMENT  
IDENTIFIED  
NEEDS**

# PROFESSIONAL DEVELOPMENT IDENTIFIED NEEDS 2022 - 2023

## Poplar Bluff School District R-1 Board of Education Goals

1. The Poplar Bluff R-1 School District will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.
  - A. The BOE continues to support the district CSIP (Comprehensive School Improvement Plan) emphasizing strong student achievement accountable through making APR (Annual Performance Report) yearly goals for performance.
    1. The district will administer formative assessments in all grade levels throughout the course of the year in order to monitor achievement and identify specific skills to target. Teams of teachers will meet to discuss and decide appropriate course of instruction for individual students.
    2. The district will monitor the achievement of all subgroups, providing necessary interventions and tutoring support for struggling students.
  - B. The BOE sets the goal of implementing strategies to help reduce the dropout rate while attaining a graduation rate of 95% or above and attaining an attendance rate of 90/90 (MSIP 5 goal of 90% of students individually maintaining 90% attendance).
  - C. Academics will be supported by a commitment to increasing the opportunities for students to use technology for instructional purposes during the day.
2. The Board of Education is committed to providing leadership and resources for the Poplar Bluff School District to recruit, attract, develop and retain highly qualified staff to carry out the district mission, goals and objectives.
  - A. The Board encourages recruitment of effective teachers and effective evaluation practices for teachers and all staff.
3. The Board of Education supports strong instructional resources, support services, and functional and safe facilities.
  - A. The Board determines capital and building needs and establishes a time line for building new facilities and ongoing improvements to existing facilities.
  - B. The Board evaluates the effectiveness of district programs.
4. The Board of Education promotes student, parent and community involvement in the school district programs.
5. The Board of Education provides leadership and oversight to be sure that the Poplar Bluff R-1 School District is governed in an efficient and effective manner benefiting the students, staff and patrons of the district.

## CSIP (Comprehensive School Improvement Plan) Goals

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

## POPLAR BLUFF R-I PROFESSIONAL DEVELOPMENT EVALUATION

YEAR: \_\_\_\_\_

PARTICIPANT: \_\_\_\_\_

The Poplar Bluff R-I School District strives to keep professional development relevant to teacher, administrator and district needs, and tied to student learning. This yearly evaluation serves to document strengths and weaknesses within the professional development program and to drive change as needed.

The Professional Development Committee:

\_\_\_\_\_ Conducts a faculty needs assessment

\_\_\_\_\_ Assesses needs related to student data

\_\_\_\_\_ Develops in-service opportunities in consultation with administration

\_\_\_\_\_ Coordinates and sets direction for professional development activities

\_\_\_\_\_ Communicates faculty ideas, suggestions, etc. through chains of authority

\_\_\_\_\_ Plans, implements and evaluates specific activities

\_\_\_\_\_ Works with beginning and experienced teachers on instructional concerns

\_\_\_\_\_ Serves as confidential consultants to individual teachers if needed

\_\_\_\_\_ Follows a board approved written procedural plan

\_\_\_\_\_ Revises above plan on annual basis if needed

\_\_\_\_\_ Utilizes building level committees

\_\_\_\_\_ Follows PDC and district reimbursement/request procedures

\_\_\_\_\_ Makes sure professional development opportunities are tied to district CSIP

The district professional development program (has/has not) met district goals this year.

In my building the two most successful strands of professional development were:

Professional development has impacted student learning by:

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## THE RATING GAME

How good is your staff development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below, total your score and find out how you stack up.

- A. We have a line item in our district's budget for staff development. ☐ Yes ☐ No
- B. We have a teacher orientation program designed to prepare new teachers for the first month of classes and/or interactions with a veteran teacher. ☐ Yes ☐ No
- C. Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher. ☐ Yes ☐ No
- D. We provide a video taping service for teachers who wish to tape a lesson. ☐ Yes ☐ No
- E. We have a professional library stacked with professional books, magazines, video tapes and audio tapes. ☐ Yes ☐ No
- F. Our staff development committee publishes an annual report to the school board. ☐ Yes ☐ No
- G. We have site PDC's that make major decisions at the building level regarding professional development activities. ☐ Yes ☐ No
- H. Teachers and administrators set yearly professional development goals. ☐ Yes ☐ No
- I. Teachers can submit proposals for individual professional growth to the site/district PDC. They get release time if approved. ☐ Yes ☐ No
- J. Our faculty has ongoing discussion groups on professional development issues. ☐ Yes ☐ No
- K. Teachers have regular and equal access to professional development programs, forms, publications, etc. ☐ Yes ☐ No
- L. Our professional development approach has both long-range and short-range goals tied to our school improvement plan. ☐ Yes ☐ No
- M. Our PDC plan is based on teacher survey, district data, and community input. ☐ Yes ☐ No
- N. One bulletin board in each staff room is used exclusively to announce professional development opportunities. ☐ Yes ☐ No
- O. Our district PDC establishes regular meetings and annual training for new members. ☐ Yes ☐ No
- P. I model continuous upgrading of my own professional development and leadership skills. ☐ Yes ☐ No

Give your district one point for each "yes" answer and turn the page over for your rating.

## **Professional Development Scoring Guide**

If your district totaled between 0-5 "yes" responses, your professional development program is "AT RISK." The program needs a major review and overhaul.

A score between 6-10 indicates your professional development program "NEEDS IMPROVEMENT." Pick one of the areas that seemed most prominent to you and set a goal to achieve it. Write an implementation plan and put it into action.

If you accumulated a "yes" score between 11-13, your professional development program is "RESPECTABLE." Continue to strengthen what you have going. Write about your efforts and present at conferences so others can benefit from your experiences.

A score of 15 or 16 indicates you are ready for the Professional Development HALL OF FAME. Send me a silhouette of your head and shoulders so I can prepare your plaque. Congratulations!



**BEGINNING  
TEACHERS  
MENTORING  
POLICY**

# MENTORING PROCEDURES

## MENTORING NEW TEACHERS

### 3-Year Program

Poplar Bluff Public Schools will provide assistance to new staff members by offering collegial support and practical assistance. These activities will help new staff members polish their skills, adjust to the Poplar Bluff Schools, improve their chances for success and encourage their continuation in the profession. In our efforts to secure good, conscientious mentors, we plan to pay a mentor stipend of \$100 for each beginning teacher who is mentored.

#### New Teacher Activities:

1. New teachers will receive pre-service training prior to the start of school. The district will support new teachers throughout the year by providing release time for training and collaboration with other new teachers. The district will also provide opportunities for classroom observation and coaching.
  - a. Beginning teachers are required  $\frac{1}{2}$  day per semester of release time so they can observe experienced teachers at work.
  - b. Mentor teachers are allowed  $\frac{1}{2}$  day per semester of release time to serve as confidential consultants at the request of the beginning teacher.
2. Mentoring Process - 1<sup>st</sup> Year - Mentor Teacher and Mentee will discuss the following standards as outlined in the Missouri's Teacher Feedback Evaluation System - New Teacher Feedback Forms
  - a. *Prior to the Beginning of School*
    1. Content Knowledge
    2. Theory of Learning
    3. Implementing the Curriculum
    4. Instructional Resources
    5. Verbal and Non-Verbal Communication
    6. Professional Responsibilities
    7. Induction and Collegial Activities
  - b. *First Month of the School Year*
    1. Engaging in Content
    2. Student Development
    3. Classroom Management
    4. Time, Space, Transitions, and Activities
    5. Sensitivity to Student Differences
    6. Use of Assessments
    7. Induction and Collegial Activities
  - c. *Second through Third Months of School (Quarter 1)*
    1. Student Goals
    2. Critical Thinking Strategies
    3. Cooperative, Small Group and Independent Learning
    4. Time, Space, Transitions and Activities
    5. Student-Led Assessments
    6. Communicates Student Progress
  - d. *Fourth through Fifth Months of School (Quarter 2)*
    1. Diverse Social and Cultural Perspectives
    2. Differentiated Lesson Design
    3. Lessons for Diverse Learners
    4. Verbal and Non-Verbal Communication
    5. Assessment Data to Improve Learning
    6. Communicates Student Progress
  - e. *Sixth Month of School (Mid-Year)*
    1. Use of Student's Prior Experience
    2. Time, Space, Transitions and Activities
    3. Effects of Instruction
    4. Collaborative Data Analysis
    5. Self-Assessment and Improvement

