



**CPSB Travel Voucher Process**  
**Grants Department**  
**337-217-4090**

# Travel Voucher Checklist:

- Every employee must be signed up for direct deposit with accounts payable before the trip. (Not the same as payroll direct deposit.)
- Travel voucher must be printed on legal paper.
- Approved Aesop must be submitted with travel voucher.
- Hotel invoice must be submitted with travel voucher.
- Hotel conference room rate information must be attached to hotel bill.
- Any employee paying for a room who has a roommate (another employee), must indicate roommate's name on expense voucher and attach roommates approved Aesop.
- Conference agenda must be submitted with travel voucher.
- Meal form must be submitted with travel voucher.
- Mileage – if you are claiming mileage please list all persons who rode with you on the travel voucher. Map quest or some type of map/direction must be printed and attached to travel voucher as proof of mileage being claimed. (Mileage rate \$0.58)
- Entire travel voucher packet/papers must be sent to Grants Dept. within 5 days of travel.

# Sample Aesop

View Absence # 181116784 - REED, PAULA  
December 07 - December 09

Status: No Substitute Required / Approved (Details)  
Hours Per Day: 8 | Created: 10/15/2015 9:43 AM | Last Update: 10/15/2015 3:29 PM

December 07 - December 09 at GRANT DEPARTMENT

December 2015

Next Steps: Status: No Substitute Required

ABSENCE SUMMARY

Substitute Required: No

Notes & Attachments

Notes to Administrator: (1) LACUE(2) NOLA Hyatt (3) 12/7-9(2015) 4) Grant Dept (5) no sub (6) no sub (7) to keep abreast of trends in technology-enhanced teaching strategies to improve student achievement

Notes to Substitute: None

In the Administrator's notes you MUST include 7 items related to your travel. (If you were emailed the 7 required items please copy and paste those into AESOP.)

1. Name of Event
2. Destination
3. Date of trip (include travel dates)
4. Who is paying for the travel expenses
5. Sub Needed (Yes or No)
6. If Sub is needed, who is paying for the sub
7. Benefit to the school system

Reminder: IF another employee roomed with you, attached a copy of their Aesop to your travel voucher.

# Hotel-Tax Exempt Form

- **Provide a copy of the Tax Exempt form to the hotel when checking in.** The form is on the Grants Webpage: <https://www.cpsb.org/Page/499>.
- Section 1
  - If using the form already filled in by Grants Dept. you only need to completed the red marked areas. Employee name, title, hotel folio or reference number.
- Section 2
  - Employee name, title, signature, and date.

R-1376 (1/09)

**Governmental Employees Hotel Lodging Sales/Use Tax Exemption Certificate**  
Louisiana Revised Statute 47:301(8)(c)

This certificate is for use by employees of the United States government and the State of Louisiana and its political subdivisions. It is used to document employee eligibility for exemption from payment of state sales taxes on hotel lodging charges that are directly reimbursable by the government employer.

PLEASE PRINT OR TYPE.

Employee Name	Hotel Folio or Reference Number		
Employee Title	Government Agency Employer		
Agency Address	City	State	ZIP
600 Shattuck Street	Lake Charles	LA	70601
Agency's Telephone Number (337) 217-4090			

This certifies that the employee named above is an employee of the above named government agency and that the lodging charges incurred are necessitated by the employee's conduct of the official business of this government agency. The employee's lodging expenses are required to be accounted for to his government agency employer and are reimbursable by the government agency to the employee in the actual amount incurred. This government agency, therefore, claims exemption from the payment of state sales taxes on the lodging charges for the occupancy of the employee's hotel room.

Authorization	
Employee Name	Employee Title
Employee Signature	Date (mm/dd/yyyy)
Government Agency Representative (other than employee) Margaret Goods	Government Agency Representative Title (other than employee) Grants Supervisor, Calcasieu Parish School Board
Government Agency Representative Signature <i>Margaret Goods</i>	Date (mm/dd/yyyy)

Hotel Information	
Hotel's Name	Seller's Louisiana Sales Tax Registration Number (if applicable)
Dates of Employee's Stay (mm/dd/yyyy)	

Note: This form is valid only for documenting eligibility for exemption from the payment of state sales tax on charges for room occupancy. The state sales tax must be paid on other taxable purchases from the hotel, including meals, laundry, dry cleaning, and vehicle parking. When this form bears the signature of only the employee, the form must be accompanied by a copy of the employee's written travel orders which states the dates and destination of the authorized travel. The hotel must retain this certificate and a photocopy of the travel orders to document the exemption. This form is not valid to document exemption from the payment of local room occupancy taxes.

