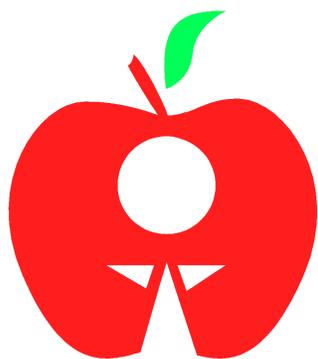


# East Helena Dist. #9 PIR Informational



## Booklet



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# East Helena Public Schools Professional Development / PIR Introduction

A comprehensive Professional Development Program supports activities that improve student achievement and support both school and district educational goals.

Quality professional development activities are job-oriented, ongoing and sustained over time, allowing for reflection by practitioners and focus on improved student learning and professional practice.

The East Helena Public Schools Professional Development Committee is organized for the purpose of supporting quality professional development activities for all staff. All curriculum committees, program areas and employee groups are represented on the Professional Development Committee.

The link between the Professional Development Committee and Curriculum Committees is an important one. Proposals are reviewed by the Professional Development Committee to ensure adherence to the standards of quality professional development. Curriculum Committees review proposals to determine alignment with curricular goals and to determine the ability to fund.

**The goal of committee members is to provide high quality, professional development opportunities that positively impact instruction and improve student achievement.**

# Professional Development FAQ's

**Q. What is PIR?**

A. PIR stands for Pupil Instruction Related days. The administrative Rules of Montana specify that a school that is in session at least 180 pupil instruction days must count for the year a maximum of seven PIR days, with a minimum of three of the days for instructional and professional development meetings or other appropriate inservice training. These seven PIR days, in addition to the 180 pupil instructed days, may be counted provided that such additional days do not include any time counted for pupil instruction and are used for one or more of the following purposes:

- Staff orientation held prior to the beginning of pupil instruction for the purpose of organization of the school year.
- Staff professional development programs scheduled throughout the year for the purpose of improving instruction which shall include annual instructional and professional development meetings.
- Parent Teacher conferences for the purpose of acquainting parents with the school and the progress of their children.
- Three of seven PIR days can be selected from the flexible offerings in the Professional Development booklet.

**Q. Can I receive college credit and count a class for a replacement credit?**

A. You may NOT receive pay, a stipend or credit towards lane advancement, a potential pay increase or any other remuneration as required by Montana Code Annotated 2-2-104. Since you are receiving salary for these days from the school district you "...may not receive salaries from two separate public employment positions that overlap for the hours being compensated...". The lone exception made for teachers is a payment "...from a college or university for the supervision of student teachers..." only.

**Q. Which days will I be replacing by contract?**

A. You are **required** to **replace one (1) PIR day** using these sectionals, or some other alternative that you receive **prior approval from the PIR Committee** for during the school year. You must have that 1 day of PIR make-up (6 hours) completed by April 30th or you will lose pay equivalent to the amount of hours you are short of fulfilling your contract. You may also elect to replace the two days in October that are referred to as October Professional (i.e. MEA-MFT) Days. If you choose to pursue the October Professional Days option the PIR classes (required 12 hours of professional development) must be completed prior to the October Professional days to fulfill your contract.

**Q. What should I do if I want to take a class over the summer?**

A. Get it approved prior to registration by the PIR Committee during the school year. You may also get approval by the Superintendent by calling the Central Office during the summer break. Classes that are not approved prior to registration and participation will be denied credit towards PIR.

**Q. When does the PIR year start?**

A. PIR credit for the ensuing school year starts as early as the day after student dismissal the proceeding school year and ends on April 30 of the contract year.

**Q. How many hours equals one day of PIR?**

A. 6 hours

**Q. Who needs to know what workshops I attended?**

A. As part of your teaching contract, each full time certified employee with more than 4 years of EHPS service must attend seven PIR days and teachers with less than 5 years must attend nine PIR days with *four of* the seven days included in:

- The first two days of school (without students) = 2 PIR days.
- The four parent teacher conference evenings (elem/ms) = 2 PIR days. The remaining three days must be taken from the activities listed in this booklet and/or by attendance at the conference/professional development activities during the year or at the October Professional days.

Your record of attendance must be submitted to your building principal.

**Q. I am a part time employee, what is my PIR obligation?**

A. If you are a part time employee, you are required to fulfill your PIR hours as per negotiated contract. (Master Contract: 5.11 C)

**Q. What are approved PIR activities each year?**

A. Allowable activities include:

- 1) Workshops listed in the workshop booklet that are in your assigned teaching curriculum and grade level only.
- 2) MEA/MFT conference and other professional development conferences listed on the conference list in the booklets
- 3) Professional training opportunities for individuals, content areas, curriculum committees, buildings, etc. that are proposed to and approved by the District PIR Committee.

**Q. Which classes should I sign up for?**

A. It is assumed that teachers will seek out PIR classes that pertain to their particular grade level and curricular areas or those that pertain to the specific goals of the district as approved. Exceptions may be granted on an individual basis through the submission of the proper form (Professional Replacement Day Request) to the PIR Committee, Building Principal & Superintendent.

**Q. What if I don't fulfill my PIR obligations?**

A. Any certified employee not fulfilling their PIR obligations by the two target dates (October Professional Days & May 6) will be docked one day of pay for every 6 PIR hours not completed.

**Q. How do I get OPI renewal credit?**

A. Professional Development classes can be used for Renewal units as per District application. Therefore, any PIR activities approved by the Professional Development Committee can be used for PIR credit and/or renewal units from OPI.

Renewal certificates will be issued for qualifying District sponsored activities. If you attend a conference and are interested in renewal units contact the sponsoring entity.

**Q. If I teach a workshop or facilitate a group can I get PIR credit?**

A. For every 6 hours that you teach you can receive 9 hours of PIR credit or workshop presenters can also elect a stipend paid at a preset hourly rate instead of PIR credit. Multiple presenters for a workshop must share the stipend.

