



GARDEN CITY PUBLIC SCHOOLS

Regular Board of Education Meeting Garden City USD 457

Monday, December 8, 2025 - 6:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

Board of Education Members:

**Jacob Jenkins; Katherine Cole; Mark Hinde; Nathan Haeck; Randy Ralston; Rebecca Swender;
Robin Bergkamp**

A. PLEDGE — Students from Bernadine Sitts Intermediate Center will lead the Pledge of Allegiance.

B. SILENT REFLECTION

Thirty seconds of silent reflection will be observed.

C. MEETINGS OF NOTE

- **Board—Faculty Meeting, Plymell Elementary School, Wednesday, December 10, 2025, 7:00 a.m. Four or more Board members may be in attendance.**
- **Board—Faculty Meeting, Jennie Barker Elementary School, Friday, December 12, 2025, 7:50 a.m. Four or more Board members may be in attendance.**
- **Capstone Project for US Government: A Local Action Plan student presentations, Central Cup, Friday, December 12, 2025, 8:30 a.m. Four or more Board members may be in attendance.**
- **Board of Education Christmas Party, Thursday, December 18, 2025, Casa Mariachi, 6:00 p.m.**

D. APPROVAL OF AGENDA with the following amendments:

- D.1. Additional certified and classified personnel actions for consideration, Item F.3.
- D.2. Additional meeting of note, Item C

E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS

Public Forum Guidelines

The Board requests that all members of the public respect the rules outlined below so that everyone that wants an opportunity to provide input will be given the chance.

- *Speakers are asked to fill out a public comment card and present it to the Clerk of the Board.*
- *The board president may ask groups with the same interest to appoint a spokesperson to deliver the group's message.*
- *Speakers are asked to start by stating their name and address of where they reside.*

- *Speakers are limited to 5 minutes to make their presentations. Time taken for board members to read materials presented at the board meeting will be considered part of the time allotted for the individual's or group's presentation.*
- *Except to ask clarifying questions, board members shall not interact with speakers at the open forum.*

E.1. Recognition of Outgoing Board of Education Members

Josh Guymon, Superintendent

E.2. Recognition of Crystal Apple Teacher Finalists and Winners

Drew Thon, Interim Deputy Superintendent

E.3. Building Presentation — Bernadine Sitts Intermediate Center

Brad Hill, Principal

F. CONSENT AGENDA

F.1. Minutes

F.1.a. Minutes of the November 10, 2025, Regular Board of Education Meeting

F.1.b. Minutes of the November 19, 2025, Special Board of Education Meeting

F.2. Accounts Payable totaling \$8,375,159.55, noting that all major accounts contain adequate balances to meet current obligations.

Reviewers: Robin Bergkamp and Jackie Gigot

F.3. Personnel

F.3.a. Certified

F.3.b. Classified

G. BOARD REPORTS

G.1. Kansans Can Star Recognition for 2025 in the area of Kindergarten Readiness

Bryan Kott, Principal, Georgia Matthews

G.2. Garden City High School Dual Credit and CTE Offerings

Ryan Meng, Principal, GCHS and Whitney Linenberger, Lead Associate Principal, GCHS

H. NEW BUSINESS

H.1. Sidewalk Repair Proposal (First Read)

Brandon Anderson, Director of Plant Facilities

H.2. Professional Development Council Handbook (First Read)

Heather Stegman, Director of Elementary Curriculum and Instruction

H.3. Revised Board of Education Policy DJFA, Purchasing Authority (First Read)

Jessica Nothern, Chief Financial Officer

I. BOARD OPEN DISCUSSION

- **Robin Bergkamp**
- **Mark Hinde**
- **Nathan Haeck**
- **John Wiese**
- **Jackie Gigot**

- **Andy Fahrmeier**
- **Randy Ralston**
- **Josh Guymon**

J. NEXT BOARD MEETING

The next regular meeting of the Board of Education will take place on Monday, January 12, 2026, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

K. ADJOURNMENT

MEMORANDUM

TO: Board of Education
THRU: Mr. Josh Guymon, Superintendent
FROM: Brad Hill- BSIC Principal
DATE: December 8, 2025
RE: BSIC Board Presentation

ISSUE:

BSIC Building Presentation; BSIC STUCO. Brad Hill and STUCO will provide a building update on events happening at BSIC.

BACKGROUND:

BSIC STUCO members and representatives will explain the events that have happened at BSIC. We will have a presentation with pictures and student will explain the events on each slide.

ALTERNATIVES:

N/A

RECOMMENDATION:

N/A

FISCAL NOTE:

N/A

ATTACHMENTS:

BERNADINE SITTS INTERMEDIATE CENTER



**VISION: AT BSIC, ALL STUDENTS WILL
BECOME LIFELONG LEARNERS FOR A
BETTER TOMORROW.**

**MISSION: EMPOWERING EXCELLENCE,
TODAY AND TOMORROW!**

**MOTTO: PRIDE P – PREPARATION,
R – RESPECT,
I- INTEGRITY, D – DETERMINATION,
E – EXCELLENCE**

BSIC STUCCO



PIE MR. HILL



ROBOTICS CONCESSION STAND



THANKSGIVING LUNCH



DONUTS FOR FIRST RESPONDERS



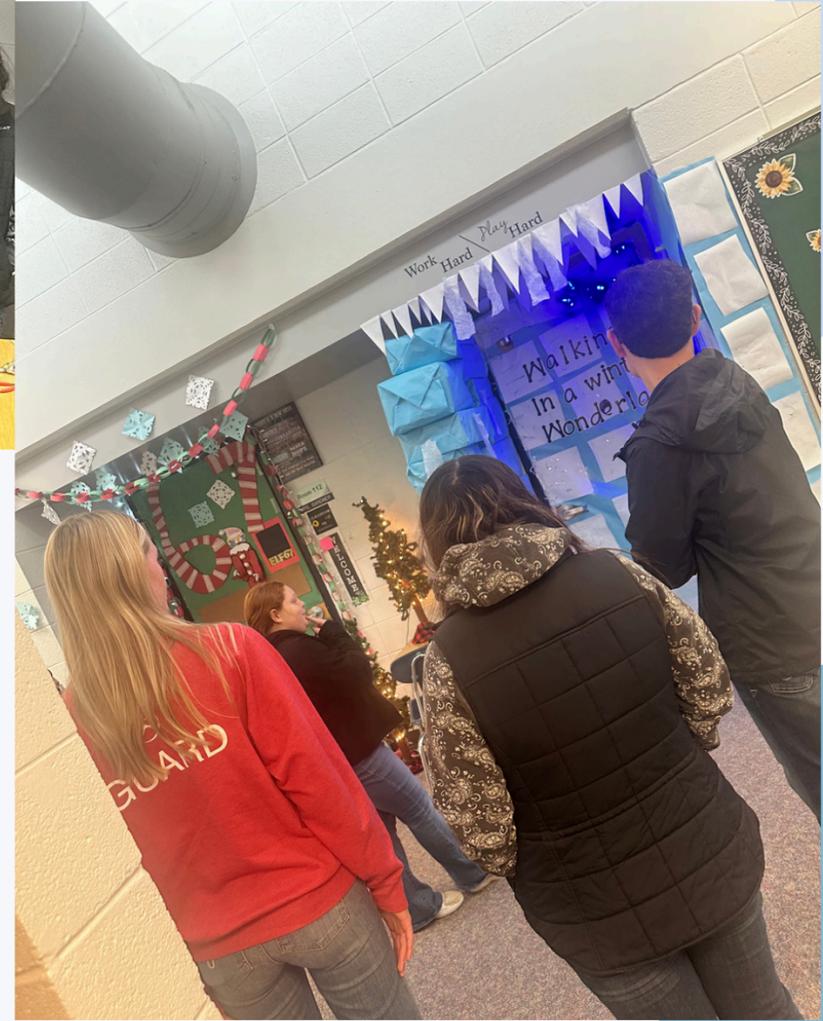
DONUTS FOR FIRST RESPONDERS



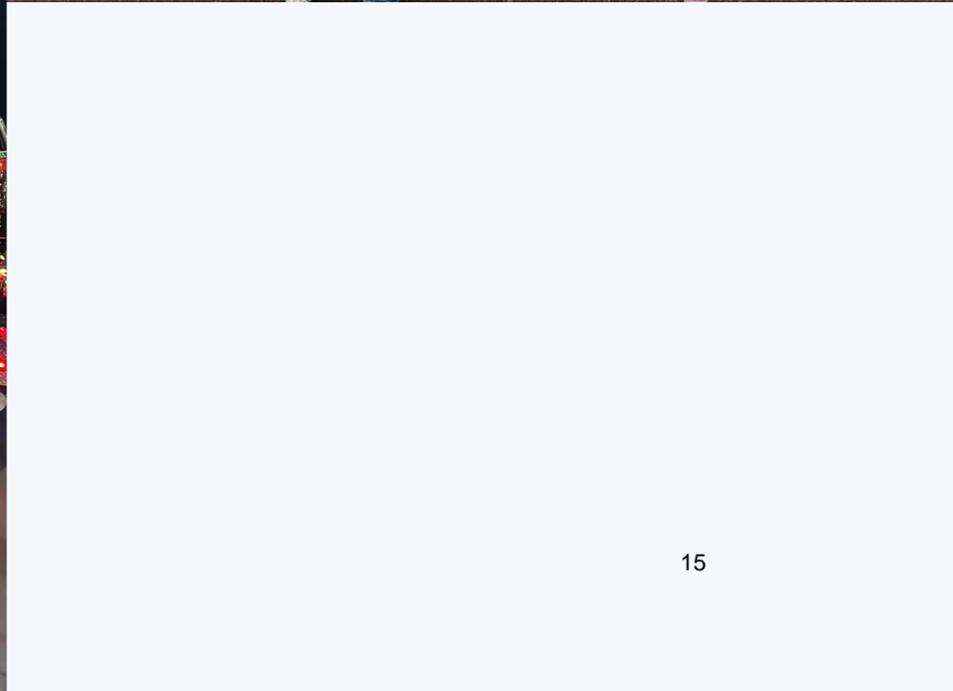
MAYOR ROY CESSNA



DOOR DECORATING CONTEST



CHRISTMAS PARADE



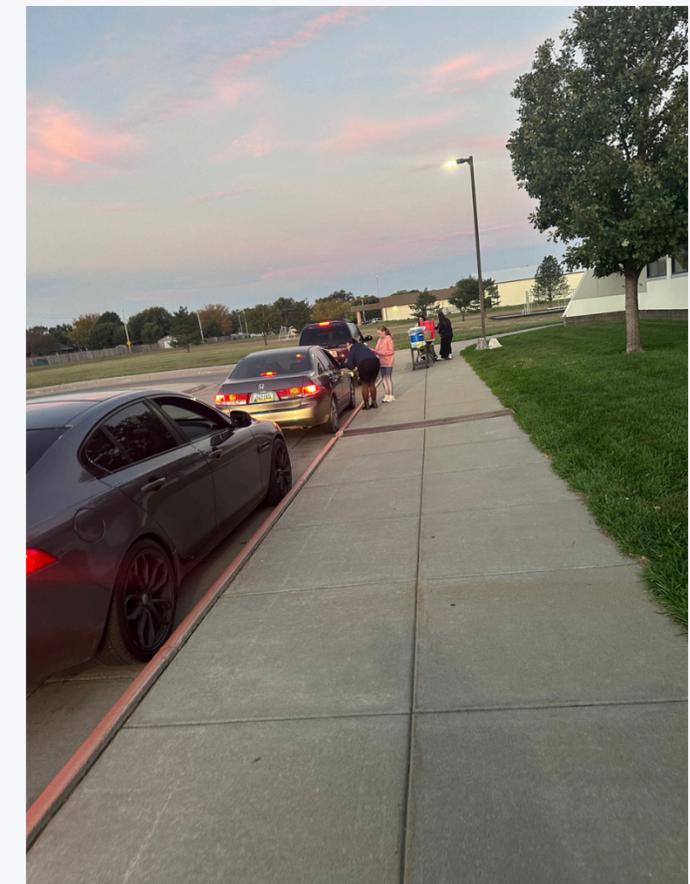
BEHAVIOR CELEBRATIONS:



STUCO FUNDRAISERS



Bulldog Brew



ROBOTICS



ROBOTICS



AFTER SCHOOL PROGRAM



BAND



CHOIR



ORCHESTRA



THANK
YOU





GARDEN CITY PUBLIC SCHOOLS

DRAFT* MINUTES *DRAFT

Regular Board of Education Meeting, Monday, November 10, 2025 - 6:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, November 10, 2025, at 6:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston. Robin Bergkamp was absent. Joining board members at the conference table was Superintendent, Josh Guymon. Also in attendance were Drew Thon, Interim Deputy Superintendent; Steve Nordby, Interim Assistant Superintendent; and Jessica Nothern, Chief Financial Officer.

President Randy Ralston called the meeting to order at 6:00 PM. The meeting opened with the Pledge of Allegiance.

A. **PLEDGE** — Kenneth Henderson Middle School AVID students led the Pledge of Allegiance.

B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.

C. MEETINGS OF NOTE

- Board—Faculty Meeting, Alta Brown Elementary School, Wednesday, November 12, 2025, 7:30 a.m. Four or more Board members may be in attendance.
- Board—Faculty Meeting, Abe Hubert Elementary School, Wednesday, November 12, 2025, 4:10 p.m. Four or more Board members may be in attendance.
- Board—Faculty Meeting, Georgia Matthews Elementary School, Tuesday, November 18, 2025, 4:15 p.m. Four or more Board members may be in attendance.
- Crystal Apple Awards Banquet, Clarion Inn Conference Center, Thursday, November 20, 2025, at 6:30 p.m. Four or more Board members may be in attendance.
- Board—Faculty Meeting, Garfield Early Childhood Center, Wednesday, December 3, 2025, 7:30 a.m. Four or more Board members may be in attendance.
- Board—Faculty Meeting, Jennie Wilson Elementary School, Wednesday, December 3, 2025, 4:10 p.m. Four or more Board members may be in attendance.

D. APPROVAL OF AGENDA with the following amendments:

D.1. Add item F.4.a., Consent Agenda-Other. The Board of Education is asked to consider and approve the Memorandum of Agreement by and between Garden City Public Schools USD 457 and Public Safety Answering Point.

Action:

Mr. President I move to approve the meeting agenda as amended. This motion, made by Mark Hinde and seconded by Andy Fahrmeier, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS

Public comment was made by Rebecca Burnfin regarding Dyslexia. She was given five minutes to present her information.

E.1. Building Presentation — Kenneth Henderson Middle School Jarrod Stoppel, Principal, introduced AVID students who gave the Board a video presentation about the Core Values at Kenneth Henderson Middle School.

Kenneth Henderson Middle School Core Values are:

- Be Kind
- Be Responsible
- Be Respectful
- Work Hard
- Have Fun
- Be a Positive Influence

Board Members' questions were answered.

F. CONSENT AGENDA – All consent agenda items were approved as presented.

Action:

Mr. President, I move to approve all consent agenda items as amended. This motion, made by Mark Hinde and seconded by Nathan Haeck, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

F.1. Minutes

F.1.a. Minutes of the October 30, 2025, Regular Board of Education Meeting

F.2. Accounts Payable totaling \$305,036.41, noting that all major accounts contain adequate balances to meet current obligations.

F.3. Personnel

F.3.a. Certified

Resignation: Eric Smith

F.3.b. Classified

Terminations: Samantha Diaz, Esther Guinard, Samuel Hanes, Joana Soto Valenzuela

Resignations: Christina Rosser, Yvonne Sanchez

Assignments: April Bradford

Transfers:

- Isabel Pastrana Cid from Paraprofessional I at Garfield Early Childhood Center to Paraprofessional III at Garden City Achieve

F.4. Other

F.4.a. Approved the Memorandum of Agreement by and between Garden City Public Schools USD 457 and Public Safety Answering Point.

G. BOARD REPORTS

G.1. JAG-K Program Report Jarrod Spencer, JAG-K Career Specialist at Garden City High School, Erika Schafer, JAG-K Career Specialist at Garden City Achieve and Natalie Backora, JAG-K Program Director, presented the following:

- Best Practices for Presenters
- Mission Statement
- Vision
- KSDE Graduation Changes
- Vision for Quality Instruction
- Preparing the Future Work Force
- The JAG In-School Model
- An evidenced-based solution that works
- 2025-2026 School Year: Traditional Model and Success Academy Services
- JAG-Kansas Map
- Class of 2024 Demographics
- State and National Events
- Employer Engagement Requirements and Framework
- Full-Time Positive Outcomes
- "6 of 6" Multi-Year Outcomes
- 5 of 5 Non-Senior Follow-Up Outcomes
- Career Associations
- JAG-K Awards
- Project Based Learning
- Micro Credentials Pilot
- GenUs - Job & Career Ready Credential

Board members' questions were answered.

G.2. Graduation Rate Report Steve Nordby, Assistant Superintendent of Student Services, gave the graduation rate presentation and introduced Ryan Meng, Principal of Garden City High School, Kristina Younkman, Counselor, Garden City Achieve and Diane Elliot, Virtual Academy Program Director, who spoke about their respective buildings. They presented the following:

- Portrait of a Graduate
- Formula
- Formula Changes
- Multiple Measures
- Virtual Academy — Diane Elliot, Program Director

- Positives and Challenges
- GC Achieve — Kristina Younkman, Counselor
 - Positives and Challenges
- Garden City High School — Ryan Meng, Principal
 - Positives and Challenges
- USD 457 Graduation Rate

Board members' questions were answered.

G.3. **Budget Update** Jessica Nothern, Chief Financial Officer, presented information regarding the FY26 finances, including the following:

- What is the legal max?
 - Enrollment
 - Enrollment Head Count
 - Weightings
 - Pre-k at risk (3 & 4-year-olds)
 - High Enrollment
 - Bilingual
 - CTE
 - At -Risk (Free lunch)
 - High Density At-Risk
- Transportation
- Special Education
- Virtual
- Putting the Weightings All Together
- Expenses per Pupil — All Funds
- Expenses per Pupil - SPED only
- Cash Balances — All Funds
- Capital Outlay
- Health Reserves
- Grow Well Utilization

Jackie Gigot left the meeting room at 7:28 PM and returned to the meeting room at 7:29 PM.

Mark Hinde left the meeting room at 7:37 PM and returned to the meeting room at 7:39 PM.

Board members' questions were answered.

H. NEW BUSINESS

H.1. **UNC Controls Upgrade at Garden City High School** Brandon Anderson, Director of Plant Facilities presented the following:

The UNC controllers at the High School need an upgrade. There currently are no controls over parts of the Freshman Academy and all of the Blue Academy. They are trying to manage it manually, which is not sustainable. C&C Group worked up a proposal to replace all 6 controllers and an alternate to only replace the current failed one.

The following alternatives were presented:

- Approve the proposal to replace all 6 controller units at the high school at a cost of \$145,500.
- Approve Alternate #1 to replace controller #4 at the high school at a cost of \$30,000.
- Take No Action at this time.

Brandon Anderson recommended approving the C&C Group proposal in the amount of \$145,500 to upgrade all control systems at the High School at this time.

Board members' questions were answered. The following action took place.

Action:

Mr. President, I move to approve the proposal to replace all 6 controller units at the high school at a cost of \$145,500.00. This motion, made by Nathan Haeck and seconded by Jackie Gigot, Carried.

Bergkamp: Absent

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

I. BOARD OPEN DISCUSSION

- **Randy Ralston** stated that's its always great to see the kids and that he is happy to see all the good things that they're doing and the extra work. He stated that the JAG program is great and he's had the opportunity to see some of the kids in the program. He stated that he felt the decision to spend the money on the UNC controls rather than deferring maintenance and dealing with inflation down the road was a good one. He also congratulated the newly elected board members and stated that he appreciated the effort put in by those that were not elected.
- **Mark Hinde** stated that he agreed with Randy Ralston's comments. He stated that it was great to hear the graduation rate information. He stated that he attended the Dyslexia Simulation this past Saturday at Garden City High School and that it was very interesting and informative. He also stated that it was great to hear from the Kenneth Henderson Middle School students.
- **Nathan Haeck** stated he agreed with previous comments. He stated that he appreciates the JAG program and that he has a student in the program and he got to attend the induction ceremony and that it was a good fun experience. He stated that he is excited about the graduation rate data and looking forward to seeing what next year's data will provide. He also gave a huge thanks to all of the staff and employees of USD 457 for coming together to make this a great school district.
- **Josh Guymon** stated that there are various Veteran's Day activities happening across the district this week. He stated that the Crystal Apple Awards Banquet is next week and that it's a great time to celebrate the profession and some of the teachers that really shine a spotlight on the great things that go on in education. He stated that there were over a hundred staff members that took part in the Dyslexia Simulation this past Saturday morning and fifty community members that participated in the afternoon session. He stated that he is excited about the graduation rate data. He also stated the information Jessica Nothern shared about the decline in enrollment is real and that district leadership has been visiting with building administration about the smart use of funds.

