

December 2025 Regular Board Meeting

Monday, December 8, 2025 7:00 PM

District Office, 301 Neosho Street , Burlington, Kansas 66839

1. Opening Items

1.A. Call to Order

1.B. Pledge of Allegiance

1.C. Additions to the Agenda

2. Consent Agenda

2.A. Approval of the Agenda

2.B. Approval of the November 3, 2025, Special Meeting Minutes.

2.C. Approval of the November 10, 2025, Regular Meeting Minutes

2.D. Approval of the November 20, 2025, Special Meeting Minutes.

2.E. Approval of the Bills and Financial Reports

2.F. Approval of Personnel Items

2.G. Approval of Donations

2.H. Approval of Consent Agenda

3. Public Comment

3.A. Concerns of Burlington USD 244 Patrons

THE BOARD

The Constitution of the State of Kansas delegates many responsibilities for the governance and operation of school districts to locally elected Boards of Education. Among these duties and responsibilities are: establishment of general policies for the school systems, employment of school personnel upon recommendation of the superintendent, adoption and revision of the annual operating budget, informing the public of the needs and the progress of the educational systems, exercise of the legal powers conferred or implied by the legislature in administering school functions, and selection of the superintendent of schools.

The board is comprised of seven members elected to four-year terms. The members are elected from six geographic districts and one is elected at large. The president and vice-president are elected each year at the first meeting in July. Board members receive no pay for their service.

BOARD OF EDUCATION BURLINGTON USD 244

James Higgins - President
Lucas Allen - Vice President
Johnny Hernandez
Monique Hart
Ron Hess
Selena King
Bob Plummer

Please direct comments or questions to the district administration office.

Superintendent, Craig Marshall
Clerk of the Board, Christy Hess

USD 244 Central Office
301 Neosho Street
Burlington, KS 66839

620-364-8478

Thank you for attending. Your continued interest in our district's schools will guarantee their excellence.

MISSION STATEMENT

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.



WELCOME!

TO A
BURLINGTON UNIFIED SCHOOL DISTRICT
NO. 244
BOARD OF EDUCATION MEETING



THE MEETING

The regular meetings of the USD 244 Board of Education are held at 7:00 p.m. on the second Monday of each month. The meetings are held at the District Administration Building located at 301 Neosho Street, Burlington, Kansas. In addition, the board may hold special meetings at times and locations as announced to accomplish specific purposes.

All regular and special meetings are open to the public and all actions authorized or required by law are taken at these meetings. The board may, however, meet in closed (executive) session to discuss matters dealing with personnel, acquisition of property, consultation with the board attorney, matters relating to action adversely or favorably affecting students or personnel, confidential data relating to financial affairs, and consultation regarding employee negotiations. Any voting board action dealing with these items will be taken in public. At any meeting of the board, a majority of the membership of four members constitutes a quorum for the purpose of conducting business. Minutes of the Board of Education meetings are available at the District Administration Building.

THE AGENDA

Unless there are unusual or special circumstances, board meetings proceed in the order prescribed on the agenda:

- ☉ Call to Order
- ☉ Approval of Agenda, Minutes of prior meetings, Bills, Financial and Administrative Reports, and other items requiring board approval that may be submitted on the consent agenda
- ☉ Recognition of visitors and requests by visitors to address the board
- ☉ Discussion and Action Items (if executive session is necessary, it will be at this time)
- ☉ Adjournment

The agenda for each board meeting is prepared by the superintendent. Meetings are conducted by the board president in the prescribed order. The superintendent provides a packet of informational and background materials to board members concerning items to be presented on the meeting agenda. This is delivered to board members at least three days prior to the meeting so that they may come to the meeting prepared to question, discuss, and take action on each item. An extra copy of this information will be available for public examination at the administration office.

PLACING AN ITEM ON THE AGENDA

Any patron wishing to speak to the board regarding a specific concern requiring board action should discuss his/her request with the superintendent at least seven days prior to the scheduled board meeting. This request may be made by phone or in writing. Following this discussion, the superintendent will determine whether the request can be solved by staff or will place the item on the next regular board meeting agenda. If the superintendent refuses to place an item on the agenda, the patron may place his/her request in writing and submit it to the clerk of the board. Any such requests shall state the specific action requested of the board of education. The clerk shall include any statement with the agenda for the next regularly scheduled meeting of the board. (Such items must be received by the clerk not later than Tuesday of the week preceding the regular board meeting) In the event the board wishes to discuss the patron's request, the board may modify its agenda to do so or may direct the superintendent to place the item on a future regular or special meeting agenda.

CONDUCT AND ORDER

These guidelines have been adopted to give patrons an opportunity to address the board in an orderly and constructive manner. The board's function is decision -- time spent answering routine questions or criticisms takes away from other important board business. If a patron has a question about the operation of the schools, he/she is encouraged to contact the teacher or administrator closest to the situation.

Undue interruptions or other interference with the orderly conduct of Board of Education meetings cannot be allowed. The board president may terminate a speaker's privilege to speak if, after being called to order, he/she persists in improper conduct or remarks. As stated earlier, at a board meeting no person shall orally indicate charges or complaints against individual employees of the district or challenge instructional material used in the district. All such charges, complaints, or challenges shall be presented to the superintendent and/or board clerk in accordance with established board practice.

MAKING A PUBLIC COMMENT

The Board of Education wishes to be responsive to the community and welcomes patrons at all meetings. If a visitor wishes to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system he/she needs to be present at the beginning of the board meeting. Requests to speak may be made when the board president asks if any visitors have items to bring to the attention of the board. Speakers are asked to limit their remarks to five (5) minutes or less and groups with the same special interest may be asked to appoint a spokesperson. The board president may impose different time limits on presentations if other circumstances dictate doing so.

