2026-27 DISTRICT PROFESSIONAL DEVELOPMENT PLAN

SUBMITTED BY
District PDC

Presented for Board Approval
September 2026

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Section 1: The Professional Development Committee

Mission

The mission of the MPS Professional Development Committee is to provide professional learning opportunities for district staff that increase educator effectiveness and results for all students. These activities will align with MSIP 6 Standards and Indicators, the District Strategic Plan, and Standards for Professional Learning from www.learningforward.org.

We believe that high-quality professional development:

- Provides relevant, collaborative learning opportunities and assistance for all staff members.
- Uses student data to determine learning priorities that monitor progress, and to sustain continuous improvement.
- Increases teacher leadership by providing opportunities to learn, collaborate, and apply research to decision-making.

The goal is to create meaningful learning for all staff members in the areas of:

- Response to Intervention
- Collaboration
- Effective Instructional Practices
- Development and Implementation of Assessments
- Evaluation of Data to Make Decisions
- Technology - Training and Implementation
- Peer Observation/Reflection
- Trauma-Informed Practices
- Opportunities to Align Written Curriculum

Meeting Norms

- Presume the positive
- Come prepared and ready to participate.
- Timely and on-task
- Be solution-focused and be open to other ideas.
- Make attending and participating in meetings a high priority

Roles and Responsibilities

Professional Development in the Mexico Public Schools is viewed as a critical part of improving the learning of our students. It is the responsibility of the Board of Education, administrators, and teachers to hold this facet of education in the highest regard. Since

members of the community have the right to expect school improvements as a result of professional development, it is important that all educational parties use professional development monies prudently. It is critical that professional development monies are only used to support only those results-driven, high-quality professional development activities, which support the District Strategic Plan. These activities should benefit the most students possible and should not be provided for special interests. Unless professional development activities improve teaching practices and student learning, they should not be scheduled. The best way to demonstrate to the public that professional development for teachers is important to the success of students is to document evidence that student learning correlates to professional development received.

Role of the School Board
The support of the Mexico Board of Education is imperative to the Professional Development Committee (PDC) mission. In addition, district policy reflects the district's vision for ongoing, systematic professional development that improves and aligns curriculum, instruction, and assessment that meets the objectives of the district Comprehensive School Improvement Plan (CSIP).

Role of the Administration
Administrators' support is vital to the success of professional development. By supporting a teacher-directed committee, they entrust the teachers they have hired to take ownership of improving student learning. Administrators' guidance and collaboration are key to creating optimal conditions for teacher growth and student learning.

The administration is responsible for collaborating with the board of education to establish district goals and objectives. In fulfilling this responsibility, the administration solicits input from all those who make up the educational community, so that goals and objectives can most effectively address the needs of the district.

Role of the Teachers
Teachers are the driving force of the Professional Development Committee. As the direct route to student learning, teachers are committed to professional development. Teachers are dedicated to improving their careers in hopes of providing the highest quality education for their students. It is their responsibility to advocate, promote, and participate in professional development activities in a manner that is positive and instrumental to student success.

Committee Structure

The committee will be a standing district-wide committee consisting of two building representatives and a Special Education representative for the district, elected by their building's teaching staff. The selection of new members must be made by the beginning of the April PDC meeting. The committee will also have ex officio members consisting of the

instructional coaches, superintendent, assistant superintendent, an elementary principal, and a secondary principal.

Qualifications

- Must be full-time, certified, including teachers, counselors, and librarians.
- Must have two years of public school teaching experience.

Election and Terms

- Teachers are elected for terms of two or three years.
- Terms should be staggered within the buildings; therefore, no two members would leave the PDC in the same year.
- Emergency vacancies will be filled prior to the next PDC meeting following the above selection process. That teacher will then finish the existing term.

Roles of Building Representatives

- Evaluate the District Professional Development Plan annually and make appropriate recommendations for change.
- Work with teachers to identify instructional needs, present needs to the committee, and develop opportunities for future professional development.
- Select professional development opportunities that reflect staff surveys and the vision of the District Strategic Plan and the MSIP 6 standards.
- Organize and approve professional development opportunities for staff in the representatives' building.
- Gather information and feedback from staff to evaluate professional learning within the district.