NEXT BOARD MEETING - There will be a Special Meeting of the Board of Education on Wednesday, November 19, 2025, at 5:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas. The next regular meeting of the Board of Education will take place on Monday, December 8, 2025, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

J. EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:

J.1. **Personnel matters for non-elected personnel.**

Action:

Mr. President, I move we go into executive session for 10 minutes, to discuss contractual obligations pursuant to non-elected personnel exception under KOMA, beginning at 8:07 PM. and the open meeting will resume at 8:17 PM. I would like to invite Josh Guymon to join us in executive session. This motion, made by Mark Hinde and seconded by Nathan Haeck, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

The open meeting resumed in the board meeting room at 8:18 PM. The following action was taken.

Action:

Mr. President, I move we approve the Superintendent Employment Agreement between the Board of Education of Unified School District No. 457 and Joshua Guymon as Superintendent of Schools for USD 457. This motion, made by Mark Hinde and seconded by Jackie Gigot, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

K. ADJOURNMENT – There being no further business to come before the Board, the following action was taken.

Action:

That the Board of Education meeting be adjourned at 8:19 PM. This motion, made by Nathan Haeck and seconded by John Wiese, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President



GARDEN CITY PUBLIC SCHOOLS

DRAFT* MINUTES *DRAFT

Special Board of Education Meeting, Wednesday, November 19, 2025 - 5:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

The Board of Education of Garden City USD 457 met for a Special meeting on Wednesday, November 19, 2025, at 5:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck via conference call and Randy Ralston. Robin Bergkamp was absent. Joining board members at the conference table was Superintendent, Josh Guymon. Also in attendance were Drew Thon, Interim Deputy Superintendent; Steve Nordby, Interim Assistant Superintendent; and Jessica Nothern, Chief Financial Officer.

President Randy Ralston called the meeting to order at 5:00 PM. The meeting opened with the Pledge of Allegiance.

- A. **PLEDGE** – Everyone stood for the Pledge of Allegiance.
- B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.
- C. **APPROVAL OF AGENDA** – The agenda was approved as presented.

Action:

I move to approve the special meeting agenda as presented. This motion, made by Mark Hinde and seconded by Jackie Gigot, Carried.

Bergkamp: Absent
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

D. EXECUTIVE SESSION

D.1. Consultation with an attorney for the body or agency which would be deemed privileged in attorney-client relationship.

Action:

Mr. President, I move we go into executive session for 20 minutes, to discuss contract liability pursuant to the exception for matters which would be deemed privileged in the attorney-client relationship under KOMA beginning at 5:03 PM and the open meeting will resume in the Board Meeting Room at 5:23 PM. I would like to invite Josh Guymon, Drew Thon, Steve Nordby, Jessica Nothern, Brandon Anderson and Jennifer Cunningham to join us in executive session. This motion, made by Mark Hinde and seconded by John Wiese, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

The open meeting resumed in the board meeting room at 5:23 PM. The following action took place.

Action:

Motion to extend the executive session for 10 minutes beginning at 5:25 PM and the open meeting will resume at 5:35 PM. This motion, made by Mark Hinde and seconded by John Wiese, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

The open meeting resumed in the board meeting room at 5:35 PM. The following action took place.

Action:

Mr. President I move that we proceed with GMCN as the Architect of Record and that a contract be drawn up and ready for approval at the next Board meeting. This motion, made by Mark Hinde and seconded by John Wiese, Carried.

- Bergkamp: Absent
- Fahrmeier: Yea
- Gigot: Yea
- Haeck: Yea
- Hinde: Yea
- Ralston: Yea
- Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

E. **NEXT BOARD MEETING** - The next regular meeting of the Board of Education will take place on Monday, December 8, 2025, at 6:00 p.m. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

F. **ADJOURNMENT** – There being no further business to come before the Board, the following action was taken.

Action:

That the Board of Education meeting be adjourned at 5:39 PM. This motion, made by John Wiese and seconded by Nathan Haeck, Carried.

Bergkamp: Absent

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President

BOARD OF EDUCATION

Certified Personnel Actions

December 8, 2025

RESIGNATION:

Andrea Moreno, library media specialist teacher at Gertrude Walker Elementary School, is submitting her letter of resignation effective November 11, 2025. It is recommended that she be released from her contract without a suitable replacement.

APPOINTMENT:

Richard Chandler, Garden City, Kansas, is recommended for a technology lab position at Garden City Achieve effective January 5, 2026. He is a former USD 457 teacher with eleven years' experience.

Kaitlynn Fears, Garden City, Kansas, is recommended for an English language arts position at Horace Good Middle School effective January 5, 2026. She is a first year teacher.

Alexander Lopez-Contreras, Garden City, Kansas, is recommended for a sixth grade position at Abe Hubert Elementary School effective January 5, 2026. He is a first year teacher.

Victoria Padilla, Garden City, Kansas, is recommended for a first grade position at Georgia Matthews Elementary School effective January 5, 2026. She is a first year teacher.

Tamara Piccone, Garden City, Kansas, is recommended for a third grade position at Victor Ornelas Elementary School effective January 5, 2026. She is a first year teacher.

Stormy Venable, Garden City, Kansas, is recommended for a fifth grade position at Charles Stones Intermediate Center effective January 5, 2026. She is a first year teacher.

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

December 8, 2025

RETIREMENT:

Sara Brown, fourth grade teacher at Edith Scheuerman Elementary School, is submitting her letter of intent to retire through KPERS effective May 22, 2026.

POSITION CHANGES:

Joshua Guymon, superintendent, is requesting the following position changes effective December 8, 2025:

- Michael D. Thon from interim deputy superintendent position at the Educational Support Center to deputy superintendent position at the Educational Support Center.
- Steven Nordby from interim assistant superintendent of student services position at the Educational Support Center to assistant superintendent of student services position at the Educational Support Center.

BOARD OF EDUCATION
Classified Personnel Actions

December 8, 2025

RETIREMENTS	POSITION	BUILDING	DATE
Ernest Brungardt	Maintenance I	Plant Facilities	1/30/2026
Mark LeMasters	Grounds 2	Plant Facilities	1/30/2026

RESIGNATIONS	POSITION	BUILDING	DATE
Lauren Gleason	Paraprofessional I 0.5	Abe Hubert Elementary School	11/10/2025
Martha Lisk	Paraprofessional I	Abe Hubert Elementary School	11/14/2025
Raquel Zarate	Paraprofessional II	Georgia Matthews Elementary School	11/21/2025
Mariah Hayden	Paraprofessional I	Bernadine Sitts Intermediate School	11/21/2025
Paulina Ojeda Reyes	Paraprofessional I 0.5	Garfield Early Childhood Center	11/21/2025
Giovanni Delgado	Bus Driver	Transportation	12/19/2025
Rubi Munoz Martinez	Paraprofessional I	Garfield Early Childhood Center	12/19/2025
Willian Robinson	HVAC Specialist	Plant Facilities	1/5/2026

TERMINATIONS	POSITION	BUILDING	DATE
Vanesa Cano-Ortiz	Paraprofessional III	Garden City Achieve	11/20/2025

ASSIGNMENTS	POSITION	BUILDING	DATE
Rachelle Bennett	Small Fleet Driver	Transportation	11/10/2025
Carolina Cruz	Nutrition I	Horace Good Middle School	11/12/2025
Reyna Molina Mendoza	Nutrition I	Garden City High School	11/12/2025
Leonor Juarez De Avila	Nutrition I	Garden City High School	11/17/2025
Jacqueline Linares	Paraprofessional I 0.5	Alta Brown Elementary School	12/1/2025
Maria Valdez	Paraprofessional I	Garfield Early Childhood Center	12/1/2025
Nora Paredes	Paraprofessional II	Georgia Matthews Elementary School	12/1/2025
Delta Martinez	Paraprofessional I 0.5	Garfield Early Childhood Center	12/2/2025
Kirsten Gomez	Paraprofessional II	Alta Brown Elementary School	12/2/2025

TRANSFERS	FROM	TO	DATE
Jamile Unruh	Office Assistant II Educational Support Center	Paraprofessional I Victor Ornelas Elementary School	11/10/2025
Daisy Farr	Paraprofessional I Garfield Early Childhood Center	Paraprofessional III Charles O Stones Intermediate School	11/10/2025

NOTES:

- Gina Galpin, Director of Special Education request to move a Paraprofessional III position from VO to GW.
- LeeAnn Thon, HR Coordinator request the following:
- Courtney Latta – from Paraprofessional III at Victor Ornelas Elementary to Teacher Apprentice at Victor Ornelas Elementary
- Valeria Ortega-Borunda – from Paraprofessional I at Florence Wilson Elementary to Teacher Apprentice at Florence Wilson Elementary

BOARD OF EDUCATION
Classified Personnel Actions Addendum

December 8, 2025

RESIGNATIONS	POSITION	BUILDING	DATE
Michelle Vela	Paraprofessional I	Garfield Early Childhood Center	11/20/2025
Rachelle Bennett	Small Fleet Driver	Transportation	11/21/2025
Sinhn Nguyen	Paraprofessional I	Garden City High School	12/19/2025

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 11/19/2025
RE: **Kindergarten Readiness**

ISSUE & BACKGROUND:

Garden City USD 457 recently was notified of its Bronze Star Recognition for 2025 in the area of Kindergarten Readiness. This recognition is part of the Kansas Can STAR Recognition Program through the Kansas State Department of Education. Principal Bryan Kott of Georgia Matthews Elementary School will provide information about the Kansas STAR Recognition Program and USD 457's efforts to improve numbers of students who are ready to learn when they start in our schools.

ALTERNATIVES:

No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

No action is required. This is an informational item

ATTACHMENTS:

Kindergarten Readiness presentation



GARDEN CITY PUBLIC SCHOOLS

Kindergarten Readiness

What is the Kindergarten Readiness Star?

The Kansans Can Star Recognition program recognizes communities that offer quality, inclusive opportunities to young children and their families so that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

Applications open in January

Applications Due in May

Silver Schools

Hutchinson

Leavenworth

Wichita



Copper Schools

Buhler

Kaw Valley

Valley Heights

- Basehor-Linwood USD 458
- Caney Valley USD 436
- Clay County USD 379
- Colby USD 315
- Derby USD 260
- **Garden City USD 457**
- Geary County USD 475
- Girard USD 248
- Goodland USD 352
- Haven USD 312
- Haysville USD 261
- Iola USD 257
- Lansing USD 469
- Lyons USD 405
- Perry USD 343
- Seaman USD 345
- Turner-Kansas City USD 202
- Valley Center USD 262
- Wamego USD 320
- Washington C

USD 457 Program Strengths

- Community Collaboration
- Data Collection
 - ASQ
 - Fastbridge (kindergarten)
 - UFLI Letters Screeners
 - Instruction with UFLI and Heggerty
 - Children and Families Network Trainings (Early Childhood)
- Developmentally Appropriate Practices
- Ongoing Support (Professional Learning Opportunities)

Areas That USD 457 Can Improve in 25-26

ASQ student participation percentages

- Communication with Kindergarten teaching staff about the purpose of ASQ (Trainings provided by the office of instruction)
- Goal to be above 95% for all eligible district students taking ASQ 2 and ASQ 3
- Communication with families
 - Finding ways to communicate with all families about the importance of attending ASQ day
 - Language barriers

Credentialing and Professional Development

- Certified staff in all positions Pre K-1

Standards Alignment

- Utilize curriculum adoption to identify curricular needs to align PreK and Elementary curriculum.

Areas We Are Unable to Grow

Nutrition Program-

Through the dynamics of Garden City Public Schools we will not be able to complete a higher rating due to Garfield being an independent school with no other grades.

Kindergarten Readiness team that worked on the application

Sarah Gere

Melanie Garrison

Madison Thompson

Becky Alexander

Andrea Baker

Bryan Kott

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 11/19/2025
RE: **Dual Credit / CTE Offerings**

ISSUE & BACKGROUND:

USD 457 has worked diligently to improve the opportunities for post-secondary preparation available to our students. We are fortunate to have a strong and long-standing partnership with Garden City Community College to provide Dual Credit opportunities to our students at GCHS and Achieve. Additionally, GCHS and Achieve provide numerous opportunities for exposure to Career and Technical Education pathways.

Ryan Meng and Whitney Linenberger from Garden City High School will provide an update on Dual Credit and CTE opportunities throughout the district.

ALTERNATIVES:

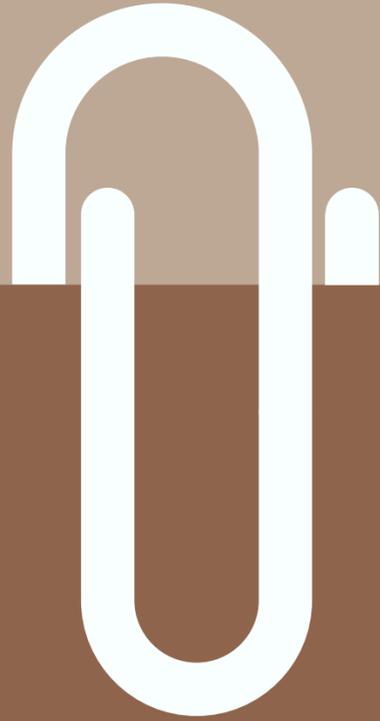
No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

No action is required. This is an informational item

ATTACHMENTS:

Dual Credit / CTE presentation



**GCHS:
COLLEGE &
CAREER READY**

College Ready

1343

**Hours taken this Fall
at GCHS**

16

**Courses offered for
concurrent credit at
GCHS w/ Teacher
Onsite**

58

Total Courses Taken

1.5

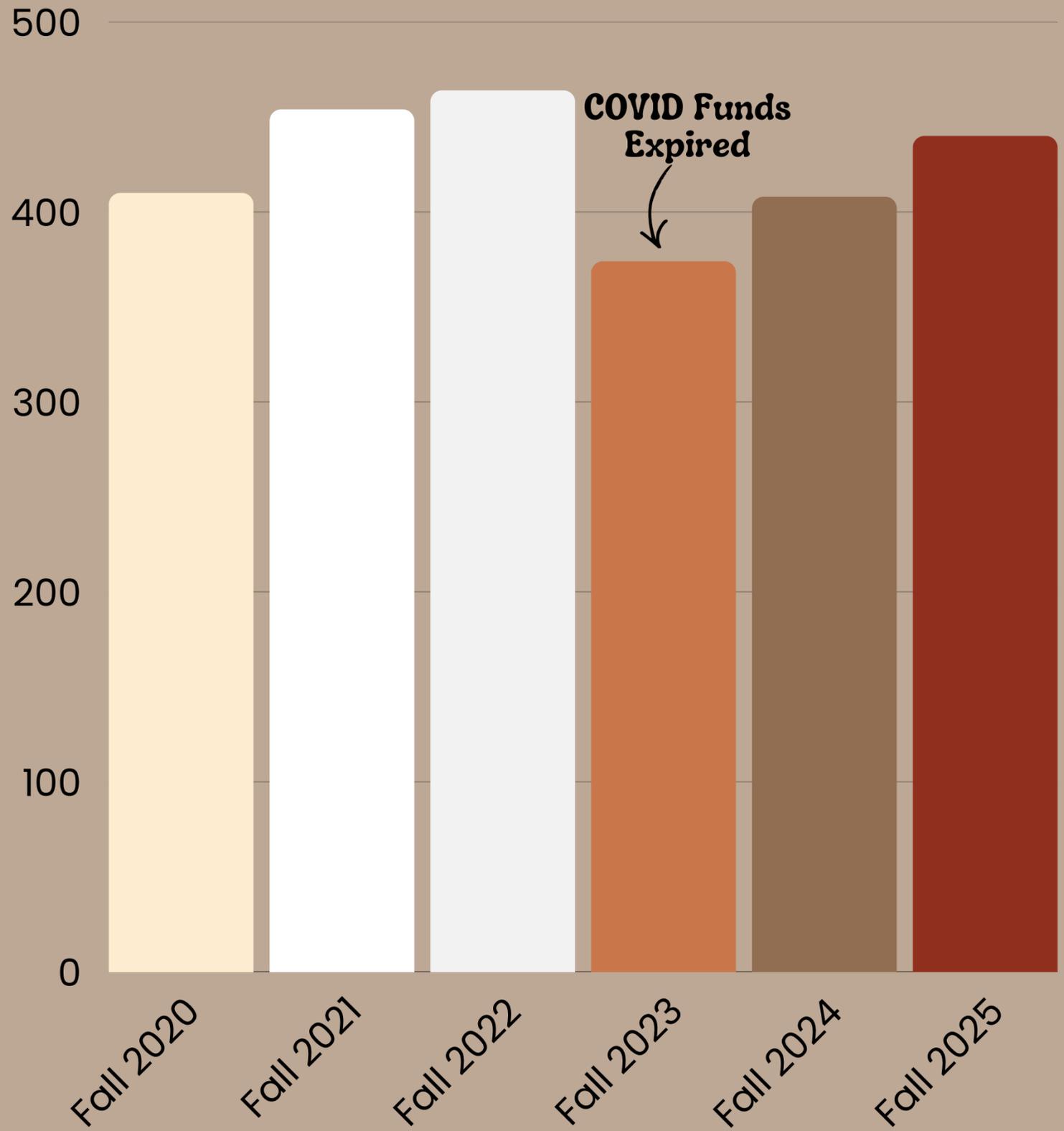
**Dedicated Full Time
Online Labs**

FALL 2025 Data

Classes Taken

Accounting I Accounting II Ag Econ Art App AUTO Safety &
Shop Career Success A&P I A&P A&P II Intro to Business
Management Public Speaking Interpersonal Communication
Mass Communication Computer Applications Intro to
Criminology Early Childhood Macroeconomics
Microeconomics Medical Terminology EMR English I CNA
American History to 1877 Basic Nutrition Lifetime Fitness
College Algebra PreCalc Calculus Music Appreciation
College Success Government General Psychology Intro to
Sociology Welding Safety Shielded Metal Arc College Chem I

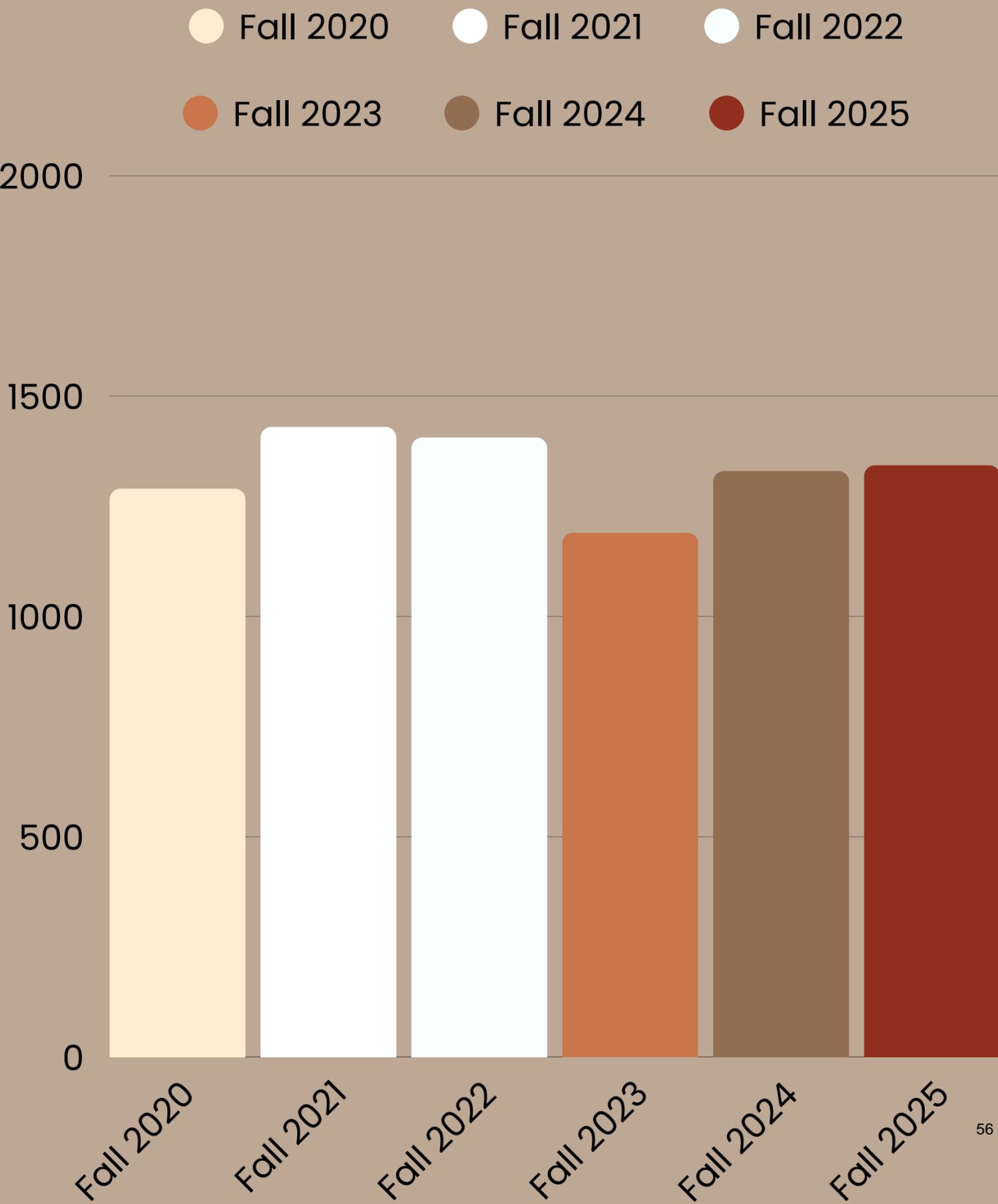
- Fall 2020
- Fall 2021
- Fall 2022
- Fall 2023
- Fall 2024
- Fall 2025



of Enrollments in GCCC Course, FALL

Enrollment

- **233 students enrolled for **Spring 2026****
- **Who is eligible for GCCC courses?**
 - **Gifted 10th Graders**
 - **11th & 12th Graders**
 - **approx. 26% of 11th & 12th grades are enrolled in a dual credit course**
- **How do students pay for courses?**
 - **CTE Courses are free through the college**
 - **Buster Boost - Free & Reduced**
 - **Scholarships**



Total # of Credit Hours Enrolled, Fall 2020-25

7989 Total Hours since 2020 (for Fall semesters only)

What's Next?