While there is no legal requirement that the public be given an opportunity to speak at each board meeting, it is the practice of the present board to make this time available to residents of the district. If pressure of business or other circumstances dictate, the board president may decide to curtail this practice.

The purpose of hearing public comment is to enable patrons to address the board concerning matters that do not require immediate board action. Charges or complaints against individual employees of the district or challenges to the instructional material used in the district are not allowed during the public comment portion of the meeting. Requests for board action shall be presented to the superintendent and charges, complaints, or challenges against staff or the curriculum shall be presented to the clerk of the board in accordance with procedures outlined below.

In the event that a speaker fails to observe the board's rules for public comment, any board member may request the individual cease speaking until the board president determines if the speaker should be allowed to complete his/her remarks.

DISCUSSION OF AN AGENDA ITEM

At meetings, the Board of Education spends its time reviewing and making decisions regarding information concerning student learning and other board concerns. While the meetings are conducted in public, public participation in the discussion of agenda items is not solicited unless the board requests a member of the public comment on that item. If a member of the public wishes to comment on an agenda item, that comment should occur during the Public Comment portion of the meeting.

4. **Communications**

4.A. Written Items

Thank you
-Mia

Thank you!
-Jamie

Thank you!
It was very much
appreciated!
Dobby Schmidt

Thank You For the
Meat & Cheese trays
&
Coffee/hot chocolate bar!

Thanks
Rachael Linico

Thank!
You!
Jere

Thank you
next spring

Thank
you!
Kathy Hall

Thank you!
Christina Race
Thanks!
-Jamie

Thank you
Kathy

Thanks! -Tara W...
Thank you
-Julie

Thank you!
-Maddie Wilson
Kelsy

Thank you
-Avery

Thank you
Christina
Lynn

Thank
so much
-Laurie

Thank
you!
-Rita

Much
appreciated!!
-Shae Foster

Thank
you!
-yc

Awesome!
Michelle
VanderLinden

Thank you!
-Sage

Thank You!
Rita Baker

Thank you!
-Evelyn
Ervin

Thanks!
-Christina

Thank you!
-Laurie
Clay

Thanks!
-Jenny

Thanks!
-Mandy
Thanks!
-Xoe
Alicia

Thank you!
-Cory
Fink

Thanks!
-Kat

Thank you!
-Hannah
Murray

From: Paul Rust <prust@usd244ks.org>
Sent: Friday, November 21, 2025 7:42 AM
To: Craig Marshall <cmarshall@usd244ks.org>
Subject: This week

I just want thank you, The Central district office staff and the Board for all the treats that have provided to the staff.

5. **Administrative Reports**

5.A. BES December 2025 Report

Burlington Elementary School

December 3, 2025

- Thank you to the Board of Education for all the goodies that were provided during the American Education Week and for the people behind the scenes (central office staff) for delivering the goods! Students and staff alike enjoyed the dress up days and the extra treats that week always help bring up the energy. Your continued support is appreciated!
- Burlington Elementary School will again be partnering with Emporia State University as a Professional Development School (PDS) this spring. We are excited to host 5 Block 2 mentors. These young professionals will be finding out who their mentor teachers are in the upcoming weeks of December.
- In cooperation with the Literacy Bridge program from Emporia State University, the following programs (Title 1, BES Preschool and 21st Century after school) sponsored a family engagement night themed “S’more Stories.” The goal of the event was for parents to engage and participate with their children in activities around literacy. Stations offered included reading stories, writing stories, listening to stories, enjoying a snack, and getting to take home a new book. The Literacy Bridge is also part of the Mobilizing Literacy grant. Forty-five people participated in the event.
- The Title 1 Schoolwide plan for Burlington Elementary School has been submitted to KSDE for review. As part of receiving Title 1 monies, BES must complete paperwork and processes to maintain our status. Smart goals for the upcoming years have been set with action steps that we will be working on in the future. Our focus is centered around continuing to refine MTSS interventions, using data to drive decisions and monitoring student progress. Our upcoming in-service is focused on this as well and this will also lend itself to future KESA work. Additionally, all required documents submissions were completed as well.
- Staffing continues to present a significant challenge at BES. Kudos to all general and regular education staff as well as our support staff (para-educators) for working together to help handle this as effectively as we can and for the collaboration and effort to develop the best plans to handle these challenges and meet student needs.

- “Wildcats of the Month” were recognized on November 25th. This is a student recognition for consistent display of the Wildcat Way pillars of being safe, respectful, and responsible. Students can be nominated by their classroom teacher or other teachers in the building. The following students were recognized over the intercom, received a certificate and a Casey’s coupon, and will have their picture posted on the Wildcat Way bulletin board for the month. Congratulations to these Wildcats!