# Sample Travel Voucher

CALCASIEU PARISH SCHOOL SYSTEM EMPLOYEE EXPENSE & TRAVEL VOUCHER										
Name: <u>Your Name</u> <b>**All reimbursements will be mailed to address below**</b>					I certify this a true and correct statement.  Name: _____ (Signature) _____ (Date)  Approved: _____ (Signature) _____ (Date)					
Department: <u>Your School</u> Home Mailing Address: <u>Your mailing address</u>										
For Period: <u>Travel dates</u> Phone Number: <u>Your phone number</u>										
Phone Number: _____										
OUT-OF-PARISH TRAVEL										
<b>**Please Fill out in ink**</b>										
Date	Destination	Nature of Business	Current IRS Mileage Rate		Lodging	Meals (enter each day)		*Other Travel Cost (Itemized)	Amount	Total
			No.	Amount		No.	Amount			
3/12/2017	Hilton-New Orleans	Plain Talk	205	111.73	156.00	1	23.00	Parking	20.00	\$ 310.73
3/13/2017	Hilton-New Orleans	Plain Talk		0.00	156.00	1	23.00	Parking	20.00	\$ 199.00
3/14/2017	Hilton-New Orleans	Plain Talk		0.00	156.00	1	23.00	Parking	20.00	\$ 199.00
3/15/2017	Hilton-New Orleans	Plain Talk	205	111.73						\$ 111.73
				0.00						\$ -
				0.00						\$ -
									Total Out-of-Parish Travel	\$ 820.45
									Add In-Parish Travel	\$ -
									Less Any Travel Advance	
									Total Travel	\$ 820.45
									Plus Total Non-Travel Expense	\$ -
									Total Reimbursement Requested	\$ 820.45
NON-TRAVEL EXPENSES (Receipts must be attached.)			Vendor #: _____							
Description	Budget Code	Amount	Budget Code: _____							
Total Non-Travel Expense		\$ -								
Comment: (Denote justification/discrepancies concerning reimbursement documentation. Example: shared room with..., lunch was provided on..., etc.)										
Jane Doe roomed and rode with me. Breakfast and lunch was provided by conference.										
*Attach lodging & other required receipts to this form. Consult CPSB Policy Manual, Section DJD, for additional inform; Revised 9/1/15										
<b>MUST BE PRINTED ON LEGAL SIZE PAPER</b>										
Employee should be cautioned that reimbursements are limited to available budgeted funds										

## Sample mileage verification

- Mileage must match travel voucher.

## Sample meal form

- Amounts must match travel voucher

**YOUR TRIP TO:** mapquest  
2 Poydras St, New Orleans, LA 70130-1656

**3 HR 13 MIN | 205 MI**

- Start out going north on S Shattuck St toward Carter St.  
Then 0.32 miles 0.32 total miles
- Turn right onto Belden St.  
Belden St is just past Winterhalter St.  
*If you reach Interstate 49 you've gone a little too far.*  
Then 0.21 miles 0.53 total miles
- Merge onto I-10 E via the ramp on the left.  
Then 127.56 miles 128.09 total miles
- Keep right to take I-10 E toward New Orleans.  
Then 71.00 miles 199.09 total miles
- Keep right to take I-10 E toward New Orleans/Business District.  
Then 3.54 miles 202.63 total miles
- Keep right to take I-10 E toward Slidell.  
Then 0.47 miles 203.10 total miles
- Merge onto Poydras St via EXIT 234B on the left toward Superdome.  
Then 1.48 miles 204.58 total miles
- Enter the Poydras St roundabout.  
Then 0.02 miles 204.60 total miles
- 2 POYDRAS ST.  
*If you are on Port of New Orleans Pl and reach Julia Street Wharf you've gone about 0.5 miles too far.*

Use of directions and maps is subject to our Terms of Use. We don't guarantee accuracy, route conditions or usability. You assume all risk of use.