- 6. Collaborating to Meet Student Needs
- f. *Seventh through Eighth Months of School (Quarter 3)*
  - 1. Engaging in Content
  - 2. Student Goals
  - 3. Cooperative, Small Group and Independent Learning
  - 4. Assessment Data to Improve Learning
  - 5. Communicating Student Progress
- g. *Ninth through Tenth Months of School (Quarter 4)*
  - 1. Use of Student's Prior Experience
  - 2. Effects of Instruction
  - 3. Collaborative Data Analysis
  - 4. Self-Assessment and Improvement
  - 5. Induction & Collegial Activities
- h. *End of School*
  - 1. Self-Assessment and Improvement
  - 2. Professional Learning
- 3. The second and third years of employment the mentor teacher will continue mentoring in a less formal way. The process becomes more of a "buddy teacher" arrangement.
- 4. Complete requirements for professional teacher Career Continuous Professional Certificate (CCPD) by the conclusion of the 4<sup>th</sup> year of employment.
- 5. Beginning teachers will discuss with mentor and principal the mentoring program to determine what areas the administrator and mentor teacher need to address for future in-service programs.

**Administrative Procedure GCL-AP(1): PROFESSIONAL STAFF DEVELOPMENT  
OPPORTUNITIES**

**Status:** ADOPTED

**Original Adopted Date:** 07/23/2020

In accordance with Board policy, the professional development committee (PDC) is responsible for implementing the district's professional development plan (PDP).

**Professional Development Committee**

***Responsibilities***

The professional development committee shall:

1. Create a professional development plan that is:
  - ▶ Tied to the district's Comprehensive School Improvement Plan (CSIP).
  - ▶ Based on identified needs.
  - ▶ Created in consultation with the administration.
  - ▶ Submitted to the Board for approval.
2. Evaluate the PDP annually and make appropriate recommendations for change.
3. Work with beginning teachers to:
  - ▶ Coordinate and facilitate the mentoring program.
  - ▶ Coordinate and facilitate assistance from the teacher education program where the teacher graduated if such assistance is provided.
  - ▶ Assist beginning teachers in developing and completing the Individual Professional Development Plan (IPDP) required of all teachers with an Initial Professional Certificate (IPC). The mentor will initiate preparation of the plan and will assist the teacher in tailoring the plan to his or her needs. Goals identified in the plan will relate to the evaluation criteria used in the district, and copies of the initial plan and all subsequent revisions will be readily available to the teacher and mentor for review and revision.
4. Work with all teachers to:
  - ▶ Identify instructional concerns and remedies.
  - ▶ Serve as a confidential consultant upon a teacher's request, as allowed by law.
  - ▶ Arrange training programs for mentors.
  - ▶ Assess needs.
  - ▶ Develop in-service opportunities.
  - ▶ Present the superintendent or designee staff suggestions, ideas and recommendations pertaining to classroom instruction.
5. Work with support staff to:
  - ▶ Identify needs.

- ▶ Develop in-service opportunities.
- 6. Consult with district administration on all facets of the PDP.
- 7. Select programs that:
  - ▶ Reflect the results of any needs assessments survey.
  - ▶ Coordinate with the district's CSIP.
  - ▶ Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Council.

#### **Structure**

The committee shall have no fewer than twelve members, with membership on the committee spread across disciplines and attendance centers. Committee membership will include teachers from elementary, secondary and specialty teaching areas as well as support staff representatives. While both certified and noncertified staff members will serve on the committee, only teachers will be allowed to select committee members.

Committee members shall be staff members with at least three years of experience. Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

\* \* \* \* \*

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

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# **SELECTING MENTORS**

## **RATIONALE AND PROCESS**

Selecting the "right" mentor for each beginning teacher is extremely important to helping that person off to a happy and productive teaching career. We recommend the following process.

1. The principal with input from PDC representatives shall appoint mentors.
2. The appointment shall be based on consideration of the following:
  - a. Desire to be a mentor
  - b. Similar grade or subject
  - c. Physical proximity to new teacher
  - d. Same preparation time to lunch and break times
  - e. Similar interests and background
  - f. At least three years of successful teaching
3. We recommend that mentors be appointed by August 1 of each year so initial contact can be made before the school year begins.
4. Principals will submit lists of mentors to the assistant superintendent of personnel and make official contact with each mentor by August 1.
5. Mentors will receive a \$100.00 stipend at the end of the 1<sup>st</sup> year of mentoring when the New Teacher Feedback Forms have been signed by both the mentor and the mentee and turned in to the office of the Assistant Superintendent-Personnel.

# **INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN**

The professional development plan should include four major areas. The new teacher should begin individualizing his professional development plan at the beginning of the second semester. This is an ongoing process and additions are expected. The new teacher should receive information about the following topics:

## **INSTRUCTIONAL PROCESS**

- Elements of Effective Teaching
- MEES - Missouri's Educator Evaluation System
- Curriculum - Content
- Resources Available
- Special Services

## **CLASSROOM MANAGEMENT**

- District/School/Classroom Discipline Policies
- Clerical Responsibilities
- Time Management
- School Climate
- Teacher Responsibilities

## **INTERPERSONAL RESPONSIBILITIES**

- Community/School Cultural and Socioeconomic Profile
- Parent/Teacher Communications
- Effective Communication with Colleagues
- Extracurricular Responsibilities

## **PROFESSIONAL RESPONSIBILITIES**

- Board Policy
- Professional Development Opportunities
- Expectations of the Teacher