Wildcat of the Month	
Nominated by	Nominee
<i>Kindergarten</i>	
Mrs. Ditto	Reese Osner
Mrs. Garland	Ford Racine
Mrs. Griffith	Axel Smitha
<i>1st Grade</i>	
Ms. Ford	Haley Graham
Mrs. Hegwald	Hadley Cornine
Mrs. Lawrence	Sirena Mota
<i>2nd Grade</i>	
Mrs. Higgins	James Presley
Mrs. Lundin	Hunter Reeves
Mrs. Stukey	Lylah Smith
<i>3rd Grade</i>	
Mrs. Gonzales	Colton Hazlett
Mrs. McVey	Korbyn Sowder
Mrs. Rice	Evelyn Lyons
<i>4th Grade</i>	
Mrs. Bazil	Maci Posey
Mrs. Kuhlmann	Addilyn Tuthill
Mrs. Racine	Jace Garrett
<i>Specials</i>	
Mrs. Allen (Library)	Athena Trammell
Mrs. Dunaway (Music)	Connor Breeze
Mrs. Freeman (PE)	Carson Elliott
<i>Others</i>	
Mrs. Sturm (Counselor)	Victor Carrasco-Gallardo
Mrs. Long (Principal)	Sean Meyer

5.B. BMS December 2025 Report



Burlington Middle School

Unified School District #244

720 Cross Street, Burlington, KS 66839

P (620) 364-2156 F (620) 364-8560

Dear Board of Education and Superintendent Marshall,

The BMS 8th Grade Career and Life Planning students recently participated in mock job interviews. This experience provided students with a valuable opportunity to practice their interviewing skills and receive meaningful feedback for the future. We extend our appreciation to the community members, administrators, and staff who generously volunteered their time to serve as interviewers.



Congratulations to the following students who were “hired” by their interviewers:

Shayna Rodgers

Ona Peterson

Jaylee Wilson

Zoey McIntyre

Greyson Kirchner

Tom Vu

Elise Matney

Garrett Ziegler

Alex Fink

On Friday, November 14, BMS students participated in the inaugural TEAM Kickball Tournament. This year, BMS introduced TEAM Days, in which groups are made up of a mix of 5th–8th grade students. The purpose of TEAM Days is to build leadership skills, foster connections across grade levels, and promote a positive and inclusive school culture. Mr. Schmidt’s team won the kickball tournament with a 2–1 victory over Mrs. Caldwell’s team. We also recognized one student from each TEAM who demonstrated outstanding sportsmanship. Congratulations to our sportsmanship award winners: Sophie Griffith, Ashlyn Breeze, Gavin Belcher, Colt Jasper, Brodie Melton, Dexter Birk, Ayden Lawson, Chloe Ferrara, Kya Strawder, Jaylee Wilson, Naomi Chaplin, and Winrhey Charles.



During the first part of the second nine weeks, BMS 7th graders participated in Hunter Safety. 83% of students passed the written test and several participated in the live-fire activity on November 20th as a culminating experience. Thank you to the Lonnie Jasper Memorial for their generous donation of the shotgun and pizza for the day. Mrs. Kehres did a great job in her first-year teaching this to our 7th grade students. She also has ideas to make this day even more valuable to our students.



On November 24th, BMS hosted its annual staff Chili/Soup Cook-Off. Several staff members showcased their culinary skills, making this year's competition especially enjoyable. This year's winner was Courtney Finlayson, our Assistant Director of Technology, with her delicious Deer Burger Soup. Courtney received a \$25 cash prize, a handmade bowl created by Natalie Spangenberg, and the honor of displaying the coveted BMS Cook-Off Trophy for the next year.



Boys Wrestling has wrapped up its season, and under the guidance of Head Coach Jason Bates, the team had a very successful year. BMS proudly celebrates two league champions: Tom Vu and Gavin Belcher. In the "B" bracket, Draken Starr earned a 2nd-place finish, and Dylan Hanson placed 3rd. Every wrestler contributed to the team's success, with each athlete winning at least one match. Great job, Wildcats!



The girls basketball teams wrapped up their seasons with strong performances in the league tournament. The 8th-grade team finished as league runners-up with an impressive 11–3 record. The 7th-grade team claimed 1st place in the league tournament, finishing the season 13–1. Our combined 7th/8th-grade JV team also had a successful season, ending with a solid 9-3 record. Great job to all our athletes and coaches on a fantastic season!



On December 5th, several BMS staff members will begin our professional development journey with Greenbush, focusing on High Impact Instructional Practices and Strategies (HIIPS). HIIPS will provide a formal process for capturing the talents and expertise already present within our middle school staff. Many of our teachers and grade-level teams consistently achieve strong student learning results year after year, and this framework will help us build on that success. Session 1 will focus on a *Framework of Thinking*, reinforcing the “science of learning.” The practices and strategies shared in this session are grounded in the educational research of Hattie, Tomlinson, and Marzano and are designed for teachers to implement immediately in their classrooms. Session 2: The Science of Learning is scheduled for February 9th. We look forward to growing together and continuing to strengthen instruction for all BMS students.

Students recently completed our Trusted Adult Survey, and 97% of BMS students reported that they have an adult they can turn to when they are dealing with something important. For the remaining students who indicated they do not yet have a trusted adult at school, our staff will continue working to build positive, meaningful relationships to ensure every student feels supported and connected.

Girls Wrestling began on November 24th under the leadership of Head Coach Aaliyah Cole, assisted by Jenny Anderson. This year’s team includes 10 seventh graders, 7 eighth graders, and 3 eighth-grade managers. The team will open their season on December 8th at Iola. Best of luck to our wrestlers as they kick off their competitions!

Boys Basketball will begin practice on December 8th. This year, we have 13 seventh graders, 18 eighth graders, and one seventh-grade manager participating. With these numbers, we anticipate being able to play four games each night. We look forward to continued success on the hardwood this winter under the leadership of Head Coach Crystal Ecton and assistant coaches Chuck Schuster and Dirk Over.

On Wednesday, December 3rd, BMS kicked off the Twelve Days of Christmas! During this festive event, students and staff participate in themed dress-up days. We will share the schedule with parents and highlight each day with staff and students throughout the celebration.