9-594

**REIMBURSEMENT FOR MEALS**

(Attach to Travel Advance and Travel Voucher)

Employees will be reimbursed for meals pursuant to the schedule herein while traveling as follows:  
(AS PER CPSB POLICY DJC)

	Regular Cost Travel Areas	High Cost Travel Areas
Breakfast	\$ 7.00	\$ 9.00
Lunch	\$11.00	\$13.00
Dinner	\$17.00	\$23.00
<b>Total for Day</b>	<b>\$35.00</b>	<b>\$45.00</b>

PLEASE INDICATE DATE, MEAL(S), AND AMOUNT CLAIMED FOR ATTACHED TRIP USING CHART ABOVE.  
Attach documentation of trip (agenda, brochure, letter, etc.)


	Breakfast	Lunch	Dinner	Total
Date	3/12/2017		\$23.00	\$23.00
Date	3/13/2017		\$23.00	\$23.00
Date	3/14/2017		\$23.00	\$23.00
Date	3/15/2017			
Date				
<b>GRAND TOTAL</b>			\$69.00	

# Sample Hotel invoice and Conference rate

## Hotel invoice

- shows hotel rate and parking.

Note: taxes for hotel was credited however you are charged parking tax. Invoice must show zero balance and no room state taxes.



**Hilton**  
NEW ORLEANS RIVERSIDE

HILTON NEW ORLEANS RIVERSIDE  
#2 Poydras Street | New Orleans, Louisiana | 70140  
T: 504 561 0500 | F: 504 568 1721  
E: sales.neworleansriverside@hilton.com

---

NAME AND ADDRESS:  
TAX EXEMPT 2017  
ATTN: JUDT SIRIT

Room: 920/Q2RRV  
Arrival Date: 3/12/2017 7:19:00 PM  
Departure Date: 3/15/2017 8:31:00 AM

Adult/Child: 1/0  
Room Rate: 156.00


Rate Plan: CDVG  
HH #: 290631522 BLUE  
AL:  
Car:

Confirmation Number: 3302096290

DATE	DESCRIPTION	ID	REF. NO	CHARGES	CREDITS	BALANCE
3/12/2017	GUEST ROOM	KRHOME	17906583	\$156.00		
3/12/2017	TAXES	KRHOME	17906583	\$27.57		
3/13/2017	GUEST ROOM	RSMITH	17910244	\$156.00		
3/13/2017	TAXES	RSMITH	17910244	\$27.57		
3/14/2017	PARKING - SELF	JBAILEY	17911305	\$17.70		
3/14/2017	PARKING TAX 13%	JBAILEY	17911305	\$2.30		
3/14/2017	PARKING - SELF	RSMITH	17913668	\$17.70		
3/14/2017	PARKING TAX 13%	RSMITH	17913668	\$2.30		
3/14/2017	PARKING - SELF	RSMITH	17913669	\$17.70		
3/14/2017	PARKING TAX 13%	RSMITH	17913669	\$2.30		
3/14/2017	GUEST ROOM	RSMITH	17913670	\$156.00		
3/15/2017	Direct Bill - TAX	RDIXON	17914111		(\$55.14)	
3/15/2017	<b>**BALANCE**</b>	RDIXON	17914114		(\$528.00)	\$0.00

## Conference room rate

- Must show hotel and rate.




[Reservations](#) | [Information](#) | [Special Conferences/Hotels](#) | [New Orleans Attractions](#) | [FAQs](#)

### Hotel Accommodations

All events related to the Institute will be held at:

- [Our Impact](#)
- [Blog](#)
- [Contact](#)



**Hilton New Orleans Riverside**  
Two Poydras Street | New Orleans, LA 70130  
Phone: 1-504-561-0500  
[www.hiltonneworleansriverside.com](http://www.hiltonneworleansriverside.com)

**Reservations:**

Click or copy and paste the links below to reserve your room(s):

Group Rate: \$205 per night. Select "Attendee" from the drop down menu.

Gov't Rate: \$156 per night. Select "Government" from the drop down menu. (Limited number of rooms available at the rate. Rate subject to change.)

Reservations can also be made by calling 1-504-584-3959. Please mention Center for Development and Learning when calling.

- Above rates are plus applicable taxes, currently 14.75% plus \$3.00 per room per night.
- Rates valid for Single/Double rooms.
- 50% off overnight self-parking for attendees that reserve rooms in the hotel block and park in the Hilton's Self Parking garage.
- Complimentary basic internet in sleeping rooms using WiFi code provided at check in.
- Room block will be held until February 18, 2017. After this date, rooms will be available at these rates based on hotel availability. A 72-hour cancellation fee may apply.

