

**Lincoln Public Schools
2017-2018 Contractual Professional Development
District and Building Requirements**

District (10.5 hours)	Building (10.5 hours)
<p>3.5 hours Contractual Professional Development (DCPD)</p> <ul style="list-style-type: none"> • Elementary: August 9, 2017 - p.m. • Secondary: August 9, 2017 - a.m. • Performance Matters Online Registration on LPS website – Professional Development Catalog • Absences excused <u>only</u> for bereavement, illness, maternity, or emergency leave. 	<p>3.5 hours Contractual Professional Development (BCPD)</p> <ul style="list-style-type: none"> • Elementary: August 7, 2017 - a.m. • Secondary: August 7, 2017 - a.m. • These dates and times may be changed at the discretion of the building/program administrator as long as they are not in conflict with district CPD time and teachers have 3 full days to work in their rooms. • Absences excused <u>only</u> for bereavement, illness, maternity, or emergency leave
<p>7.0 hours –Flex Time</p> <ul style="list-style-type: none"> • Non-contract time • Online registration required. • Participation tracked at LPSDO in Staff Development Office. • Choose from offerings on the LPS website - Professional Development Catalog • Offerings may occur during the summer, after school, or weekends and will be scheduled between May 30, 2017 and March 9, 2018. • Compensated one day on March 12, 2018. • Teachers not fulfilling the 7.0 hours of flextime or attending the specific requirements of their content area will be docked for the appropriate amount of time. • The appropriate curriculum specialist or district administrator will notify teachers of the requirements for their specific content area. (See attached list.) 	<p>7.0 hours – Flex Time</p> <ul style="list-style-type: none"> • Non-contract time • No online registration • Participation tracked by Building Administrator at the school or by Program Administrator at district level. • Offerings may occur during the summer, after school, or weekends between May 30, 2017 and May 25, 2018. • Compensated one day on May 29, 2018. • Teachers not fulfilling the 7.0 hours of flextime will be docked for the appropriate amount of time. • The building/program administrator will notify teachers of the requirements for building flextime.

Questions and Answers about Contractual Professional Development 2017-2018

What are the requirements for district contractual professional development (DCPD), building contractual professional development district flex hours, and building flex hours for the 2017-2018 school year?

The chart on the other side of this page outlines the requirements for the 2017-2018 district contractual professional development, building contractual professional development, district flex time, and building flex time.

What is District Contractual Professional Development?

District Contractual Professional Development (DCPD) is 3.5 hours of district professional development held on August 9th, 2017. DCPD is provided by curriculum specialists, and district program administrators. Elementary DCPD is in the afternoon (12:30-4:00), and secondary DCPD is in the morning (8:00-11:30). K-12 Art will be in the afternoon and K-12 Music will be in the morning. Registration for DCDP on Performance Matters is required.

How are the sessions that count for District Contractual Professional Development chosen?

DCPD topics are determined by curriculum specialists, directors, and program administrators in order to keep teachers updated on curriculum implementations, instructional strategies, and other issues in their content areas.

What is District Flex Time?

District flex sessions are held during non-contract time. Certificated employees are required to acquire 7.0 hours of district flex time before March 9th, 2018. A compensatory day, March 12th, 2018, is built into the certificated employee calendar. Certificated employees who do not complete the seven-hour requirement are docked on March 12, 2018.

How are the sessions that count for District Flex chosen?

District flex sessions are determined by curriculum specialists, directors, and program administrators in order to keep teachers updated on curriculum implementations, instructional strategies, and other issues in their content areas. There are many other opportunities for professional development but they do not all count for district flex time. Only those found in the professional development catalog will count for district flex time.

How do I know if I'm required to attend specific district flex sessions?

The attached list identifies required sessions for all content and program areas. Teachers will be expected to attend required sessions to acquire district flex time. There may be some choices within the requirement. If a teacher does not attend the required sessions and chooses to attend other sessions, they will not be compensated for their time.

What is Building Contractual Professional Development?

Building Contractual Professional Development (BCPD) is 3.5 hours of building professional development. BCPD is provided by building principals, and their administrative teams in the morning or afternoon of August 7th, 2017.

How are the sessions that count for Building Contractual Professional Development chosen?