**BUDGET**

**EXPENDITURES**

**&**

**PROCEDURES**



Poplar Bluff R-I Schools

**PROFESSIONAL DEVELOPMENT COMMITTEE BUDGET  
2022 - 2023**

July 1, 2022

CATEGORY	CODE	BUDGET
District PDC Stipends Level Up Ambassador	002-2214-6131-1050-00871-3-871	\$10,000.00
District PDC Certified Salaries (Summer Training)	002-2214-6131-4040-00006-3-871	\$8,000.00
District PDC Certified Salaries (Capturing Kids Hearts– New Staff & Remaining Untrained Staff)	002-2214-6131-1050-00006-3-871	\$8,625.00
Substitutes	002-2214-6121-1050-00871-3-871	\$25,000.00
Summer Trainings (PLC, Semo Core, MCTM, DESE Curriculum Workshops, BTA, Number Talks, New Teacher, MAEN)	001-2214-6312-2050-00871-3-871	\$26,500.00
Purchase Services (i.e., Coop Fees-\$1000, Workshops, PLC, PBIS, , SMCAA-\$475, Learning Forward, AP Institute, NSTA, MLDS, Social Studies Conference-Jeff City)	001-2214-6312-1050-00871-3-871	\$65,000.00
District PD Travel–C/O Administration	001-2214-6343-1050-00871-3-871	\$500.00
Counseling K-8 Purchase Services	001-2214-6312–4040-00004-3-871	\$800.00
Counselors Purchase Services - SH	001-2214-6312–1050-00000-3-871	\$1,200.00
Digital Transformation Purchase Services (METC, PB Connect)	001-2214-6312-1050-00006-3-871	\$8,860.00
I-Think Purchase Services	001-2214-6312-4040-00003-3-871	\$2,500.00
Special Ed Purchase Services	001-2214-6312-4040-00101-3-871	\$1,200.00
Early Childhood Travel	001-2214-6343-7500-00000-3-871	\$ 500.00
Eugene Field Travel	001-2214-6343-4020-00000-3-871	\$ 1,750.00
Junior High Travel	001-2214-6343-2050-00000-3-871	\$ 2,250.00
Kindergarten Travel	001-2214-6343-5020-00000-3-871	\$ 1,750.00
Lake Road Travel	001-2214-6343-4080-00000-3-871	\$ 1,750.00
Middle School Travel	001-2214-6343-4040-00000-3-871	\$ 2,750.00
O’Neal Travel	001-2214-6343-5060-00000-3-871	\$ 1,750.00
Oak Grove Travel	001-2214-6343-5040-00000-3-871	\$ 1,750.00
Senior High Travel	001-2214-6343-1050-00000-3-871	\$ 2,600.00
Technical Career Travel	001-2214-6343-1100-00000-3-871	\$ 500.00
Mark Twain Travel	001-2214-6343-1050-00106-3-871	\$1750.00

**POPLAR BLUFF R-I SCHOOL DISTRICT**

**BOARD OF EDUCATION**

**REIMBURSEMENT SCHEDULE**

**2022-2023**

**RECEIPTS ARE DUE IMMEDIATELY TO THE BUILDING SECRETARY SO THEY CAN GET PURCHASE ORDERS TO THE ACCOUNTING DEPARTMENT ONE WEEK BEFORE THE DATES BELOW:**

**REIMBURSEMENTS PAID OUT:**

AUGUST 19

SEPTEMBER 16

OCTOBER 21

NOVEMBER 18

DECEMBER 16

JANUARY 20

FEBRUARY 17

MARCH 24

APRIL 21

MAY 19

JUNE 23

- **TRAVEL EXPENSE VOUCHER** – THIS FORM MUST BE COMPLETED AND ATTACHED TO ANY PURCHASE ORDER FOR CONFERENCES, WORKSHOPS, LUNCHEONS, ETC. THAT IS REQUESTING REIMBURSEMENT.
- **ORIGINAL ITEMIZED RECEIPTS WITH PROOF OF PAYMENT MUST ACCOMPANY THE VOUCHER AND PURCHASE ORDER. NO EXCEPTIONS!**
- THE SCHOOL DISTRICT **DOES NOT** REIMBURSE MEALS AND ETC FOR NON EMPLOYEES.
- **REIMBURSEMENT CHECKS ARE NOT ISSUED WITH PAYROLL CHECKS.** THEY ARE PRINTED AND SENT OUT ON THE ABOVE DATES. IF AN EMPLOYEE HAS DIRECT DEPOSIT FOR PAYROLL, THEIR REIMBURSEMENT WILL BE DIRECT DEPOSIT AS WELL.
- **REIMBURSEMENTS DO NOT SHOW UP IN EMPLOYEE PORTALS.** EMPLOYEES MUST CHECK THEIR BANK ACCOUNTS TO MAKE SURE THEY RECEIVED THEM.
- REIMBURSEMENT CHECKS NEED TO BE CASHED UPON RECEIPT. VOID IF NOT CASHED WITHIN 90 DAYS, **THEY WILL NOT BE RE-ISSUED.**
- **REIMBURSEMENTS WILL NO LONGER BE MADE FOR SALES TAX ON PURCHASES.** EMPLOYEES MAKING DISTRICT PURCHASES MUST USE THE TAX EXEMPT FORM/LETTER.
- **PLEASE SEE THE REIMBURSEMENT INFORMATION THAT IS IN ALL DISTRICT HANDBOOKS.**

## **POPLAR BLUFF R-1 SCHOOLS 2022-2023 RULES and REGULATIONS**

### **In-Service Education Reimbursement Procedures**

1. Funding sources for in-service activities may include money from the district's budgets, special funds available at the school or department level; special grants from individuals; philanthropic foundations; local, state and federal agencies; and fees charged individual participants.
2. All in-service funds shall be administered in accordance with approved budgeting and accounting procedures of the source entity of the funds.
3. Reimbursement for out-of-district travel for professional meetings and workshops will be governed by the following guidelines:
  - a. All individuals attending professional meetings or workshops must have an approved educational leave on file in the Administration Office one week prior to the meeting/workshop and they must have secured authorization for funds to cover costs.
  - b. Mileage will be reimbursed at the rate of 40 cents (\$.40) per mile.
  - c. Mileage will be based on the approved mileage chart. If the destination is not on the chart, contact the funding source administrator. Any additional mileage accrued during the conference must be approved by the funding source administrator. Airfare, bus or other means of transportation must have authorized funding.
  - d. Meals for a full day should not exceed \$35.00. The district will reimburse for a gratuity of up to 20 percent of the meal cost. Alcoholic drinks are non-reimbursable expenses. Meals will not be reimbursed to the individual whenever meals are included in the conference registration fees. District Visa cards will not be used to purchase meals. Employees will pay for meals and submit itemized receipts for reimbursement. Snack/drink purchases are not reimbursable expenses.
  - e. Room Allowance – The district will pay the hotel rate negotiated for the conference by the association when the attendee stays in the hotel associated with the conference. When the participant stays at a hotel not associated with the meeting the maximum per night expenditure is \$100.00. Employees are expected to share hotel rooms when possible. Reimbursement may be allowed for room rentals. Phone calls, movie rentals, etc. are not allowable expenses.
  - f. Before reimbursement can be made all itemized receipts (meals, parking fees, hotels, etc.) must be attached to the purchase order with a completed Travel Expense Voucher. Credit card receipts that are not itemized will not be accepted. **All documentation must be submitted within 30 days of the end of the travel.**
  - g. District Visa cards may be used for hotel, conference registration, parking and fuel costs. District Visa cards will not be used for meals/snacks.

### **Out-of-District Travel**

All requests for official travel outside the district must be approved in advance. Travel requests must be submitted via the employee's immediate supervisor to be processed through the chain of command. In order to be reimbursed for travel expenses, receipts must be submitted with a completed travel expense voucher **within 30 days of the end of the travel**. No expense claims will be paid without a proper travel expense voucher filed with the business office justifying the expense. Reimbursement will be at the rate of 40 cents (\$.40) per mile.

The district has a van and car that can be used for professional development trips. Employees must check availability of the school vehicles before using personal vehicles. Contact your building principal or professional development representative for request forms. Approval or denial of the requests, are made by the Assistant Superintendent-Business.

### **In-District Travel**

Personnel who are required to travel in-district in their own vehicles on official business from one job location to another are authorized to be reimbursed at the rate of 40 cents (\$.40) per mile. Use of own vehicle must be pre-approved by the supervisor and a mileage claim submitted for actual miles traveled each day.