About The Center for Development and Learning

# Sample Agenda

AGENDA AT-A-GLANCE	
<input type="checkbox"/> Check the sessions you don't want to miss! <b>MONDAY, MARCH 13, 2017</b>	
<b>BREAKFAST 7:00am - 7:55am</b> → Churchill, 2 <sup>nd</sup> floor	
<b>WELCOME 8:00am - 8:10am</b> → Grand Ballroom	
<b>KEYNOTE 8:10am - 9:10am</b> → Grand Ballroom <input checked="" type="checkbox"/> "Just Give Me Strategies": But Strategies for What? <b>Robert Brooks</b>	
<b>THOUGHT LEADERS 9:30am - 10:30am</b>	
<input type="checkbox"/> Language at the Speed of Sight: Mark Seidenberg <input type="checkbox"/> The Mythology of Teaching Reading: Tim Shanahan <input type="checkbox"/> Creating Language-Rich Classrooms for Young Children: Laura Justice <input type="checkbox"/> Why All About IT? Teaching Informational Text Writing: Neil Duke <input checked="" type="checkbox"/> Leading to Maximize Coherence: Joanne Quinn	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D
<b>CONCURRENT SESSIONS 10:50am - 12:15pm</b>	
<input type="checkbox"/> Therapeutic Mindset and Lifestyle Changes: Strategies to Lessen Stress and Burnout <input type="checkbox"/> Rigor by Design: Not Chance: Karin Hess <input type="checkbox"/> An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms: Jan Hasbrouck <input checked="" type="checkbox"/> I Understand It, But I Can't Remember It: Making It Stick: Alice Thomas <input type="checkbox"/> Hefty's New #1 Effect Size: Collective Teacher Efficacy: Peter DeWitt <input type="checkbox"/> Comprehensive Literacy: A Leader's Call to Action: Jennifer McCormick <input type="checkbox"/> Upper Level Word Study: Deep and Generative Vocabulary Learning, Grades 4-12: Donald Bear <input type="checkbox"/> Preventing Struggling Readers in Kindergarten and Grade One: Michael Hunter <input type="checkbox"/> Sharing the Sandbox: The Role of Executive Functioning and Self-Regulation in Early Childhood Literacy: Joanne Quinn <input type="checkbox"/> A New Look at the Power of Phonemic Awareness Instruction: Oral Language Links to Phonemic Awareness: Judi Dodson	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24
<b>LUNCH 12:15pm - 1:15pm</b> → Churchill, 2 <sup>nd</sup> floor	
<b>CONCURRENT SESSIONS II 1:30pm - 2:55pm</b>	
<input type="checkbox"/> Language at the Speed of Sight: Continuing the Conversation: Mark Seidenberg <input type="checkbox"/> Planning Instruction with Concrete Text: Tim Shanahan <input type="checkbox"/> Small Fortune: Using Small-Group Instruction to Develop Reading Comprehension: Neil Duke <input type="checkbox"/> Engaging Students in Deeper Learning: Joanne Quinn <input type="checkbox"/> Aligning Standards, Texts, and Text-Dependent Questions: Promoting Deep Thinking through Close Reading: Nancy Boyles <input type="checkbox"/> Collaborative Leadership: Influences That Matter Most: Peter DeWitt <input type="checkbox"/> Student Work to I-D-E-F-For: Using Student Work Analysis to Improve Assessment Quality: Deven Learning and Build Teacher Content Expertise: Karim Hess <input checked="" type="checkbox"/> The Equitable Leader: Creating Inequitable Schools and Classrooms <input type="checkbox"/> Flint Mitchell and Charles Gorenberg <input type="checkbox"/> Increasing the Power of Tier 1 Instruction: Daily Reading Routines: Mary Dahlgren <input type="checkbox"/> Improving Core-Focused Skills in Early Education Settings: Foundations for Reading: Laura Justice	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24
<b>CONCURRENT SESSIONS III 3:20pm - 4:45pm</b>	
<input type="checkbox"/> Word Smarts: Using Morphology to Develop Vocabulary & Word Attack Skills: William Van Cleave <input type="checkbox"/> Teaching Phonics, Vocabulary and Spelling Instruction, PreK-3: Donald Bear <input type="checkbox"/> Coaching, NOT Supervising: Jan Hasbrouck <input type="checkbox"/> Supporting Working Memory in the Classroom: Julie Caroleo <input type="checkbox"/> Helping Students Thrive on Standards-based Assessments: It's All About the Rigor: Nancy Boyles <input type="checkbox"/> Student Engagement: Is it Authentic or Complicit?: Peter DeWitt <input type="checkbox"/> How an I Learning: Predictive Indicators across the Developmental Domains: Lucy Hart Paulson <input type="checkbox"/> How Do I Plan and Teach Small Groups and Work Stations? Debbie Hunsaker <input type="checkbox"/> Sound Walls vs. Word Walls: Mary Dahlgren <input type="checkbox"/> Growing Up Literate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults: Sandra Johnson and Sam Johnson	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24

