

Section III. Professional Development Committee Budget



MISSOURI
PROFESSIONAL
LEARNING
GUIDELINES
for student success

Section III: Professional Development Committee Budget

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A. Funding for Professional Learning

State

During Missouri's economic crisis, legislation (House Bill 1543) was passed to give relief to districts that were in financial stress due to insufficient funding of the foundation formula or those who could not meet the cost of transportation. This legislation sunsets in 2013, and in fiscal year 2014, the Outstanding Schools Act of 1993 (SB287) will take precedence.

The Outstanding Schools Act indicates that each school district shall allocate 1 percent of its revenue from the foundation program, exclusive of categorical additions, to the Professional Development Committee (PDC) for professional development. Of the monies allocated to the PDC, 75 percent shall be spent in the same fiscal year for purposes determined by the PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board. The remaining 25 percent must also be spent for professional development, but may be carried forward for use in the succeeding year.

To meet the statutory requirements, 100 percent of the professional development funds must be:

- Used for professional development.
- Spent on activities consistent with the District Professional Development Plan (DPDP) developed by the District Professional Development Committee (DPDC) in collaboration with administrators.
- Clearly related to the objectives of the district Comprehensive School Improvement Plan (CSIP).
- Used for professional learning activities approved by the PDC and the board of education.
- Tied directly to identified student and educator learning goals and objectives.

House Bill 1543, passed in 2010

Section 163.410 specifies that in fiscal years 2011 through 2013 the requirement for school districts to dedicate 1% of their formula funding to professional development and the 75% funding and fund placement requirements for teacher salaries will be suspended if the school funding formula or transportation categorical is underfunded as specified or will be suspended in the following fiscal year if the governor withholds funds for the school funding formula basic apportionment under section 163.031.

Federal Programs

[Federal funds and grants](#) are available to help school districts and their staffs become more informed and more skilled in serving the needs of their students. All federal programs list professional development as one of the allowable uses for funds. For additional information concerning federal programs funding, call 573-751-3468.

Federal Program	Formula or Competitive	PD allowable use of funds
Title I, Part A, Educationally Deprived Children	formula	yes
Title I School Improvement Grant (SIG) 1003(g)	combination	yes
Title I. Part C, Migrant Education	formula	yes
Title I. Part D, Neglected & Delinquent Children	formula	yes
Title II. Part A, Improving Teacher Quality	formula	yes
Title II. Part B, Math & Science Partnerships	competitive	yes
Title III, English Language Acquisition	formula	yes
Title IV., Perkins Funding	competitive	yes
Title VI. Part B, Rural & Low-Income Schools	formula	yes
Title X, Part C, McKinney-Vento Homeless Education	competitive	yes
Refugee Children School Impact Grant	competitive	yes
MO Public Charter Schools Planning & Implementation	competitive	yes

Program Descriptions

[Title I, Part A – Improving the Academic Achievement of the Disadvantaged](#)

(page 16) – The purpose of this program is to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting school wide reform in high-poverty schools and ensuring students' access to scientifically based instructional strategies and challenging academic content. Title I provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students and turning around low-performing schools, while providing alternatives to students in such schools to enable those students to receive a high-quality education.

Title I, Part C – Education of Migratory Children (page 37) – The purpose of this program is to assist states to support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. In addition, the program attempts to ensure that migrant children who move between states are not put at a disadvantage because of disparities in curriculum, graduation requirements, content, and student academic achievement standards. Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor record-keeping between schools, cultural and language difficulties, and social isolation). Because migrant students usually account for only a small percentage of the total student population, many schools and districts find it difficult to dedicate the level of resources that may be necessary to ensure the best educational experience possible for their migrant students.

Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk for State and Local Institutions – It is the purpose of this program to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals (page 51)– The purpose of this program is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools and to hold schools accountable for improvements in student academic achievement.

Title III, Part A – English Language Acquisition and Language Enhancement – The purpose of this program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

Title IV (Perkins), K-12 Districts – The reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, also known as Perkins IV, represents one of the largest federal investments in the nation's high schools and is a key component of secondary and postsecondary education systems. The Perkins Act extended through the year 2012 and provided more than \$1.2 billion in federal support for career and technical education programs in all 50 states. At this

time, reauthorization for this bill has not occurred, but states are still operating under the last authorization while congress is contemplating reauthorization or institutionalizing new legislation.