**All other travel policies and detailed in the Board Policy Manual will apply.**

Poplar Bluff R-I Schools

## PDC Procedures for Attending an Out-Of-District Conference

### Anticipated Expense Form and Educational Leave

- Complete the Anticipated Expense form and return it to the PDC representative in your building for approval or disapproval.
- If the building PDC rep approves the applicant's anticipated expenditure(s), the form will be returned to the applicant with an approval marked, signed and dated by the rep. The applicant will then submit an educational leave in Frontline/Absence Management. The workshop name, site of the workshop and funding source must be entered into the "notes to administrator" section of Frontline/Absence Management. The PDC rep and principal will either approve or disapprove the ed leave. If the educational leave is not approved, the leave will be denied and sent back to the applicant, who may seek another funding source if applicable.
- If the principal approves the educational leave, it progresses to Central Office for district approval or disapproval.

### Procedures for Conference Arrangements

- Applicants are responsible to make ALL ARRANGEMENTS FOR CONFERENCES (registration, hotel, school vehicle reservation, etc.).
- Registrations can be paid by credit card or purchase order. Purchase orders must be completed on SISFIN. Once the purchase order is approved the COMPLETED registration form(s) and purple copies of the purchase order for registration fees must be sent to China Reich, Accounts Payable, at Central Office. These forms need to be completed and submitted to Ms. Reich as soon as possible upon approval of the trip (at least 2 weeks in advance).

### Expense Reimbursement — Procedures to request reimbursement after conference or trip

- A purchase order must be submitted on SISFIN for approval and then printed on purple and green paper. Attach the **original, itemized** receipts (itemized receipts show all items purchased, whether it be food or merchandise) to the purple copy and copies of the receipts to the green copy. A completed travel voucher must be attached to both copies of the purchase order. Then submit both copies to your PD rep for approval. The rep will in turn send the approved and signed purple purchase order to China Reich at Central Office for payment. The green copy will be retained by your PDC rep. **SUBMIT** all mileage and meal receipts. If you drove the school car, you can only be reimbursed for the gas you paid for. If you drove your own vehicle, you can be reimbursed mileage according to the district approved mileage chart
- Receipts that are not itemized will not be accepted. Alcoholic drinks and snacks/drinks are not reimbursable expenses. Reimbursements will not be made for expenses incurred during previous school years.
- Reimbursement checks will be issued to an applicant upon completion of the above procedures and after the monthly district board meeting. Reimbursement checks **will not** be included in monthly payroll checks and if not direct deposited should be cashed immediately upon receipt.
- Individuals who are traveling to the same destination are required to share transportation unless an exception is granted by the superintendent or designee or unless the employee or Board member is willing to travel at his or her own expense.

**All documentation must be submitted within 30 days of the end of the travel.**

Any questions should be addressed to the PDC Chair or building PDC members.

Poplar Bluff R-I Schools  
**TRAVEL EXPENSE VOUCHER**

This form must be completed and attached to any purchase order (inclusive of VISA bills) that is requesting reimbursement or documenting travel expenses. Original itemized receipts must accompany the voucher and purchase order.

Name: \_\_\_\_\_ School: \_\_\_\_\_

Workshop/In-service/Conference: \_\_\_\_\_

Location: \_\_\_\_\_

Date(s) of Trip: \_\_\_\_\_

Dates of Meals	Breakfast	Lunch	Dinner	Total Meals Costs Per Day
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
	\$	\$	\$	\$
<b>TOTAL MEAL COSTS</b>				<b>\$</b>

(\$35.00 a day is allowed for meals)

Personally Paid Travel Expenses		District VISA Charge Card Expenses	
Hotel (Maximum \$100.00 a day for the hotel or the conference rate)	\$	Hotel (Maximum \$100.00 a day for the hotel or the conference rate)	\$
Mileage (Personal mileage on back of this form)	\$	<b>Fuel Receipts</b>	\$
Registration	\$	Registration	\$
Meals (Itemized receipts)	\$	Meals (Itemized receipts)	\$ -----
Parking	\$	Parking	\$
Airline Ticket	\$	Airline Ticket	\$
Cab	\$	Cab	\$
<b>Enterprise Rental Fee</b>	\$	<b>Enterprise Rental Fee</b>	\$
<b>Fuel Receipts</b>	\$		\$
<b>TOTAL PERSONAL TRAVEL EXPENSES</b>	<b>\$</b>	<b>TOTAL DISTRICT VISA CHARGES</b>	<b>\$</b>

(Original itemized receipts for all expenses must accompany the voucher and purchase order.)

TOTAL TRAVEL EXPENSES \$ \_\_\_\_\_

TOTAL TRAVEL EXPENSES TO BE REIMBURSED \$ \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Signature of Funding Representative

# ANTICIPATED EXPENSES FOR CONFERENCE

Name \_\_\_\_\_ Building \_\_\_\_\_ Date \_\_\_\_\_

Title of Workshop \_\_\_\_\_

Date of Workshop \_\_\_\_\_ Location \_\_\_\_\_

Please describe how this activity will contribute to your professional growth.

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

CSIP Identified Concern or Objective #: \_\_\_\_\_

-----

Substitute Teacher:

\_\_\_\_\_ at \$96.89 Full Day \_\_\_\_\_ at \$48.45 for 1/2 Day Sub. Total \$ \_\_\_\_\_  
((\$90.00 + taxes) (\$45.00 + taxes))

Workshop Registration Cost ----- Registration Fee \$ \_\_\_\_\_

**Choose option for vehicle expenses ---- least expensive option is required.**

*(Check with your PD representative or Laura Hillis for determining best option.)*

**Option 1: District vehicle** -- (Contact China Reich, C/O, 785-7751 to reserve)  
(Fuel that has to be purchased on trip is only cost)

Fuel Cost \$ \_\_\_\_\_

**Option 2: Personal Vehicle** -- 40¢ per mile for driving personal vehicle  
(based on approved mileage chart on reverse side)

Personal Mileage \$ \_\_\_\_\_

**Option 3: Enterprise Rental** -- (Applicant will still have fuel charges for trip + rental  
fee + refill charges on rental vehicle)  
*(Check with your PD rep, Laura Hillis, or Patty Robertson for prior approval)*

Rental Cost \$ \_\_\_\_\_

**Meal Allowance**

\$35.00 a day is allowed for meals

Meals \$ \_\_\_\_\_

**Hotel Reservations**

(Conference rate or \$100 maximum per night) \_\_\_\_\_ night(s) @ \$ \_\_\_\_\_ per night Lodging \$ \_\_\_\_\_

**Total Anticipated Expenses \$ \_\_\_\_\_**

-----

**Building PD Representative:**

Approved - Date \_\_\_\_\_ Disapproved - Date \_\_\_\_\_

*(Reason for Denial)* \_\_\_\_\_

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

\*Reimbursement check will be issued after the monthly board meeting. Checks must be cashed as soon as possible.