**Q. How do I register for an activity listed in this booklet?**

A. The workshop booklet indicates who you contact to register. You can register for the majority of workshops by completing the google registration survey attached to the initial email or by printing and completing the registration page and sending it to- Jen Cordell at the Central Office. Workshops are filled on a first come, first served basis.

**Q. Can I just drop in at a workshop?**

A. You must receive prior approval by the PIR Committee. You may drop in and join the class if space allows, but you run the risk of being denied access and credit.

WORKSHOPS MAY BE CANCELLED WHEN THE ENROLLMENT IS FEWER THAN SEVEN (7). THE CENTRAL OFFICE WILL NOTIFY THOSE ENROLLED IN A WORKSHOP THAT HAS BEEN CANCELLED AT LEAST 24 HOURS PRIOR TO THE SCHEDULED DATE. THE FACILITATOR / INSTRUCTOR WILL ALSO BE NOTIFIED ASAP.

**Q. What should I do if I want to take a workshop not on the list?**

A. All other professional development opportunities must be submitted to the Professional Development Committee for approval. Submit a brief description on the Professional Replacement Day Request form attached as page 11. Be sure to describe how it will benefit you, the teacher and the district. Also include detailed course descriptions including links or course documentation, brochures, etc with your request. The PIR committee will review these applications. Applications **MUST BE** turned in to the PIR chairperson for consideration at least **three (3)** weeks prior to the registration deadline of the workshop. All applications for summer workshops for PIR replacement must be turned in no later than three (3) weeks prior to the end of the student attendance year.

\*\*\*Please note that applications may be denied simply due to not meeting the set deadlines included here, so make sure your proposals are submitted 3 weeks in advance of taking any class during the year and 3 weeks prior to the last day of the student attendance year for the ensuing summer and fall of the next year.

**Q. Do I need to cancel if I can't make the workshop?**

A. If you have pre registered and are unable to attend, please contact the Instructor and Jen Cordell at the Central Office.

**Q. Who do I call if I have questions about PIR/Professional Development?**

A. You can contact the superintendent, the PIR chairperson or your building principal.

**Q. Can I take the same or a similar class multiple years?**

A. Repeating a workshop not on the list or that is essentially the same material (outside of exceptions like First Aid and CPR) is not allowed. Before taking a workshop a second time you should check to make sure it is not the same with the PIR Committee. If in doubt, please contact the PIR Chairman and the Superintendent for clarification

**Group, Local, State, National, Regional and International  
Conferences**  
**Approved for PIR for Content Area Specific Teachers Only**

6 Trait Writing for Assessment & Instruction Training

A+ Teacher Learning Hub from OPI - limited to 6 hours

AAPHERD-American Association of Health, Physical Education, Recreation, and Dance

ACTFL-American Council of Teachers of Foreign Languages

AGATE-Association for Gifted and Talented Education - 6 hours

American Speech, Language, Hearing Association

Annual National Conference on Multi-Age Looping

Association for Career and Technical Education Convention - 6 hours

Association for the Education and Rehabilitation of the Visually Impaired

CEC - Council for Exceptional Children

CGI Training - EVMS by Northwest Regional Education Lab

Five Valleys Reading Conference - 6 hours

IRA - International Reading Association

MAAPHERD-MT Association of Health, Physical Education, Recreation, and Dance

MALT - Montana Association of Language Teachers

MBI - Montana Behavior Initiative

MCTM/MSTA-MT Council of Teachers of Mathematics/Montana Science Teachers Association Leadership  
Conference - 4 hours

MEA - MFT Summer Conference \*\*\* Pre-approved classes only

MEA-MFT October Conference

ASCD/Montana Association for Supervision and Curriculum Development

Montana Association of School Psychologists Summer Institute

Montana Behavior Institute (MBI)

Montana Consensus Institute  
Montana Counseling Association Conference  
Montana Early Childhood Conference  
MMEA – State Music Conference  
MENC – National Music Conference  
Montana Reading Summit – 6 hours  
Montana Writing Project/UM  
MSL – Montana State Library Conference  
MSRC – Montana State Reading Council  
NCTE – National Council of Teachers of English  
NCTM – National Council of Teachers of Mathematics  
NSTA – National Science Teachers Association  
NCSS – National Council of Social Studies Teachers  
RTI – Response to Intervention, Sponsored by CSPD  
Signing Exact English & Education Interpreting  
Summer Institute for the Management of the Communicatively Handicapped  
T3 International Conference for Educators – 9 hours  
National Board Certified Teachers Association

**REMINDER:**

***The only conference days, which qualify for PIR, are those which are not regular student attendance days (i.e. Saturday, Summer, etc., MCA 2-2-104). Travel time cannot be counted for PIR/Renewal credit.***

***Conferences are approved for assigned Content Area Specific and Grade Level appropriate teachers only.***

March 18, 2021

To: Staff

From: EHPS Principals

RE: PIR Workshop Registration

The workshop booklet indicates who you contact to register. You can register for the majority of workshops by completing the google registration survey attached to the initial email or by printing and completing this [registration page](#) and sending it to- Jen Cordell at the Central Office. Workshops are filled on a first come, first served basis.

If you are planning on taking any of the workshop opportunities being offered through the East Helena Public Schools, we ask that you pre-register as many of the classes have restricted enrollment based on certification requirements or limited number of computers in the labs. Please also indicate whether you are taking the class for PIR/ Recertification or other. If you are teaching the class also register and indicate whether this is for PIR or other. All registrations are due by **April 23, 2021**. Late registrations will be allowed if space is available. Send all registration forms to the Central Office. Participants not with the East Helena Public Schools will be assessed a \$25 fee per class.