BCPD topics are determined by building principals and their administrative teams in order to keep teachers updated on building implementations, instructional strategies, and other issues regarding school improvement.

What is Building Flex Time?

Building flex sessions are held on non-contract time. Certificated employees are required to acquire 7.0 hours of building flex before May 25th, 2018. A compensatory day, May 29th, 2018, is built into the certificated employee calendar. Certificated employees who do not complete the seven-hour requirement are docked on May 29th, 2018.

How many hours of flex time do part-time certificated staff have to complete?

A part-time certificated person is required to complete 7.0 hours of flextime per the negotiated agreement.

How will I be able to track my flex hours?

It is important for you to keep track of your district and building flex hours. District flex hours will be on your official professional development transcript that is on the Performance Matters site. The code to identify flex hours will be FLEX- 18/number of hours. It is important to sign in at all flex sessions documenting your attendance.

What if I teach in two different content areas and there are requirements in both areas?

If you teach in two different content areas and there are requirements in both areas, you would be responsible to complete 3.5 hours in one area and 3.5 hours in the other area. It is important to check with the appropriate curriculum specialist or program administrator to make sure you are attending the sessions that are critical to your teaching assignment.

Can I use my district and building flex hours interchangeably? No, you may not trade your flex hours between district and building if you have more in one area than in another. These hours have been designated specifically by your principal and district administrators to support all stakeholders.

What is the difference between flex hours and professional growth points?

Flex hours are part of the negotiated agreement between LEA and LPS. Flextime hours are for contractual professional development and are specified in the professional development catalog. Flex time hours can be used for professional growth points but professional growth points cannot always be used for flex time.

Professional growth points are monitored by the Nebraska Department of Education. Teachers must accumulate professional growth points during a 6-year period for tenure teachers (100 points) and 3 years for probationary teachers (30 points) and are required by law to give evidence of their professional growth. Teachers may receive professional growth points for a variety of activities that are specified in the Certificated Personnel Handbook.

Required District Flexible Contractual Professional Development 2017-2018

Certificated staff are expected to take sessions that are required by curriculum specialists, directors, and program administrators for their district flexible contractual professional development. Below is a list of the required sessions. Even if there are no required sessions in a specific area, there will be a variety of sessions offered in that area and teachers may choose from those sessions or from the general district sessions that are available to complete their 7 hours of flextime. Some areas require teachers to choose options from their specific area. If teachers do not go to required sessions, they will not be compensated for their time. If you have questions about what is required, please contact the appropriate person who is in charge of your area. **All district flextime must be completed by March 9, 2018.** Certificated staff will be compensated for their district flextime on Monday, March 12, 2018.

K-5 classroom teachers:

Elementary Classroom Teachers (K-2):

- 1.0 hour- Required: "Setting the Stage for Devices in Literacy" (Kindergarten and Grade 1 teachers only)
- 1.0 hour- Required: "Setting the Stage with Chromebooks in Literacy" (Grade 2 teachers only)
- 2.5 hours - Required: "K-2 Science Implementation" by the end of August (Grade K-2 teachers)
- 3.5 hours - Required: Classroom teachers will attend two 1.5 hour math updates & complete a .5 hour independent task (Grade K-2 teachers)

Elementary Classroom Teachers (Grade 3-5):

- 1.75 hours- Required: "Social Studies and Reading/Language Arts Connections" (Grade 3-5 teachers)
- 3.5 hours - Required: Classroom teachers will attend two 1.5 hour math updates & complete a .5 hour independent task (Grade 3-5 teachers)
- 1.75 hours – Required: Second Steps for Grade 4 and 5 teachers (Grade 4-5 teachers only)
There will be additional 1.75 hour sessions offered for Grade 3 teachers in Literacy to meet their 7.0 hour requirement.

Art – Art teachers will fulfill 7.0 hours of flextime from the Art offerings in the Professional Development Catalog. If an art teacher's assignment is split between content areas please split your time with the other curriculum area.

Career and Technical Education – Teachers are required to take 7.0 hours from approved CTE sessions.

Computer Science - Elementary - Elementary Computer Science teachers may fulfill their 7.0 hours from Computer Science offerings or other district offerings that have been approved by the Computer Science Curriculum Specialist. If a Computer Science teacher's assignment is split between content areas please split your time with the other curriculum area.