2026-2027 Members

	McMillan Early Learning Center	Hawthorne	Eugene Field	Mexico Middle School	Mexico High School	Special Education
3 Year Term	Kristin Jenkins 26/27-27/28	Amy Webber 26/27- 27/28	Stephine Weiberg 26/27- 27/28	Phoebe Pettit 26/27-27/28	Virginia DeVenney 26/27-27/28	NA
2 Year Term	Eric Davolt 24/25- 26/27	Leslie Curtis 24/25-26/27	Sam Porter 25/26-26/27	Stacey Ellison 24/25-26/27	Danielle Smith 25/26-26/27	Jennifer Scheiner 24/25- 26/27
Ex- Officio Members 1 Year Term	Troy Lentz, Julie Welch, Jennifer Barnett, Brett Davis, Wendy Lentz, Lara Brunk, and Carey Knipfel					

2026-2027 Officers

Chair	Chair Elect	Chair Emeritus	Secretary
Phoebe Pettit	Amy Webber	Phoebe Pettit	Kristin Jenkins

2026-2027 Meeting Dates

September 9th, 2026	3:45- 4:45
November 4th, 2026	3:45- 4:45
February 17th, 2027	3:45- 4:45
April 21st, 2027	3:45- 4:45

Member Training

PDC members will be provided training in-district. The training will address the following topics:

- Identify instructional concerns and remedies for beginning and experienced teachers.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for certified school staff.
- Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- How to facilitate effective meetings.

Section 2: Professional Development Program

Program Overview

The Excellence in Education Act of 1985 recognizes the need for teachers to grow professionally. The act provides for a district's professional development committee to stimulate and encourage professional growth. It charges professional development committees to (1) assist new teachers, (2) assist faculty professional development needs, (3) identify instructional concerns and remedies, (4) present ideas about classroom instruction to the administration, and (5) serve as a confidential consultant if requested by the teacher.

In Missouri, with the passage of Goals 2000 by Congress and the Outstanding Schools Act (SB 380), emphasis has been given to teacher development and its direct influence on student academic excellence.

Senate Bill 380 mandates that all public school districts in Missouri shall spend 75% of the allocated one percent of the state monies received for the establishment of professional committees and the programs these committees provide. The goal is to provide training for teachers so that students will become better achievers. All professional development must be

tied to the district's Comprehensive School Improvement Plan and the MSIP Professional Development Standards.

During the 2010 Legislative Session, HB 1543 was passed and signed into law. Part of this law states that in fiscal years 2011, 2012, and 2013, if the state funding formula is not fully funded, then districts are exempt from certain mandates, including the 1% PDC mandate of SB 380 as described above.

The district defines professional development as any activity that advances a staff member's skill set that affects student growth in all school activities. Professional development is intended to reach all teachers and staff members regardless of experience. The following terms are defined as follows:

Beginning Teacher – Any individual employee who is certified to serve as a classroom teacher, librarian, or guidance counselor, who is in the first two years of teaching with no prior teaching experience.

Practicing Teacher -- An individual employee who is certified to serve as a classroom teacher, librarian, or guidance counselor who has more than two full years of teaching experience.

Professional Development Plan -- An organized plan of professional growth activities that includes clearly stated goals for improvement.

Professional Development Committee -- A committee of teachers elected by the teachers in the district to organize learning opportunities for district staff members. The committee will identify instructional concerns and remedies, serve as a confidential consultant upon the teacher's request, assess faculty needs and develop in-service opportunities, and present recommendations pertaining to classroom instruction within the school buildings.

Statement of Purpose

The purpose of the Professional Development Program is to support and provide ongoing embedded professional development opportunities for faculty members to continue and grow their professional skills with the goal of making the learning process strong for all students. It is part of the district's strategic plan to encourage a school climate that has a growth mindset and provides opportunities for professional growth.

MPS recognizes the following as important factors for creating and providing a quality Professional Development Program.

- The program must be thorough and specific to each faculty member's individual needs.
- Meaningful improvement in instructional pedagogy takes substantial time and is the result of a planned, long-range effort.

- Ongoing changes in technology and research-based practices place constant demands on teachers to stay current.
- Professional growth requires personal and group commitment to new performance norms.
- Effective change occurs when there is individual and district-wide cooperation and coordination.
- Staff development activities should directly correlate to the district strategic plan and building goals as well as staff individual goals.