Yours in Education,

Matt Spring

Burlington High School December Board Report

[Stay current with BHS:](#)

[December Newsletter BHS.pdf](#)

Enrollment:

Cumulative	9th	10th	11th	12th	Total
Boys	34	25	15	23	97
Girls	22	23	27	25	97
Total	56	48	42	48	194

Spec Ed	10	19	15	9	53
BHS Total	66	66	56	58	247

School News:

- On November 12th, Burlington High School Freshman traveled to Parsons, Kansas for the College and Career Fair hosted by LCCC. Over the past month freshman and sophomore students have had the opportunity to observe many different career opportunities that require different degrees, licenses, and skills. Students at BHS have the luxury to learn early about the different opportunities that exist and how we at the high school can provide them with the best path to reach individual goals. Thank you to Mrs. Ecton for organizing and traveling with students to provide students with learning opportunities for future growth.
- On November 8th and 9th, the BHS Theatre program performed Cafe Murder in the cafeteria for spectators. The production, involving students and theater coaches, was impressive. Both productions were well attended and received rave reviews. From marketing, organization, and delivery, all parties involved should be thanked for their contributions. Thank you to Mrs. Fleming, Mrs. Plummer, and the cast/crew for a fantastic production.
- Burlington High School hosted the semester Blood Drive on November 7th. Students and staff organized a successful day that went smoothly without issues.
- Conducted three Awards Assembly as a way to honor student and teacher success. Awards are sponsored through local agencies (American Family and Integrity Insurance. We have honored eight students and four teachers. Students receive \$25 in cash, and teachers receive \$50 in cash.

BHS Activity/Athletic Updates

Activities:

Boys Basketball: We are really proud of the position our program is in, from the youth level all the way to our seniors. There are a lot of people, organizations, local businesses, etc. within our community to be thankful for this. It is a community effort. We feel our guys do a fantastic job of representing themselves, our school, and our community at a high level both on and off the court. We look forward to seeing our guys at all levels play with a high motor, high IQ, and continuous development throughout the year as individuals and teams! Go Cates!

Girls Basketball: Numbers are up this season with 19 girls playing in total. After making big strides last season, and with a strong core returning core, the team has high expectations with goals of repeating Pioneer League Champs and making a trip to Hutch. This is a team that prides itself on defense and will be a huge threat being the 3-point line. An internal goal is to develop a strong Varsity bench and JV team for future growth and to field consistent championship quality teams year after year. This group has shown itself to be committed and motivated to take that next step, working hard every day in practice. We are building a culture of strong and confident women.

Boys Wrestling: Last year the boys ended the season with 8 boys and 7 weight classes filled. We start this year with 17 boys and 11 weight classes filled. The Seniors are working hard to become the leaders our team needs, hoping to move the culture of the team in the right direction

Girls Wrestling: The girls ended the season with 11 girls and 7 weight classes filled, and we started the season with 13 girls and 9 weight classes filled. They're on a mission to make it back to state by working hard and getting out of their comfort zone.

Both teams are hosting the Rec's Youth Wrestling Camp for four weeks on Mondays. The athletes have small groups and run the drills.

Band: Camden Plummer, Eli Grow, and Jake Leiser made it into the Southeast District Honor Band.

Forensics: Sage Bell is ranked #15 in the state right now among schools of all sizes!

Scholars Bowl: Scholars Bowl has two returning varsity members. Early season success has been a first-place finish at Eureka and a 2nd place JV finish at Anderson County. They hosted their home meet in November!

Administrative Report: (New Proposals)

- Completed the second SITE Council meeting on November 2nd.
- Observed Santa Fe Trail High School's safety procedures on November 8th.
- Complete semester CTE advisory meeting on December 3rd.
- Completed semester final opt out procedure with staff/students on December 4th.
- Completed Mental Health First Aid Training with staff on December 5th.
- Posted opening for Media Specialist
- Absorbed Business opening with staffing in the building

New Proposals:

1. Financial Literacy will be taught to seniors
2. Interactive Media graduation requirements will be moved to Marketing
3. Proposing seniors who are enrolled in five courses and in good standing with BHS to have the ability to opt out of school for the final two class periods of the day.

5.D. CCSEC December 2025 Report

Board of Education Report
Coffey County Special Education Cooperative, CCSEC
Lindsey Graf, Director
December 2025

State Reports/Data

- MOE: In process
- All Teacher Waivers Approved

Staffing Updates

- Certified: 1 BMS position for 2026-2027
- Para Educator: BHS-1, 243-2, BES-4

Director's Focus

- Data dives on Para Usage, Accommodations, Goals, and Services
- Preparing for upcoming in-service for teachers and paras.
- Assisting in cleaning up of Data Verifications in SpedPro
- Participating in SEAC (Special Education Advisory Council)
- Collecting and Reviewing Para evaluations
- Collecting and Reviewing Para Inservice Hours
- Attending state and regional SPED Director Meetings (KASEA and State)
- Participating in monthly SPED administrators Webinars
- Interviews/Hiring/Transfers – continuing to replace paras that leave and on board para sub applications as they are submitted
- Assisting with the Personnel Report with Whitnie
- Student programming/needs – attending meetings; communicating with parents
- Corresponding with Legal Services regarding programming
- Corresponding with Parents via phone and email to ensure student needs are being met.
- Holding regular School Psych
- Collaborating with Administration
- Staff evaluations – in process
- Visits to buildings in the COOP
- In-service/Trainings:
 - KASEA Winter Conference: February attending Joe and Lindsey

Board Report
Technology Department
December 2025

- Skyward conversion is all complete! – both business and student systems. It is good to have this behind us, as it has been a year-long project which has taken a lot of time for a lot of people.
- The technology staff has been gathering and reviewing AI Policies from several other districts, educational service centers, and technology/education organizations. We will be looking to present a policy for the board to consider in the coming months.
- Our Career and Technical Education advisory committees met on the evening of December 3rd for our one of our 2x a year meetings. We appreciate the business and industry volunteers who serve on our advisory committees. Our state pathway plans are due by March 1st annually, so we are beginning to work on those applications.
- As we look to the spring semester, one project will be to review and revise our district technology performance standards for students. Our technology staff and a group of teachers will work on these revisions to ensure that we are meeting the technology needs and knowledge of our students.