# POPLAR BLUFF R-I SCHOOL MILEAGE CHART

Town/City	One Way	Round Trip	Town/City	One Way	Round Trip
Advance	40 miles	80 miles - \$32.00	Piedmont	49 miles	98 miles - \$39.20
Arnold	137 miles	274 miles - \$109.60	Perryville	94 miles	188 miles - \$75.20
Benton	71 miles	142 miles - \$56.80	Puxico	25 miles	50 miles - \$20.00
Bernie	44 miles	88 miles - \$35.20	Quincy, IL	309 miles	618 miles - \$247.20
Bloomfield	34 miles	68 miles - \$27.20	Qulin	12 miles	24 miles - \$9.60
Branson	225 miles	450 miles - \$180.00	Republic	195 miles	390 miles - \$156.00
Broseley	15 miles	30 miles - \$12.00	Rolla	146 miles	292 miles - \$116.80
Bonne Terre	89 miles	178 miles - \$71.20	Sedalia	270 miles	540 miles - \$216.00
Bunker	87 miles	174 miles - \$69.60	Senath	56 miles	112 miles - \$44.80
Campbell	27 miles	54 miles - \$21.60	Sikeston	48 miles	96 miles - \$38.40
Cape Girardeau	78 miles	156 miles - \$62.40	Springfield	192 miles	384 miles - \$153.60
Cardwell	73 miles	146 miles - \$58.40	St. Charles	165 miles	330 miles - \$132.00
Caruthersville	69 miles	138 miles - \$55.20	St. Joseph	406 miles	812 miles - \$324.80
Centerville	73 miles	146 miles - \$58.40	St. Louis	153 miles	306 miles - \$122.40
Chaffee	67 miles	134 miles - \$53.60	Tan-Tar-A	215 miles	430 miles - \$172.00
Charleston	66 miles	132 miles - \$52.80	Van Buren	47 miles	94 miles - \$37.60
Chicago, IL	381 miles	762 miles - \$304.80	Walnut Ridge, AR	73 miles	146 miles - \$58.40
Columbia	260 miles	520 miles - \$208.00	Warrensburg	299 miles	598 miles - \$239.20
Desoto	118 miles	236 miles - \$94.40	Washington	156 miles	312 miles - \$124.80
Dexter	27 miles	54 miles - \$21.60	West Plains	116 miles	232 miles - \$92.80
Doniphan	31 miles	62 miles - \$24.80	Zalma	39 miles	78 miles - \$31.20
East Prairie	70 miles	140 miles - \$56.00			
Ellington	55 miles	110 miles - \$44.00			
Ellsinore	24 miles	48 miles - \$19.20			
Farmington	86 miles	172 miles - \$68.80			
Festus	125 miles	250 miles - \$100.00			
Fisk	13 miles	26 miles - \$10.40			
Greenville	30 miles	60 miles - \$24.00			
Hannibal	253 miles	506 miles - \$202.40			
Harrison, AR	202 miles	404 miles - \$161.60			
Hayti	63 miles	126 miles - \$50.40			
Jackson	79 miles	158 miles - \$63.20			
Jefferson City	210 miles	420 miles - \$168.00			
Jonesboro, AR	82 miles	164 miles - \$65.60			
Joplin	263 miles	526 miles - \$210.40			
Kansas City	356 miles	712 miles - \$284.80			
Kirksville	333 miles	666 miles - \$266.40			
Kennett	46 miles	92 miles - \$36.80			
Lake of the Ozarks	225 miles	450 miles - \$180.00			
Little Rock, AR	190 miles	380 miles - \$152.00			
Malden	29 miles	58 miles - \$23.20			
Memphis, TN	150 miles	300 miles - \$120.00			
Mingo	26 miles	52 miles - \$20.80			
Nashville, TN	225 miles	450 miles - \$180.00			
Naylor	24 miles	48 miles - \$19.20			
New Madrid	51 miles	102 miles - \$40.80			
New Madrid	70 miles	140 miles - \$56.00			
Nixa	192 miles	384 miles - \$153.60			
Normandy	165 miles	330 miles - \$132.00			
Mountain View	115 miles	230 miles - \$92.00			
Paducah, KY	100 miles	200 miles - \$80.00			

Mileage rate is board set at 40 cents a mile.

8-28-2008

9/29/2021

# Checklist for Attending Out-of-District Conferences

## ***Before leaving for the conference have you.....***

- \_\_\_\_\_ double checked your arithmetic to ensure you are within the \$\_\_\_\_\_ expense limit?
- \_\_\_\_\_ completed and returned the appropriate leave request form on Frontline AND Anticipated Expense Form to the PDC Chairman for approval?
- \_\_\_\_\_ registered for the conference?
- \_\_\_\_\_ made reservations for lodging?  
**Be sure to ask if the cost includes sales tax, parking fees, and any additional fees that may be included in the total lodging cost. Use the tax exempt letter when making reservations.**
- \_\_\_\_\_ are you using the district car or van? **(Have you reserved it?)**

## ***Upon return from the conference, have you.....***

- \_\_\_\_\_ returned travel voucher and receipts to the PDC Rep for reimbursement within 30 days?



# POPLAR BLUFF R-I WORKSHOP PRESENTER FORM

Today's Date \_\_\_\_\_

Workshop Title \_\_\_\_\_

Date of Workshop \_\_\_\_\_

Location of Workshop \_\_\_\_\_

Presenter(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Number of Hours Each Presenter is Allotted \_\_\_\_\_

(The rate for presenter fees is \$45.00 per hour unless otherwise specified.)

---

Signature of PDC Building Chair

---

Signature of Workshop Facilitator

---

Date

(Return this form to your PDC representative when completed.)

\_\_\_\_\_

---

[illegible]



Poplar Bluff R-I  
**Professional Development Changes**

No educational leave will be granted without a funding source listed for all expenses (including subs).

Each building will have a substitute code in their building budget where the principal determines the amount to transfer to that code.

Each building will have a travel code in their building budget where the principal determines the amount to transfer to that code.

**MSTA and MNEA Members/Officers:**

The district will grant educational leave and pay for the substitute teachers for three members to attend the annual state meeting. All other expenses are building funded or paid by the organization or individual.

Any other MSTA or MNEA meeting must be pre-approved by Central Office with funding guidelines not to exceed the above mentioned ones.

**TUITION**

**REIMBURSEMENT**

# TUITION REIMBURSEMENT PROPOSAL

## Rationale

The professional development committee believes professional growth includes educational preparation beyond the Bachelor Degree level. The committee also realizes the need to encourage Master's Degree attainment, especially in instructional areas where there are limited applicants and in areas where we hope to provide dual credit (secondary and college credit) courses. Tuition reimbursement will provide a monetary incentive for Poplar Bluff R-I schoolteachers to earn a Master's Degree.

## Application Procedures

Poplar Bluff R-I School District teachers will submit to the Professional Development Committee (PDC) a completed application for tuition reimbursement by May 15th of each school year.

## Guidelines

1. The applicant must be a Poplar Bluff R-I teacher who is seeking acceptance or is presently enrolled in a Master's Degree program in his/her teaching area\* or in an area identified as a critical need by the superintendent and assistant superintendents of the school.
2. A maximum of nine hours a school year may be reimbursed at \$75.00 an hour. (Tuition reimbursement participants may petition to include the SRPDC/SEMO hours if they wish to be reimbursed at a rate of ½ the cost of these hours.) (The maximum amount for July 1 to June 30 is \$675.00 per teacher). Tuition reimbursement will be available upon documentation of acceptance into a Master's program.
3. To receive reimbursement the teacher must submit each college semester a transcript or grade report and receipt of payment for the hours and he/she must have earned an "A" or "B" in the course. With the first proposal for reimbursement, a letter from the college stating the student has been accepted into a Masters program must be submitted with the above documentation.
4. When accepted into the program, the PDC is committing to a four-year sponsorship. This sponsorship is nullified if; the teacher leaves the district, makes two "C's", changes his/her major without PDC approval, transfers to teaching part-time, or fails to earn at least 3 hours of graduate credit in any one fiscal year. (The fiscal school year consists of the summer, fall and spring college sessions in that succession.) Transcripts of hours completed or grade reports must be submitted each school year to central office for continuation in the tuition reimbursement program.
5. The PDC will sponsor 10 teachers for tuition reimbursement (5=elementary; 5=secondary) each year. As teachers exit the sponsorship, additional teachers will be added at the beginning of the following year. Teacher sponsorship will be based on the greatest need of the district for that certification and additional selection criteria.