AGENDA AT-A-GLANCE	
<input type="checkbox"/> Check the sessions you don't want to miss! <b>TUESDAY, MARCH 14, 2017</b>	
<b>BREAKFAST 7:00am - 7:55am</b> → Churchill, 2 <sup>nd</sup> floor	
<b>OPENING 8:00am - 8:10am</b> → Grand Ballroom	
<b>KEYNOTE 8:10am - 9:10am</b> → Grand Ballroom <input type="checkbox"/> Visible Learning for Literacy: Douglas Fisher	
<b>THOUGHT LEADERS 9:30am - 10:30am</b>	
<input type="checkbox"/> Getting Them All Engaged - Inclusive Active Participation: Anita Archer <input type="checkbox"/> The Oxytocin Dilemma: Louisa Moats <input type="checkbox"/> A Developmental Model of Trauma, Growth, and Resilience: The Place for Language and Reading: Steve Dykstra <input type="checkbox"/> What EXACTLY is the Difference Between Balanced Literacy and Explicit, Systematic Reading Instruction, and Why Does it Matter?: Linda Farrell <input checked="" type="checkbox"/> Let's Fix Inequality in Public Education: Howard Fuller	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D
<b>CONCURRENT SESSIONS 10:50am - 12:15pm</b>	
<input type="checkbox"/> Close Reading in Elementary School: Douglas Fisher <input checked="" type="checkbox"/> Collaborative Conversations: Nancy Frey <input type="checkbox"/> Letter Names, Sounds, or Both? What the Research Says About Alphabet Learning in Young Children: Lucy Hart Paulson <input type="checkbox"/> Building Content Knowledge - Disciplinary Literacy Strategies in the Secondary Classroom: Jennifer Smithers Marten <input type="checkbox"/> Strengthening the Instructional Core for the English Learner: Antonio Fierro <input type="checkbox"/> Learning Intentions and Success Criteria - Part 1: Larry Alnworth <input type="checkbox"/> Preparation for Success: Middle and High School Essay: William Van Cleave <input type="checkbox"/> Developing Foundational Skills for How We "Do" School: Vicki Gibson <input type="checkbox"/> MTSS/RI: What Works? Susan Hall <input type="checkbox"/> Close Reading and Evidence-Based/Textual Analysis with Underperforming Students: Alan Sitomer	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24
<b>LUNCH 12:15pm - 1:15pm</b> → Churchill, 2 <sup>nd</sup> floor	
<b>CONCURRENT SESSIONS II 1:30pm - 2:55pm</b>	
<input type="checkbox"/> Building Foundation Skills for Writing: Anita Archer <input type="checkbox"/> Close Reading in Secondary Schools: Douglas Fisher <input type="checkbox"/> Spelling Instruction that Sticks: Linda Farrell <input type="checkbox"/> Psychosocial Development, Trauma, and Systems: Efforts to Impact the Lives of Children: Steve Dykstra <input type="checkbox"/> Learning Progressions and Lesson-Specific Success Criteria - Part 2: Larry Alnworth <input type="checkbox"/> Traveling the Neural Superhighway: Building the Reading Brain: Laura Stewart <input checked="" type="checkbox"/> Intentional Instruction: The Gradual Release of Responsibility: Nancy Frey <input type="checkbox"/> High Quality, CLASS-aligned Instructional Support Strategies that Yield Results: Amy Poitler <input type="checkbox"/> Help! My Student is Stuck at Sound-by-Sound Reading: Michael Hunter <input type="checkbox"/> Phonological Awareness and the English Learner: Antonio Fierro	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24
<b>CONCURRENT SESSIONS III 3:20pm - 4:45pm</b>	
<input checked="" type="checkbox"/> Short Writing OFTEN, Not Just Long Writing: Salomon Anita Archer <input type="checkbox"/> How to Craft a Debriefing That Prompts Real Action and 11 Classroom Look-Fors That Matter: Jill Jackson <input type="checkbox"/> A Language-Rich Classroom: Oral Language Activities that Facilitate Comprehension: Judi Dodson <input checked="" type="checkbox"/> Flipping the Concept of Team Teaching on its Head: Pat Montgomery <input type="checkbox"/> Is the Problem Students and their Families, or is the Problem Our Systems of Public Education? Howard Fuller <input type="checkbox"/> Formative Assessment in Action: Simple Strategies to Move Learning Forward: Jennifer Smithers Marten <input type="checkbox"/> Test-Driven Comprehension Instruction: Louisa Moats <input type="checkbox"/> Vocabulary: Do You Know What it Means?: Pam Austin <input type="checkbox"/> Rethinking Phonemic Awareness for Older Struggling Readers: Julie Caroleo <input checked="" type="checkbox"/> Soundwalls to Support: Writing from Sources: Joanne Quinn	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24