- Continue Partnership with GCCC
- Streamline Processes with GCCC
- Continue to build time within Master Schedule for Dual Credit



Sustainable Growth for Student Success

Career Ready

20

**CTE Pathways
Offered at GCHS**

1436

**Enrollment in CTE
Courses, Fall 2025**

58

Total Courses Taken

Classes Taken

Comprehensive Agriculture Science Power, Structural, and Technical Systems Marketing Digital Media: Radio Broadcasting Digital Media: Video Broadcasting Digital Media: Newspaper Journalism Digital Media: Yearbook Journalism Fashion, Apparel, & Interior Design Graphic Design Teaching Training Engineering & Applied Mathematics Business Finance Biomedical Health Science Restaurant & Event Management Early Childhood Development & Services Information Support & Services Web & Digital Communications Corrections, Security, Law and Law Enforcement Services Manufacturing

What's Next?

Career Ready (CTE):

- Accessibility of Courses (Grant)
- Master Schedule Changes
- New Pathway Proposals:

Food Products & Processing Systems

Energy

Natural Resources and Environmental Sustainability

Business Management and Entrepreneurship

Travel and Tourism

Automation Engineering

Construction and Design

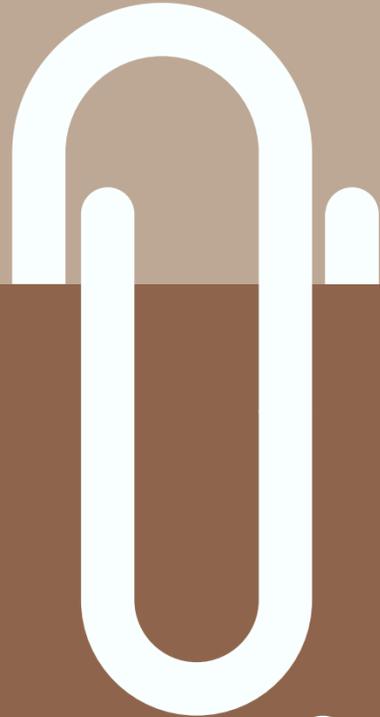
Aviation Maintenance and Operations

Vehicle Maintenance and Repair

Programming and Software Development



Sustainable Growth for Student Success



Shout Outs

**Mr. Meng
Mrs. Meng
Ms. Hamlin-DeLoach
Dawn Tucker
Phil Terpstra**

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Brandon Anderson, Director of Plant Facilities
DATE: 11/21/2025
RE: Consider and Act on a proposal from Precision Concrete Cutting Midwest UNC for curb grinding and curb repair to address trip hazards and ADA compliance at 10 campuses in the district choosing option #2 at a cost of \$41,288.90 after discount.
Or
Consider and Act on a proposal from Precision Concrete Cutting Midwest UNC for curb grinding only to address trip hazards and ADA compliance at 10 campuses in the district choosing option #1 at a cost of \$38,406.60.

ISSUE & BACKGROUND:

In 2022-2023 the district had PCC do this on 8 campuses. The proposal for that project is included as an attachment. The other half of the districts are included in the current proposal attached as well. This would address trip hazards and ADA compliance at these 10 campuses on sidewalks.

There are 2 options in the proposal, Option #1 is for curb grinding only and Option #2 also addresses a few of the easy fix curb issues. There are a few other areas that would require tear out and replacement and we would have to do that separate.

Director of Plant Facilities, Brandon Anderson will present and stand for questions.

ALTERNATIVES:

Approve Option #2 of the proposal which includes the removal of 324 trip hazards and 74 LF of curb repair at a cost of \$41,288.90 after discount.

Or

Approve Option #1 of the proposal which includes 324 trip hazards at a cost of \$38,406.60 after discount.

Or

Take No Action at this time.

RECOMMENDATION & FISCAL NOTE:

We have \$50,000 budgeted in the 2026 Long Range Plan for sidewalk repair.

ATTACHMENTS:

2025 PCC Proposal

2022 PCC Project



Revised 11/4/
2025

Sidewalk Trip Hazard Repair Proposal: Garden City USD 457



Prepared For: Brandon Anderson | **Director of Plant Facilities** | 940-521-2301 | banderson1@gckschools.com

Prepared By: Amanda Glodowski | **C:** 8167383725 | **O:** 913-851-2004 | aglodowski@pccmidwest.com | pccmidwest.com



ABOUT PRECISION CONCRETE CUTTING

Precision Concrete Cutting is a full-service hazard removal contractor, helping you to meet ADA compliance at a fraction of the cost.

Using our patented technology, PCC is able to repair trip hazards as small as 1/4 inch to as high as 2 inches. Our customers find that our proprietary service is most effective in delivering ADA compliance for 10-20% of the cost.



Click to play video in browser

EXECUTIVE SUMMARY



Cost Savings

We'll repair your sidewalks for 60-80% less than sidewalk replacement, which means you can do more for your community for less.



A.D.A. Compliance

Patented technology that brings sidewalks into ADA compliance.



Safe

Decrease liability on your pedestrian walkways



Clean

Our patented containment system captures dust and debris to bring you the cleanest process available. PCC saw cutting method is a dry process (no concrete slurry).



Low Impact

Efficient systems with an average removal time of 10 minutes, no sidewalk closures.



Detailed Reporting

We track our jobs with honesty and integrity. Invoices show measurements, locations and cost for each hazard.



Full-Service Contractor

Survey services, cost estimates, data integration, trained service technicians and invoicing.



Environmental Impact by Garden City USD 457:

As a member of the U.S. Green Building Council (USGBC) we are proud of the fact that we reduce the impact to landfills and the environment as a result of our service. Removing and replacing **324** panels would result in approximately **400,950 pounds** or **200 tons** of concrete being removed. Using Precision Concrete Cutting for **324** trip hazards results in **972 pounds** of concrete removed and recycled.

RISK ASSESSMENT: GARDEN CITY USD 457 - BERNADINE SITTS

PROJECT TOTALS:

324 Trip & Fall Hazards: (1,797.5 LF)

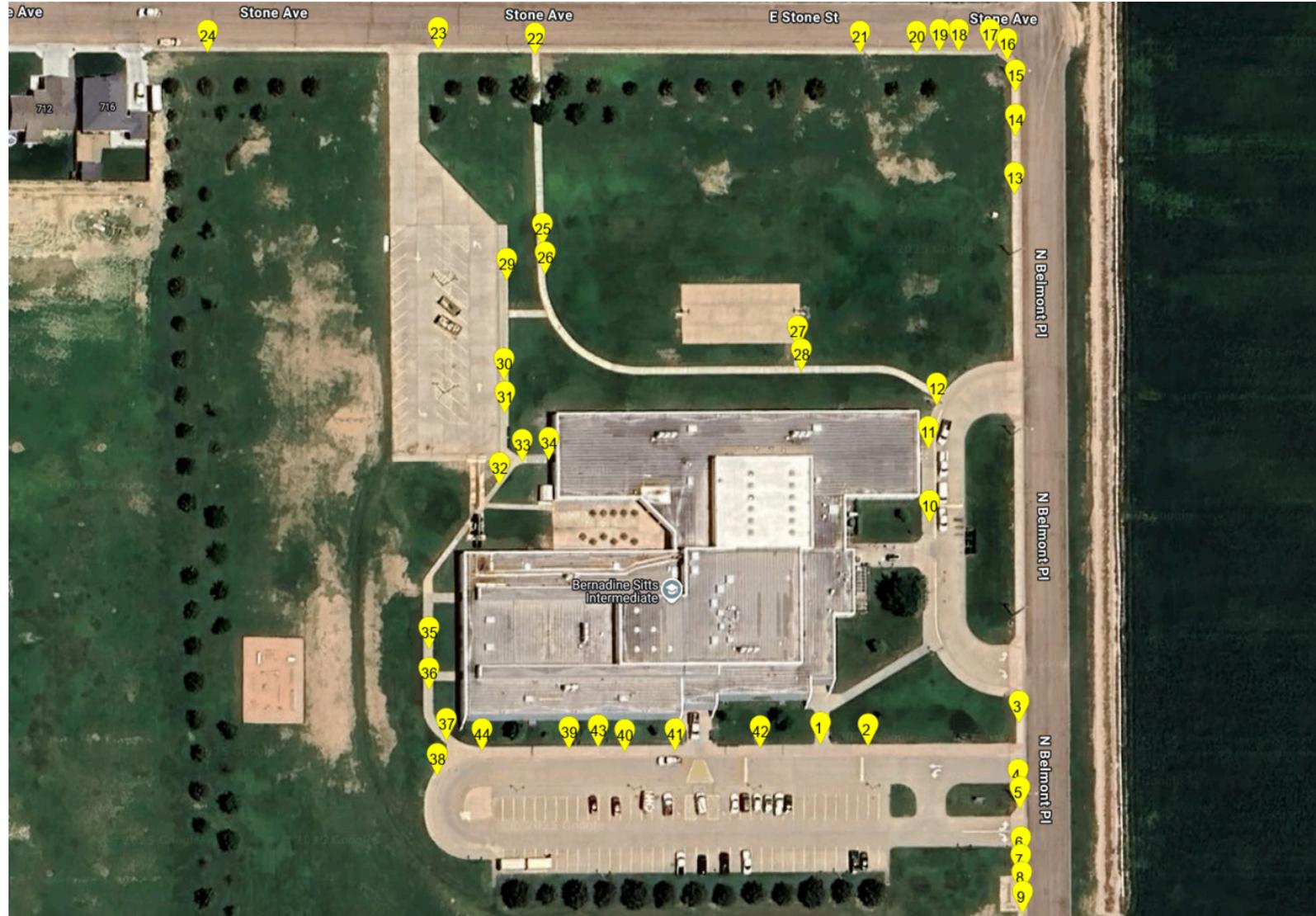
Average Hazard Height: .6"

Average Hazard Length: 5'

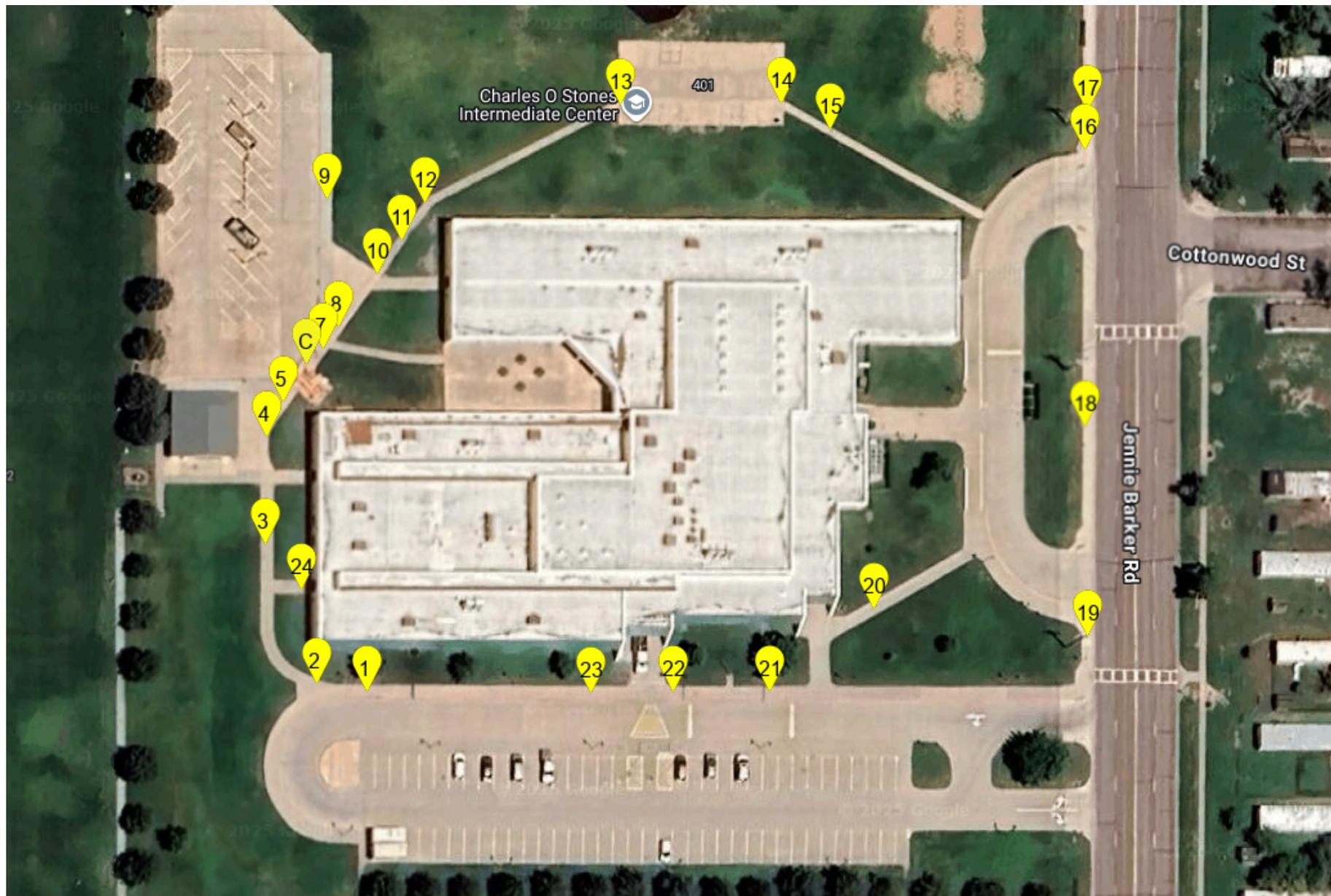
The specifications in this survey included trip hazards measured to the ADA standard of +0.25" and above. All hazards will be cut to a 1:12 slope as required by the March 2012 ADA guidelines.

Map Index

- | | | | |
|--|-------------|--|-------------|
| R | Replace | C | Crack Cut |
|  | Trip Hazard |  | Curb Repair |