Course Title	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Teacher's Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



# **PIR Day Confirmation Form** **Pupil Instruction Related (PIR) Day**

*East Helena Public Schools*  
*"Success For All"*

## **PIR Day Reconciliation Form**

This form is intended as documentation and support for our office in tracking PIR day requirements. Please indicate by checking the appropriate box, the manner in which you will meet the three (3) days of PIR obligation typically associated with MEA/MFT Days and the day in May. The 2 days before students attend and parent/teacher conferences constitute the other four (4) days that total the seven (7) required by contract and state law. (Please note those staff members that work an extended contract have additional requirements to meet the necessities of their complete contract.) Thanks!

\_\_\_\_\_ I will attend the MEA convention or \_\_\_\_\_ convention in October.

\_\_\_\_\_ One day  
\_\_\_\_\_ Two days

\_\_\_\_\_ I have earned the days necessary to meet the two (2) day obligation, **prior** to the MEA convention, with District offered programs or District pre-approved programs.

Title: \_\_\_\_\_

Title: \_\_\_\_\_

\_\_\_\_\_ I will or have taken District approved programs for the third required day of PIR requirements.

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Professional Replacement Day Request Pupil Instruction Related (PIR) Day

East Helena Public Schools  
"Success For All"

\_\_\_\_\_  
Name

\_\_\_\_\_  
Grade or Subject you teach

\_\_\_\_\_ This is a request for approval of a workshop/seminar I wish to attend to receive PIR credit for. This class is not on the list of pre-approved Conferences for Content Area Teachers.

The name of the class is: \_\_\_\_\_

I will take the class on my own time and will NOT receive remuneration for the class from any source.

*Applications **MUST BE** turned in to the PIR chairperson for consideration at least **three (3)** weeks prior to the registration deadline of the workshop. All applications for summer workshops for PIR replacement must be turned in no later than three weeks prior to the end of the student attendance year. Please note that applications may be denied simply due to not meeting the set deadlines included here, so make sure your proposals are submitted 3 weeks in advance of taking any class during the year and 3 weeks prior to the last day of the student attendance year for the ensuing summer and fall of the next year.*

**Please attach information, brochure, or written description about the workshop.** Describe how it will benefit you as a teacher as well as the district.

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

For PIR Committee Use Only:

\_\_\_ Approved for PIR Instruction

Date:

Place:

\_\_\_ Not- Approved: Resubmit at a later date:

## Professional Development Workshop Proposal Rubric

A high proposal: (5 points each)

- 1.) Provides 3 or more reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 3 or more benefits to the writer's specific curriculum area.
- 3.) Provides 3 or more benefits to the E.H.P.S. & attainment of 5 year plan goals.
- 4.) Directly relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates strong desire to do presentation

**A medium proposal: (3 points each)**

- 1.) Provides 2 reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 2 benefits to the writer's specific curriculum area.
- 3.) Provides 2 benefits to the E.H.P.S.
- 4.) Somewhat relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates mild desire to do presentation

A low proposal: (1 point each)

- 1.) Provides one or less reason for attending this conference stating what the teacher hopes to gain.
- 2.) Provides one or less benefit to the writer's specific curriculum area.
- 3.) Provides one or less benefit to the E.H.P.S.
- 4.) Does not relate reasons and benefits to stated goals/unclear articulation.
- 5.) Not willing to do a presentation/no plan.



# Professional Development Support Form For National Travel Pupil Instruction Related (PIR) Day

East Helena Public Schools  
"Success For All"

Proposal Title: \_\_\_\_\_

Person to Contact: \_\_\_\_\_

Focus Area:  Instructional Strategies  District Goals  Assessment  Other

Audience: Who can attend? Identify Participants \_\_\_\_\_  Open to general school population

What is the maximum number of participants who can be registered for this activity? \_\_\_\_\_

Where will activity take place? \_\_\_\_\_ Proposed Date/s \_\_\_\_\_

Are you requesting PIR?  Yes  No If Yes, how many hours? \_\_\_\_\_

FOR COMMITTEE USE ONLY	
_____	Focused on improved student learning
_____	Standards Based
_____	Provides opportunity for ongoing, job-embedded professional growth
_____	Results driven
_____	Based on established needs and goals of district and building
_____	Relates to district focus areas

**Description:**

Describe activity for inclusion in the Professional Development publication.

**Impact on Student Performance:**

What evidence will you collect to show that the activity you are proposing will increase student learning?

**Evidence of Follow-up Activities:**

How will you provide opportunities for on-going, job-embedded professional development?

# Budget Request

Please provide complete budget information for all aspects of proposed activity. Use district travel form for authorized amounts when calculating meals, lodging, and travel rates. Presenter fees are determined by activity type.

Should a presenter fee be applicable, the standard fee for a district employee who is a presenter will be applied. It is assumed that for every two hours of instruction there is an additional hour of preparation. (PIR credit may be received in lieu of a presenter fee.)

Number of participants:

## Presenter:

Fee -----  
Meals -----  
Lodging -----  
Travel -----  
Other Expenses -----

Participant Stipend -----  
Registration Fee (# of participants \_\_\_\_\_ x \_\_\_\_\_) = \_\_\_\_\_  
Meals (# of participants x meal total) -----  
Travel (# of participants x total travel) -----  
Other participant costs -----

Substitutes  
# of substitutes \_\_\_\_\_ x # of days \_\_\_\_\_ x \$110.00 \_\_\_\_\_

Supplies and Materials  
Printing (pre-approved printing will be done at Copy Center) \_\_\_\_\_  
Books, manuals -----  
Other (describe) -----

Additional follow-up costs (describe) -----

Other (describe) -----

Total Amount Requested -----

Identify possible sources of funding: EHEA, building budget, federal dollars, general fund curriculum dollars, EHPS Foundation Grant, other \_\_\_\_\_

## Professional Development Workshop Proposal Rubric

A high proposal: (5 points each)

- 1.) Provides 3 or more reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 3 or more benefits to the writer's specific curriculum area.
- 3.) Provides 3 or more benefits to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Directly relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates strong desire to do presentation
- 6.) Indicates that it has been at least two years since attending a workshop or conference at district expense.