Notes from the buildings:

2nd grade worked on their habitats this year and they used Canva to make a presentation.

Kindergarten & Middle School Civics Collaboration: Our Middle School Civics class partnered with kindergarten students on a special Canva project. The students designed their own turkeys and added notes/elements about what they were thankful for. The Civics Class did an outstanding job guiding the kindergarteners.

Library – 4th Grade: Fourth graders are working in collaborative groups, learning about News and Media. Together, they are learning how to research information for a news broadcast, organize it into a script and later prepare to record and present to their classmates.

5th grade began their coding unit in rotations. Students are using Code.org block based coding in the Express courses. Students are learning problem solving skills and critical thinking skills to build knowledge from basic to advanced concepts.

Mrs. Haller's FACS2 classes used Canva to create and design cookbooks! Students did a great job and enjoyed bringing their recipes to life with designing a cookbook.

At the high school, Julie Carden says this: I use my board in my classroom nearly every day to present lessons or provide information for my students. I also use the CNC table in the shop. In addition, I use 1:1 computers with students to complete many lessons on Teams.

5.F. Superintendent's December 2025 Report

Burlington USD 244
Board of Education Meeting
December 8, 2025
Superintendent's Report

- I want to review facilities from our Strategic Plan document this month. Over the past ten years, we have improved facilities throughout the district in all buildings. Administrators, directors, staff, board members, community members, and I have spent a lot of time planning and carrying out projects that have made a big difference in our teaching and learning environments. Some of the many accomplishments are: BHS/BMS renovated science rooms, BHS gym renovation, 1959 BES 1st grade wing renovation, Wildcat Stadium Track replacement, LED lighting projects, replacement of promethean boards with Newline touch panels in all classrooms in the district, BHS theater renovation, numerous flooring projects throughout the district, the creation of the Burlington Early Learning Center birth to age 5 early education center without using any general fund money, Wildcat Athletic Complex field turf project and other improvements, replacement of aging boilers, pumps, and chillers to improve building climate and energy efficiency, renovated BMS FACS classroom, renovation of our USD 244 Board of Education downtown office buildings, renovation of all libraries in our buildings, concrete projects at all of our schools, office remodels at all of our schools, the BHS Vo-Ag classroom addition/renovation, and many other projects too numerous to mention. One thing that Margarito Solano, district maintenance director, and I have worked on over the past ten years is preventative maintenance to extend the life of systems in our buildings. We have a terrific working relationship with ACS (Automated Control Systems) out of Lenexa for our HVAC equipment. We are exceeding life expectancy by anywhere from 10-15 years with boilers and chillers. We have a regular sewer jetting/cleaning schedule to keep our sewer lines free from obstructions. We have a regular chemical treatment schedule as well as pest control schedule to take care of our buildings. Some current projects we are working on include the future of BES, a work/meeting room at our bus barn, and a new press box for our baseball/softball fields due to leaking walls. We are very fortunate to have capital outlay resources from our assessed valuation mainly due to Evergy/Wolf Creek being in our district. We are able to do these projects and a lot of preventive maintenance that saves the district from tax increases or bond issues to maintain facilities.

- The district is part of the Walter and Evan Jones Testamentary Mobilizing Literacy Grant. For the past 10 years, we have utilized these funds on early literacy and PK/Kindergarten students and programs. We have helped fund some staff and materials for local pre-school programs as well as support our PK and Kindergarten students at BES. Amanda Briggs is our PK liaison that works with all of our programs as well as our students. Her position is funded from the grant, and she does an excellent job supporting students and staff. We have some data now on the impact of this program and results from the 3rd grade state reading assessment for the kids involved in this program. The results continue to be excellent. We have 11% fewer kids in level 1 than the state average on state assessments in ELA for grades 3 and 4. This is an improvement from 7% last year.

- You asked me to get information on a more specific dollar amount on a remodel cost for BES. Darla Long, Clark Simpson (GMCN Architect), and Brian Fuemmeler/Mike Hattrup (McCown Gordon Construction) all have worked together over the past six months to determine what

needs to be done to BES. We have identified areas of the building that would need light, medium, and heavy construction. The only additional space we added was for a BES office (5,000 sq. ft.) and a storm shelter/BES music room (3,000 sq. ft.). The cost of this renovation would be \$34,052,606. This amount would include a new playground as part of the site renovation expense. If a bond issue was passed in March, 2026; the project should be done to start the 2028-29 school year. The project would take two school years. McCown Gordon indicated that they could do whatever the board wanted to do. For example—If we pass a bond issue for \$25,000,000, we could do a scaled down version of the project. During our open houses/town hall meetings a year ago, we shared with the community that we had a very basic renovation cost estimate of about \$25,000,000 for BES.