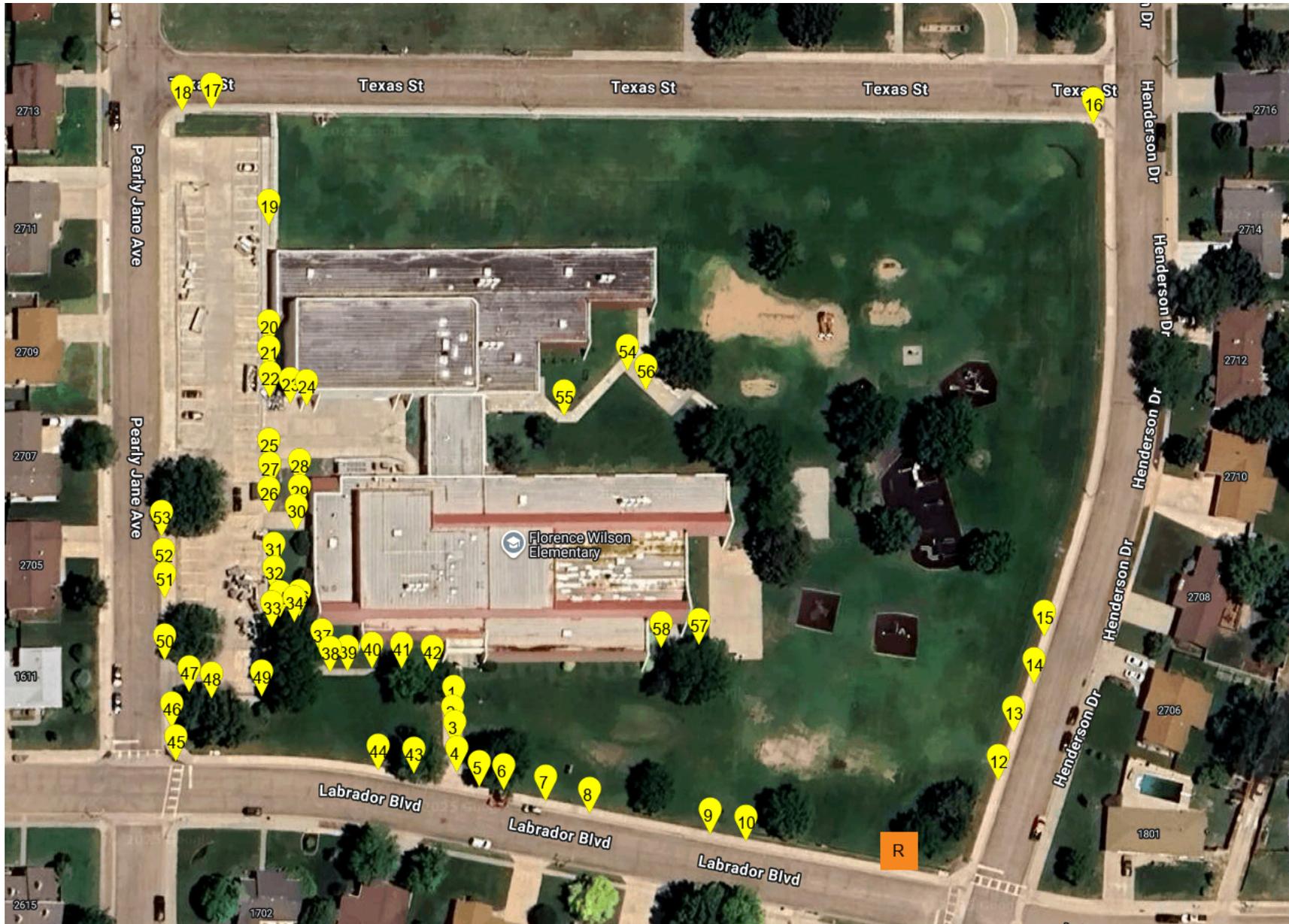


RISK ASSESSMENT: GARDEN CITY USD 457 - CHARLES O STONE

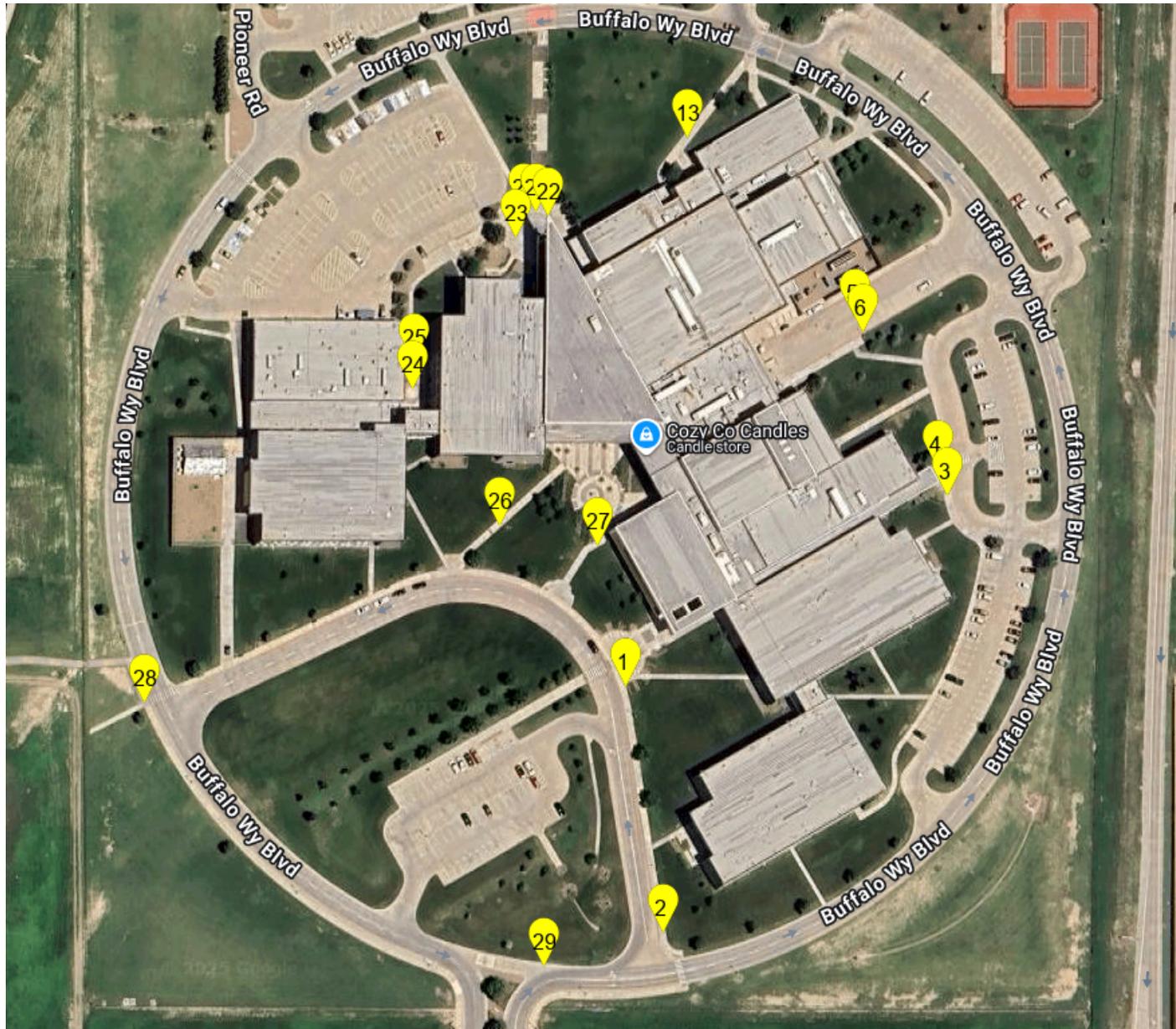


67

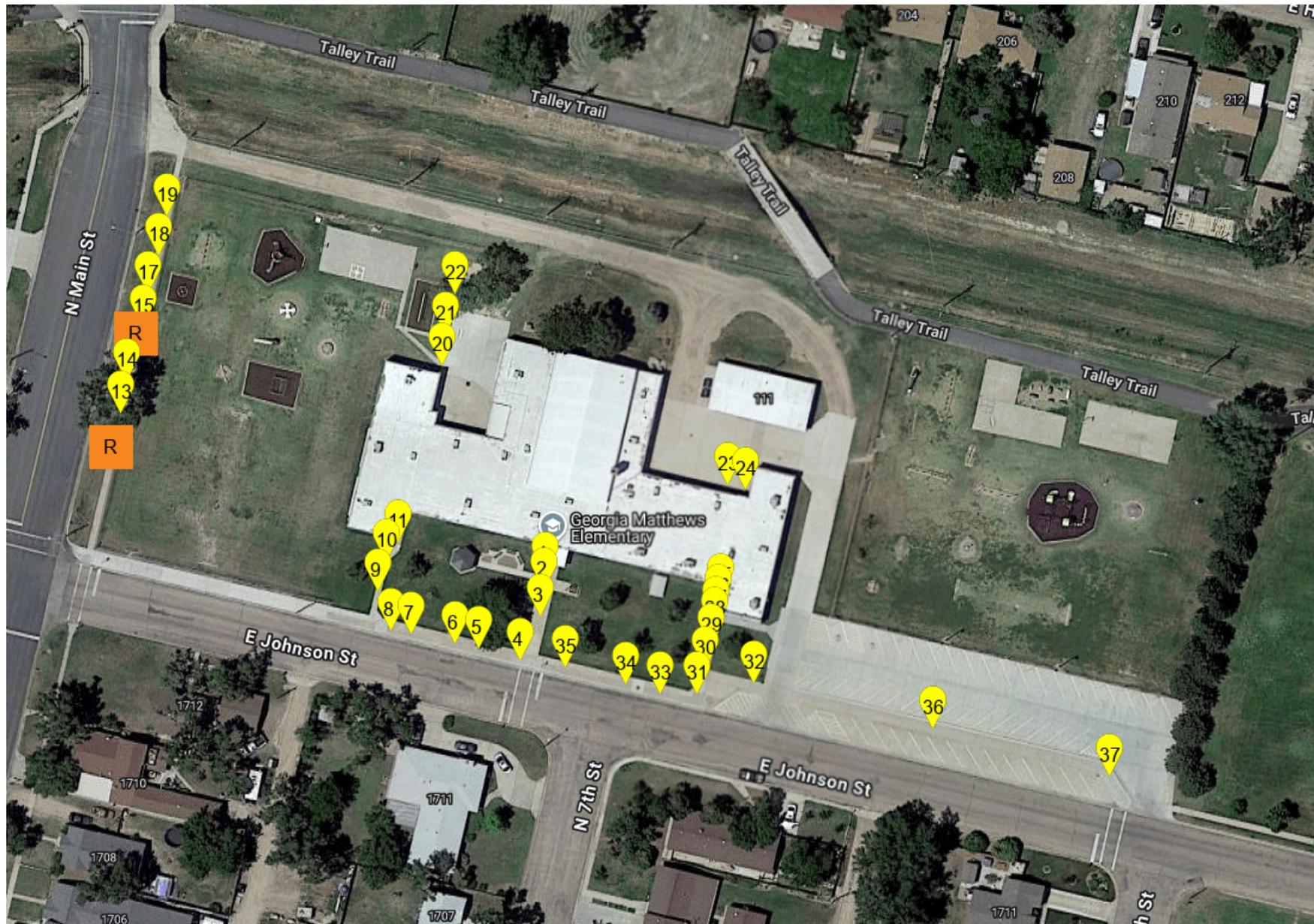
RISK ASSESSMENT: GARDEN CITY USD 457 - FLORENCE WILSON



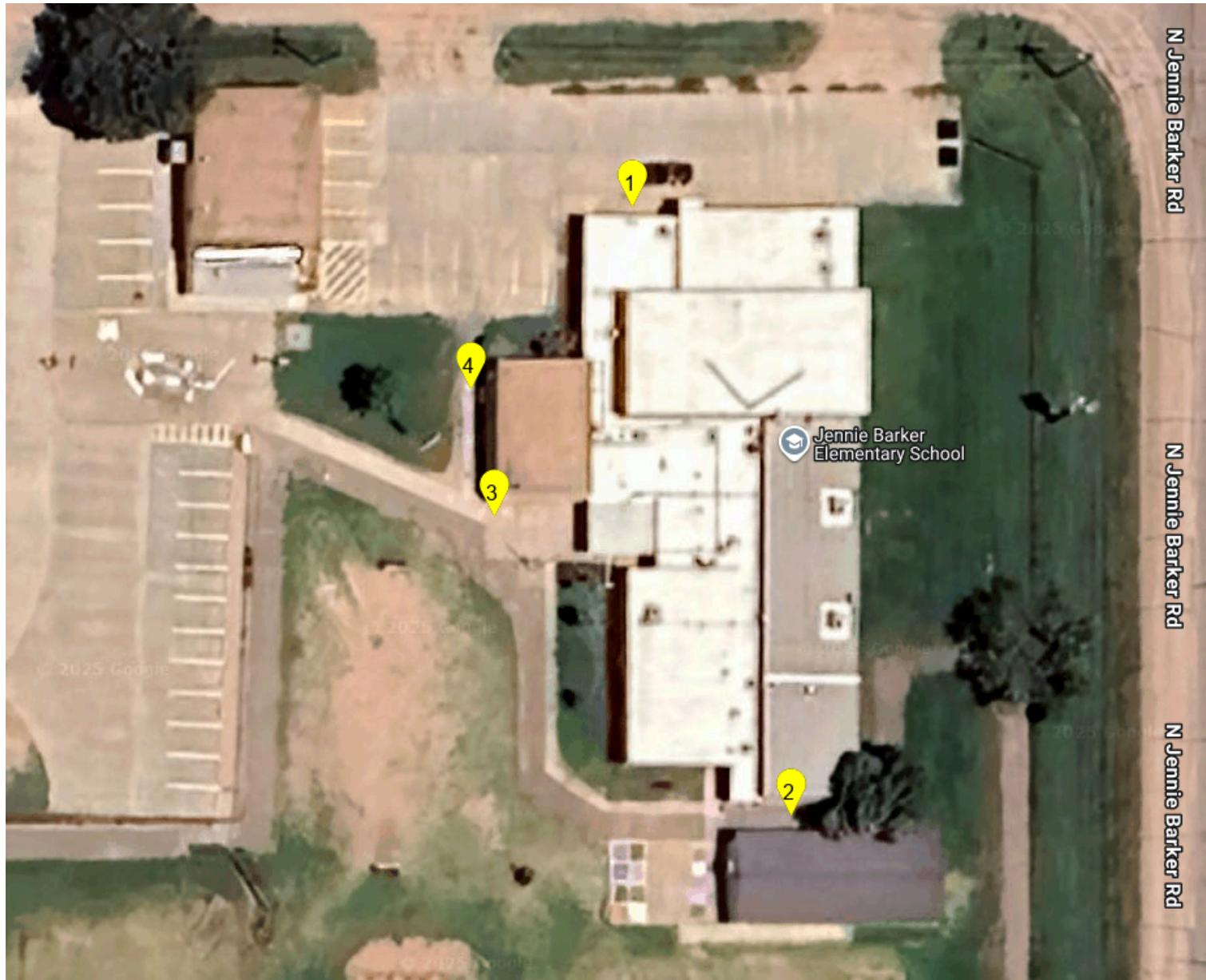
RISK ASSESSMENT: GARDEN CITY USD 457 - GARDEN CITY HIGH



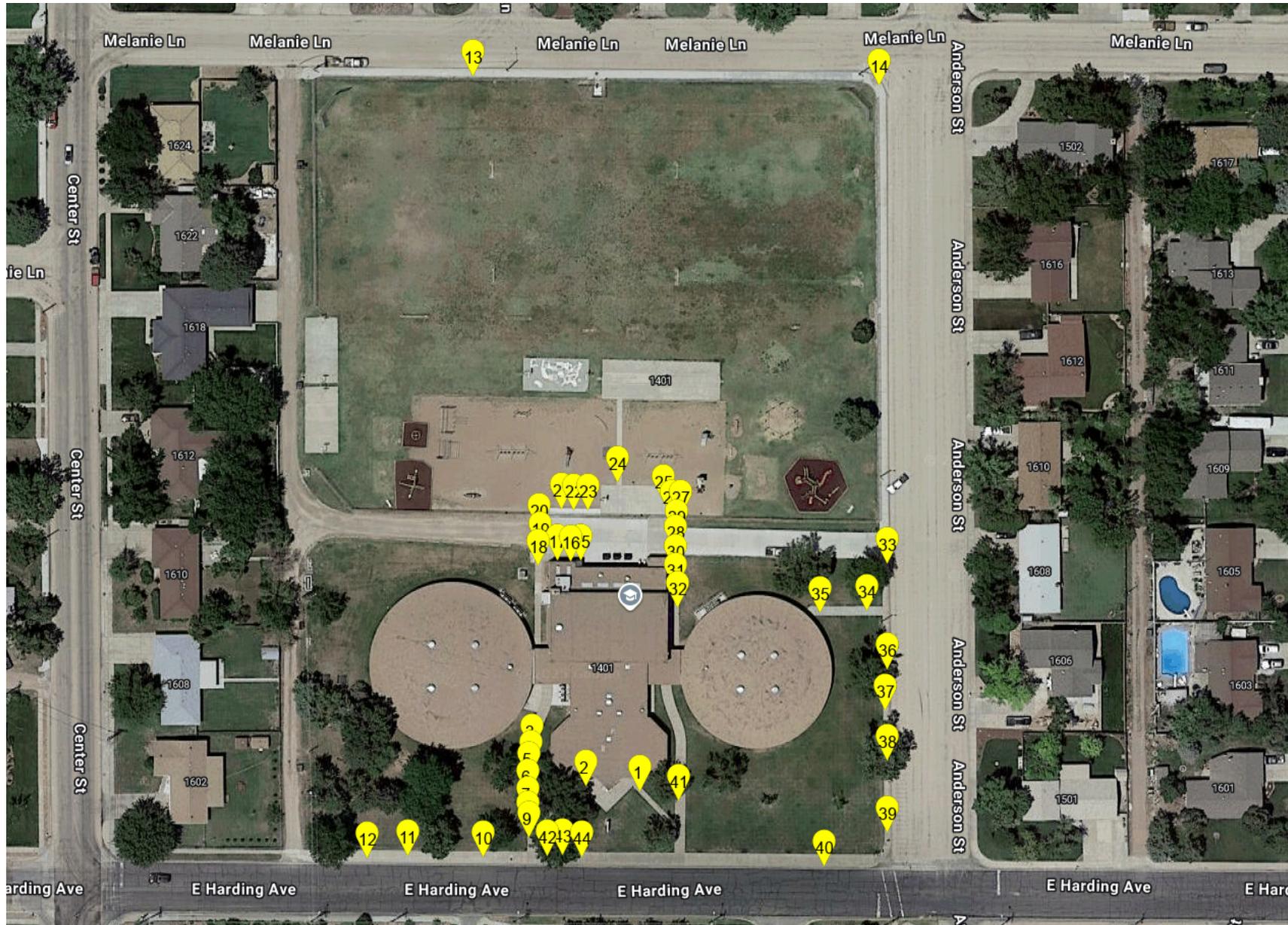
RISK ASSESSMENT: GARDEN CITY USD 457 - GEORGIA MATTHEWS



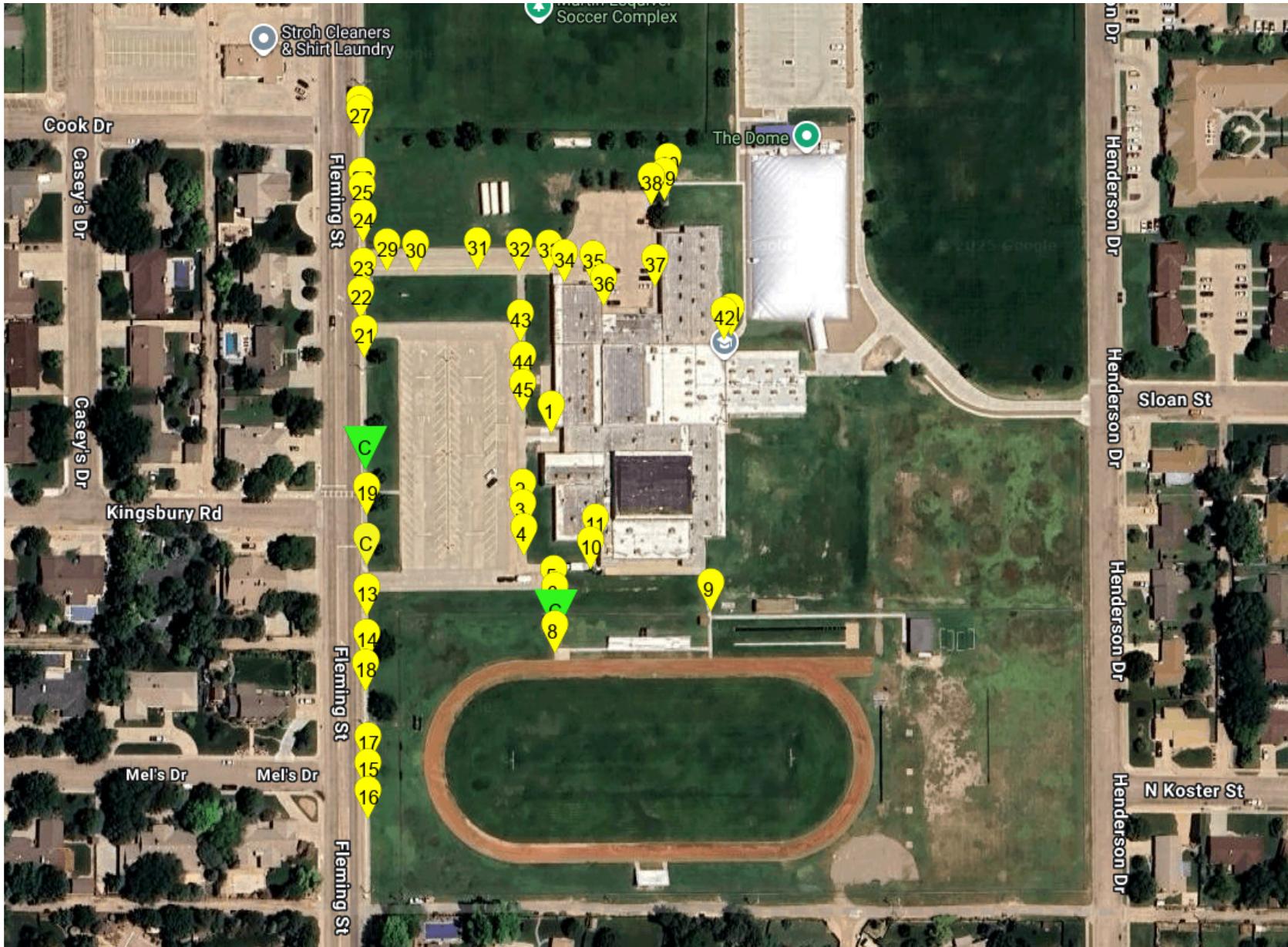
RISK ASSESSMENT: GARDEN CITY USD 457 - JENNIE BARKER



RISK ASSESSMENT: GARDEN CITY USD 457 - JENNIE WILSON



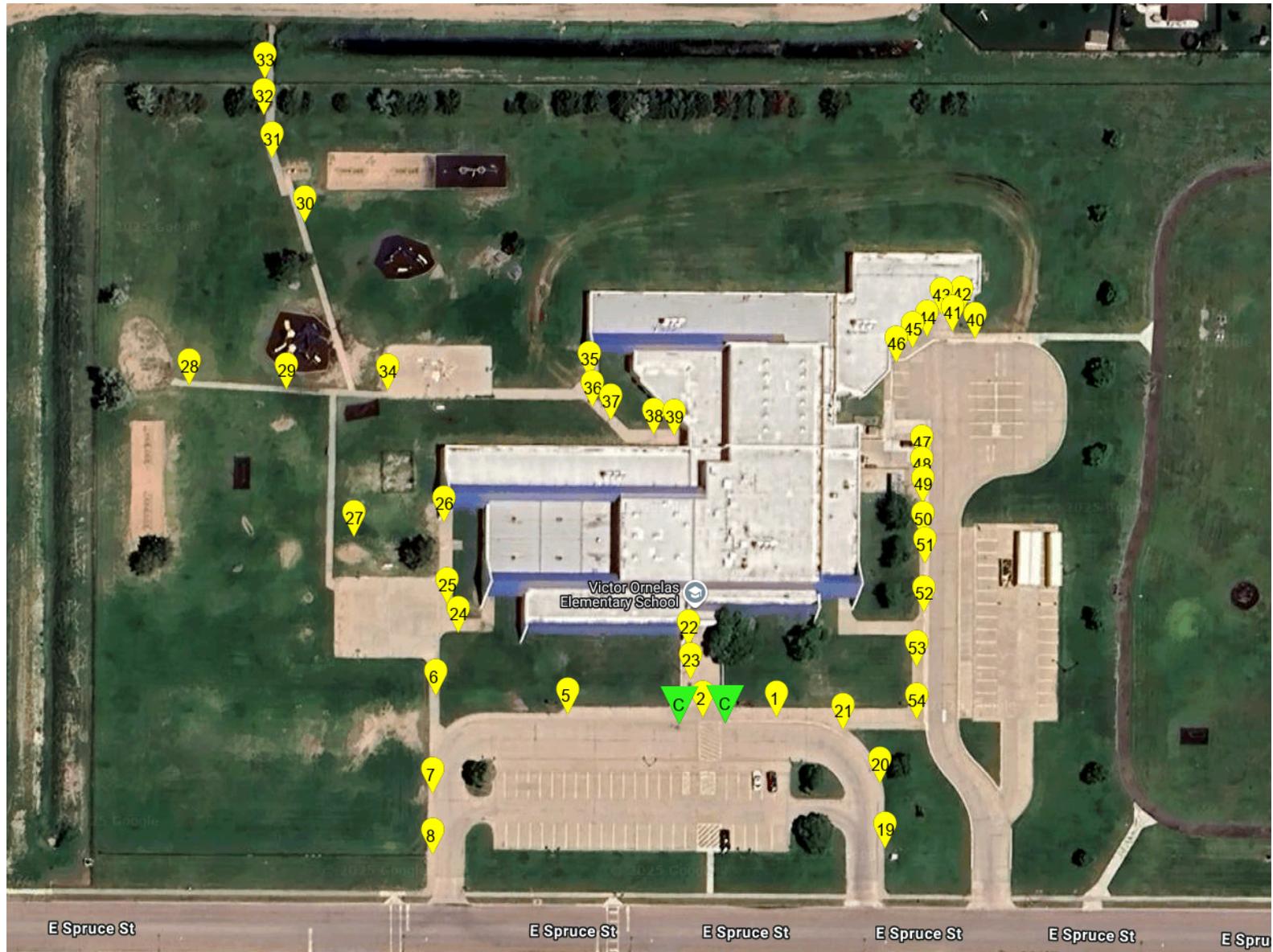
RISK ASSESSMENT: GARDEN CITY USD 457 - KENNETH HENDERSON



RISK ASSESSMENT: GARDEN CITY USD 457 - PLYMELL



RISK ASSESSMENT: GARDEN CITY USD 457 - VICTOR ORNELAS



75

PROJECT PRICING

OPTION 1 (ADA STD)