*\* The Missouri Professional Development Guidelines for Student Success (2001), page 49, states that these funds must, "Help progress toward a master's degree or above if identified in the District Professional Development Plan and the degree is in the teacher's subject area." DESE states that a master in administration is excluded from any professional development funding, it is not considered in the teacher's subject area.*

**This program has been suspended as far as adding any new applicants per January 10, 2011 PD meeting. The program will resume adding applicants as soon as funding becomes available.**

**POPLAR BLUFF R-I SCHOOLS  
MASTER'S DEGREE  
TUITION REIMBURSEMENT APPLICATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ Years Taught in P.B. \_\_\_\_\_

Grade or Subject Taught \_\_\_\_\_

Current Degree(s) Held \_\_\_\_\_

\_\_\_\_\_  
Certification Areas \_\_\_\_\_

\_\_\_\_\_  
Major Sought \_\_\_\_\_

Certification Sought \_\_\_\_\_

\_\_\_\_\_  
Superintendent/Assistant Superintendent's approval is needed if Master's (major) sought is other than current teaching field.

\_\_\_\_\_  
Superintendent/Assistant Superintendent's Signature  
(Signature indicates approval)

Anticipated Graduation Year \_\_\_\_\_

**RETURN BY: May 15 to Patty Robertson or Laura Hillis/Central Office.**

**A new application must be completed and submitted annually after May 15 of each year to be eligible for selection into the tuition reimbursement program.**

## **SELECTING APPLICANTS**

### **RANDOM DRAWING FOR ELEMENTARY TEACHERS**

After applications have been accepted and approved the teachers' names go in a hat for each year taught in Poplar Bluff. Names are drawn until 5 teachers have been selected.

### **RANDOM DRAWING FOR SECONDARY TEACHERS**

1. First subject areas will be ranked according to greatest need as established by school administration.
2. Applicants will be placed in order coordinating with greatest need.
3. In case of multiple applicants in a single need area, a random drawing will occur. (Name will go in hat for each year taught in Poplar Bluff Public Schools.)

---

PDC will **offer the tuition reimbursement program to 5 elementary and 5 secondary teachers yearly**. A new application must be completed and submitted annually after May 15 of each year to be eligible for selection into the tuition reimbursement program.



## 2012-2013 TUITION REIMBURSEMENT APPLICANTS & PARTICIPANTS

APPLICANT	DATE APPLIED	YEAR ACCEPTED	HOURS REIMB. 2012-2013	AREA	APPROX. GRAD YEAR	GRAD YEAR
<b>ELEMENTARY</b>						
<i>Sara Jane Robertson (2 yr.)</i>	<i>9-3-2009</i>	<i>Sept. 14, 2009</i>	<i>9 Hours MASTERS</i>	<i>ECH Special Ed</i>	<i>2011</i>	<i>SPRING 2010</i>
<i>Rebekah Hager (5 yrs.)</i>	<i>9-15-2009</i>	<i>November 2, 2009</i>	<i>9 Hours MASTERS</i>	<i>Special Ed or ESL (changed to Counseling—other classes were closed 11-5-09)</i>	<i>2013</i>	<i>AUGUST 2012</i>
<i>Michelle Bates (9 yrs.)</i>	<i>4-21-2010</i>	<i>Sept. 14, 2010</i>	<i>9 Hours MASTERS</i>	<i>Teacher Leadership</i>	<i>2012</i>	<i>SPRING 2011</i>
<i>Debra Holt (25 yrs.)</i>	<i>4-27-2009</i>	<i>Sept. 14, 2009</i>	<i>9 Hours MASTERS</i>	<i>Teacher Leadership</i>	<i>2011</i>	<i>SPRING 2011</i>
<i>Myra Thurman (17 yrs.)</i>	<i>12-3-2009</i>	<i>Sept. 14, 2010</i>	<i>9 Hours MASTERS</i>	<i>Educational Leadership</i>	<i>Spring 2011</i>	<i>SPRING 2011</i>
<i>Chelsea (Elkins) Smith (1 yr.)</i>	<i>9-15-2009</i>	<i>November 2, 2009</i>	<i>9 Hours MASTERS</i>	<i>Education (Rdg &amp; Literacy)</i>	<i>2011</i>	<i>FALL 2010</i>
<i>Melissa Marbain (2 yrs.)</i>	<i>4-28-2009</i>	<i>Sept. 14, 2009</i>	<i>9 Hours MASTERS</i>	<i>Exceptional Child Ed</i>	<i>2013</i>	<i>FALL 2010</i>
<i>Paula Knight (3 yrs.)</i>	<i>5-11-2009</i>	<i>Sept. 14, 2009</i>	<i>Dropped from program—lack of hours 5-15-12</i>	<i>Teacher Leadership</i>	<i>2012</i>	

<b>ELEMENTARY</b>						
<i>LeeRonda Smith (13 yrs.)</i>	<i>5-10-06</i>	<i>August 14, 2006</i>	<i>9 MASTERS</i>	<i>Education</i>	<i>2010</i>	<i>SUMMER 2009</i>
<i>Robin Davis (8 yrs.)</i>	<i>11-21-06</i>	<i>Sept. 10, 2007</i>	<i>9 MASTERS</i>	<i>Elementary Ed</i>	<i>2009</i>	<i>SPRING 2009</i>
<i>Kelly Moore (5 yrs.)</i>	<i>5-9-2008</i>	<i>Sept. 8, 2008</i>	<i>9 MASTERS</i>	<i>Curriculum/Instruction</i>	<i>2009</i>	<i>FALL 2009</i>
<i>Allison Bell (8 yrs.)</i>	<i>5-14-07</i>	<i>Sept. 10, 2007</i>	<i>9 MASTERS</i>	<i>Education</i>	<i>2008</i>	<i>SPRING 2009</i>
<b>SECONDARY</b>						
<i>Kay Stevenson (2 yrs.)</i>	<i>9-21-09</i>	<i>November 2, 2009</i>	<i>Dropped from program—lack of hours</i>	<i>Gifted</i>		
<i>Tina Langley (4.5 yrs.)</i>	<i>10-6-09</i>	<i>DENIED Nov. 2, 2009</i>	<i>Only working ½ time</i>	<i>TESOL</i>	<i>2012</i>	
<i>Christine Wheat (3 yrs.)</i>	<i>8-21-06</i>	<i>September 11, 2006</i>	<i>9 MASTERS</i>	<i>Secondary Education</i>	<i>Spring 2009</i>	<i>FALL 2009</i>
<i>Kristin Crawford (4 yrs.)</i>	<i>5-16-08</i>	<i>September 8, 2008</i>	<i>9 MASTERS</i>	<i>Secondary Education</i>	<i>2012</i>	<i>SPRING 2010</i>