Counselors –K-12 Counselors will take 7.0 hours of District Flex in Tier 2 Systems for Clinicians.

Early Childhood Services Coordinators – Will attend 3.5 hours during the August contractual day.

Early Childhood Staff –

Early Childhood: OTs/PTs

- Will attend 3.5 hours during the August contractual day
- Are not required to attend district flex PD

Early Childhood: Student Child Learning Center Teachers

- Will attend 3.5 hours during the August contractual day
- Will attend 7.0 hours of district EC-SCLC flex

Early Childhood: Early Intervention (Homebased ECSE Teachers and SLPs)

- Will attend 3.5 hours during the August contractual day
- Will attend 7.0 hours of district EC-Early Intervention flex

Early Childhood: Center Based Family Educators, ECSE Resource Teachers and EC SLPs

- Will attend 3.5 hours during the August contractual day
- Will attend 7.0 hours of district EC-Center Based flex

English/Language Arts – 6th Grade

Required Flex for 6th Grade Language Arts Teachers:

1.75 hours Required: Critical Issues in 6th Grade Language Arts Session

5.25 hours in flex offerings specifically for 6th Grade Language Arts Teachers including the options listed below.

- Engagement Students in Whole Group Language Arts Instruction
- Guided Reading in Grade 6 Language Arts
- TDA Range finding in 6th Grade Language Arts
- Question Answer Response (QAR) to Support Reading Comprehension
- Formative Assessment in Language Arts
- Zoom Book Study Sessions for 6th Grade Language Arts
- Individual Flexible Flex Sessions by special arrangement with Lori

*****Teachers who teach a differentiated section of 6th Grade Language Arts can chose to do one of the 1.75 sessions offered by the Gifted Department listed below as part of their 5.25 flex hours. The options include:**

- Structured Class-building and Opportunities For Increasing Student Responses
- Enhancing the 6th Grade Diff. Literature Experience (**Projects and Book Trailers**)

English/Reading – High School –All High School English and Reading teachers will be required to take their 7.0 hours of District FLEX from the Secondary English FLEX offerings. Of those offerings, the following sessions are required for the following teaching assignments. Check with the English Curriculum Specialist if there is a conflict in your teaching assignment and the required sessions. There may be some circumstances in which a new-to-assignment teacher is classified as a “new teacher” for the purpose of flex sessions.

HS English Required Sessions:

- Req. Eng. 9 Reading: Reading Strategies for English 9 and RGDE – 1.75 hours OR ELL Strategies in the English Classroom – 1.75 hours
- Req. Eng. 9 Writing (New/New-to-Assignment in Years 1-3): English 9 DCA Scoring – 1.75 hours
- Req. Eng. 9 Writing (Experienced Year 4 and beyond): Preparing Students for ACT Writing – 1.75 hours
- Req. Eng. 9 Mechanics: Preparing Students for ACT Mechanics – 1.75 hours
- Req. Eng. 10 Reading: Reading Strategies for English 10 Fiction and Nonfiction DCAs – 1.75 hours OR ELL Strategies in the English Classroom – 1.75 hours
- Req. Eng. 10 Writing (New/New-to-Assignment in Years 1-3): English 10 DCA Scoring – 1.75 hours
- Req. Eng. 10 Writing (Experienced Year 4 and beyond): Preparing Students for ACT Writing – 1.75 hours
- Req. Eng. 10 Mechanics: Preparing Students for ACT Mechanics – 1.75 hours
- Req. Eng. 11 (all junior-level classes) Reading: Preparing Students for ACT Reading – 1.75 hours
- Req. Eng. 11 (all junior-level classes) Writing: Preparing Students for ACT Writing – 1.75 hours
- Req. Eng. 11 (all junior-level classes) Mechanics: Preparing Students for ACT Mechanics – 1.75 hours
- Req. Eng. 12 (all senior-level classes) and Lit Electives: Creating Common Syllabi: A Work Session – 1.75 hours
- Req. Oral Comm: Using MyVRSpot in the Oral Comm Classroom – 1.75 hours
- Req. Journalism (Yearbook only): Walsworth Yearbook Workshop – 3.5 hours