Learning Forward Standards

Released in 2022, Learning Forward revised the Standards for Professional Learning into three categories: Rigorous Content for Each Learning, Transformational Processes, and Conditions of Success. Specifics of each category are listed below:

1. **Rigorous Content for Each Learner**
    a. **Equity Practices**: Educators will understand students' historical, cultural, and societal contexts and embrace these assets through instruction. Educators will foster relationships with students, families, and communities.
    b. **Curriculum Assessment, and Instruction**: Educators will prioritize high-quality curriculum and instructional materials for students that allow for the assessment of student learning.
    c. **Professional Expertise**: Educators will apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
2. **Transformational Processes**
    a. **Equity Drivers**: Educators will prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.
    b. **Evidence**: Educators will create expectations and build capacity for the use of evidence, leverage evidence, data, and research from multiple sources to plan learning, and measure and report the impact of professional learning.
    c. **Learning Designs**: Educators will set relevant and contextualized learning goals, ground their work in research about learning, and implement evidence-based learning designs.
    d. **Implementation**: Educators will understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
3. **Conditions for Success**

a. **Equity Foundations**: Educators will establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
b. **Culture of Collaborative Inquiry**: Educators will engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
c. **Leadership**: Educators will establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the impact of professional learning.
d. **Resources**: Educators will allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Specifics for these standards can be found at standards.learningforward.org.

District Professional Development Goals

All professional development will support the Mexico Public School Mission, Vision, Strategic Plan, and MSIP 6 standards. The MPS Professional Development Goals are designed to support the goals, strategies, and action steps outlined in the Strategic Plan and MSIP 6 Comprehensive Guide.

Goal 1
Student Well-Being & School Community
Strengthen student well-being by implementing consistent schoolwide social-emotional and trauma-informed practices that promote positive relationships, self-regulation, restorative practices, and a sense of belonging.

Goal 2
Instructional Engagement & Academic Achievement
Strengthen evidence-based instructional practices in literacy, mathematics, and standards-based learning to increase student achievement and engagement.

Goal 3
Student Readiness & Future Success
Increase student readiness for continued education, careers, and life beyond school by improving attendance, expanding community and work-based learning opportunities, and increasing access to employability skills and industry-recognized credentials.

PD Program Evaluation

The Professional Development Committee will evaluate, yearly, the effectiveness of the district program using the following evaluation tools:

1. End-of-year Staff Needs Assessment Surveys
2. Professional Development Activity Evaluations after each in-district PD day.
3. District Strategic Plan
4. Building Improvement Plans
5. District Network for Educator Effectiveness Data

District Focus Areas

Beginning Teacher Assistance Program	Multi-Tiered Systems of Support (MTSS)
Crisis Prevention & Intervention (CPI)	Positive Behavior Support (Tiers 1-3)
Curriculum Vertical Teaming	Social and Emotional Learning (SEL)
Mental Health & Trauma-Informed Care	

Building-Level PD Focus Areas

McMillan Early Child Learning Center	**Eugene Field & Hawthorne**	**Mexico Middle School**	**Mexico High School**	**Heart Career Center**	**Mexico Education Center**	**Special Education**
Caring School Community	Social Emotional Learning	Trauma-Informed	Instructional Engagement	Employability Skills	Trauma-informed Care	The Science of Reading
Conscious Discipline	Standards-Based Learning	Instructional Engagement	Attendance Improvement	Industry Recognized Credentials	Restorative practices	Eureka Math
The Science of Reading	The Science of Reading	Literacy/ Vocabulary Instruction	Community Partnerships	Work Based Learning	Mindfulness and stress reduction	SEL- We Thinkers

2026-2027 Professional Development Calendar

Date	Time	Activity
August 5	8:00 - 3:00	New Teacher Orientation
August 6	8:00 - 3:00	New Teacher Orientation
August 7	8:00 - 3:00	New Teacher Orientation
August 10	8:00 - 3:00	New Teacher Orientation
August 11	8:00 - 3:00	New Teacher Orientation
August 17	8:00 - 3:30	Back to School Professional Development Day
August 18	8:00 - 3:30	Back to School Professional Development Day
August 19	8:00 - 3:30	Back to School Professional Development Day
August 20	8:00 - 3:30	Back to School Professional Development Day
September 21	8:00 - 3:30	District Professional Development Day
November 6	8:00 - 3:30	District Professional Development Day
January 4	8:00 - 3:30	District Professional Development Day
March 8	8:00 - 3:30	District Professional Development Day