A medium proposal: (3 points each)

- 1.) Provides 2 reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 2 benefits to the writer's specific curriculum area.
- 3.) Provides 2 benefits to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Somewhat relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates mild desire to do presentation
- 6.) Indicates attendance at a workshop or conference at district expense within the previous school year.

A low proposal: (1 point each)

- 1.) Provides one or less reason for attending this conference stating what the teacher hopes to gain.
- 2.) Provides one or less benefit to the writer's specific curriculum area.
- 3.) Provides one or less benefit to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Does not relate reasons and benefits to stated goals/unclear articulation.
- 5.) Not willing to do a presentation/no plan.
- 6.) Indicates attendance at a workshop or conference at district expense this school year.



**Professional Development Request Form  
For State or Local Travel  
Pupil Instruction Related (PIR) Day**  
East Helena Public Schools  
"Success For All"



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

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

Dates of the workshop: \_\_\_\_\_

Please attach a copy of the workshop brochure, etc.

Focus Area: -Check all that apply

- Focus on Improved student learning
- Standards Based
- Provides opportunity for ongoing, job embedded professional growth
- Based on established needs and goals of district and building
- Relates to district focus areas [incl. 5 year plan]

Proposals should be a *maximum* of two pages and should be typed or word-processed in Microsoft Word  
To be considered for the conference, please answer the following three questions:

- 1.) Why do you want to attend this particular conference and what do you hope to gain?
- 2.) How will this conference benefit you in your curricular area?
- 3.) How will attendance at this conference benefit the entire district?

A. To better benefit the entire district, conference attendees should be willing to do a 1 hour or more presentation during PIR day or early release regarding the ideas and information they have gained at the conference? (Presentations can be made with other attendees as appropriate.)

Do you agree to provide an in-service opportunity?  yes  no

B. What is the date and title of the last national conference you attended at district expense?

\_\_\_\_\_

**FOR COMMITTEE USE ONLY**

Approved  Not approved

## Professional Development Workshop Proposal Rubric

A high proposal: (5 points each)

- 1.) Provides 3 or more reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 3 or more benefits to the writer's specific curriculum area.
- 3.) Provides 3 or more benefits to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Directly relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates strong desire to do presentation
- 6.) Indicates that it has been at least two years since attending a workshop or conference at district expense.

A medium proposal: (3 points each)

- 1.) Provides 2 reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 2 benefits to the writer's specific curriculum area.
- 3.) Provides 2 benefits to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Somewhat relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates mild desire to do presentation
- 6.) Indicates attendance at a workshop or conference at district expense within the previous school year.

A low proposal: (1 point each)

- 1.) Provides one or less reason for attending this conference stating what the teacher hopes to gain.
- 2.) Provides one or less benefit to the writer's specific curriculum area.
- 3.) Provides one or less benefit to the E.H.P.S. & aligned with 5 Year Plan Goals
- 4.) Does not relate reasons and benefits to stated goals/unclear articulation.
- 5.) Not willing to do a presentation/no plan.
- 6.) Indicates attendance at a workshop or conference at district expense this school year.



**Professional Replacement Day  
Instructional Request  
Pupil Instruction Related (PIR) Day**

East Helena Public Schools  
"Success For All"



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

\_\_\_\_\_  
**Grade or Subject you teach**

This is a request for approval of a workshop/seminar I wish to present to other staff to receive PIR credit towards meeting the terms of my contract.

Please choose one of the following:

I will use the instructional time as PIR for meeting my contract obligations.

I choose to be paid for the instructional time at a rate of class time plus half amount of prep time.

The name of the class would be : \_\_\_\_\_

***Please attach an abstract, suggested hours for the course, targeted audience, maximum number of participants and/or other pertinent information to describe the workshop.***

For PIR Committee Use Only:

Approved for PIR Instruction

Date:

Place:

Not- Approved: Resubmit at a later date:

## Professional Development Workshop Proposal Rubric

A high proposal: (5 points each)

- 1.) Provides 3 or more reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 3 or more benefits to the writer's specific curriculum area.
- 3.) Provides 3 or more benefits to the E.H.P.S. & attainment of 5 year plan goals.
- 4.) Directly relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates strong desire to do presentation

**A medium proposal: (3 points each)**

- 1.) Provides 2 reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 2 benefits to the writer's specific curriculum area.
- 3.) Provides 2 benefits to the E.H.P.S.
- 4.) Somewhat relates reasons and benefits to stated goals with clear articulation.
- 5.) Indicates mild desire to do presentation

A low proposal: (1 point each)

- 1.) Provides one or less reason for attending this conference stating what the teacher hopes to gain.
- 2.) Provides one or less benefit to the writer's specific curriculum area.
- 3.) Provides one or less benefit to the E.H.P.S.
- 4.) Does not relate reasons and benefits to stated goals/unclear articulation.
- 5.) Not willing to do a presentation/no plan.



## **PIR Day Suggestion Box** **Pupil Instruction Related (PIR) Day**



East Helena Public Schools  
"Success For All"

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**Name**

---

**Grade or Subject you teach**

This is a suggestion of a workshop/seminar or topic for a district offered PIR.

Title or topic \_\_\_\_\_

I have attended or heard about this workshop and believe it would be beneficial. *Please attach information regarding this suggestion.*

### **Professional Development Workshop Proposal Rubric**

#### **A high proposal: (5 points each)**

- 1.) Provides 3 or more reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 3 or more benefits to the writer's specific curriculum area.
- 3.) Provides 3 or more benefits to the E.H.P.S. & attainment of 5 year plan goals.
- 4.) Directly relates reasons and benefits to stated goals with clear articulation.