HS Reading Required Sessions:

- Req. Elements and Ideas (New/New-to-Assignment): Introduction to Reader Traits Rubric – 5.25 hours
- Req. Ideas (New/New-to-Assignment in Years 1-3): SPA Scoring and Recalibration – 1.75 hours
- Req. all Reading: Preparing Students for ACT Reading – 1.75 hours
- Req. Investigations: Research Investigations – 1.75 hours

English/Reading – 7th and 8th Grades –All 7th and 8th grade English, LaCA, and Reading teachers will be required to take their 7.0 hours of district FLEX from the Secondary English FLEX offerings. Of those offerings, the following sessions are required for the following teaching assignments. Check with the English Curriculum Specialist if there is a conflict between your teaching assignment and the required sessions.

7/8 Reading Required Sessions:

- Req. MS Reading Year 2 Teachers Continuing Contact – 7.0 hours (Elements and Ideas teachers only)
- Req. MS Reading Year 1 Teachers Continuing Contact – 7.0 hours (Elements and Ideas teachers only)

7th English Required Sessions—(For those in Year 1 of MyPerspectives)

- Req. Providing High Quality Feedback- 1.75 hours
- Req. Questioning to Promote Higher Order Thinking- 1.75 hours
- Req. MyPerspectives Implementation—Session I- 1.75 hours
- Req. MyPerspectives Implementation—Session II- 1.75 hours

8th MyPerspectives Pilot Required Sessions—(Pilot teachers only)

- Req. (MyPerspectives)- Session I- 1.75 hours
- Req. (MyPerspectives)-Session II- 1.75 hours
- Req. Providing High Quality Feedback- 1.75 hours
- Req. Questioning to Promote Higher Order Thinking- 1.75 hours

8th Non-Pilot Required Sessions—(For Non-Pilot teachers only)

- Req: Providing High Quality Feedback- 1.75 hours
- Req: Questioning to Promote Higher Order Thinking- 1.75 hours

LaCA Required Sessions

- Req: LaCA Revisions- 1.75 hours
- Req: Providing High Quality Feedback- 1.75 hours
- Req: Questioning to Promote Higher Order Thinking- 1.75 hours

English Language Learners – Elementary

All elementary ELL teachers are required to attend the August 9th 3.5 hour session. All elementary ELL teachers are required to complete 3.5 flex hours from the list of required ELL offerings. They are required to attend 3.5 hours from the list of optional ELL offerings.

English Language Learners – Secondary

All secondary ELL teachers are required to attend the August 9th 3.5 hour session. All secondary ELL teachers are required to complete 3.5 flex hours from the list of required ELL offerings. They are required to attend 3.5 hours from the list of optional ELL offerings.

Gifted –

- Teachers who will be teaching differentiated math K-5 for the first time or who have not been trained within the past 5 years: **Differentiated Math**
- Teachers who will be teaching differentiated literature K-5 for the first time or who have not been trained within the past 5 years: **Differentiated Literature**
- Each building needs to have one individual who has taken **Social Emotional Needs of Gifted**

Health Education – Grades 7-12 - 7.0 hours of FLEX in Health Education. 3.5 hours of the required 7.0 hours can come from Physical Education FLEX, or Technology sessions from the LPS Bootcamp. Teachers of 7th grade Health are required to attend 1.75 hours of FLEX on Teaching Second Step Curriculum in 7th Grade Health.

Library Media Services – School librarians will fulfill their 7.0 hours of flextime from the many options offered through Library Media Services.

Math- Secondary

Grade 6: **1.75 hours** of required FLEX earned by attending a Gr6 GO MATH UPDATE session. We will offer this session two times in the summer and once during the first two weeks of school in order for all teachers to have an opportunity to meet this requirement.

Grade 7: **1.75 hours** of required FLEX earned by completing the independent video option titled "Infusing Mathematical Practices into Lesson Design". Must complete during the first semester.

Grade 8: **7.0 hours** of required FLEX associated with GO MATH Implementation. Each PLC Tuesday, August through February from 3:30-4:30 pm. All district FLEX hours will be fulfilled via this requirement.