Includes Hazards + .25" & Higher

- ✓ Includes the removal of **324** trip hazards measured to ADA standard of +.25" and higher
- ✓ Includes slope rating of 1:12/ All repairs meet/exceed March 2012 ADA Spec's
- ✓ Includes concrete waste removal
- ✓ Includes use of **dust abatement system**

\$40,428

OPTION 2 (ADA STD + CURB REPAIR)

Includes Hazards + .25" & Higher

- ✓ Includes the removal of **324** trip hazards measured to ADA standard of +.25" and higher + **74 LF of Curb Repair**
- ✓ Includes slope rating of 1:12/ All repairs meet/exceed March 2012 ADA Spec's
- ✓ Includes concrete waste removal
- ✓ Includes use of **dust abatement system**

\$43,462

<input checked="" type="checkbox"/> Option 1	\$40,428
<input type="checkbox"/> Option 2	\$43,462
Subtotal	\$40,428
5% Discount through Green Purchasing Program (%) 5	-\$2,021.40
Total	\$38,406.60
Total Savings	\$2,021.40

Bernadine Sitts: \$5,784

Florence Wilson: \$6,464

Georgia Matthews: \$3,967

Kenneth Henderson: \$5,370

Charles O Stone: \$3,466

Garden City High: \$3,706

Jennie Baker: \$350

Plymell: \$560

Jennie Wilson: \$3,443

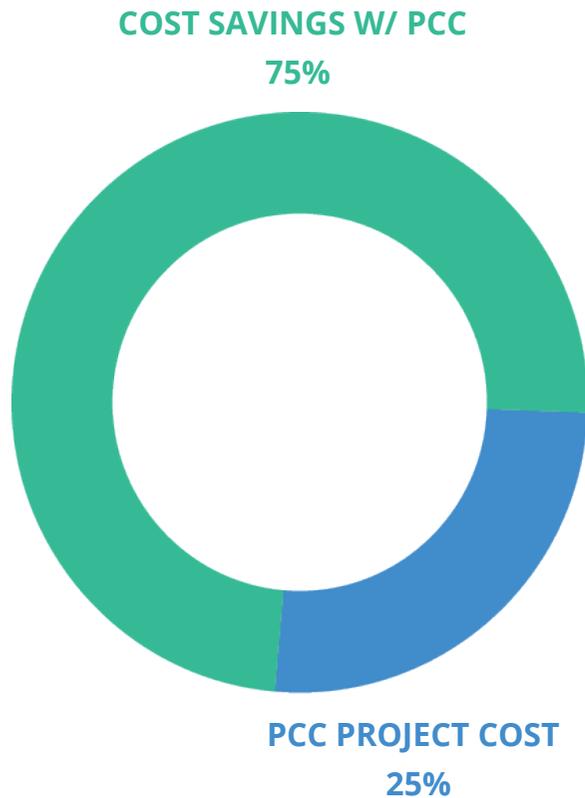
Victor Ornelas: \$5,618



 **INITIALS**
Brandon Anderson

COST ANALYSIS

Estimated cost of D&R: \$162,000



Based on an average panel size of **5 x 5** and an estimated replacement cost of **\$20.00 per sq. ft.** (vs. **\$4.99** incorporating the PCC method), we estimate the cost to *demolish and replace* (D&R) a minimum of **324** sidewalk panels approx. **8,100** square feet is **\$162,000**.

Total cost using Precision Concrete Cutting is **\$40,428** an estimated savings of **\$121,572**.

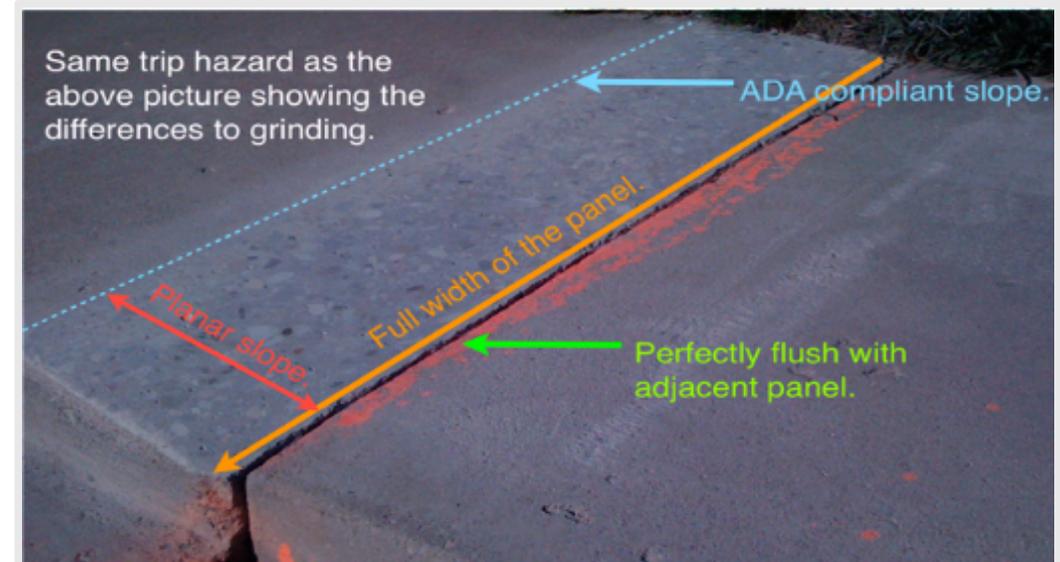
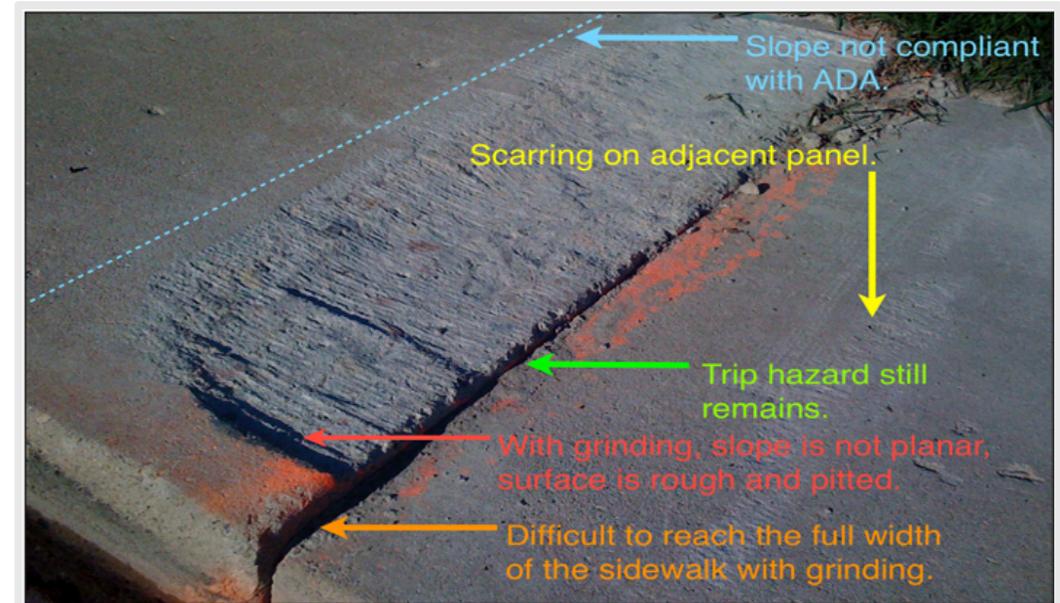
PROJECT SUMMARY

Total trip hazard repairs:	324
Repair by Demolish/Replace (D&R):	\$162,000
Repair with PCC services:	\$40,428 (25% cost of D&R)
Cost Savings with PCC:	\$121,572 (75% savings)

WHY WE DON'T GRIND

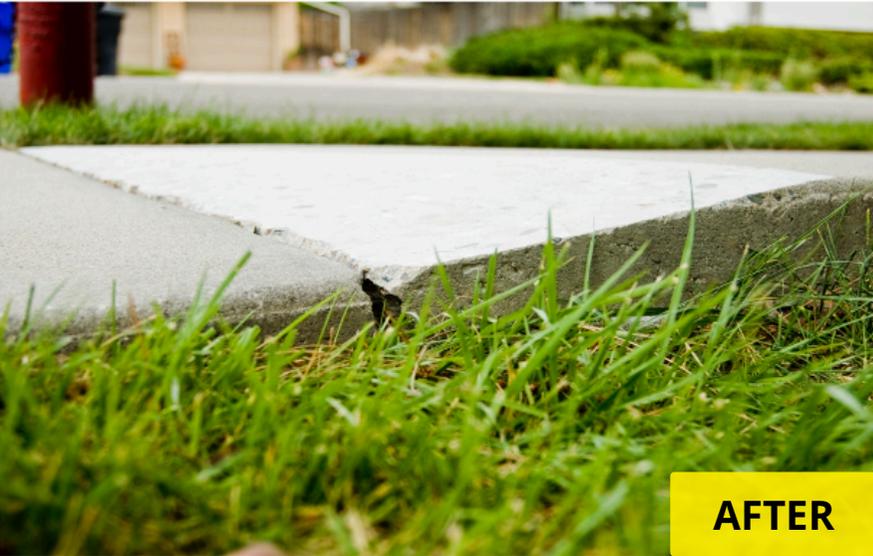
The cost savings compared to grinding is important, but the biggest contrast to grinding is quality, aesthetics and ADA compliance.

- Grinding often damages the concrete (breaks edges, knocks out aggregate, scars adjacent panels, and creates micro cracks).
- Often unsightly (leaves a rough, uneven scarring)
- Does not comply with the ADA slope requirements
- Has no cost advantage
- Unable to remove hazards next to objects
- Hard to use on small trip hazards (under 3/8") and larger trip hazards (over 1 inch)
- Very slow process and generates lots of dust



78

PRECISION CONCRETE CUTTING REPAIRS



NEXT STEPS

This proposal provides a fixed price, which will not be exceeded given the scope of work specified, and is based on:

1. Survey conducted on **10/24/2025**.
2. Customer may review trip hazards included in this proposal by locating survey numbers that have been placed on property panels by PCC survey team (see [Risk Assessment](#) for hazard locations).
3. Survey includes trip hazards measured to **the ADA standard of +0.25" and higher**.
4. Your final inventory of repairs may vary from this estimate. PCCMW may not complete a repair(s) (Excluded Repair) because; a hazard's actual measurement at the time of repair exceeds approved customer specifications, and/or in the crew leader's judgment, our repair attempt would cause further damage to the concrete slab or be insufficient to satisfactorily remove the existing hazard and/or mitigate its potential liability. Such excluded hazards, if any, will be left "as found" and will require customer's alternative remedy. All "Excluded Repairs" included on the original survey will be fully credited to the customer on the final invoice.
5. At least 30 minutes prior to the crew's scheduled departure, customer (or designee) agrees to have inspected and either accepted all repairs as completed or determined suitable adjustment(s) (if any) as may be required. The undersigned acknowledges the above explanation of our estimate of work and that he/she is legally authorized to engage Precision Concrete Cutting Midwest Corp to deliver designated work, as witnessed by attending an on-site demonstration or has seen a sample photo of sample concrete cut.
6. Estimated Project Completion: **7 to 8 days**
7. Quote is valid for 60 days from survey date.

Preferred method of payment:

Cheque

ACH

Credit Card

PO Number:

PO Number



SIGNATURE

Amanda Glodowski

PCC Midwest

Amanda Glodowski, Project Manger



SIGNATURE

Brandon Anderson

Garden City USD 457

Brandon Anderson, Director of Plant Facilities

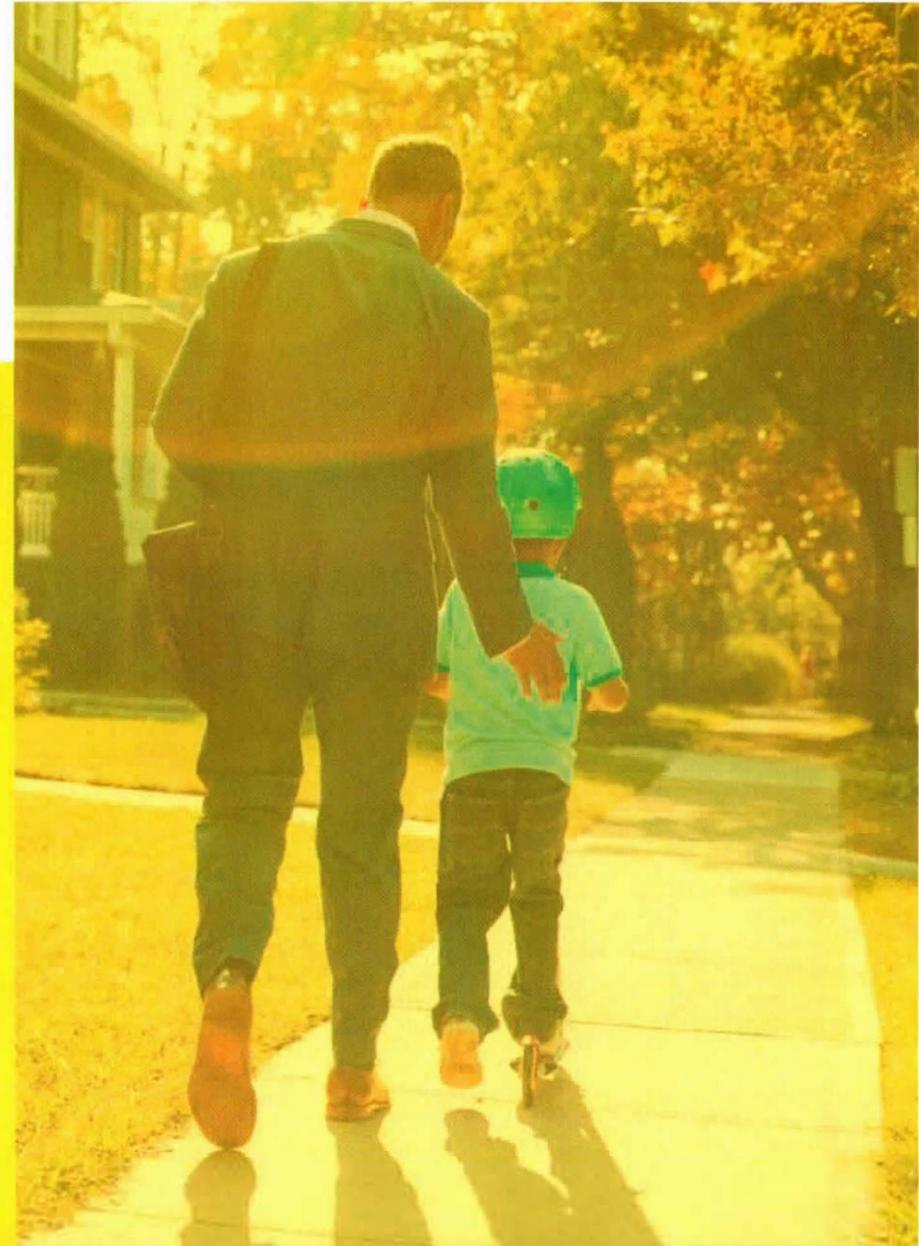




Sidewalk Trip Hazard Repair Proposal: Garden City USD 457



1205 Fleming,
Garden City, KS



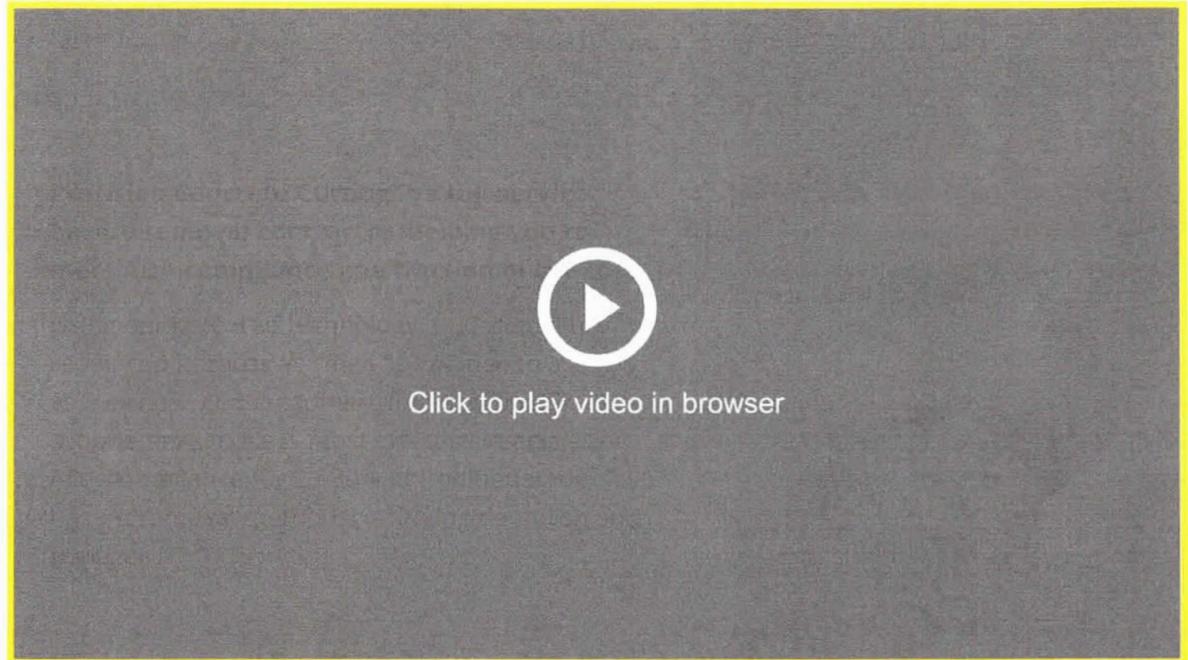
Prepared For: John Geist | | (620) 805-8700 | jgeist@gckschools.com

Prepared By: Tim Youngers | C: 3165733462 | O: 913-851-2004 | tyoungers@pccmidwest.com | pccmidwest.com

ABOUT PRECISION CONCRETE CUTTING

Precision Concrete Cutting is a full-service hazard removal contractor, helping you to meet ADA compliance at a fraction of the cost.

Using our patented technology, PCC is able to repair trip hazards as small as 1/4 inch to as high as 2 inches. Our customers find that our proprietary service is most effective in delivering ADA compliance for 25-30% of traditional trip hazard removal methods, including demolish and replace.



EXECUTIVE SUMMARY



Cost Savings

We'll repair your sidewalks for 60-80% less than sidewalk replacement, which means you can do more for your community for less.



A.D.A. Compliance

Patented technology that brings sidewalks into ADA compliance.



