

Jefferson City School District
Non-Public PD Requests
NON-PUBLIC SCHOOL



Prepare this form and submit it to Caitlin.Wieberg@jcschools.us for approval. **Attach all conference/course information.**

Remit this form at a minimum of 2 weeks in advance. Before registrations can be completed, approval must be granted. Attach approved copy to expense report, as needed for reimbursement.

Name of Applicant: _____

Date of Application: _____

Non-Public School: _____

School Phone Number: _____ Home Phone Number: _____

Position/Grade/Subject Taught: _____

Conference / Course Information:

Conference/Course Name: _____ Location: _____

Date(s): (M/D/Y) _____ - _____ Times: _____

What meals are provided: _____

The goal of this professional development opportunity: _____

Estimate of expenses. Attach a W9 each time you request reimbursement:

Transportation:

Airfare: _____ Automobile: _____ miles @ **\$.65** per mile \$ _____

Hotel: _____ nights at \$ _____

Meals: Breakfast: _____ days x \$10 Lunch: _____ days x \$15 Dinner: _____ days x \$30 _____

(No alcohol. Must submit original, itemized receipts.)

Registration/tuition fee: _____ Miscellaneous: (parking, taxi, etc.) _____

Total Estimated Expenses: \$ _____

Signature of Applicant

Date

Signature of Non-Public Administrator

Date

Signature of LEA

Date

(Caitlin Wieberg)



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HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Non-Public staff members must submit an application demonstrating the criteria listed below. These criteria are listed in Title IIA guidelines for high quality Professional Learning. The Jefferson City School District, Federal Programs Manager will review all private/parochial applications for workshops prior to acceptance.

Workshops requested must include one or more of the following criteria (as required by Title IIA):

- content knowledge related to standards and classroom instruction
- instructional strategies related to content being taught in the classroom
- improving classroom management skills
- a combination of content knowledge and content-specific teaching skills
- research-based instructional strategies
- strategies to assist teachers in providing instruction to children with limited English proficiency and/or children
- with special needs to improve their language and academic skills
- improving families and other stakeholders in improving the learning of all students
- strategies for integrating technology into instruction
- research and strategies for closing achievement gaps between diverse groups of students

The employee participating in the workshop/conference must complete the Non-Public PD Request Form and it must be signed by the school principal. Please complete and submit one form per employee.

Please respond to all of the following prompts: **[ESEA SEC. 2104. (U.S.C. 6614) REPORTING.]**

- How will the chosen activities improve your effectiveness as a teacher, principal, or other school leader?

- Refer to the following page of allowable uses of funds, please mark the box(es) that indicate the purpose for PD and how it follows the Title II.A allowable use of funds.



Title II Allowable Uses of Funds [ESEA Section 2103 or 20 U.S.C. § 6613]

An LEA that receives Title II.A shall use the funds to develop, implement, and evaluate comprehensive programs and activities that address the learning needs of all students, including students with disabilities, ELs, and gifted and talented students and may include:

- ☐ developing or improving an evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement.
- ☐ focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to
 - effectively integrate technology into curricula and instruction; effectively engage parents or guardians, families, and community partners and coordinate services between school and community;
- ☐ developing programs and activities that increase the ability of teachers to effectively teach students with disabilities, including students with significant cognitive disabilities and ELs, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so such students with disabilities and ELs can meet the challenging state academic standards.
- ☐ providing programs and activities to increase (instruction in the early years/strategies to measure whether young students are progressing and meet the needs of student through age 8)
- ☐ providing training or technical assistance to educators for implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- ☐ carrying out professional development for school personnel in
 - techniques and supports to help educators understand when and how to refer students affected by trauma and students with, or at-risk of, mental illness); forming partnerships between school-based mental health programs and public or private mental health organizations; addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
- ☐ providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services and implementing instructional practices such as: enrichment, acceleration, and curriculum compacting activities; and dual or concurrent enrollment programs in secondary school and postsecondary education.
- ☐ supporting the instructional services provided by effective school library programs.
- ☐ providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel and paraprofessionals, regarding how to prevent and recognize child sexual abuse.]
- ☐ professional development and other comprehensive systems of support for educators to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.