New Teachers in Middle School Math: **1.75 hours** required FLEX earned individually/independently by after school appointment with Anne Schmidt (District Math Teacher Leader) during the first quarter of school. This would be for any new hire or change of grade level/course assignment.

Grades 9-12: High School teachers will attend 7.0 hours of math related flex.

Music – Music FLEX options will include 1 required session for all music teachers equaling 1.75 hours. The remaining 5.25 hours may be selected from a variety of music related sessions offered by the Supervisor of Music.

Nurses – Certificated School Nurses are required to complete 7.0 hours of Flex approved by the Supervisor of Health Services. Flex sessions must be approved in advance. The following are approved Flex sessions:

- Summer Splash
- The Multicultural Institute
- Annual School Nurse Conference

All Flex sessions must be related to best practices in School Nursing.

Physical Education Specialists (K-5): 7.0 hours of FLEX in Physical Education. **Elementary Physical Education Specialists are REQUIRED to take 1.75 hours of FLEX on Synergy Grade Book for Elementary Specialists.** Technology sessions from the LPS Bootcamp are permissible to use as well for district FLEX in Physical Education.

Physical Education – Secondary:

- Grade 6-8: 7.0 hours of FLEX in Physical Education or Health Education. The Technology sessions from the LPS Bootcamp are permissible to use as well for district FLEX in Physical Education.
Grade 7 Teachers are REQUIRED to attend 1.75 hours of FLEX on Teaching the new 7th Grade Physical Education Curriculum.
- Grade 9-12: 7.0 hours of FLEX in Physical Education or Health Education. Technology sessions from the LPS Bootcamp are permissible to use as well for district FLEX in Physical Education.
Teachers of Lifetime Sports: 1.75 hours of FLEX in Physical Education should come from the session on Teaching the new Lifetime Sports Curriculum in Physical Education.

Reading Recovery teachers – 7.0 hours in flex offerings specifically for Reading Recovery

Options include:

- Talk with the Doc: Presented by Dr. Zalud-3.5 hours
- A Review of the Observation Survey-1.75 hours
- Brain Engineering-1.75 hours
- Purposeful Recording vs. Paperwork-1.75 hours
- Processing Strategies-1.75 hours
- Transitions-1.75 hours

Science – Middle and High School –

Required- Grade 6 Science: "New Science Textbook Training" - 1.75 hours by the end of September

Required- Grade 6 Science: Grade 6 Science Work Sessions - 5.25 hours

Required- Grade 7-12 Nebraska Science Standards Orientation - 3.5 hours by the end of September (not including Grade 6)

Required- High School Physical Science/Geoscience Work Sessions -3.5 hours by the end of September (only current teachers of these courses are required)

Social Studies – Elementary –1.75 hour- Required: “Social Studies and Reading/Language Arts Connections” (Grade 3-5 teachers)

Social Studies – Secondary – All Grade 6-12 teachers are required to take 7.0 hours from approved social studies offerings. If a social studies teacher's assignment is split between content areas, please split your time with the other curriculum area. Approved social studies sessions will be listed under social studies in the Performance Matters system. Other professional development opportunities may meet this requirement if they are pre-approved by the social studies curriculum specialist.

School Social Workers – K-12 Social Workers will take 7.0 hours of District Flex and 7.0 hours of Building Flex from options designated for Social Workers or approved in advance by the Supervisor for Counseling and School Social Work.

Special Education-Assistive Technology Specialists

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Growing with Google

Special Education-Child Guidance Resource Teacher

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on ED Training
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of ED Training

Special Education-DDSEC/NEC/YHP Psychotherapists

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Trauma Training on Aug. 11, 8-1130
- Are not required to attend district flex PD

Special Education-DDSEC Teachers K-5

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD of curriculum in the area in which you teach
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of Math

Special Education-Hearing-Impaired Program: Audiologists

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours on Best Practice Models and Outcomes of Deaf and Hard of Hearing Children and MDTs/IEPs/Assessment Updates

Special Education-Hearing-Impaired Program: Bldg-based Teachers of the Deaf & Hard of Hearing

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours on Best Practice Models and Outcomes of Deaf and Hard of Hearing Children and MDTs/IEPs/Assessment Updates

Special Education-Hearing-Impaired Program: Itinerant Teachers of the Deaf & Hard of Hearing