#### **A medium proposal: (3 points each)**

- 1.) Provides 2 reasons for desiring to attend this conference stating what the teacher hopes to gain.
- 2.) Provides 2 benefits to the writer's specific curriculum area.
- 3.) Provides 2 benefits to the E.H.P.S.
- 4.) Somewhat relates reasons and benefits to stated goals with clear articulation.

#### **A low proposal: (1 point each)**

- 1.) Provides one or less reason for attending this conference stating what the teacher hopes to gain.
- 2.) Provides one or less benefit to the writer's specific curriculum area.
- 3.) Provides one or less benefit to the E.H.P.S.
- 4.) Does not relate reasons and benefits to stated goals/unclear articulation.

# **East Helena Public Schools PIR Abstract of Workshops**

**2021 – 2022 School Year**

**East Helena Public Schools**

## **East Helena Public Schools PIR Abstract of Workshops 2021-2022 School Year**

Attached are the PIR offerings for the 2021 – 2022 School Year. Please remember that you are **required** to **replace one (1) PIR day** using these sectionals, or some other alternative that you receive **prior approval from the PIR Committee** during the school year.

The PIR replacement and credit window for the 2021 - 2022 school year begins at the completion of the contract year and closes on May 6, 2022. You must have that 1 day of PIR make-up (6 hours) completed by then or you will lose pay equivalent to the amount of hours you are short of fulfilling your contract.

You may also elect to replace the two days in October (21 & 22) that are referred to as MEA-MFT Days. If you do choose to pursue this option the PIR classes listed here will be applicable to required hours of professional development necessary to meet the requirements of your contract and state law. Further it is important to note that any sectionals that you take you may NOT receive pay, a stipend or any other remuneration as required by Montana Code Annotated 2-2-104. Since you are receiving salary for these days from this school district you "...may not receive salaries from two separate public employment positions that overlap for the hours being compensated...". The lone exception made for teachers is a payment "...from a college or university for the supervision of student teachers..." only.

As always, if you have questions please contact the PIR Committee Chairman or Superintendent.

## PIR Abstract of Workshops

**Thursday, June 10:** EG & PPE will focus on Conscious Discipline. Radley will focus on Standards Based Grading, and EVMS & EHHS will focus on Personalized Learning.

**Friday, June 11:** SchoolSafe Safety and Security Training-The “I Love U Guys” Foundation’s programs for crisis response and post-crisis reunification are used in more than 30,000 schools and municipalities around the world. They are created through the research-based best practices of school administrators, psychologists, public space safety experts, families, and first responders. Prepare, or prepare to fail. Our programs, built on years of research and real-world experiences, make it simple to enhance crisis response and reunification plans within your school or public space.

### **High Quality Phonics & Spelling**

Presenter: Shana Dachs  
Place: EHHS  
Time: 8:30-11:30  
Date: August 9  
Credit: 3  
Audience: K-3

High quality phonics instruction is critical in helping students become proficient in decoding and encoding. Learn and practice strategies and techniques for maximizing the impact of phonics instruction. We will explore effective use of dictation, elkonin boxes, sound spelling cards and more. You will have the opportunity to collaborate with your grade level team and across grade levels.

### **Technology in the Elementary Math Classroom**

Presenter: Katherine Senecal  
Place: EHHS  
Time: 8:30-11:30  
Date: August 9  
Credit: 3  
Audience: K-5

In this sectional, we will explore the available technological resources that you can implement in your classroom to enhance practices and engagement. We will evaluate strategies to help students with special needs as well as tools to challenge gifted learners. We will explore how to set up math station rotations, math learning playlists, and blended learning to reach all levels of learners. You will investigate several resources and develop a new plan on how to organize your math instruction to reach all levels of math learners!

## **Trauma Informed Classrooms (Part 1)**

Presenter: Jesse Heide  
Place: EHHS  
Time: 8:30-11:30  
Date: August 9  
Credit: 3  
Audience: PK-11

This sectional will center on an introduction to ACEs, child development, self-care/adults as the intervention, and booms/bangs/body odor (environmental considerations) in our classrooms.

## **Instructional Framework**

Presenter: Jana Nygaard & Sarah Cobb  
Place: EHHS  
Time: 8:30-11:30  
Date: August 9  
Credit: 3  
Audience: 6-11

This session will provide teachers a clear understanding of what an instructional framework is and how it supports teaching and learning. Frameworks are designed to make it easier for teachers to succeed in every lesson by supporting bell-to-bell instruction, increasing student engagement, promoting purposeful reading, writing and discussion in every classroom. Shared examples will be applicable across all content areas.

## **Using Visual Phonics & Hand Movements in the Classroom**

Presenter: Kelsey Phelps  
Place: EHHS  
Time: 12:30 - 3:30  
Date: August 9  
Credit: 3  
Audience: Pk-1

Visual phonics is the use of specific hand-shape movements that model how air is moving within students' mouths as they produce different sounds. During this section, teachers will learn the hand motions for all 26 letters in the alphabet, the long vowels, digraphs and diphthongs. We will practice how to incorporate it seamlessly into spelling activities and Heggerty. While visual phonics was specifically created for students who are hard of hearing, it benefits all students as an extra kinesthetic, auditory and visual scaffold within the classroom

### **Going Deeper-Strategies for Effective Math Problem Solving**

Presenter: Katherine Senecal  
Place: EHHS  
Time: 12:30-3:30  
Date: August 9  
Credit: 3  
Audience: K-5

Do your students immediately go to “I don’t get it” when confronted with a multi-step math problem? In this class, we will evaluate those challenges and how to overcome them! We will summarize the benefits of using rich and meaningful problems and develop strategies for helping students work through problems step by step. We will collaborate on how to create mathematical discourse in the classroom that builds mathematical thinking. You will leave feeling confident in a plan to move toward a more problem-solving focused classroom.