Safe

Decrease liability on your pedestrian walkways



Clean

Our patented containment system captures dust and debris to bring you the cleanest process available. PCC saw cutting method is a dry process (no concrete slurry).



Low Impact

Efficient systems with an average removal time of 10 minutes, no sidewalk closures.



Detailed Reporting

We track our jobs with honesty and integrity. Invoices show measurements, locations and cost for each hazard.



Full-Service Contractor

Survey services, cost estimates, data integration, trained service technicians and invoicing.

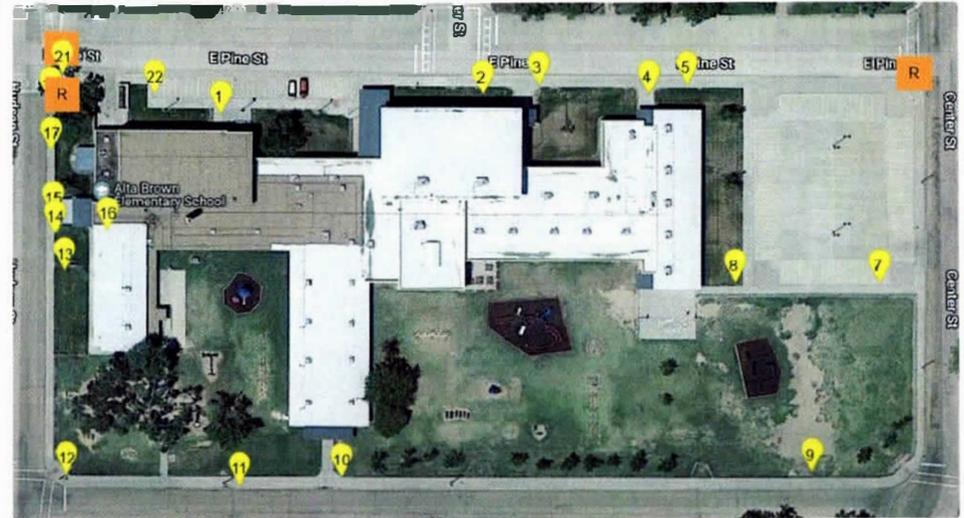
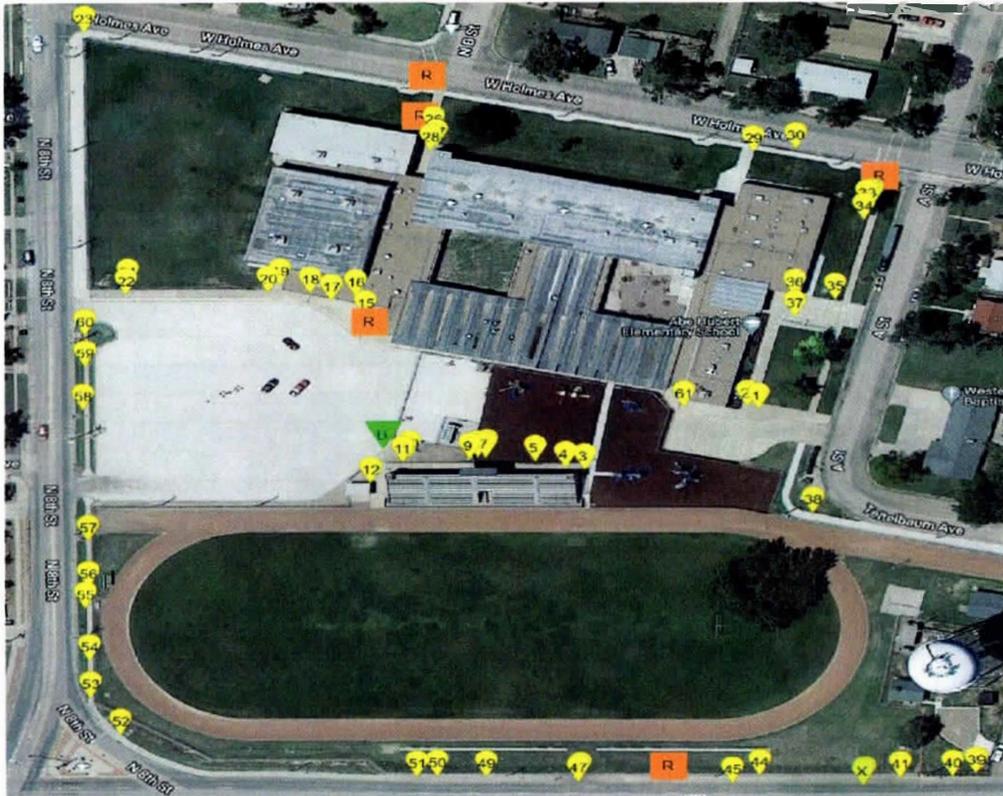


Environmental Impact by Garden City USD 457:

As a member of the U.S. Green Building Council (USGBC) we are proud of the fact that we reduce the impact to landfills and the environment as a result of our service. Removing and replacing **299** panels would result in approximately **532,818 pounds** or **266 tons** of concrete being removed. Using Precision Concrete Cutting for **299** trip hazards results in **897 pounds** of concrete removed and recycled.



RISK ASSESSMENT: ABE HUBERT & ALTA BROWN



The specifications in this survey included trip hazards measured to the ADA standard of +0.25" and above. All hazards will be cut to a 1:12 slope as required by the March 2012 ADA guidelines.

PROJECT TOTALS:

299 Trip & Fall Hazards: (1,913 LF)

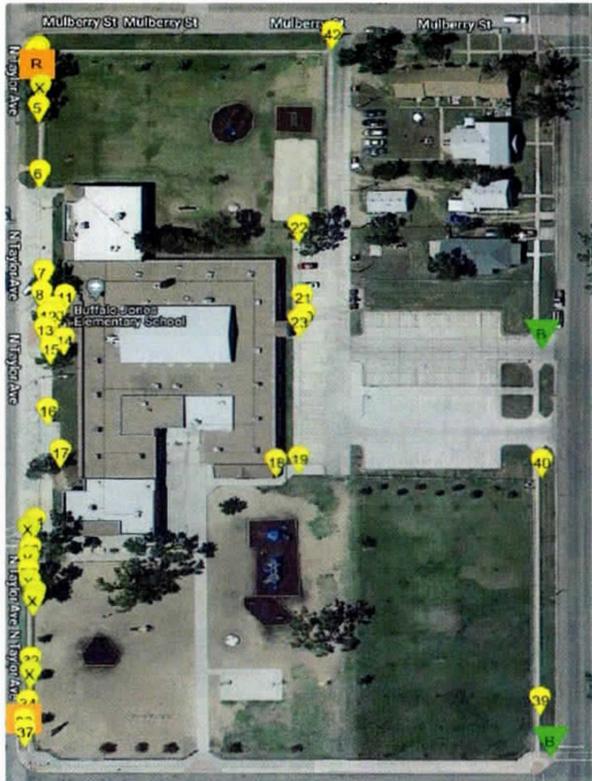
Average Hazard Height: .6"

Average Hazard Length: 5 Ft

Map Index

- | | |
|-------------|-------------|
| Replace | Cross Cut |
| Trip Hazard | Curb Repair |

RISK ASSESSMENT: BUFFALO JONES & EDITH SCHEUERMAN



The specifications in this survey included trip hazards measured to the ADA standard of +0.25" and above. All hazards will be cut to a 1:12 slope as required by the March 2012 ADA guidelines.

PROJECT TOTALS:

299 Trip & Fall Hazards: (1,913 LF)

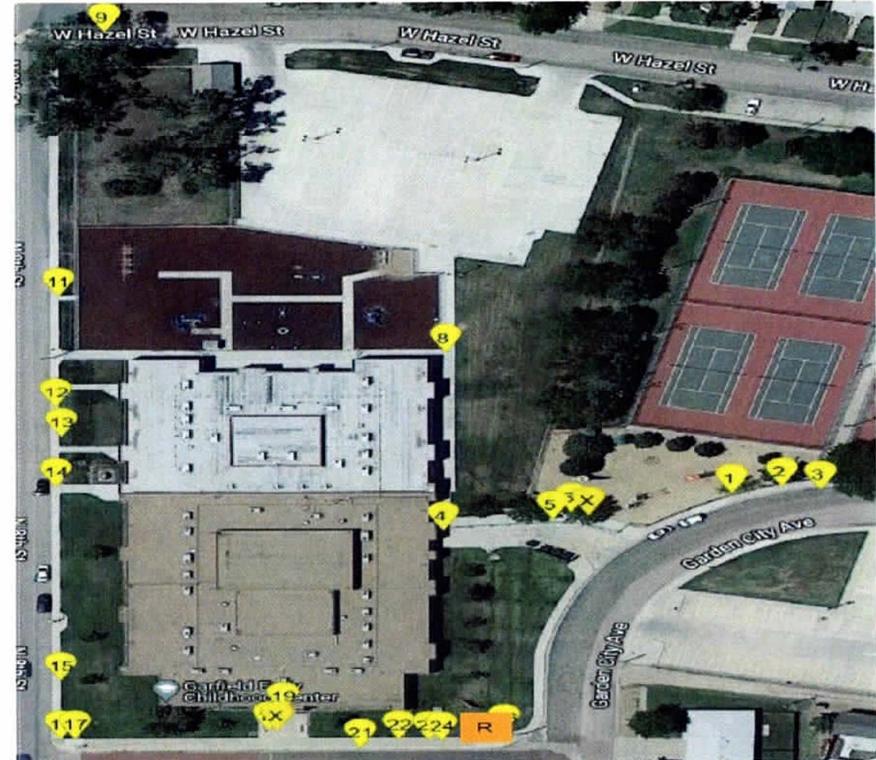
Average Hazard Height: .6"

Average Hazard Length: 5 Ft

Map Index

- | | | | |
|---|-------------|---|-------------|
|  | Replace |  | Cross Cut |
|  | Trip Hazard |  | Curb Repair |

RISK ASSESSMENT: GARDEN CITY ALTERNATIVE & GARFIELD EARLY CHILDHOOD



The specifications in this survey included trip hazards measured to the ADA standard of +0.25" and above. All hazards will be cut to a 1:12 slope as required by the March 2012 ADA guidelines.

PROJECT TOTALS:

299 Trip & Fall Hazards: (1,913 LF)

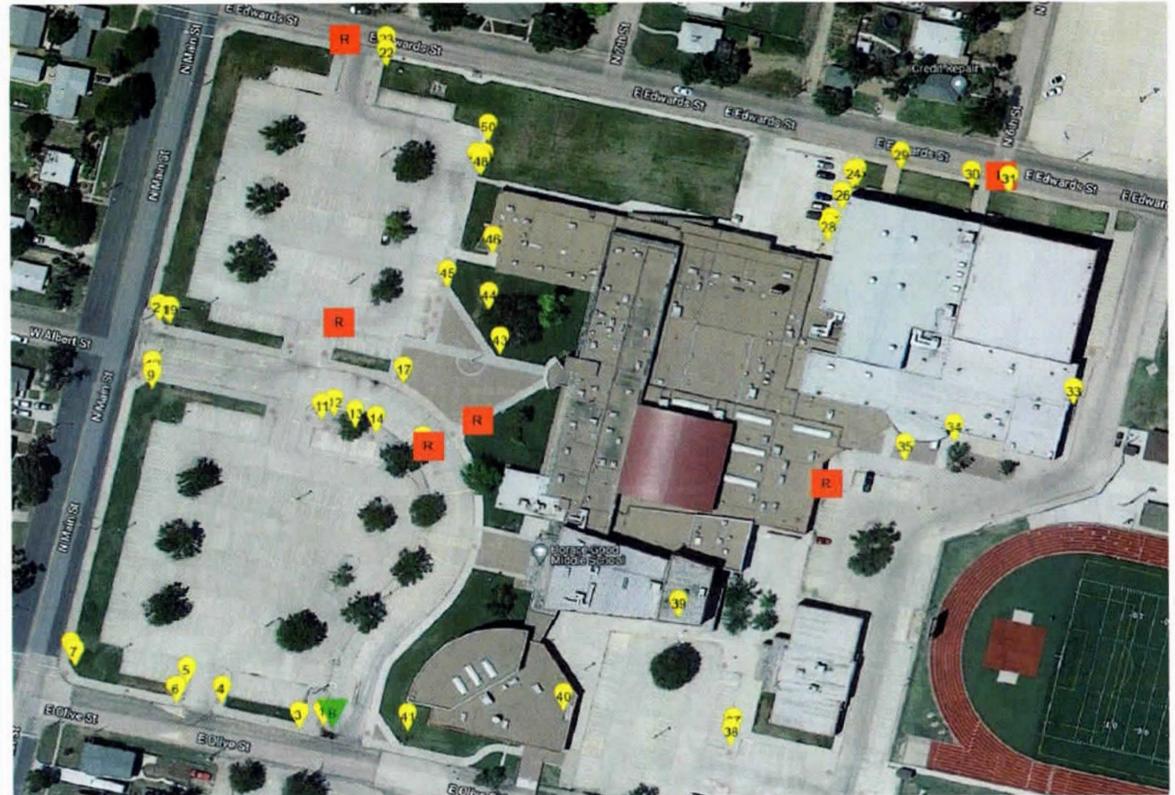
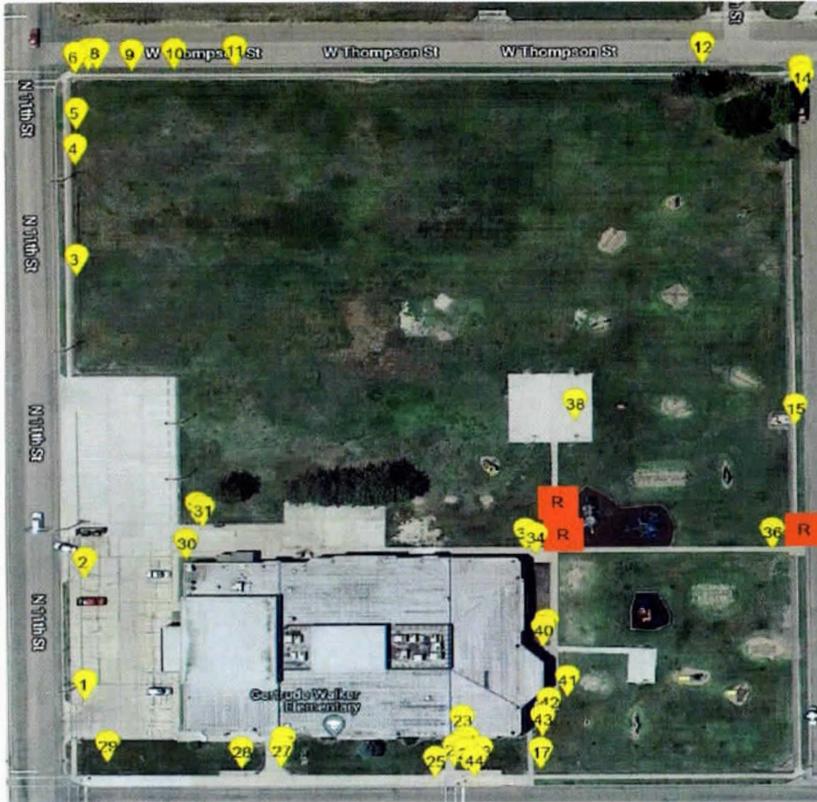
Average Hazard Height: .6"

Average Hazard Length: 5 Ft

Map Index

- Replace
- Trip Hazard
- x Cross Cut
- ▼ Curb Repair

RISK ASSESSMENT: GERTRUDE WALKER & HORACE GOOD MIDDLE



The specifications in this survey included trip hazards measured to the ADA standard of +0.25" and above. All hazards will be cut to a 1:12 slope as required by the March 2012 ADA guidelines.

PROJECT TOTALS:

299 Trip & Fall Hazards: (1,913 LF)

Average Hazard Height: .6"

Average Hazard Length: 5 Ft

Map Index

- R Replace
- ▲ Trip Hazard
- x Cross Cut
- ▼ Curb Repair



SURVEYOR OBSERVATIONS



Included #13: Abe Hubert
 Trip hazard located along curb in loading/unloading zone measuring **15ft curb (Option #1)**



Included #26: Abe Hubert
 Trip hazard located in walkway to main entrance measuring (0.625" x 0.5" x 10ft)



Included #28: Abe Hubert
 Trip hazard located in front of fire exit to building measuring (1.25" x 0.625" x 16ft)



Included #8: Alta Brown
 Trip hazard located in high foot traffic area to playground measuring (0.5" x 0" x 6ft)



Included #12: Alta Brown
 Trip hazard adjacent to handicap ramp measuring (0.5" x 0.5" x 8ft)



Included #16: Alta Brown
 Trip hazard located in main walkway to fire exit/main doorway to entrance measuring (0.625" x 0.625" x 7ft)

SURVEYOR OBSERVATIONS



Included #11: Buffalo Jones

Trip hazard located in front of park bench leading to doorway measuring

(1" x 0.375" x 6ft)



Included #20: Buffalo Jones

Trip hazard located in front of main doorway measuring

(0.5" x 0" x 8ft)



Included #38: Buffalo Jones

Trip hazard located on handicap ramp measuring

12Ft of Curb (Option #1)



Included #16: Buffalo Jones

Trip hazard located adjacent to bike rack measuring

(0.5" x 0" x 24ft)



Included #22: Buffalo Jones

Trip hazard located in play ground area measuring (1" x 0.75" x 8ft)



Included #41: Buffalo Jones

Trip hazard located on handicap ramp measuring

8Ft of Curb (Option #1)

SURVEYOR OBSERVATIONS



Included #7: Edith Scheuerman

Trip hazard located adjacent to fire exit doorway measuring

(1.5" x 0" x 12ft)



Included #11: Edith Scheuerman

Trip hazard located along loading/unloading zone measuring (1" x 0" x 8ft)



Included #25: Edith Scheuerman

Trip hazard located in front of bike racks measuring

(0.625" x 0.375" x 20ft)



Included #4: GC Alternative

Trip hazard located in front of main doorway measuring

(0.75" x 0.625" x 5ft)



Included #8: GC Alternative

Trip hazard adjacent to fire exit to building measuring

(1" x 0" x 8ft)



Included #9: GC Alternative

Trip hazard next to park bench measuring

(1.25" x 0.625" x 5ft)

SURVEYOR OBSERVATIONS



Included #5: Garfield

Trip hazard located in main walkway to building entrance measuring (0.75" x 0.5" x 10ft)



Included #6: Garfield

Trip hazard located adjacent to playground measuring (1.25" x 0.375" x 10ft)



Included #2: Gertrude Walker

Trip hazard located adjacent to load/unload zone measuring (0.875" x 0" x 6ft)



Included #40: Gertrude Walker

Trip hazard located in main walkway measuring (1" x 0.375" x 16ft)



Included #5: Horace Good

Trip hazard located on handicap ramp measuring (0.5" x 0.375" x 4)



Included #22: Horace Good

Trip hazard located on handicap ramp measuring (0.625" x 0.25" x 3ft)

PROJECT PRICING

OPTION 1 (ADA STD) + 49FT CURB

Includes Hazards + .25" & Higher

- ✓ Includes the removal of **299** trip hazards measured to ADA standard of +.25" and higher & **49ft curb**
- ✓ Includes slope rating of 1:12/ All repairs meet/exceed March 2012 ADA Spec's
- ✓ Includes concrete waste removal
- ✓ Includes use of **dust abatement system**

\$42,175

OPTION 2 (ADA STD)

Includes Hazards +.25" & Higher

- ✓ Includes the removal of **295** trip hazards measured to ADA +.25" and higher
- ✓ Includes slope rating of 1:12/ All repairs meet/exceed March 2012 ADA Spec's
- ✓ Includes concrete waste removal
- ✓ Includes use of **dust abatement system**

\$40,215

<input checked="" type="checkbox"/> Option 1	\$42,172
<input type="checkbox"/> Option 2	\$40,212
<hr/>	
Subtotal	\$42,172
5% Discount through Greenbush Purchasing Program (5%)	-\$2,108.60
Total	\$40,063.40

Abe Hubert - \$8,376

Edith Scheuerman - \$5,894

Gertrude Walker - \$5,266

Alta Brown - \$2,244

Garden City Alternative - \$4,571

Horace Good Middle - \$6,069

Buffalo Jones - \$5,328

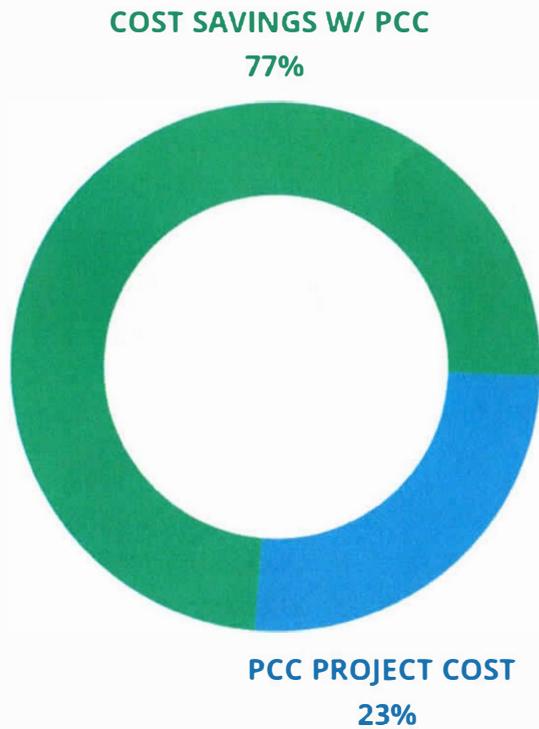
Garfield Early Childhood- \$4,430

 **John Geist**



COST ANALYSIS

Estimated cost of D&R: \$174,915



Based on an average panel size of **6x6** and an estimated replacement cost of **\$16.25 per sq. ft.** (vs. **\$3.74** incorporating the PCC method), we estimate the cost to *demolish and replace* (D&R) a minimum of **299** sidewalk panels approx. **10,764** square feet is **\$174,915**.