**NATIONAL  
BOARD  
CERTIFICATION**

**POPLAR BLUFF R-I SCHOOLS**

**National Board Certification Reimbursement\***

**Name**\_\_\_\_\_ **Date**\_\_\_\_\_

**Building**\_\_\_\_\_ **Years Taught in P.B.**\_\_\_\_\_

**Grade or Subject Taught**\_\_\_\_\_

**Current Degree(s) Held**\_\_\_\_\_

\_\_\_\_\_

**Date NBC Started**\_\_\_\_\_

**Date NBC Completed**\_\_\_\_\_

\_\_\_\_\_

**Superintendent/Associate Superintendent's Signature**  
(Signature indicates approval)

**Attach:**

1. **NBC Documentation**\_\_\_\_\_

2. **Receipts or Cancelled Checks**\_\_\_\_\_

**\*The NBC amount not paid by DESE or RPDC will be reimbursed by Poplar Bluff R-I Professional Development (not to exceed \$500.00).**

**SCHOOL**

**CALENDAR**

**2022 - 2023**



# Poplar Bluff R-I School District 2022-2023 Academic Calendar



## JULY 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day

2-4 No School  
16 M.L. King Jr.'s Birthday – No School  
17 & 18 Collaboration Day – No Classes

## JANUARY 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 Days

## AUGUST 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Days

MSTA Beginning Teacher Workshop  
New Teacher Orientation  
15 Back to School Convocation  
16-19 Collaboration Days  
22 School Begins

20 Presidents' Day- No School  
21 Collaboration Day – No Classes  
24 2nd Trimester Ends (55 Days) Grades K-3

## FEBRUARY 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

18 Days

## SEPTEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20 Days

5 Labor Day – No School  
6 Collaboration Day – No Classes

10 3rd Quarter Ends- (42 Days) Grades 4-12  
13-17 Spring Break – No School  
27 Collaboration Day – No Classes

## MARCH 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Days

## OCTOBER 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 Days

17 1st Quarter Ends (39 Days) Grades 4-12  
28 No School  
31 Collaboration Day – No Classes

7 Good Friday – No School  
10 No School  
11 Collaboration Day – No Classes  
Senior High Prom

## APRIL 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

17 Days

## NOVEMBER 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 Days

11 1st Trimester Ends (56 Days) Grades K-3  
21-25 Thanksgiving Break – No School

Senior High Graduation  
25 4th Qtr. Ends (45 Days)  
3rd Trimester Ends (55 Days)  
25 Early Dismissal  
29 Memorial Day

## MAY 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Days

## DECEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15 Days

21 2nd Quarter Ends (39 Days) Grades 4-12  
21 Early Dismissal  
22-23 No School  
26-30 No School

1st Qtr. - 39 days 1st Trimester - 56 days  
2nd Qtr. - 40 days 2nd Trimester - 55 days  
3rd Qtr. - 42 days 3rd Trimester - 55 days  
4th Qtr. - 45 days  
Year Total - 166 Days

## JUNE 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

If more hours are missed for weather-related events than have been built into the calendar, the following days will be available as potential make-up days: January 17, 18, February 21, March 27, and April 10. Teachers may be required to make up the collaboration day(s) when school is not in session due to weather. This calendar is subject to change by board vote as a result of inclement weather, school activities, or any emergency that may occur.

\*Board Approved 01/20/2022\*

**IN-SERVICE**

**POLICY**



# **POPLAR BLUFF R-I SCHOOL DISTRICT IN-SERVICE POLICY**

1. In-service education programs conducted and/or sponsored by the district shall specifically relate to the district's CSIP priority goals, needs, objectives, programs and services, accountability, and evaluation.
2. In-service programs shall be offered in accordance with priorities determined by needs assessment procedures conducted by the district, division, department, attendance center, or individual employee level as deemed appropriate.
3. Department heads shall be encouraged to coordinate in-service activities through the Professional Development Committee and their building principals to meet the needs of their subjects, staff and students.
4. The Professional Development Committee shall be responsible for developing in-service activities on a district wide basis and for coordinating the activities with building level in-service.
5. Building principals, directors, and management employees who supervise a department shall be responsible for in-service activities for employees under their supervision.
6. In-service programs shall be developed and implemented in a manner that would allow for interfacing with regulations or guidelines set forth by the Missouri State Department of Education, National Staff Development guidelines, the No Child Left Behind High-Quality Professional Development guidelines and/or other appropriate regulatory agencies.
7. Representatives of participants in in-service activities shall be directly involved in needs identification, program development, determining the type of presentation to be made, and in the evaluation of in-service experiences.
8. In-service activities shall be related in a specific but reasonable way to an employee's current job assignment.
9. Participation by employees in specific in-service programs may be voluntary or may be required by the administration depending upon the purpose of the activity and/or the relationship of the activity to an employee's success on the job.
10. The expertise of the district staff shall be the primary source of leadership in conducting in-service activities; however, arrangements may be made with colleges, universities, outside consultants, speakers, etc., for particular activities or programs that cannot reasonably be provided by the district staff.
11. Appropriate records of an employee's participation in specific in-service activities may be included, at the discretion of the administration and/or the request of a staff person, in an employee's personnel file.
12. Funding sources for in-service activities may include monies from the district's budgets; special funds available at the school or department level; special grants from individuals;

philanthropic foundations; local, state, and national governmental agencies, and fees charged individual participants.

13. All in-service funds shall be administered in accordance with approved budgeting and accounting procedures.
14. The district's program may also include professional needs of beginning teachers and administrators and teachers/administrators new to the district.
15. Out of district travel for professional meetings and workshops will be governed by the following per diem guidelines:
  - a. All individuals attending professional meetings or workshops must have an approved educational leave in Frontline one week prior to the meeting/workshop and they must have secured authorization for funds to cover costs.
  - b. Mileage will be reimbursed at the rate of 40 cents (\$.40) per mile.
  - c. Mileage will be based on the attached mileage chart. If the destination is not on the chart, contact the PDC facilitator. Any additional mileage accrued during the conference must be approved by the PDC or administrator facilitator. Airfare, bus or others means of transportation must have authorized funding.
  - d. Meals for a full day should not exceed \$35.00. The district will reimburse a gratuity of up to 20 percent of the meal cost.
  - e. Room Allowance - The district will pay the hotel conference rate or the maximum of \$100.00 per night.
  - f. All itemized, original receipts (tickets, meals, hotels) **must be submitted within 30 days of travel** and be attached to a purchase order before reimbursement payment can be made (credit card statements are not an acceptable reimbursement item).



**ON-GOING  
PROFESSIONAL  
DEVELOPMENT**

# Poplar Bluff R-I Professional Development Plan

Enrichment

€ 1<sup>st</sup>/2<sup>nd</sup> Year Teacher

**NOTE:** As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Criteria:** (Note: Teachers in 1<sup>st</sup> and 2<sup>nd</sup> year will address all 20 criteria in a professional portfolio.) Refer to attached list.

Related Building/CSIP Goal(s):

Objectives (applicable descriptors):

\*If more space is needed, please add additional pages.  
Professional Development Plan

Strategies for achieving objective(s):

# Poplar Bluff R-I

(Teacher and administrator/supervisor responsibilities)

Teacher will:

Administrator will:

Assessment methods and timeliness:

Teacher's Comments:

Administrator's/Supervisor's comments:

Plan developed:

\_\_\_\_\_  
Teacher's signature

Date / /

\_\_\_\_\_  
Administrator's/Supervisor's signature

Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

Date plan reviewed

\_\_\_\_\_  
Teacher's signature

Date / /

\_\_\_\_\_  
Administrator's/Supervisor's signature

Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

\*If more space is needed, please add additional pages.