The goal categories for Perkins IV. are: Student Performance; Highly Qualified Staff; Facilities, Support and Institutional Resources; Parent and Community Involvement; and Governance. Although Perkins IV funding supports Agricultural Education, Business Education, Marketing Education, Health Sciences/Pre-Biomedical, Family Consumer Science, Occupational Family Consumer Science, Skilled Technical Sciences, and PLTW – Pre-Engineering, there may be opportunities to partner and utilize this funding stream to offer professional learning opportunities to all staff. Example: The data shows that the high school has several sub-groups of students that are scoring below grade level in mathematics. Many of these students are also enrolled in Career and Technical Education Courses. In order to increase student learning, the building School Improvement Plan focuses on teachers learning to be proficient in differentiated instruction. Since "Student Performance" and "Highly Qualified Staff" are goal categories in Perkins IV. and many of the students of concern are also Career and Technical Education Students, it would be possible for Perkins funding to be utilized to bring in a consultant to train staff on differentiated instruction strategies. (A teacher from Career and Technical Education should serve as a member of the PDC.) For more information on program guidelines and funding allocations by district, visit the [Perkins IV Financial Management page](#) on the Department's website.

[Perkins Allowable Expenditures](#)

In addition to the Perkins IV funding, K-12 districts also receive state level Career and Technical Education funding. A portion of this funding can also be used for professional learning/development.

[Title VI, Part B – Rural Education Initiative; Rural and Low-income Schools and Small Rural School Achievement \(SRSA\) program](#) (page 76) –

The purpose of this program is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. The RLIS program is an initiative that provides grant funds to rural local education agencies (LEAs) that serve concentrations of children from low-income families. An LEA may use RLIS funds to support a range of authorized activities in order to assist the LEA in meeting its state's definition of adequate yearly progress.

The SRSA program provides eligible LEA with greater flexibility in using the formula grant funds received under certain federal programs. The U.S. Department of Education awards SRSA funds directly to eligible LEAs on a formula basis.

Title II, Part B – Math and Science Partnerships – Funds available for the Mathematics and Science Partnership competitive grant program will be awarded to support successful proposals submitted by partnerships that will provide program and resources to improve mathematics and science instruction. Summer Academies will be developed and implemented in both Mathematics and Science. Professional development follow-up activities will be implemented after the Summer Academies.

Title X, Part C – McKinney-Vento Homeless Education – The purpose of this program is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. School districts that have an identified homeless population of 20 or more homeless children and youth per year are eligible to apply, on a competitive basis, for grant funds to provide educational support activities for homeless children and youth.

Federal Refugee Program – The U.S. Department of Health and Human Services through the Refugee Children School Impact Grants Program provides funding to states and school districts to defray some of the costs of educating refugee children. Funds from this grant support school districts' programs designed to enable refugee children to achieve the state's Show Me Standards of academic performance at a rate commensurate with that of the average of all children within a district. Programs also provided training opportunities to refugee families and to school personnel serving the refugee population as a whole.

Title I, School Improvement Plan 1003 (a) – The school improvement money will be used by the Focus schools for implementation of their accountability plans.

Title I, School Improvement Grant 1003 (g) – The purpose of this program is to assist schools identified for improvement, corrective action, and restructuring. Funds are used for the purpose of strengthening the capacity of States to carry out their program improvement responsibilities required by Title I by: 1. building state capacity to provide leadership in implementing effective school improvement strategies for LEAs and schools that have been identified for improvement, are in corrective action, and are in the restructuring process; and 2. providing resources to LEAs to support school improvement activities, including the development and implementation of effective school improvement plans. To be eligible to receive Title I School Improvement Funds, the LEA must have one or more schools identified for school improvement, corrective action, or restructuring under section 1116(b) of Title I.

Title II, Part D, Enhancing Education Through Technology (page 58)– The purpose of Title II.D is to improve student academic achievement through the use of technology in elementary and secondary schools while assisting every student in becoming technologically literate by the end of eighth grade. It must also provide research-based professional development resulting in effective integration of technology resources with classroom instruction. Although funds are no longer available for Title II, Part D, small rural schools can use the REAP Flex option to take advantage of this Title category.