6. **Results**

6.A. Results Report



RESULTS REPORT 2025-MATH



WHAT ARE “RESULTS REPORTS”?

- Annual reports made to the board of education on the progress made by our students in various academic disciplines.



ASSESSMENTS

- A variety of assessments are used to determine students mastery of the curriculum.
- Each building uses a variety of assessments to determine student success.
- **Types of assessments-**
 - a. Summative- used to gather data on the whole year's progress. Examples include the Kansas Assessment and End of Unit exams.
 - b. Formative – used to gather data to inform instructional decisions. Examples include quizzes, projects, end of unit exams, including local assessments.
 - c. Informal – used by the grade/subject level teacher to measure progress made over a particular unit. Examples of this include daily checks for understanding such as observation and daily classroom work.
 - d. Progress monitor- used by the teacher to determine if 1-2 specific skills have been mastered. This is an on-going process that is delivered through a variety of means such as oral, written, etc.
- **In the end, assessments are tools used by the staff to measure:**
 - a. Student progress
 - b. Curriculum alignment
 - c. Effectiveness of instructional strategies/practices

ASSESSMENTS

- **State Assessment**
 - A. Given at grade 3-8 and once at HS
 - B. Aligned to the common core standards
- **AIMSweb Plus Assessment**
 - A. Given at grades K-4
- **FastBridge Assessment**
 - A. Given at grades 5-12
- **ACT Assessment**
 - A. Given at the high school level



STATE ASSESSMENT MATH 2025 LEVEL DESCRIPTORS

Set proficiency levels and cut scores Scale Scores – range from 400 – 700 with 540 as the level 3 cut

Level 1: A student at Level 1 shows **LIMITED** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 2: A student at Level 2 shows **BASIC** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 3: A student at Level 3 shows **PROFICIENT** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 4: A student at Level 4 shows **ADVANCED** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

STATE ASSESSMENT PERFORMANCE LEVEL CUT SCORES (New cut scores, September 2025)

Mathematics

Grade	Lowest Score	Level 2 Cut Score	Level 3 Cut Score	Level 4 Cut Score	Highest Score
3	400	510	540	570	700
4	400	510	540	579	700
5	400	510	540	599	700
6	400	510	540	596	700
7	400	510	540	603	700
8	400	510	540	594	700
10	400	510	540	600	700

KANSAS ASSESSMENT PROGRAM

Mathematics test questions cover four main areas (also called claims) of the Kansas Mathematics Standards.

- **Claim 1: Concepts and Procedures**. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2: Problem Solving**. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- **Claim 3: Communicating and Reasoning**. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- **Claim 4: Modeling and Data Analysis**. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

BES STATE ASSESSMENT MATH 2025

SCHOOL REPORT

SCHOOL: BURLINGTON ELEMENTARY SCHOOL

Percentage of Students in Each Performance Level, by Grade

□ Level 1 □ Level 2 □ Level 3 □ Level 4

Percentages may not add to 100% because of rounding.

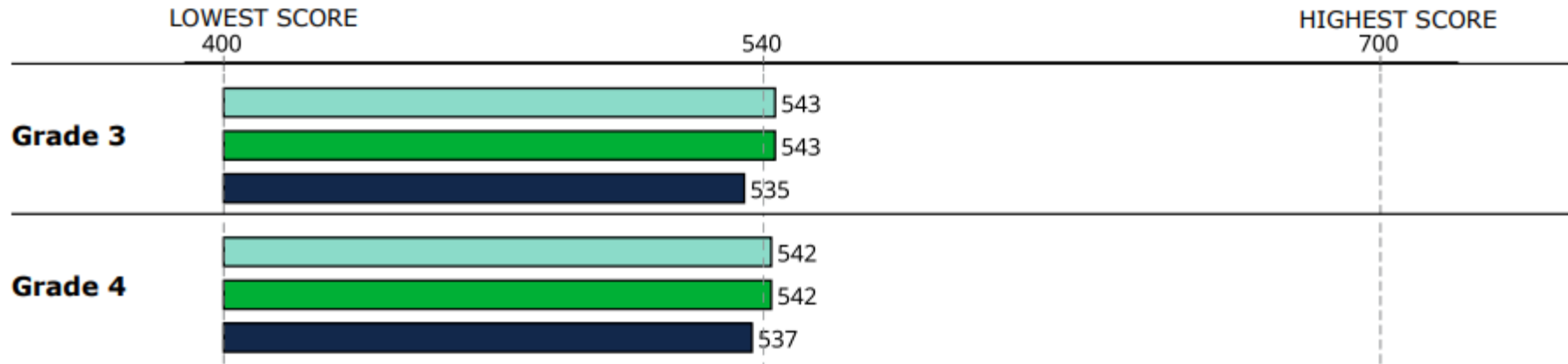
Grade 3	SCHOOL	13	36	31	20
	DISTRICT	13	36	31	20
	STATE	28	29	23	20
Grade 4	SCHOOL	10	40	38	13
	DISTRICT	10	40	38	13
	STATE	27	30	28	15

At both grades 3 and 4, our percentage of students at levels 3 and 4 is at or above the state percentage. Our percentage of level 1 students is significantly lower than the state in both 3rd and 4th grades.

BES STATE ASSESSMENT MATH 2025

Average School, District, and State Performance

SCHOOL DISTRICT STATE



Standard error of the mean for each grade in this report:

Grade 3: School—4.2 | District—4.2 | State—0.2
Grade 4: School—4.4 | District—4.4 | State—0.2

The standard error of the mean identifies how much sample means are expected to vary if multiple samples are taken from the same population.