Total cost using Precision Concrete Cutting is **\$42,175** an estimated savings of **\$134,703**.

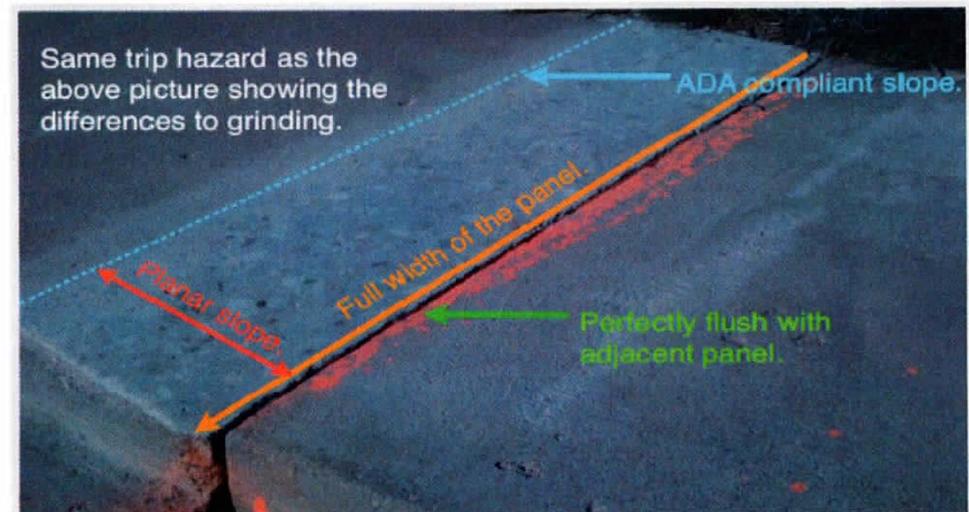
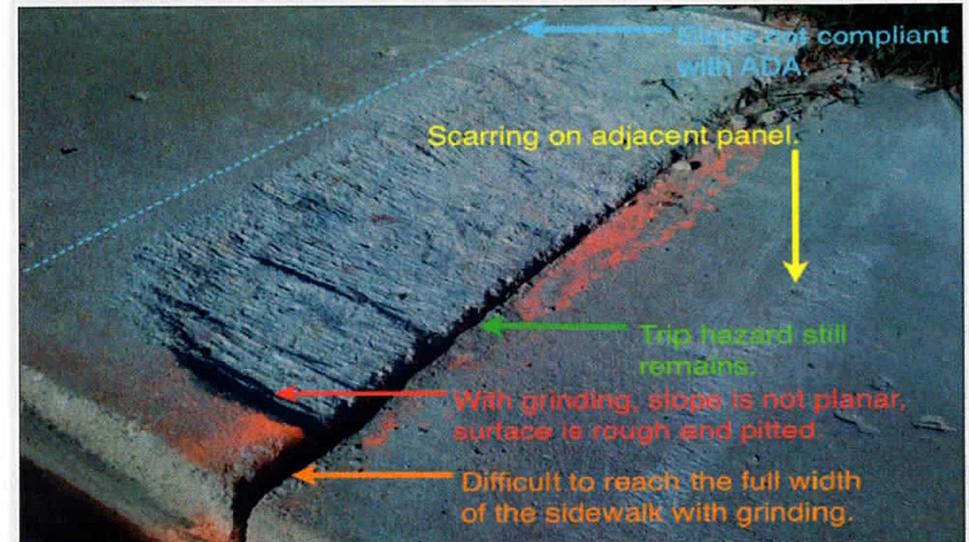
PROJECT SUMMARY

Total trip hazard repairs:	299
Repair by Demolish/Replace (D&R):	\$174,915
Repair with PCC services:	\$42,175 (23% cost of D&R)
Cost Savings with PCC:	\$134,703 (77% savings)

WHY WE DON'T GRIND

The cost savings compared to grinding is important, but the biggest contrast to grinding is quality, aesthetics and ADA compliance.

- Grinding often damages the concrete (breaks edges, knocks out aggregate, scars adjacent panels, and creates micro cracks).
- Often unsightly (leaves a rough, uneven scarring)
- Does not comply with the ADA slope requirements
- Has no cost advantage
- Unable to remove hazards next to objects
- Hard to use on small trip hazards (under 3/8") and larger trip hazards (over 1 inch)
- Very slow process and generates lots of dust



PRECISION CONCRETE CUTTING REPAIRS



NEXT STEPS

This proposal provides a fixed price, which will not be exceeded given the scope of work specified, and is based on:

1. Survey conducted on **4/28/2022**.
2. Customer may review trip hazards included in this proposal by locating survey numbers that have been placed on property panels by PCC survey team (see [Risk Assessment](#) for hazard locations).
3. Survey includes trip hazards measured to **the ADA standard of +0.25" and higher**.
4. Your final inventory of repairs may vary from this estimate. PCCMW may not complete a repair(s) (Excluded Repair) because; a hazard's actual measurement at the time of repair exceeds approved customer specifications, and/or in the crew leader's judgment, our repair attempt would cause further damage to the concrete slab or be insufficient to satisfactorily remove the existing hazard and/or mitigate its potential liability. Such excluded hazards, if any, will be left "as found" and will require customer's alternative remedy. All "Excluded Repairs" included on the original survey will be fully credited to the customer on the final invoice.
5. At least 30 minutes prior to the crew's scheduled departure, customer (or designee) agrees to have inspected and either accepted all repairs as completed or determined suitable adjustment(s) (if any) as may be required. The undersigned acknowledges the above explanation of our estimate of work and that he/she is legally authorized to engage Precision Concrete Cutting Midwest Corp to deliver designated work, as witnessed by attending an on-site demonstration or has seen a sample photo of sample concrete cut.
6. Estimated Project Completion: **10 days**
7. Quote is valid for 60 days from survey date.

Preferred method of payment:

Cheque

ACH

Credit Card

PO Number: **0562200577**


SIGNATURE
Tim Youngers

PCC Midwest
Tim Youngers, Project Manager - Wichita


SIGNATURE
John Geist

Garden City USD 457
John Geist





MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Heather Stegman, Director of Curriculum and Instruction
DATE: 12/03/2025
RE: Professional Development Handbook/5 Year Plan

ISSUE:

Professional Development Council Chairperson Laura Walsh and Elementary Curriculum Director Heather Stegman will provide a presentation explaining the updated Professional Development Handbook and KSDE’s requirements for our 5 Year Plan.

BACKGROUND:

Professional Development Points are the credits teachers use to meet licensure requirements and to advance on the district salary schedule. The Professional Development Council is responsible for approving and evaluating professional development activities for credit, as well as establishing and reviewing the policies and procedures that guide professional development planning at the district, building, and individual levels.

KSDE requires all districts to update their Professional Development Plan every five years, and Garden City’s plan is due this year. The attached document represents the work and recommendations of the Professional Development Council.

ALTERNATIVES:

This presentation is for informational purposes only. No board action is required.

RECOMMENDATION:

N/A

FISCAL NOTE:

N/A

ATTACHMENTS:

USD 457 Garden City PD 5 Year Plan 2025



GARDEN CITY PUBLIC SCHOOLS

Professional Development Plan

Garden City Public Schools
USD 457

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The USD 457 Garden City Professional Development Council approved the following plan, at its meeting held on _____ according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____
Signature Date

The USD 457 Garden City Board of Education approved the following plan, at its meeting held on _____ according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature Date

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Commented [1]: Action: Create table of contents and finalize page numbers once you have the final draft.

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Section One

Professional Development Council (PDC)

1.1 Introduction

Garden City Public Schools Professional Development Council provides exceptional professional development through rigorous coursework, personalized learning, and enriching opportunities. We foster leadership in every staff member, empowering them to inspire, take initiative, and drive positive change. At Garden City Public Schools, everyone leads.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 457 Garden City Public Schools PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Coordinator is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Coordinator before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process outlined in sections 1.22 and 1.24.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Secondary Level Representatives	2
Intermediate/Middle Level Representatives	2
Elementary Level Representatives	2
Total Licensed Teacher Representatives	6

1.22 Licensed Teacher Group Selection Process:

Members are elected by their representative groups. Members may resign at any time. Resignations must be in writing and submitted to the chairperson at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign under the following conditions:

1. Council member who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties.
2. Council member who moves to a new education position outside of their representative group.

Should there be extenuating circumstances, an appeal for condition #1 can be made to the Council with the person making the appeal abstaining from the vote.

Rotation of Membership

All council members will serve a three-year staggered rotation term. Terms are staggered so no group represented will intentionally have both representatives elected in the same election cycle. The rotation cycle is documented below. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in the election process.

Voting Role	Elected Member	Term Ending
Elementary level representative	Megan Ford	2026
Elementary level representative	Katie Unger	2028
Intermediate / Middle level representative	Laura Walsh	2026
Intermediate / Middle level representative	Dustin Algrim	2027
Secondary level representative	Wendi Terpstra	2027
Secondary level representative	Mark Shera Cruz	2028

Election Process:

1. All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.
2. The Professional Development Coordinator emails all licensed personnel to seek candidates. Candidates are required to answer the following interview questions as part of their nomination process.
 - List your teaching experience
 - What is your philosophy regarding professional development?
 - What should Garden City School's professional development experiences look like?
 - Why do you want to serve on the Professional Development Council?

- [PDC Nominations Template](#)

3. If only one candidate runs, a regular vote is still held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
4. If no candidates volunteer, the Professional Development Coordinator contacts building administrators for candidate recommendations. The Professional Development Coordinator then contacts each recommended candidate to determine willingness to run. Upon identification of a candidate, a regular vote is held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
5. The Professional Development Coordinator creates an electronic ballot including names of all eligible candidates who are representative of the district’s licensed personnel. The ballot will include links to the nominee’s answers to the interview questions.
 - [PDC Ballot Template](#)
6. The Professional Development Coordinator emails the electronic ballot to all licensed personnel for voting in their grade band assignments based on their licensing status.
7. At the conclusion of the voting window, the Professional Development Coordinator notifies all licensed personnel of election results via email.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
K-4 Building Administrator	1
5-12 Building Administrator	1
District Administrator	1
Total Licensed Leader Representatives	3

1.24 Licensed Leader Group Selection Process:

Members are elected by their representative groups. Members may resign at any time. Resignations must be in writing and submitted to the chairperson at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign under the following conditions:

- Council member who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties.
- Council member who moves to a new education position outside of their representative group.

Should there be extenuating circumstances an appeal can be made to the Council with the person making the appeal abstaining from the vote.

Rotation of Membership

All council members will serve a three-year staggered rotation term. Terms are staggered so both leader representatives are not elected in the same election cycle. The rotation cycle is documented below. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in the election process.

Voting Role	Elected Member	Term Ending
K-4 Building	Brandi Ochs	2028
9-12 Building Principal	Amy Cospers	2028
District Office		

Commented [EK2]: Fill in highlighted areas.

Election Process:

- All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.
- The Professional Development Coordinator emails all licensed personnel to seek candidates. Candidates are required to answer the following interview questions as part of their nomination process.
 - List your leadership experience
 - What is your philosophy regarding professional development?
 - What should Garden City School’s professional development experiences look like?
 - Why do you want to serve on the Professional Development Council?
 - [PDC Nominations Template](#)
- If only one candidate runs, a regular vote is still held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
- If no candidates volunteer, the Professional Development Coordinator contacts district administrators for candidate recommendations. The Professional Development Coordinator then contacts each recommended candidate to determine willingness to run. Upon identification of a candidate, a regular vote is held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
- The Professional Development Coordinator creates an electronic ballot including names of all eligible candidates who are representative of the district’s licensed personnel. The ballot will include links to the nominee’s answers to the interview questions.
 - [PDC Ballot Template](#)
- The Professional Development Coordinator emails the electronic ballot to all licensed personnel for voting in their grade band assignments based on their licensing status.
- At the conclusion of the voting window, the Professional Development Coordinator notifies all licensed personnel of election results via email.

1.25 Approved process for PDC member selection when no candidates:

If the election processes in Sections 1.22 and 1.24 are not successful, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The Professional Development Council will:

1. Participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through KAR 91-1-219.
2. Design, coordinate, recommend, approve, and evaluate professional development activities for professional development credit.
3. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building, and individual levels.
4. Communicate procedures and serve as a resource for questions or concerns related to professional development.
5. Makes systematic recommendations about professional development based on learner needs and intended outcomes.
6. Participate in the development of a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 457 Garden City Public Schools will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

In order to facilitate team collaboration, all USD 457 PDC members will attend PDC training at SWPRSC or a comparable live training event. If there are extenuating circumstances that prevent a member from attending, they may appeal to the remaining PDC members and present an alternative training.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored on the [PDC Attendance](#)

[Spreadsheet](#). PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period. Points will be transferred into PowerLearn at the end of the school year based on hours attended from the PDC Attendance Spreadsheet.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Officers

Officers include a Chairperson, a Vice-Chairperson, and a Secretary. All officers are elected in May for a term of one year by the members and begin their terms June 1st. In the event an officer resigns during their one-year term, elections will be held during the next regularly scheduled meeting following the acceptance of resignation. Duties of the officers include:

Chairperson:

- Calls and conducts all meetings.
- Calls special meetings as needed.
- Carries out other duties as determined by the PDC.
- Reports to the Board of Education as needed.

Vice Chairperson:

- Acts in the absence of the Chairperson.
- Carries out other duties as determined by the PDC.

Secretary:

- Keeps records and minutes of meetings.
- Maintains a file of all minutes in the district office.
- Carries out other duties as determined by the PDC

1.51 Meetings

Meetings will be held on the second Tuesday of the month during the school year beginning at 4:30. Meeting dates are updated in the PDC handbook each year and posted on the district website in the Professional Development Council section of the Curriculum and Instruction page. Additional meetings can be scheduled as deemed necessary by the Chair of the Council. Notification of all extra meetings shall be given to all PDC members at least five (5) days prior to the meeting.

All agenda items must be submitted in writing at least ten working days prior to the meeting. Meetings will be attended by the following members. Additional staff may attend when needed and invited by the PDC Chairperson.

Attendees	Number
Secondary Level Representatives	2
Intermediate/Middle Level Representatives	2
Elementary Level Representatives	2
K-4 Building Administrator	1
5-12 Building Administrator	1
District Administrator	1
Technology Representative *	1
Professional Development Coordinator *	1
Office of Learning Services Representative *	1
Assistant Superintendent of Student Services *	1

****Indicates a non-voting staff position whose input at these meetings is integral to the district's professional development process and success.***

It is understood that the district will provide all facilities, clerical support, and record keeping services needed by the Council. (See Appendix)

**PD Council Meeting Dates for 2025–2026
4:30pm – 5:15pm**

September 9, 2025	February 10, 2026
October 7, 2025	March 10, 2026
November 4, 2025	April 14, 2026
December 2, 2025	May 12, 2026
January 13, 2026	

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS, and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 5 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- If there is a tie, the PDC Chair or designee may delay the vote and call another meeting. The non-voting PDC leaders may also be used.

1.53 Documentation

Staff professional goals are documented in the Talent Ed platform. Goals can be developed around content standards, Kansas Professional Education Standards, or Service to the Profession.

- Personal Improvement Goal
- Professional Improvement Goal
- School Achievement Goal

The [attached document](#) contains directions regarding how to use Talent Ed to document goals.

Commented [EK3]: Wasn't sure how you might want to incorporate or add Talent Ed. If you want to make it a future training, that is fine.

PowerLearn is the program that USD 457 uses for documentation of Professional Development points. The [attached document](#) contains directions for how to use PowerLearn to access the Professional Development system, find courses, and request external credit/points. Training is also provided at the beginning of each school year for new professional staff.

Commented [EK4]: Added language.

Before attending a meeting or conference, a Professional Leave Form signed by your building principal or direct supervisor must be submitted. An agenda with the conference location, scheduled time and date, and meal provision must be attached. Attendance may be denied without prior submission. Additional guidance regarding out of district professional development is provided in the [Professional Leave Guidelines](#).

When traveling out of district for professional development, staff must follow the suggested leave times documented in the [Travel Distance Departure Guidelines](#).

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Email and Shared PDC Drive	PD Chairperson	yes
IPDP's	X	Talent Ed	HR (Tamara)	yes
Meeting Minutes	X	Shared PDC Drive	PDC Secretary	yes
Member Selection	X	PDC Google Drive	PD Coordinator	no
Officer Selection	X	PDC Drive	PD Coordinator	no
PD Plan Process	X	Google Drive	PD Coordinator	yes
PD Points	X	PowerLearn	PD Coordinator	yes
Staff PD Needs Assessments	X	Shared PDC Google Drive Results posted on PDC webpage gckschools.com	PD Coordinator	yes

Records

- PDC meeting records and materials are kept on file by the Professional Development Coordinator.
- The Professional Development Council Secretary records the minutes of PDC meetings.
- Information about individual in-service points will be shown on each individual's plan in PowerLearn. It is the responsibility of the professional educator to maintain and record the total instructional development points in order to meet terms and agreements of the negotiated contract.
- The Professional Development Council meets once per month to review in-service activities.
- In the event that more information is required for the committee to approve a particular activity, the Professional Development Council Secretary will contact the professional educator for the information. The professional educator will then have the span of the next 2 meetings to present the requested information to the committee or the activity in question will be denied.
- Individual records of approved professional development activities are housed in the PowerLearn management system.
- Transcripts for salary advancement and/or recertification may be obtained through completion of the proper form available in each building.
- USD 457 uses the PowerLearn platform for identification and recommendation of professional development activities. The [attached document](#) contains directions for how to use PowerLearn to propose a course starting on page 2.
- The Professional Development Coordinator keeps completed recommendation forms on file in the Office of Learning Services. Forms must be submitted at least 2 weeks prior to the proposed start date. Professional Development requests should begin with the building leader and [propose a course within the PowerLearn program](#).

Commented [5]: Take PowerLearn Directions from old handbook. Find a better location for these.

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated through the meeting minutes.

The Secretary of the Professional Development Council shall keep minutes of all meetings. Minutes will be forwarded to the PDC Chair for distribution to authorized personnel. Minutes and other documents are stored in the district PDC Committee Meetings shared drive folder.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 457 PDC will first approve the five-year district Professional Development Plan with subsequent approval by the USD 457 Board of Education (BOE). The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated below.

If the annual evaluation in the spring (March – May) shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Decision Making in Section 1.52. Once an amendment is approved, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Amendments approved by the PDC will be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form by the PDC Secretary.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal/Supervisor (Designated Supervisors)
2nd-	HR (Tamara)/Talent Ed (Logistics only)

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs. All IPDPs should be completed and approved no later than October 1.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal/Supervisor/Presenter
2nd-	OOLS Secretary PowerLearn (Logistics)

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting.

Appealing the non-approval of the number or type of PD points by the PDC

In the event that more information is required for the committee to approve a particular activity, the PDC Secretary will contact the professional educator for the information. The professional educator will then have the span of the next 2 meetings to present the requested information to the committee or the activity in question will be denied.

If the request is denied at either of the next two meetings, all decisions about the type and amount of PD points that the PDC awards are final.

1.56 IPDPs for Licensed Professionals who live or work in the district but not employed by the district

KAR 91-1-206. Professional development plans for license renewal.
 (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by but who works or resides within USD 457, Garden City Public Schools is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Coordinator is the liaison between non-employee licensed teachers and leaders and the PDC.

Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the PDC Coordinator, Heather Stegman, at hstegman@gckschools.com or 620-805-7186.

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

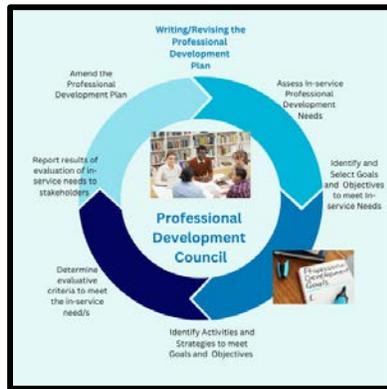
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students’ actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction aligns with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and Postsecondary Effectiveness

A system’s accreditation status is impacted by the system’s performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system’s demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

[Kansas Education Systems Accreditation \(KESA\) Resources](#)

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

USD 457

The PDC Chair will designate the PD Coordinator as the PDC Liaison to the District Leadership Team in order that the PDC remains informed of USD 457 Garden City's action planning.

USD 457 Garden City DLT will consist of the following members:

- Superintendent
- Deputy Superintendent of Curriculum and Instruction
- Director of Elementary Curriculum and Instruction
- Director of Secondary Curriculum and Instruction
- Coordinator of Curriculum and Assessment
- Secondary Admin Representative (9 – 12)
- Intermediate Center or Junior High Admin Representative (5 – 8)
- Elementary Admin Representative (PreK – 4)
- Elementary Teacher Representative (PreK – 4)
- Secondary Teacher Representative (5 – 12)

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional materials, and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

USD 457

Upon review of USD 457 data and discussion of the Guided Reflective Questions, the District Leadership Team came to the following conclusions:

- 21.45% is our district average of 3s and 4s on KAP ELA, which is below the state average
- 35% of our students were above target on spring reading FastBridge screening in 2024
- Students' scores on state ELA assessments and FastBridge screening assessments are consistently low
- Teachers express concerns that our current ELA instructional materials are not fully aligned to state standards or the Science of Reading
- Our teachers need high-quality, engaging resources that address all the components of English Language Arts (reading, writing, speaking, and listening) for all readers

Based on this information, the DLT identified Quality Instruction, in particular the use of high-quality instructional materials (HQIM), as the Fundamental for our 2025 and 2026 KESA Actions Plans.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goals. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

USD 457

The District KESA Plan will determine the needs of the district, and the District Leadership Team will write a district action plan to address the identified needs. The District Leadership Team and Building Leadership Teams will provide leadership and communication related to such plans.

District Professional Development Plans specify the results desired to achieve changes and improvements across the entire district. Individuals with district-wide responsibilities initiate these plans.

The results specified in the District Professional Development Plans are driven by a variety of external and internal factors. These might include:

1. External:

- Federal Mandates
- State Mandates and Priorities
- Reports and Research

2. Internal:

- USD 457 Strategic Plan
- Documented student performance needs (needs assessment)
- Kansas Education Systems Accreditation (KESA)
- Building Goals
- Career and Technical Education
- Board of Education/Superintendent issued Curriculum Revision Cycle
- Walk Through Data
- Student Data Sources (e.g. FastBridge, Common Assessments, KAP)
- PD Survey
- Staff input, especially from Professional Development Council
- [District Professional Development Needs Survey](#)

Commented [6]: add to KESA page as data review sources

USD 457 KESA Action Plans

Based on the information gathered during the KESA 2024-2025 data review, the DLT identified Quality Instruction, in particular the use of high-quality instructional materials, as the Fundamental for our 2025 and 2026 KESA Actions Plans. Specifically, the following Structures will be addressed:

- In 2025, Resource Allocation will be by the following actions:

The Curriculum Review Committee will be formed and trained in 2025. The committee will consist of a variety of stakeholders. The committee will analyze and select rigorous ELA High Quality Instructional Materials (HQIM). We will select a new ELA HQIM that aligns with the science of reading and present our proposal to the Board of Education in February 2026. We will purchase the materials in spring 2026.

- In 2026, Professional Development will be by the following actions:

Once materials are selected and board approved, our focus will shift to implementation of ELA HQIM with fidelity across the district. Looking forward, our 2026 KESA Action Plan will focus on professional development around the implementation of the selected curriculum materials.

In order to achieve these actions, the following topics will need ongoing professional development to achieve our goal of improving the quality of instruction at USD 457 through the successful implementation of high-quality instructional materials:

- LETRS and the Science of Reading
- Kansas State Standards and Standards Alignment
- Effective engagement and instructional practices
- Implementation of district approved high quality instructional materials

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

USD 457

In order to achieve the 2025 and 2026 action plans around improving the quality of instruction through selection and implementation of high-quality instructional materials, the following topics will need ongoing professional development to achieve our goal of improving the quality of instruction at USD 457 through the successful implementation of high-quality instructional materials:

- LETRS and the Science of Reading
- Kansas State Standards and Standards Alignment
- Effective engagement and instructional practices
- Implementation of district approved high quality instructional materials

Commented [7]: More?

Internal Professional Learning:

- District administrator, building administrator, or department leader will submit [requests for professional learning within the Powerlearn platform](#).
- The appropriate grade level Director will review the request for professional learning and approve, revise or deny the request.
- Attendance rosters will be documented within PowerLearn.

- Approved courses will be reviewed by the PDC council for approval, once approval has been granted, rosters will be converted to each staff member's personal educational transcript.
- Internet registration (PowerLearning) replaces a professional leave form for in-district professional development only.
- District Personnel, certified or classified, who present in-district professional development activities during district in-service days will be compensated at either a daily rate or an hourly rate. Preparation time may be compensated; however, prior approval from the appropriate Director of Curriculum and Instruction is required. **If prior approval is not received, compensation will not be given.** Additional information is provided in the [Consultant's Fee Schedule](#). The [District Trainer Agreement](#) is included in the Appendix.

External Professional Learning:

- Requests for professional learning must align with the USD 457 Professional Development Goals.
- Upon approval from the supervisor, certified staff will submit a USD 457 Leave Request Form. Leave forms must be submitted before attending any upcoming meeting or conference. Attendance may be denied without prior submission. Leave requests require a supervisor signature.
- Agenda or an email showing the conference location, schedule times, dates, and meal provision should be attached to the USD 457 Leave Request Form.
- All requests for External Professional Development points shall be submitted on the appropriate form in PowerLearn by following the [External Credit Request Instructions](#).

Commented [8]: Link form from Casey

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target

USD 457

USD 457s annual measure of progress for the 2025-2026 KESA cycle will be measured by completion of the following steps in the designated time frame:

- Form review committee by 3/28/2025
- Train review committee members by 04/21/2025
- Vendor presentations by 09/26/2025
- Make recommendation to district leadership by 12/02/2025
- Board approval by 03/09/2026

Evaluation of Professional Development:

Complete a Feedback Form or evaluation form in Power Learning within Thirty (30) calendar days.

- The content, materials, and activities were relevant to my role and built on or engaged my prior knowledge (1 to 5)
- There were opportunities for interactive and hands-on activities (Provided time for collaboration and discussion, analyzing and discussing student work, practicing a skill, modeling strategies, etc) (1 to 5)
- The ideas and strategies I learned are effective for improving instruction. (1 to 5)
- What goals do you have for yourself after this session and what action steps will you take to meet these goals?
- What supports or follow-up training do you need to be able to apply and expand upon your learning?

The Professional Development Council will review the results specified in the evaluation.

2.5 Reporting results of evaluation of in-service needs

The [Garden City Professional Needs Assessment](#) will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs. The needs assessment will be emailed to all district certified staff members at least every three years. Results will be posted on the [Professional Development Council Page](#) of the [Garden City Public Schools Webpage](#).

Commented [9]: Frequency? Once every 3 years to align to eval cycle?

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

The purposes of the IPDP is to engage in staff development that improves the learning of all students by:

1. Preparing educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
2. Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately. (Quality Teaching)
3. Providing educators with knowledge and skills to involve families and other stakeholders

appropriately. (Family Involvement)

* From National Staff Development Council



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- The PDC delegates its authority to allow the final position in the Sequence of Approvers (Section 1.55) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

3.2 Assess Individual Needs

Staff should determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal. Goals can be developed around content standards, Kansas Professional Education Standards, or Service to the Profession.

- Personal Improvement Goal
- Professional Improvement Goal
- School Achievement Goal

The [attached document](#) contains directions regarding how to use Talent Ed to document goals.

Commented [EK10]: Wasn't sure how you might want to incorporate or add Talent Ed. If you want to make it a future training, that is fine.

3.4 Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as book studies, impact cycle coaching, out of district professional development opportunities, service to the profession, and/or USD #457 On-Demand. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development Plan

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

3.6 Analyze the plan

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

Evaluating supervisors will work with educators at the beginning of each academic year to create IPDPs using the Individual Professional Development Plan form located in Talent Ed. Teachers and principals monitor progress toward IPDP goals throughout the year during individual meetings between teachers and building principals. Possibilities for progress-monitoring tools include:

- Student performance on screeners
- Student performance on formative and summative assessments
- Documentation of strategies, and reflection on success, in a professional journal
- Instructional coaching logs

3.7 Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Section Four

Awarding Professional Development Points for Relicensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the

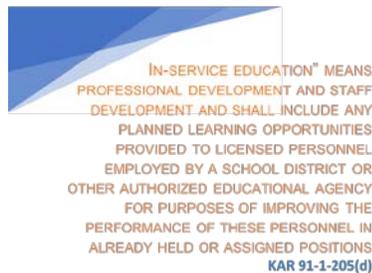
number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the [PD Crosswalk for KESA 2.0](#) (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact,

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



IN-SERVICE EDUCATION[®] MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION[®] MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine

the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

- **Content Endorsement Standards** are those standards adopted by the state board that defines the skills and knowledge required to maintain or acquire endorsements.
- **Professional Education Standards** are the knowledge to perform in a particular education role or position (cooperative learning, classroom management, etc.).
- **Service to the Profession** is any activity that assists others in acquiring proficiency in instructional systems, pedagogy or content, or that directly relates to licensure of professional educators, accreditation process or professional organizations

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

USD 457

Certified staff has the opportunity to receive professional development points for the implementation of activities into their job. This could include follow-up activities from a professional development that is

incorporated into the classroom using the [Request for Application Points Form](#).

EXAMPLE: Teacher A attends a cooperative learning workshop and receives professional development points for attendance. Teacher A discusses with the principal how these items can be implemented into the classroom. Teacher A then returns to the school and reads several articles on cooperative learning, visits other teacher’s classrooms, forms a support group to discuss strands, makes material for the classroom, shares information in a staff meeting, and practices what was learned in the classroom.

Procedure:

- A. Discuss goals and plans with the supervisor.
- B. Record activities on the appropriate form. (See appendix) The form may be written for a period of up to twelve months.
- C. Each individual should keep a copy of the form and add to or update as the year progresses. The form functions as a log.
- D. All forms should include signature and approval/disapproval of immediate supervisor.
- E. Requests must be submitted to the Professional Development Council with appropriate supporting documentation.
- F. The Professional Development Council will review the form and decide on awarding of points.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X’s the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

USD 457

Certified staff have the opportunity to receive professional development points for the impact the implementation of activities has on their job. This could include follow-up activities from a professional development that is incorporated into the classroom using the [Request for Impact Points Form](#).

EXAMPLE: Teacher A attends a cooperative learning workshop and receives professional development points for attendance. Teacher A discusses with the principal how these items can be implemented into the classroom. They create a data collection form that allows them to track student engagement in the classroom. Teacher A then returns to the school and reads several articles on cooperative learning, visits other teacher’s classrooms, forms a support group to discuss strands, makes materials for the classroom, shares information in a staff meeting, and practices what was learned in the classroom. At the end of the school year, the principal and teacher review the data collected on student engagement, identifying a marked improvement in student engagement as well as positive change in student behavior.

Procedure:

- A. Discuss goals and plans with your supervisor.
- B. Record activities on the appropriate form. (See appendix) The form may be written for a period of up to twelve months.
- C. Each individual should keep a copy of the form and add to or update as the year progresses. The form functions as a log.
- D. All forms should include signature and approval/disapproval of immediate supervisor.
- E. Requests must be submitted to the Professional Development Council with appropriate supporting documentation.

F. The Professional Development Council will review the form and decide on awarding of points.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
- Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

In order for Professional Development points to be considered for salary advancement, teachers must complete the feedback form or an evaluation form in PowerLearn within 30 calendar days from the close of the professional development. When professional development points are approved for Salary Advancement Purposes the Office of Learning Services will forward the information to the Personnel Department. Movement will be horizontal on the salary schedule only when the three hundred points are completed by August 31 or January 31. All certified staff under contract with the district are required to participate in the plan according to the staff guidelines. Certified staff includes anyone requiring licensing in order to be hired in the district, such as teachers, administrators, social workers, counselors, and nurses.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of

the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Commented [11]: Appendix or create links with directions on
how to use PowerLearn
Professional Leave guidelines
Travel distance departure guidelines
Going to conference helpful hints
Airline agreement
Consultant fee schedule

Appendix

District Trainer Acceptance Agreement

Commented [12]:
I did not add PD Proposal paper form to Appendix this time. We should keep all proposals in PowerLearn. Agree?

I _____, AS A DISTRICT TRAINER IN THE
AREA OF _____, AGREE TO PROVIDE TRAINING SESSIONS TO
DISTRICT STAFF WITHIN THE FIRST YEAR OF BECOMING A DISTRICT TRAINER.

PAYMENT WILL NOT BE GIVEN FOR THE FIRST YEAR TRAINING SESSIONS. AFTER THE FIRST
YEAR, TRAINERS WILL BE PAID ACCORDING TO CURRENT USD 457 PAYMENT GUIDELINES.

IF YOU HAVE QUESTIONS, PLEASE CALL 620.805.7186.

EMPLOYEE'S SIGNATURE

SUPERVISOR'S SIGNATURE

DATE

**Airline Ticket Acceptance Agreement
District Trainer**

I _____, agree to utilize the purchased airline ticket to attend the _____ conference in _____ on _____, 20_____.

IF I DO NOT ATTEND THIS CONFERENCE THEN I UNDERSTAND IT WILL BE MY RESPONSIBILITY TO PURCHASE THE TICKET BACK FROM USD 457 FOR THE PURCHASE PRICE.

Appeals to this decision may be made to the Professional Development Council in writing 10 days after the decision is made not to utilize the airline ticket.

If you have questions, please contact Heather Stegman at 620.805.7186.

EMPLOYEE'S SIGNATURE Date

SUPERVISOR'S SIGNATURE Date

Documentation to Support Request for Application Points

Application Points are 2x the original request for knowledge level points. Rationale for request is based on this question, "What can I do consistently now that I was not able to do before my original training?" Request for application points must be submitted in portfolio format. Application Level requests are not eligible until 3 months after the original training, but within 12 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge has been increased, and documentation.

Name of Applicant: _____	
Date of Original Training: _____ Title of Original Training: _____	
Points of Original Training: _____	
Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below: <ul style="list-style-type: none"> · planning meetings · book studies · lessons taught · presentation · additional professional readings · videos 	
Narrative: Write a short narrative that describes how the process has changed your specific instructional practices.	
Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested. <ul style="list-style-type: none"> ___ anecdotal records of student/classroom observation ___ lesson plans ___ samples of student work ___ PowerPoint ___ agendas ___ other 	

Documentation to Support Request for Impact Points

Impact points are 3x the original request for knowledge level points. Rationale for request is based on these questions, "What are the results of my changes? How has student performance improved? What has changed about the program? Request for Impact along with a copy of the "Request Form" must be submitted in portfolio format within 24 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge was applied, and data-based results to document change.

Name of Applicant: _____	
Date of Original Training: _____ Title of Original Training: _____	
Points of Original Training: _____	
Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below: <ul style="list-style-type: none"> • instructional strategies • book studies • lessons taught • presentation • additional professional readings • videos 	
Narrative: Write a short narrative that describes how the process has changed your specific instructional practices.	
Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested. <ul style="list-style-type: none"> • evidence of improved student performance • evidence of positive changes in student behavior (attendance, homework) • evidence of related district or policy change • evidence of revised district, grade level, or content area curriculum 	

2025 - 2026 School Calendar - REVISED

Unified School District 457 • Garden City, Kansas 67846



July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

August 2025						
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24	25	26	27	28	29	30
31						

September 2025						
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28	29	30				

October 2025						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 6-8 New Teacher Inservice (NS)
- 11 Teacher Inservice (NS)
- 12 Teacher Workday (NS)
- 13 School AM (Grades K-4, 5, 7, 9-10 & new students)
Teacher Workday PM

- 1 Labor Day (NS)
- 26-28 Teacher Inservice (NS)

- 14 End of Grading Period
- 17 Teacher Inservice AM (NS)
Teacher Workday PM
- 23-24 Parent/Teacher Conference (NS)

November 2025						
S	M	T	W	T	F	S
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December 2025						
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28	29	30	31			

January 2026						
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February 2026						
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22	23	24	25	26	27	28

- 24-25 Fall Vacation (NS)

- 18 End of Grading Period
- 23-31 Winter Vacation (NS)

- 1-2 Winter Vacation (NS)
- 6 Teacher Workday (NS)
- 8 Teacher Inservice (NS)
- 7 School Resumes
- 30 New Teacher Inservice (NS)

- 20 Teacher Inservice AM (NS)
Teacher Workday PM
- 26-27 Parent/Teacher Conference (NS)

March 2026						
S	M	T	W	T	F	S
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29	30	31				

April 2026						
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May 2026						
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31						

June 2026						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 10 End of Grading Period
- 15 Teacher Release Inservice (NS)
- 16-20 Spring Break (NS)

- 3 New Teacher Inservice (NS)
- 8 Teacher Inservice (NS)

- 21 Last Day of School
- 22 Teacher Workday AM (NS)

<ul style="list-style-type: none"> ◊ = New Teacher Orientation (NS) □ = Holiday/Vacation (NS) ▣ = District Work/Inservice (NS) ○ = Parent/Teacher Conference (NS) — = Half Day of School NS = No School 	<p>Inservices (7) = 8/11, 9/25, 9/26, 10/17*, 1/6, 2/20*, 3/13, 4/6</p> <p>Workdays (4) = 8/12, 8/13*, 10/17*, 1/5, 2/20*, 5/22*</p> <p>Snow Days (May 1, 4) Graduation Weekend (May 16-17)</p> <p>* = 1/2 Day</p>	<p>1159 Hour Calendar (6 hours, 40 minutes)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>1st Grading Period</td> <td style="text-align: right;">41.5</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">85.5</td> </tr> <tr> <td>2nd Grading Period</td> <td style="text-align: right;">42.0</td> </tr> <tr> <td>3rd Grading Period</td> <td style="text-align: right;">43.0</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">87.0</td> </tr> <tr> <td>4th Grading Period</td> <td style="text-align: right;">44.0</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> <td style="text-align: right; border-top: 1px solid black;">170.5</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> <td style="text-align: right; border-top: 1px solid black;">Teacher Contract Days 181.5</td> </tr> </table>	1 st Grading Period	41.5	}	85.5	2 nd Grading Period	42.0	3 rd Grading Period	43.0	}	87.0	4 th Grading Period	44.0				170.5				Teacher Contract Days 181.5
1 st Grading Period	41.5	}	85.5																			
2 nd Grading Period	42.0																					
3 rd Grading Period	43.0	}	87.0																			
4 th Grading Period	44.0																					
			170.5																			
			Teacher Contract Days 181.5																			

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: December 3, 2025
RE: Policy DFJA

ISSUE:

The Board of Education is asked to approve the revision of Policy DJFA regarding purchasing authority.

BACKGROUND:

During our internal audit one of their recommendations was to define the requirements for purchases under \$20,000. The revisions presented to the Board will suffice their recommendation by defining that Department Administrators are responsible for obtaining informal quotes or conduct market research. As always, purchases over the \$20,000 must go through the formal bid process outlined in Policy DJED.

ALTERNATIVES:

N/A

RECOMMENDATION:

Approve the revision to Policy DJFA.

FISCAL NOTE:

There is no district financial impact.

ATTACHMENTS:

Proposed Policy DJFA

Purchasing Authority**DJFA**

The superintendent is authorized to execute contracts on behalf of the district for the purchase of goods and services if the amount is less than \$20,000. For all purchases under the \$20,000, Department Administrators are responsible for obtaining at least two informal quotes, or conduct comparable market research, to ensure that the district secures the most cost-effective and advantageous option. For purchases \$20,000 and higher the bid process will be followed as outlined in Policy DJED. The board shall receive reports on any contracts.

Adopted: 7/9/01

Revised: 8/21/06

Reviewed: 7/22/24