REAP Flex targets small, rural school districts. These districts may have a particular need for flexibility, because the amount of formula-based program funds these districts receive from individual federal programs may be individually too small to support significant school improvements. Districts participating in REAP Flex may use up to 100 percent of the applicable formula funds (Title II, Part A – Improving Teacher Quality State Grants; Title II, Part D – Educational Technology State Grants; Title IV, Part A – Safe and Drug-Free Schools and Communities; and Title V, Part A – State Grants for Innovative Programs) for activities authorized under one or more the programs listed below. In addition, there are no “set-asides” or limits on how much money may be utilized from eligible program funds. There is no application process for districts that wish to participate in the program. The only requirement is that eligible rural districts notify the state of their intent to exercise the REAP Flex authority by the state-established deadline. Under this provision, money can be utilized for activities under the following programs:

- Title I, Part A (Improving Achievement for Disadvantaged Children)
- Title II, Part A (Improving Teacher Quality State Grants)
- Title II, Part D (Educational Technology State Grants)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Title IV, Part B (21st-Century Community Learning Centers)
- Title V, Part A (State Grants for Innovative Programs)

Title IV, A, Safe and Drug-Free Schools and Communities (page 69)– The purpose of the Safe and Drug-Free Schools and Communities Act is to support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and other drugs; to involve parents and communities in the selection of activities and evaluation of their effectiveness; and to coordinate activities with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Although there is no longer funding for Title IV, A, its purposes may be supported through the REAP Flex option.

Title V, A, Innovation Programs (page 73) – The purposes of this program are the following:

- To support local education reform efforts consistent with and supportive of statewide education reform efforts
- To provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research
- To meet the educational needs of all students, including at-risk youth
- To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction.
- To provide a continuing source of innovation and educational improvement, including support for library services and instructional media materials
- Although there is no longer funding for Title IV, A, its purposes may be supported through the REAP Flex option.

B. Allowable Expenses for State "One Percent" Funds

It is important that professional development funds be spent wisely. The following are just three examples of unwise use of professional development funds: 1. one-time workshops with no follow-up either through district/school or other supporting workshops; 2. the expenditure of funds with no clear objective; and 3. the over expenditure of funds for tuition reimbursement.

One percent professional development monies should be committed to long term, job-embedded activities that impact student achievement as determined by measurable outcomes.

Although there are certain activities that are allowable expenditures for professional development funds, PDCs may make policy not to reimburse for those identified allowable items. (For example, under certain conditions, tuition reimbursement is allowable; however, the local PDC believes that there is a possibility that too great a percentage of their professional development monies could be spent in this direction with very little payback in measurable student achievement. As a result, unless otherwise dictated by local board policy, local PDCs may determine that there will be no tuition reimbursement or limited reimbursement for courses taken.) Local school boards are encouraged to establish a separate line item in the district budget for tuition reimbursement if continuing education is a priority.

Professional development funds should be dedicated to the learning needs of teachers and leaders identified in their Individual Professional Growth Plans (IPGP) or Individual Leadership Growth Plans (ILGP) and tied to identified student learning needs. Individual Growth Plans for teachers and leaders should inform the

development of the District Professional Development Plan. Individual Growth Plans should be in alignment with the building Professional Development Plan and the District Professional Development Plan. Likewise, the District Professional Development Plan should be aligned with, and support, the Comprehensive School Improvement Plan.

Allowable expenditures are as follows:

1. **Activities for staff with teaching certificates:** Professional development activities can be provided for all staff with teaching certification. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers.
2. **Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.
3. **Stipends for:**
 - Teachers' participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - Teachers' work as a member of the professional development committee. This includes any training received for being a PDC member if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - Mentor teachers for time spent planning for and working with first and second year teachers outside regular contracted school hours.
 - Teachers' participation in professional development/learning/ in-service activities scheduled and held by the district outside contracted school hours.
4. **Reimbursement for:** Travel, food, lodging and registration fees to participate in professional learning/ training activities.
5. **Pay for substitute teachers:** Pay for substitute teachers when professional development activities are held during the regular school day or to allow for teachers to observe, coach, mentor or work with other teachers in collaborative situations.
6. **Tuition and fees for selected colleges or university courses to:**
 - Eliminate temporary certificates when requested by the district to teach in a shortage area.

- Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by the PDC regulations, professional development money could be used to pay for the tuition of this course.
- Keep teaching certificates current if identified in the district professional development plan as a district priority.
- Help progress toward a master's degree or above if identified in the District Professional Development Plan, in the educator's Individual Professional Growth Plan and the advanced degree sought is in the educator's content area of teaching .
- Help enrich subject/grade level teaching.

Note: Caution should be exercised by the PDC in using a large percentage of its budget on tuition reimbursement. The PDC may wish to develop a policy that limits tuition reimbursement to only the critical certification needs of the district in order to have the needed funds to support the identified learning needs of all staff and meet the goals of the district Comprehensive School Improvement Plan.

PDC Funding Decisions

7. **National Board Certification:** Payment of all or a portion of the fee is allowable if consistent with the goals and activities of the PDC plan, the teacher's Individual Professional Growth Plan and has been adopted and approved by the board of education. Again, caution should be exercised by the PDC in using too large a percentage of its budget in support of a few candidates.
8. **Library resources:** Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.
9. **District fee to belong to a professional development co-op and professional organizations:** This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board-adopted professional development plan of the district. Example: If the district wishes to join a professional development consortium through their local RPDC, this is allowable since the RPDC will then work with the district to provide professional development in support of the district/building needs.

C. Expenditures for Which "One Percent" Fund May Not Be Used

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.
5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.)
6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)

8. School board member training.
9. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review.
10. Professional development activities for non-certificated staff. (School districts are encouraged to provide opportunities for non-certified staff to learn and grow professionally.)
11. As a supplement for teacher health insurance premiums.
12. Certified staff CPR training.
13. Firearms safety training.

If there are questions about what is an allowable expenditure and what is not, clarification can be obtained by calling 573- 526-6650, Director of Professional Development, DESE.

PDC Funding Decisions

D. Budgeting

Once the professional development plan is complete, allocation of resources to accomplish the goals must be determined. The following procedures may prove helpful:

- In collaboration with building(s) administrator(s), prioritize the goals to be addressed for the professional development fiscal year.
- Estimate the cost of the professional development activities and/or resources needed to accomplish each of the goals.
- Create a yearly itemized budget to reflect professional development expenditures.

If, after the year progresses, it is found that there is a more pressing learning need (student driven), then adjustments can be made to the Professional Development Plan and plan budget to help students be successful and teachers meet identified learning targets. PDCs should have a district process or policy that addresses changes to the Professional Development Plan and budget.

E. Accounting for Expenditures

The Outstanding Schools Act of 1993 requires that 75 percent of professional development funds be spent in the year received. The penalty for non-compliance is loss of all state aid. Therefore, a cooperative relationship must exist between the PDC and school administrators regarding accounting expenditures. Each district is encouraged to develop a collaborative system to approve expenditures and maintain an accurate accounting of all expenditures.

Questions and Answers

Can PDC money be used to reimburse staff for expenses associate with taking graduate classes? *(Refer to Section III, B.6)*

Can administrators be reimbursed for workshops and related travel expenses out of PDC funds?

Yes, if consistent with the objectives of the Comprehensive School Improvement Plan, the District Professional Development Plan, the Individual Leadership Growth Plan and approved by the PDC.

When the professional development plan is presented to the school board, does a budget need to be presented and approved at the same time, or is the budget developed by the committee later?

Yes. A budget should be presented as part of the professional development plan.

Can PDC funds be spent on necessary expenses for training teachers to serve on Missouri School Improvement Program (MSIP) teams including the on-site visit?

Generally, no; however, certificated staff preparing in the areas of curriculum, instruction, and/or professional development for a local MSIP review or serving on an MSIP review team in those areas may receive a stipend. The PDC need not approve stipends for teachers working in these areas unless it is feasible and agreeable for the district to pay teachers working in the other MSIP areas an equal stipend out of regular district funds.

Who has the authority to move PDC funds from one school plan objective to another?

The PDC has the responsibility to move funds where they are most needed to accomplish the objectives of the Comprehensive School Improvement Plan.

Can PDC funds be used to pay for classes that ultimately lead to certification in other areas? Science teachers to principal? English teacher to counselor? English teacher to math teacher?