### **Trauma Informed Classrooms (Part 2)**

Presenter: Jesse Heide  
Place: EHHS  
Time: 12:30-3:30  
Date: August 9  
Credit: 3  
Audience: PK-11

This sectional will center on an introduction to ACEs, child development, self-care/adults as the intervention, and booms/bangs/body odor (environmental considerations) in our classrooms.

### **Teaching for Engagement & Impact in any Setting**

Presenter: Lisa Mortieau  
Place: EHHS  
Time: 12:30-3:30  
Date: August 9  
Credit: 3  
Audience: 6-8

Whether face-to-face with students or in a virtual or distance environment, common themes endure. Take a few min to reflect on these themes and note how you accomplish these in face-to face environments. Then consider what these might look like in virtual spaces. Nancy Frey, Douglas Fisher, and John Hattie harness their insights, experiences, and research to conclude what really works with distance learning to deliver impactful lessons in an online, virtual, and distributed environment. “The Distance Learning Playbook” used to refine our approaches to online lessons.

## **Building Oral Language for Reading Success (Part 1)**

Presenter: Shana Dachs & Marci Parks  
Place: EHHS  
Time: 8:30-11:30  
Date: August 10  
Credit: 3  
Audience: PK-5

Oral language has a powerful impact on students' reading success. Learn about and practice effective, yet easy, strategies for building oral language through literature. Spend time refining and refreshing your explicit vocabulary instruction for maximum effectiveness and engagement.

## **Powerful Effects of Drawing to Learn**

Presenter: Lisa Mortieau  
Place: EHHS  
Time: 8:30-11:30  
Date: August 10  
Credit: 3  
Audience: PK-12

“Students who draw information remember nearly twice as much then students who wrote it” (Wammes and Meade 2018) This includes students who are not proficient in drawing- the emphasis is on the process. Drawing taps into the visual, kinesthetic, and linguistic areas of the brain- and encoding learning more deeply into the neural network. A teacher (who does not need to be an artist) can encourage rough drafts to annotate and explain, interactive notebooks and sketch notes, Data visualization (collect, analyze, explain), and finally low stakes assessment when used for students to show their understanding of a topic.

## **Standards Based Grading: How to Utilize Formative Assessment to Teach to Mastery**

Presenter: Katherine Senecal  
Place: EHHS  
Time: 8:30-11:30  
Date: August 10  
Credit: 3  
Audience: 3-5

We have made the change to standards based grading... now what? This sectional is designed to begin the process of organizing your classroom to reflect mastery grading. We will explore how to use formative assessment on a daily basis to drive instruction towards mastery. We will collaborate with colleagues to find the best way to create learning goals with students that are clear, attainable, and drive instruction. We can do this!

## **Disciplinary Literacy**

Presenter: Frank Smith  
Place: EHHS  
Time: 8:30-11:30  
Date: August 10  
Credit: 3  
Audience: 6-11

To be successful in mastering the standards of a content area, a student must be able to read text appropriately in that particular subject. This session will help teachers of any content area know how to support students when reading texts from their discipline. For example, in history we will look at ways to read like a historian. Each content area will leave with strategies to improve reading of content specific text.

## **Building Oral Language for Reading Success (Part 2)**

Presenter: Shana Dachs & Marci Parks  
Place: EHHS  
Time: 12:30-3:30  
Date: August 10  
Credit: 3  
Audience: PK-5

Oral language has a powerful impact on students' reading success. Learn about and practice effective, yet easy, strategies for building oral language through literature. Spend time refining and refreshing your explicit vocabulary instruction for maximum effectiveness and engagement.

## **Independent Reading-Make it Count!**

Presenter: KD Jones & Katherine Senecal  
Place: EHHS  
Time: 12:30-3:30  
Date: August 10  
Credit: 3  
Audience: K-5

Do you want more strategies to guide independent reading practices that amplify student growth AND create a love of reading in the classroom? We will focus on how to help students choose books that are on their level and they WANT to read! We will delve into reading conference strategies that are doable in a time-crunched classroom setting and how to utilize BookTaco to personalize and gamify independent reading! We will also give ideas on how to create fun, achievable reading goals to celebrate achievement and growth!

## **Assessments Data (Diagnostic, Benchmark, Interim & Summative) Done-Now What?**

Presenter: Lisa Mortieau, Nicole Hash and Whitney McLaughlin  
Place: EHHS  
Time: 12:30-3:30  
Date: August 10  
Credit: 3  
Audience: 6-8

Where do we go from here? 2021 brought to us many new adventures- a new focused strategy, new test platforms. We will explore testing data from Istation, and Interim Comprehensive Assessment 2020-21, learn how to find, open, and interpret the data. Grade level discussions around what we see in the data will determine our direction to help prepare for 2021-22.

## **Short Writing Across All Content**

Presenter: Frank Smith  
Place: EHHS  
Time: 12:30-3:30  
Date: August 10  
Credit: 3  
Audience: 6-11

The effects of poorly developed literacy skills are not just confined to the language arts classroom. Students who lack appropriate writing skills are at an elevated risk of not performing proficiently in content areas such as social studies, science, and mathematics. This seminar will focus on instruction that improves writing and learning in all content areas. Special emphasis will be given to short writing activities utilized to quickly enhance learning in any class.

## **Small Groups in Reading Instruction (Part 1)**

Presenter: Shana Dachs, Brenda Nardo & Katherine Senecal  
Place: EHHS  
Time: 8:30-11:30  
Date: August 11  
Credit: 3  
Audience: K-5

We will look at the four components of small group instruction: Environment, Routines and Procedures, Teacher Table, and Independent Work. We will dive into planning and implementation of PDSA cycles and other small group data tracking based on focus folders and student need groupings. Time will be spent refining instruction based on *How to Plan and Teach Reading Groups* and our core program. We will explore how to create purposeful independent and/or cooperative reading centers/stations for all learners while others are engaged in small group instruction. Teachers will have time to collaborate to enhance reading instruction with grade level teams and across grade levels! You will leave with ideas and ready to use resources!