At both grades 3 and 4, the median score is above the state median score by several points.

BMS STATE ASSESSMENTS 2025

SCHOOL REPORT

SCHOOL: BURLINGTON MIDDLE SCHOOL 5 8

Percentage of Students in Each Performance Level, by Grade

Level 1
 Level 2
 Level 3
 Level 4

Percentages may not add to 100% because of rounding.

Grade	Entity	Level 1	Level 2	Level 3	Level 4
Grade 5	SCHOOL	29	34	31	5
	DISTRICT	29	34	31	5
	STATE	27	30	33	10
Grade 6	SCHOOL	21	28	39	11
	DISTRICT	21	28	39	11
	STATE	26	34	31	10
Grade 7	SCHOOL	9	29	47	15
	DISTRICT	9	29	47	15
	STATE	27	36	29	8
Grade 8	SCHOOL	18	42	35	5
	DISTRICT	18	42	35	5
	STATE	27	34	28	11

Overall BMS has 7.5% fewer students performing at Level 1 than the state (BMS 19.25% and the STATE 26.75). BMS has 7.5% more students performing at Levels 3&4 than the state (BMS 47% and the STATE 39.5%).

BMS STATE ASSESSMENT MATH 2024

SCHOOL REPORT: Burlington Middle School 5 8 / #1165

SUBJECT: Mathematics

DISTRICT: Burlington / #D0244

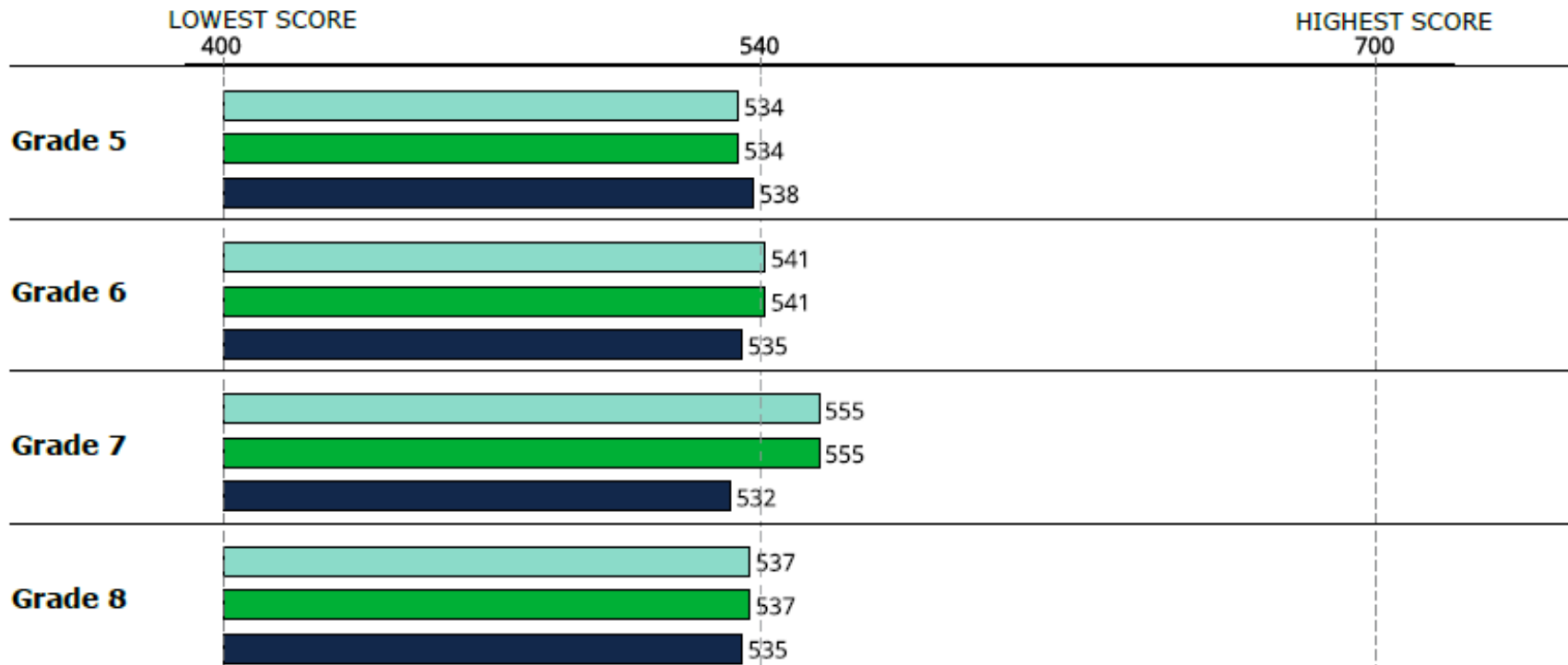
2024-2025



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The Mathematics assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about Mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Average School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



- All grade levels with the exception of 5th grade performed above the state average. 7th grade math was well above the state average. 8th grade was above the state average for the first time in several years.

BHS STATE ASSESSMENT MATH 2025

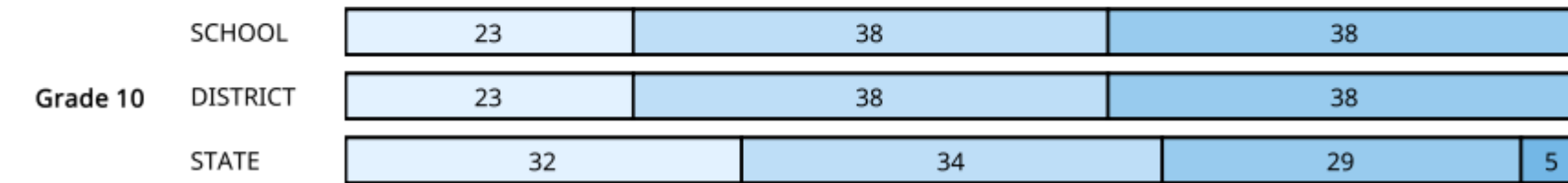
SCHOOL REPORT

SCHOOL: BURLINGTON HIGH

Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.