If written in the local PDC guidelines, the PDC may provide for reimbursement for course work in the teacher's field of teaching; however, reimbursement should not otherwise be allowed unless there is a critical need in the district. Board policy may provide for tuition reimbursement outside these stated guidelines; however, when that is the case, the board must reimburse for this course work using district funds rather than the one percent professional development funds. (*Refer to Section III, B.6*)

Must administrator travel be presented to the PDC for approval?

Yes. All expenditures of the one percent professional development monies must be approved by the PDC.

Can PDC money pay for a coaching clinic if an objective is written toward it?

No. Coaching clinics are intended to help people become better coaches. Professional development monies are to be used for the improvement of classroom instruction. Although there are topics in coaching, cheerleading and business clinics, for example, that could be used in the classroom, classroom instruction is not the focus of the clinic.

Can the superintendent override the PDC decisions regarding expenditures that the PDC determines have no relevance to the professional development goals?

No. The law (The Outstanding Schools Act of 1993) makes it clear that the PDC is to consult with the administration, but the PDC is responsible for approval of fund expenditures under the aegis of the board.

Can professional development monies be used to pay a stipend to a teacher for being a mentor?

Yes. A stipend can be paid to a mentor for time spent planning for and working with a mentee as long as this time is outside the regular school hours or if the mentor is giving up conference/planning time to work with a mentee. A teacher cannot receive a stipend if he/she is fulfilling career ladder obligations by serving as a mentor.

Can professional development monies be used to pay a stipend for curriculum development?

Yes. Only if teachers are working on curriculum outside the regular school hours and are not receiving career ladder credit for their work, they may receive a stipend.

Can professional development monies be used to send Title I teachers to a Title I focused conference?

No. Title I funds must be used for that purpose.

Should there be written documentation of requests which were approved and denied?

Yes. A form should be developed for applicants to complete. (Applicants should be required to show how this learning opportunity will satisfy an objective in his/her Individual Professional Growth Plans or Individual Leadership Growth Plans and how it ties to the building and district professional development plans.)

If the request is denied, there should be a space where the reason for denial is stated with documentation that the request was reviewed by the committee. The form should be signed by the chairperson or other appropriate person(s). Copies of all requests should be kept on file for future reference.

Can a Title I teacher be reimbursed for attending a conference attended by other “regular” classroom teachers?

Yes. a Title I teacher may be reimbursed with one percent monies when attending a conference/workshop from which any classroom teacher can benefit as long as the learning activity is consistent with Comprehensive School Improvement Plan, the Professional Development Plan, and his/her Individual Professional Growth Plan objectives.

Must the expenditures of all professional development monies, regardless of source, be approved by the PDC?

No. Only the expenditures of the state one percent monies must be approved by the PDC. However, to develop a consistent, effective and systemic professional development program, all professional development funds should be spent to achieve the goals of the district's professional development plan in support of the district's Comprehensive School Improvement Plan.

If a secretary has a teaching certificate, could he/she be paid out of professional development funds to attend a conference?

No. To be eligible for professional development reimbursement, the person must be certified as a teacher, counselor, librarian or administrator and must be currently employed in that role.

Can professional development funds be used for CPR training for certified staff?

No. Professional development monies are to be used to achieve the academic goals of the building and district's professional development plans in support of the district's Comprehensive School Improvement Plan. If local school boards feel that this is a high priority, other district funds may be used for this purpose.

Can professional development funds be used to help offset the individual insurance costs to certified staff in the district?

No. Professional development monies are to be used only to achieve the goals of the building and district's professional development plans that are tied to the district Comprehensive School Improvement Plan.

Can a district use professional development monies to pay/or partially pay for a teacher to become National Board Certified?

Yes. If one of the district's goals is to have a highly effective teacher in every classroom and the PDC has chosen to support this certification as a means to accomplish this goal, then professional development funds may be used to pay or help to pay the certification cost.

Can a district use professional development monies to pay for "firearms safety training" and/or school safety training for certified staff in the district?

No. Professional development monies are to be used to achieve the academic goals of the building and district's professional development plans in support of the district's Comprehensive School Improvement Plan. If local school boards feel that this is a high priority, other district funds may be used for this purpose.