## **Reignite: Olweus Bullying Prevention Program**

Presenter: Olweus Committee Members  
Place: EHHS  
Time: 8:30-11:30  
Date: August 11  
Credit: 3  
Audience: K-5

The Olweus Bullying Prevention Program (OBPP) has been utilized for 10 years in grades K-5 in the East Helena Public Schools. Now is a great time to reignite our bullying prevention efforts by over viewing the components of the OBPP. You will gain essential information for implementing the OBPP at the classroom and school wide levels. You will leave with class meeting ideas to implement as we embark on a new school year. Class meetings are designed to support the OBPP components, build relationships, and reinforce social skills

## **Purposeful Planning**

Presenter: Lisa Mortieau, Beth Walsh & Ashley Torgerson  
Place: EHHS  
Time: 8:30-11:30  
Date: August 11  
Credit: 3  
Audience: 6-8

Confidently know where you're headed each month and week using unit organizers and purposeful planning. Student focus will be on mastering the most important skills and getting the most out of each moment of your teaching time.

## **Vocabulary Instruction**

Presenter: Frank Smith  
Place: EHHS  
Time: 8:30-11:30  
Date: August 11  
Credit: 3  
Audience: 6-11

Do you have students with impaired comprehension in your subject area due to a lack of well-developed word knowledge? Research has shown vocabulary development to be highly correlated with success in reading comprehension tasks. This professional development session will focus on systematic and explicit methods for helping students to learn the various meanings of words in any subject area. Additional emphasis will be placed on learning various strategies for engaging students with the meanings of these words and checking their understanding of them.

## **Small Groups in Reading Instruction (Part 2)**

Presenter: Shana Dachs, Brenda Nardo & Katherine Senecal  
Place: EHHS  
Time: 12:30-3:30  
Date: August 11  
Credit: 3  
Audience: K-5

We will look at the four components of small group instruction: Environment, Routines and Procedures, Teacher Table, and Independent Work. We will dive into planning and implementation of PDSA cycles and other small group data tracking based on focus folders and student need groupings. Time will be spent refining instruction based on *How to Plan and Teach Reading Groups* and our core program. We will explore how to create purposeful independent and/or cooperative reading centers/stations for all learners while others are engaged in small group instruction. Teachers will have time to collaborate to enhance reading instruction with grade level teams and across grade levels! You will leave with ideas and ready to use resources!

## **Coding**

Presenter: Sarah Sandau  
Place: EHHS  
Time: 12:30-3:30  
Date: August 11  
Credit: 3  
Audience: K-2

This hands-on workshop will cover basic techniques for teaching computer science in grades K-2. Using free tools, participants will walk away with a program for teaching coding, related apps., and hard-copy lesson plans for teaching computer science.

## **Burnout & Completing the Stress Cycle: A Trauma Informed Approach to Students & Self Care**

Presenter: Kristin Ophus  
Place: EHHS  
Time: 12:30-3:30  
Date: August 11  
Credit: 3  
Audience: K-5

This course will work to create a trauma informed approach to initiate self care and care for students within the classroom as we discuss the stress cycle and how emotions live in your body with a beginning, middle and end. Drawing from a variety of remarkable texts, such as *Burnout: The Secret to Unlocking the Stress Cycle* by Emily and Amelia Nagoski, *Fostering Resilient Learners* by Kristen Sauers and Peter Hall, and *Conscious Discipline* by Dr. Becky Bailey, we'll cover how to be actionable in being trauma informed in our classroom, families, and selves.

## **Connecting with Parents Through Home Visits**

Presenter: Kim Metzger & Camy Dusenberry  
Place: EHHS  
Time: 12:30-3:30  
Date: August 11  
Credit: 3  
Audience: PK-11

The workshop will address the benefits of home visits. We will discuss the positive purpose for home visits, the background of the program, how a home visit is conducted and what comes after the home visits. Want to learn more about the project but not sure if home visits are for you? No worries! Feel free to come and learn. By attending the training, you are not committing to participate in the program! However, home visits cannot be conducted without this training.

## **edcampMontana**

Presenter: Chris Dexter & KD Jones  
Place: EHHS  
Time: 8:30-3:30  
Date: August 12  
Credit: 6  
Audience: All Teachers

EdcampMontana, also called an "unconference" is a free, open, participant driven conference. The content and schedule will be proposed and provided by the participants and is determined on the day of the event. EdcampMontana will be flexible discussion-based topics which will rely heavily on the passions and interests of the participants. EdcampMontana is intended to cover all curricular areas. EdcampMontana will put "**learning**" at center stage and look at the "Why" "What" "How" of pedagogy. Technology, apps and tools will be a thread discussed by providing ways in which we as instructors incorporate technology into learning and pedagogy

## **iReady Classroom Mathematics**

Presenter: Trainer  
Place: EHHS  
Time: 8:30 - 11:30  
Date: August 13  
Credit: 3  
Audience: K-2

i-Ready Classroom Mathematics (K–8) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. Dive into or revisit our adopted math curriculum!

### **Meet the Masters**

Presenter: Vicki Curtiss  
Place: EHHS  
Time: 8:30-11:30  
Date: August 13  
Credit: 3  
Audience: 3-5

New to the district or looking to revisit the Meet the Masters art curriculum? Meet the Masters provides an engaging art curriculum of 35 artist units organized into 5 Tracks for multiple grade levels. The units are incredibly well researched so that it can be taught by teachers, docents, or parent volunteers without having to create additional curriculum.

### **Soup, Salad, Entrée or Dessert? Learning Menus Support Student Choice (Honors Focus)**

Presenter: Beth Walsh, Lisa Mortieau & Chris Dexter  
Place: EHHS  
Time: 8:30-11:30  
Date: August 13  
Credit: 3  
Audience: 6-11

Empower students through interactive personalized learning and CHOICE while ensuring adherence to important LEARNING GOALS.