# Poplar Bluff R-I

## Professional Improvement Plan

The Professional Improvement Plan is used to assist teacher's not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Teacher \_\_\_\_\_ Date    /    /    School \_\_\_\_\_ Teacher Status: Non-Tenured ☐ Tenured ☐

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

\_\_\_\_\_  
Teacher's signature

Date    /    /   

\_\_\_\_\_  
Administrator's/Supervisor's signature

Date    /    /   

Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

Date plan reviewed \_\_\_\_\_

\_\_\_\_\_  
Teacher's signature

Date    /    /   

\_\_\_\_\_  
Administrator's/Supervisor's signature

Date    /    /   

Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

# Required Professional Development Hours

1 college credit hour = 15 PD contact hours

<b>Classification</b>	<b>Initial Certification Years 1-4</b>	<b>Reactivation</b>	<b>Career Certification Years 5-99</b>	<b>PD Exempt Status</b>
<b>Adult Education &amp; Literacy (AEL)</b>	60 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
<b>Professional Certification (most core areas &amp; librarians)</b>	30 hours total over 4 years	24 hours plus annual	15 annually until exempt	"
<b>Career Education (formerly vocational)</b>	90 hours total over 4 years	24 hours plus annual	30 annually until exempt	"
<b>Student Services</b>	40 hours total over 4 years	24 hours plus annual	20 annually until exempt	"
<b>Administration (superintendent)</b>	120 hours total over 4 years	24 hours plus annual	30 annually until exempt	"
<b>Administration (principals, special ed. directors and career ed. directors)</b>	120 hours total over 4 years	24 hours plus annual	<b>Years 5-10</b> <u>must</u> complete EdS degree in ed. adm., C&I, or reading/literacy or 30 hours annually	<b>Years 11-99</b> exempt with EdS degree or national certification
<b>Provisional Certification (2 Years)</b>	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
<b>Temporary Certification (1 year)</b>	must complete 9 college credits annually	n/a	n/a	n/a

**MO  
EDUCATOR  
CERTIFICATION  
CLASSIFICATIONS  
&  
RENEWALS**

The Missouri Initial Certificate is a four-year license requiring two years of mentoring, annual evaluation, one year of beginning teacher assistance, a professional development plan and professional development for a total of 30 contact hours during the four years. Upon successful completion of the four years of teaching and requirements, the educator may apply for the career continuous certification.

**MEETINGS**

**&**

**MINUTES**



# PROFESSIONAL DEVELOPMENT COMMITTEE MEETINGS

## 2022-2023 CALENDAR

DATE	TIME	SITE
<b>Monday, November 7, 2022</b> (Professional Development Organizational Meeting)	4:00 p.m.	Google Meet
<b>Tuesday, January 17, 2023</b>	3:00 p.m.	Google Meet
<b>Monday, March 27, 2023</b> (Final Meeting of the Year)	3:00 p.m.	Google Meet

- *January 2023- number of first semester subs to be turned in to Laura Hillis*
- *May 2023 - submit number of second semester subs to Laura Hillis at Central Office by May 25.*

# District Professional Development Committee Meeting Minutes

November 7, 2023 @ 4:00 p.m. via Google Meet

## 1. Welcome & Sign In - The following members were in attendance:

- Central Office - Patty Robertson
  - Technical Career Center- absent
  - Mark Twain- Vacant position
  - Sr. High - Larry Clements and Michael Anderle
  - Jr. High - Hilary Taylor and Leslie Elledge
  - Middle School- Krystal Dover and Brandi Compass
  - O'Neal - Kristin Brooks
  - Oak Grove - Becky Ingle
  - Lake Road- Abigael French
  - Eugene Field - Darby Hoon
  - Kindergarten Center - absent
  - Early Childhood- absent
  - Absent: Amanda Howard, Gail Rosmarin, Kris Sittig, Kelen Deffendall, Amber Moffit
- Gloria Wilderness was elected after the meeting date.*

## 2. Minutes from Prior Meeting None available

## 3. Introduction of New Members and Election of Officers

- New members: Becky Ingle (Oak Grove), Brandi Compass (MS), Hilary Taylor (JH).
- A vacant position exists at Mark Twain.
- Election of officers: Kristin Brooks elected as President and Darby Hoon elected as Secretary.

## 4. Discussion

- Important Links were provided: manual, reimbursement guidelines, meeting dates, agendas, minutes, and RPDC website. Members were asked to save this link as a bookmark for easy reference later.
- PDC manuals and process for approving requests at the building level were discussed.
- Members were encouraged to set up a sub committee to help make plans at the building level and consult with the principal when planning how to spend funds.  
Principal can help set goals.
- Committee brainstormed ideas about things they were doing to support teachers.
  - 1. JH representative received a grant to focus on mental health training.
  - 2. Ideas for supporting new teachers at each building.
- If more packets are needed, please contact Laura Hillis

## 5. Two PD Committees– different functions

- The function of the PD committee is to make broader decisions related to policy, program, and budget. The function of the "building ambassador program" is to carry out the support piece by offering PD events.

## 6. Meeting Adjourned

- Next Meeting: January 17th at 3:00 (via Google Meet).

# Professional Development Committee Election Guidelines

## A. District Guidelines:

1. **The Professional Development Committee shall consist of a minimum of 14 individuals and they shall be ELECTED as follows:**
  - a. one representative from each elementary school and Early Childhood.
  - b. three representatives from the Middle School.
  - c. two representatives from the Junior High School.
  - d. three representatives from the Senior High School.
  - e. one representative from the Poplar Bluff Technical Career Center.
  - f. one representative from Mark Twain School
2. **Nomination to serve on the Professional Development Committee:**

A nomination form shall be available in each school office. Teachers may nominate themselves or be placed in nomination by another teacher. The principal will place those names nominated on a ballot and announce the names at a staff meeting. There should be at least one week between nomination and election.
3. **Election to the Professional Development Committee:**

The election shall be by secret ballot within each school. Following the election, the ballots will be counted by two teachers and the successful candidate announced by the principal. All nomination forms and marked ballots will be kept for three months in the office of the principal.
4. **Qualifications for members of the Professional Development Committee:**

Because the teacher elected from each building may be called upon to assist other teachers with instructional concerns, that person shall have completed at least the beginning level of improvement of instruction as a condition of membership. Additionally, the teacher shall have at least three years of experience to be eligible.
5. The Superintendent of Schools shall serve or appoint an administrator to serve in the capacity of advisor to the Professional Development Committee.
6. The Professional Development Committee chairperson, vice-chairperson and recording secretary shall be elected on a yearly basis. A new chairperson shall be elected each year by the members of the committee. The chairperson may be either a teacher or an administrator.
7. The members of the Professional Development Committee shall serve a three-year term. The following is the election cycle in March-April.

2025   2028   2031   2034  
Early Childhood Program  
Lake Road Elementary  
O'Neal Elementary  
Middle School 5<sup>th</sup> Grade  
Junior High 7<sup>th</sup> Grade  
Senior High (any grade level)

2023   2026   2029   2032  
Eugene Field Elementary  
Kindergarten Center  
Middle School 4<sup>th</sup> Grade  
Senior High (any grade level)  
Junior High 8<sup>th</sup> Grade

2024   2027   2030   2033  
Oak Grove Elementary  
Middle School 6<sup>th</sup> Grade  
Poplar Bluff Technical Career Center  
Senior High (any grade level)  
Mark Twain School