AGENDA AT-A-GLANCE	
<input type="checkbox"/> Check the sessions you don't want to miss! <b>WEDNESDAY, MARCH 15, 2017</b>	
<b>BREAKFAST 7:00am - 7:55am</b> → Churchill, 2 <sup>nd</sup> floor	
<b>OPENING 8:00am - 8:10am</b> → Grand Ballroom	
<b>KEYNOTE 8:10am - 9:10am</b> → Grand Ballroom <input type="checkbox"/> The Other Wes Moore: One Name, Two Fates: Wes Moore	
<b>CONCURRENT SESSIONS 9:30am - 10:55am</b>	
<input type="checkbox"/> Crazy Busy: Overworked and About to Snap!: Ned Hallowell <input type="checkbox"/> Achieving Equity and Deeper Learning: Pedro Noguera <input checked="" type="checkbox"/> Suspended 42 Times, Now a Ph.D.: What Made the Difference?: Eric Jones <input type="checkbox"/> Best Practices in Deepening Intervention for Struggling Readers in Grades 2-5: Susan Hall <input type="checkbox"/> How Do We Develop Critical Thinkers?: Alice Thomas <input type="checkbox"/> Talk to me! I Need More Words to Help Me Understand, Talk, and Eventually Read and Write: Christie Cavanaugh <input type="checkbox"/> Six Mistakes District Leaders and Principals Make in Rolling Out a New Initiative and How to Simply Fix or Avoid Them!: Jill Jackson <input type="checkbox"/> The Power of Global Education for Girls: Ana Dodson <input type="checkbox"/> Teaching Topic Webs, Two-Column Notes and Summarizing to Support Comprehension: Jean Bellia <input type="checkbox"/> Tools for Understanding Research, State Standards, and Best Practices in Schools: Vicki Gibson	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 3 Grand Salon 9 Grand Salon 15 Grand Salon 21 Grand Salon 24
<b>BRUNCH 11:00am - 12:15pm</b> → Churchill, 2 <sup>nd</sup> floor	
<b>CONCURRENT SESSIONS II 12:30pm - 1:55pm</b>	
<input type="checkbox"/> The Work: The Quest for Our Work That Matters: Wes Moore <input type="checkbox"/> How to Intervene with Students Struggling to Think About Grade Level Text: Jill Jackson <input type="checkbox"/> Inclusive Intelligence: Calvin Mackie <input type="checkbox"/> What Secondary School Leaders Can Do to Increase Outcomes for Students: Pat Montgomery <input checked="" type="checkbox"/> When You Worry about Emotional and Learning Problems in Children: Ned Hallowell <input type="checkbox"/> "The End" Now What? The Most Important Step for Using Read-Alouds to Boost Oral Language Development: Christie Cavanaugh	Grand Ballroom A Grand Ballroom D Grand Salon A Grand Salon B Grand Salon D Grand Salon 9

Join us at 7:45am on Wednesday to Second Line with the

*Kinfolk Brass Band!*