### **Meet the Masters**

Presenter: Vicki Curtiss  
Place: EHHS  
Time: 12:30-3:30  
Date: August 13  
Credit: 3  
Audience: K-2

New to the district or looking to revisit the Meet the Masters art curriculum? Meet the Masters provides an engaging art curriculum of 35 artist units organized into 5 Tracks for multiple grade levels. The units are incredibly well researched so that it can be taught by teachers, docents, or parent volunteers without having to create additional curriculum.

## **iReady Classroom Mathematics**

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Place: EHHS  
Time: 12:30 - 3:30  
Date: August 13  
Credit: 3  
Audience: 3-5

i-Ready Classroom Mathematics (K–8) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. Dive into or revisit our adopted math curriculum!

## **The Science & Art of Receiving Feedback Well**

Presenter: Lisa Mortieau  
Place: EHHS  
Time: 12:30-3:30  
Date: August 13  
Credit: 3  
Audience: 6-11

Feedback is essential if we want to learn and grow, both in the workplace, our classrooms with students, and in our personal relationships. We may not have control over what someone else thinks of us, but we can certainly do something about what we choose to do with the feedback.

## **Workplace CPR/First Aid**

Presenter: TBD  
Place: TBD  
Date: Dates to be announced (Evenings or Saturday proposed)  
Time: TBD  
Credit: 3  
Approved Audience: All Teachers, Bus Drivers, Paraprofessionals and Tutors

Individuals will gain the knowledge and skills to prevent, recognize, and provide basic care for injuries and student illnesses until advanced medical personnel arrive and take over.

**PIR ABSTRACT QUICK REFERENCE 2021**

	<b>Monday, August 9</b>	<b>Tuesday, August 10</b>	<b>Wednesday, August 11</b>	<b>Thursday, August 12</b>	<b>Friday, August 13</b>
<b>8:30-11:30</b>	<p>K-3 High Quality Phonics and Spelling Instruction with Shana Dachs</p> <p>K-5 Technology in the Elementary Math Classroom with Katherine Senecal</p> <p>PK-11 Trauma Informed Classrooms (Part 1) with Jesse Heide, Intermountain</p> <p>6-11 Instructional Framework with Jana Nygaard and Sarah Cobb</p>	<p>PK-5 Building Oral Language for Reading Success (Part 1) with Marci Parks and Shana Dachs</p> <p>PK-12 Powerful Effects of Drawing to Learn with Mortieau</p> <p>3-5 Standards Based Grading with Katherine Senecal</p> <p>6-11 Disciplinary Literacy with Frank Smith</p>	<p>K-5 Small Groups in Reading Instruction (Part 1) with Shana Dachs, Brenda Nardo, Katherine Senecal</p> <p>K-5 Reignite: Olweus Bullying Prevention Program with Olweus Committee Members</p> <p>6-8 Purposeful Planning with Lisa Mortieau, Beth Walsh, and Ashley Torgerson,</p> <p>6-11 Vocabulary Instruction with Frank Smith</p>	*K-12 EdcampMT-West	<p>K-2 i-Ready Classroom Mathematics with Trainer</p> <p>3-5 Meet the Masters with Victoria Curtiss</p> <p>6-11 Soup, Salad, Entrée or Dessert? Learning Menus Support Student Choice (Honors Focus) with Beth Walsh and Lisa Mortieau</p>
<b>Lunch</b>					
<b>12:30-3:30</b>	<p>PK-1 Using Visual Phonics Hand Movements in the Classroom with Kelsey Phelps</p> <p>K-5 Going Deep: Strategies for Effective Math Problem Solving with Katherine Senecal</p> <p>PK-11 Trauma Informed Classrooms (Part 2) with Jesse Heide, Intermountain</p> <p>6-8 Teaching for Engagement and impact in any Setting with Lisa Mortieau</p>	<p>PK-5 Building Oral Language for Reading Success (Part 2) with Marci Parks and Shana Dachs</p> <p>K-5 Independent Reading: Make it Count! with KD Jones and Katherine Senecal</p> <p>6-8 Assessment Data-Now What? with Lisa Mortieau, Nicole Hash, and Whitney McLaughlin</p> <p>6-11 Short Writing Across All Content Areas with Frank Smith</p>	<p>K-5 Small Groups in Reading Instruction (Part 2) with Shana Dachs, Brenda Nardo, Katherine Senecal</p> <p>K-2 Coding with Sarah Sandau</p> <p>K-5 Burnout &amp; Completing the Stress Cycle with Kristin Ophus</p> <p>PK-11 Connecting with Parents through Home Visits with Kim Metzger and Camy Dusenberry</p>	*K-12 EdcampMT-West	<p>K-2 Meet the Masters with Victoria Curtiss</p> <p>3-5 i-Ready Classroom Mathematics with Trainer</p> <p>6-11 The Science and Art of Receiving Feedback Well with Lisa Mortieau</p>

# East Helena Public Schools

School District No. 9

P.O. Box 1280 \* East Helena, MT. 59635

Superintendent/ Administration Office (406) 227-7700

Eastgate Elementary (406) 227-7770 \* Prickly Pear Elementary (406) 227-7720

Radley Elementary School (406) 227-7710 \* East Valley Middle School (406) 227-7740

East Helena High School (406) 227-7740



*“Success For All”*

## PIR EVALUATION

**On a scale of 1-5, please rate the following statements regarding their importance to you**

1. Did you find this sectional useful? High 5 - 4 - 3 - 2 - 1 Low
2. Did Presenter cover the material that you expected? High 5 - 4 - 3 - 2 - 1 Low
3. Does this class have application to your teaching? High 5 - 4 - 3 - 2 - 1 Low
4. How will you use this in your classroom?