2026-2027 Professional Development Budget

	# Certified Employees in Building	Allocation
McMillian Elementary	24	$10,296
Hawthorne Elementary	32	$13, 728
Eugene Field Elementary	33	$14,157
Middle School	40	$17,160
High School	49	$21,021
		76,362

2026-2027 Professional Development Budget Tracker

Beginning Teacher Assistance Program (BTAP)

Mentor Handbook
New Teacher Academy

Section 3: Professional Development Requirements

Certification Requirements

Missouri Law requires individuals with Initial Professional Certificates (IPC) to complete 30 contact hours of professional development during the first four years of teaching. Individuals with Career Continuous Professional Certificates (CCPC) must complete 15 contact hours each year. The professional development may include hours spent in district-approved professional improvement activities.

Inactive Certificates
If a certified staff member fails to meet the professional development requirement in a given year, his/her certificate may become inactive. Mexico Public Schools has the option to terminate employment if staff members fail to meet Missouri Professional Development requirements and possess an inactive certificate.

Resources
Several links from DESE are provided below related to certification.

Certification

https://dese.mo.gov/educator-quality/certification

Routes to Certification

https://dese.mo.gov/educator-quality/certification/routes-certification

Educator Certification Help Guide

https://dese.mo.gov/educator-quality/certification/educator-certification-help-guide

Renew Certificate

https://dese.mo.gov/educator-quality/certification/renew-certificate

Paraprofessional Training Requirements

Per the Missouri Office of Special Education Compliance Standards & Indicators (100 280) "Paraprofessionals who do not hold teaching certificates are required to have received fifteen (15) clock hours of training within six (6) months of hire, including orientation and initial training before working with the student. A minimum of ten (10) clock hours each school year thereafter is also required."

Professional Development Logs

Certified staff members are responsible for maintaining their own professional development log throughout the year. Completed logs should be submitted to the building principal in May, prior to the end of the school year.

District Professional Development Log PDF
District Professional Development Log Google Doc MAKE A COPY

Required Professional Development Hours

Classification	Initial Certification Years 1 - 4	Reactivation	Career Certification Years 5 - 99	PD Exempt Status
Professional Certification	30 Total Hours over 4 Years	24 Hours plus Annual	15 Annually until Exempt	Two of Three: • 10 Years • Next Higher Degree • National Certification
Career Education	90 Total Hours over 4 Years	24 Hours plus Annual	30 Annually until Exempt	Two of Three: • 10 Years • Next Higher Degree • National Certification
Student Services	40 Total Hours over 4 Years	24 Hours plus Annual	20 Annually until Exempt	Two of Three: • 10 Years • Next Higher Degree • National Certification
Administration Superintendent	120 Total Hours over 4 Years	24 Hours plus Annual	30 Annually until Exempt	Two of Three: • 10 Years • Next Higher Degree

				• National Certification
Administration Principals & Directors	120 Total Hours over 4 Years	24 Hours plus Annual	**Years 5 - 10** Must complete an EdS degree in Ed. Adm., C & I, or Reading/Literacy or 30 Hours Annually	**Years 11 - 99** Exempt with EdS degree or National Certification
Provisional Certification 2 Years	Must complete credits/requirements to move to initial certification within two years.	N/A	N/A	N/A
Temporary Certification 1 Year	Must complete 9 college credits annually.	N/A	N/A	N/A

https://dese.mo.gov/educator-quality/certification/required-professional-development-hours

Section 4: Professional Development Opportunities

Staff PD Opportunities

Policy GCL

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

In support of this commitment, the Board will:

1. Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's CSIP. The PDP must be approved by the Board prior to implementation.

2. Allocate adequate funding for high-quality professional development activities as defined by law.

3. Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to conferences and visitations.

4. Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training in accordance with Board policies and procedures.

5. Provide opportunities for collective participation by staff members in the same school community, subject area, grade level, or department.