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours on Best Practice Models and Outcomes of Deaf and Hard of Hearing Children and MDTs/IEPs/Assessment Updates

Special Education-Hearing-Impaired Program SNRP Coordinator

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC, or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours on Best Practice Models and Outcomes of Deaf and Hard of Hearing Children and MDTs/IEPs/Assessment Updates

Special Education-Homebound Resource Teachers

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Growing with Google

Special Education-Lancaster County Youth Services Resource Teacher

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on ED Training
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of ED Training

Special Education-NEC Teachers

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on curriculum in the area in which you teach
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of curriculum in the area in which you teach

Special Education-Non-Public Resource Teachers

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Behavior coaching for ED, Autism and Significant Disabilities

Special Education-Non-Public SLPs

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of ELL SAT and Assessment/Video Modeling to Support Students with Autism

Special Education-OTs & PTs

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Around the World with District Teams: Best Practices to Meet Special Needs
- Are not required to attend district flex PD

Special Education-PBIS Team

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTACTUAL PD on Video Modeling to Support Students with Autism
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Assessing Tier 3 Practices using the TFI

Special Education-Resource Teachers: HS Adjusted Courses *Coordinator will assign you to one of four PD strands (adjusted, co-teacher, ED, life skills).*

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Adjusted Courses
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours Adjusted Course Curriculum

Special Education-Resource Teachers: Co-teachers K-5 *Coordinator will assign you to one of four PD strands (adjusted, co-teacher, ED, life skills).*

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Wonderworks
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of Wonderworks or Math Curriculum Training

Special Education-Resource Teachers: Co-teachers 6-12 *Coordinator will assign you to one of four PD strands (adjusted, co-teacher, ED, life skills).*

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD of curriculum in the area in which you teach
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 1.5 hours of Service Delivery Models
- Will attend 1.5 hours of curriculum in the area in which you teach

Special Education-Resource Teachers: ED K-12 *Coordinator will assign you to one of four PD strands (adjusted, co-teacher, ED, life skills).*

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on ED Training
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of ED Training

Special Education-Resource Teachers: Life Skills K-12 Coordinator will assign you to one of four PD strands (adjusted, co-teacher, ED, life skills).
See *Special Ed Professional Development* document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Life Skills Curriculum Updates
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Life Skills Training

Special Education-Resource Teachers: Student Support Program

See *Special Ed Professional Development* document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on ED Training
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of ED Training

Special Education-School Psychologists

See *Special Ed Professional Development* document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Aimsweb/MTSS & Dyslexia
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of Behavioral coaching for ED, Autism and Significant Disabilities

Special Education-Coordinators

See *Special Ed Professional Development* document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Roles, Responsibilities, and Updates
- Will attend 1.5 hours Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 1.0 hour of Aimsweb (Recommend participating as a school team)
- Will attend 3.0 hours of Budget and Fierce Conversations or Rule 51

Special Education-Speech-Language Pathologists

See *Special Ed Professional Development* document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Assessment Best Practices, MDTs, and IEPs
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of ELL SAT and Assessment/Video Modeling to Support Students with Autism

Special Education-Vision Teachers and Orientation & Mobility Specialists

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on curriculum in the area in which you teach
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Assessment Practices for Students with Visual Impairments

Special Education-VOICE Teachers

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD on Life Skills Curriculum Updates
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of Life Skills Training

Special Education-Yankee Hill Program Teachers

See Special Ed Professional Development document for specific departmental requirements.

- Will attend 3.5 hours of CONTRACTUAL PD in the area in which you teach
- Will attend 1.5 hours of Transition Planning for students at DDSEC, NEC or YH (Recommend participating as a school team)
- Will attend 1.5 hours of Writing Individual Behavior Intervention Plans (Recommend participating as a school team)
- Will attend 4.0 hours of curriculum in the area in which you teach

Transition and Student Support Programs –Teachers may choose their 7.0 hours of District flextime from a list of options approved by the Student Services Department or any session from curriculum areas that must be approved by the Student Services Department prior to attending the session.

World Language – World Language teachers must take their 7.0 hours of flextime from World Language offerings or other district offerings that have been approved by the World Language Curriculum Specialist.