Professional Development for Teachers

The professional development program for teachers will:

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

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

Professional Development for Administrators

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

Professional development for administrators will align with the Missouri Leader standards and focus on support of classroom instruction.

Administrators will participate in the Missouri Leadership Development System (MLDS) supported by the Missouri Department of Elementary and Secondary Education.

Program Evaluation

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

Professional Development for Certification

Many certificated employees are required by state law to continue their professional development to maintain their certificates. The state-required professional development may include completion of additional college credit hours, district-provided or district-recognized professional development, and other training acceptable to DESE. In addition, the following activities will qualify for professional development hours for the purposes of maintaining a certificate in accordance with law:

1. The district may supervise a teacher in a local business externship for professional development hours. The externship must provide the teacher practical experience at a business in the local community in which the teacher is employed through observation and interaction with employers and employees who are working on issues related to subjects taught by the teacher (§ 168.024, RSMo.).

2. District-offered training on dyslexia and related disorders will count for up to two hours of professional development (§ 167.950, RSMo.).

Adopted: 12/17/1996
Revised: 10/15/2019

MPER Early Career Scholars Program

Beginning teachers (Years 1-3) have a unique graduate learning opportunity at the University of Missouri as part of our district membership in the Missouri Partnership for Educational Renewal (MPER). The MPER Early Career Scholars Program is a two-year, online master's program designed to support early career educators during the beginning phase of their career. This program is open to new teachers as well as rising 2nd and 3rd year teachers who are graduates from any institution. MPER Scholars are full-time teachers in MPER districts and are eligible to receive a 50% tuition sponsorship for all program courses.

Program Design
Not all programs that support new teachers are created equal. The training and experiences teachers receive greatly influence their ability to work well with students and effectively teach in the early years of their careers. The MPER Early Career Scholars Program is a revised version of the MU Teaching Fellowship Program, and is designed to support educators in the early stages of their career through a classroom-focused approach bridging research and practice with relevant coursework and mentorship.

Each year a select group of early career educators is chosen to become MPER Scholars. MPER Scholars have two roles: classroom teacher and graduate student.

MPER Scholars are full-time teachers hired by partner districts who work with local mentors learning the nuances of teaching while completing graduate courses.

Degrees
Two graduate degrees can be earned through this program including a MEd in Learning, Teaching and Curriculum (Emphasis in Elementary, English, Math, & Social Studies) and a MEd in Special Education. Please note, the degree program needs to correspond to your contracted teaching position in MPS.

The MPER Early Career Scholars Program enhances full-time teaching with mentoring and a master's level degree program. The program represents a hybrid model of academic knowledge and clinical experience. It weaves education research and classroom practice tightly together in a two-year model of highly relevant teacher education. MPER Scholars receive coaching and support from a district assigned mentor who has multiple years of experience, has demonstrated effectiveness in teaching, and is able to provide feedback and lead professional conversations.

Application
The application window for the next cohort (2022-2024) of MPER Scholars is currently open. Applications are due February 15, 2022, for the early admittance process and no later than June 15, 2022 for the regular admittance process. Visit the following link to learn more:
https://education.missouri.edu/early-career-scholars-program/.

Tuition Reimbursement

Policy GCL

The district will reimburse all full-time teaching personnel at a rate not to exceed a total of 1/10th of 1% (.001) of the district's actual operating revenue budget.

If the total amount of requested reimbursement exceeds 1/10th of 1% (.001), the cap amount will be divided by the requested amount to determine a proration factor. The proration factor will be applied to the verified payment of tuition for which the reimbursement is being requested for each individual making a request.

Teachers are required to enroll in courses for reimbursement that provide a direct benefit to the school district. Exceptions may be made with the prior approval of the superintendent. Courses in mathematics, English language arts, science, social studies and the teaching of reading are preferred.

Teachers will not be reimbursed if pursuing an administrative degree.

Teachers must earn a B or better grade for reimbursement. In no instance shall the reimbursement exceed actual tuition and fees charges.

Teachers must have taught in the district a minimum of one year and return to the district to teach to receive reimbursement. Reimbursement requests must be made by July 15 for the preceding fiscal year (July 1 through June 30). Reimbursement will be paid out in August of the following year. Employees who are not under contract for the following year at the time checks are issued will not be reimbursed.

Reimbursement is only for coursework completed within the school year. If an employee turns in a request for reimbursement the year(s) after the course has been completed, the request will be denied.

Teachers who hold a Master's Degree will only be reimbursed for graduate hours if those hours are leading to an additional degree in a taught subject area.

Copies of a grade card or transcript and receipt of payment for college hours will need to be submitted as proof of coursework and grade earned.

Pre-approval may be requested from the superintendent prior to course enrollment and should be submitted in writing with a course description and a brief explanation defining the benefit of the course. The superintendent reserves the right to reject any reimbursement for course credit.

If the superintendent rejects reimbursement for a course, the teacher may appeal the decision in writing to the Board of Education for consideration at its next scheduled meeting. The decision of the Board will be final.

Initial Application

To apply for Tuition Reimbursement, please complete the *Initial Application* and submit it to HR along with the required documentation. The form is available here.

Initial Application Deadlines:

- May 31st - Summer Classes (June-July)
- **July 31st - Fall Classes (August-December)**
- December 31st - Winter Classes (January-May)

Final Application

Upon completion of your courses, please submit the *Final Application* for Tuition Reimbursement. The form is available here. This should include a copy of transcript and a receipt showing payment for tuition fees. Please note that this application is for the preceding fiscal year (July 1-June 30).

Final Application Deadlines:

- July 15th - Preceding fiscal year (July 1 - June 30)

Request for Professional Learning

Request Process
Below is a detailed list for requesting professional learning funds

1. Pre-Approval from the building administrator for requesting a substitute
    a. Talk to the building-level administrator to request a substitute in Frontline and Skyward.
        i. In Frontline add a note saying "pending approval from PD Committee"
        ii. Choose PD for the reason for absence in Skyward
2. Fill out the PD Funds Request Google form for your building at least a month before the PD date
3. Building PD Committee will review
    a. Points of consideration
        i. Previous PD Request
        ii. Funds Balance
        iii. Alignment to the district PD goals and state standards as defined in the DESE guidelines for Professional Learning
        PDF of Missouri's Guidelines
4. The committee will respond within a week via email
    a. The committee will cc the principal and secretary with notification
5. Finalizing lodging, travel(Request school vehicle), registration, and substitute information with the building secretary is then the responsibility of the teacher

During
While at the PD event, follow these guidelines

1. Keep all itemized meal receipts
    a. Breakfast- $12
    b. Lunch- $15
    c. Dinner- $25
        i. The district does not reimburse alcohol purchases
2. Professional Learning
    a. If using social media please make sure that you are reflecting district policies and professional learning goals

Upon Return

1. Submit Reimbursement request to building PD Chair (Chair will submit to building secretary)
    a. Travel Expense Voucher
    b. Mileage Chart
2. Make a plan with the building PD committee to share learning and experiences with appropriate staff

Building Request Forms

McMillan Early Learning Center
Hawthorne Elementary
Eugene Field Elementary
Mexico Middle School
Mexico High School

Appendix

District Strategic Plan

Mexico Public Schools has engaged in strategic planning for nearly 20 years, involving community leaders, parents, staff, and students in the school improvement process.. The Mexico Board of Education reviews and approves the plan annually. Visit the link below to view the Strategic Plan.

Mexico Public Schools 2025-26 District Strategic Plan

MO School Improvement Program

The latest iteration of the Missouri School Improvement Program (MSIP 6) is focused on continuous improvement for all schools, the preparation of each student for life beyond high school and promoting practices that lead to healthy school systems. MSIP 6 will take a closer look at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student growth.

https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6

Professional Learning Guidelines

The links below were provided by DESE to support professional development planning.

Click here for the complete PDF of the Missouri's Guidelines

- Section One - The Mission, Mandates and Regulations for Professional Learning
- Section Two - Professional Learning Roles, Responsibilities and Standards
- Section Three - Professional Development Committee Budget
- Section Four - The Planning, Implementation and Evaluation of Professional Learning
- Section Five - Resources
- Standards for High Quality Professional Learning
- Mentoring Program Standards
- Mentoring Program Standards (Appendix A)
- Beginning Teacher Assistance Guidelines