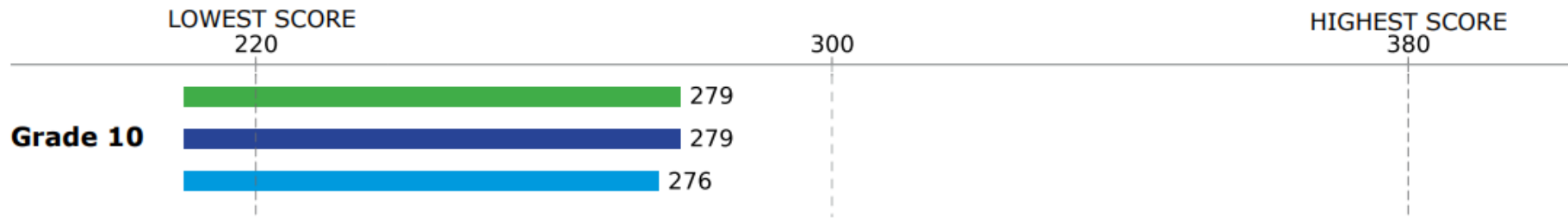


The percentage of students at levels 2 and 3 is above the state. BHS has almost 9% fewer students in level 1 than the state. This down 3% from last school year.

BHS STATE ASSESSMENT MATH 2025

Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



Standard error of measurement for this report:

Grade 10: School—4.0 | District—4.0 | State—0.2

The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

BES- AIMSWEB OVERVIEW GRADES K-4

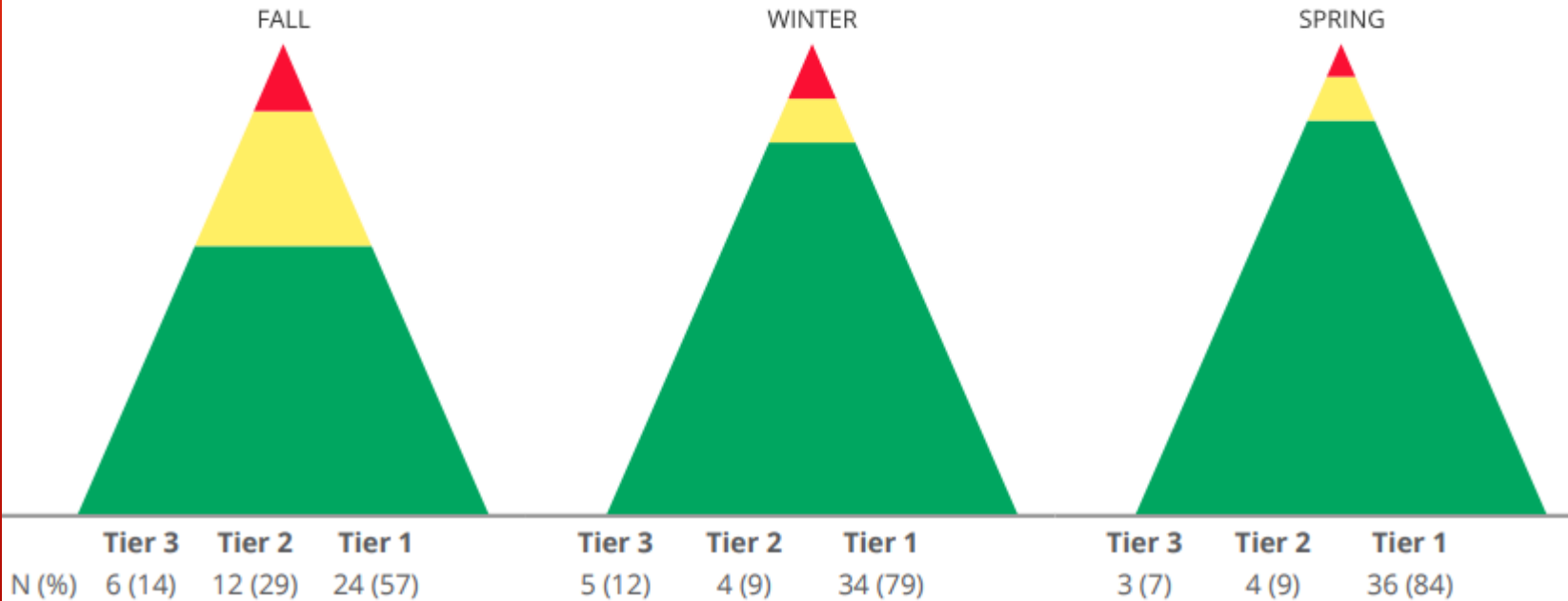
- Aimsweb is used as a screener and this data helps us determine who we may need to take a closer look at for intervention. This data is looked at in conjunction with MAP tests and teacher input. Aimsweb is also used for progress monitoring.
- Kindergarten and 1st grade take a battery of 3 tests that are given in a 1 on 1 setting. Grades 2 through 4 take four eight assessments that are administered by computer. All students are rated on each subtest and also given an overall composite score.
- Students are categorized by “risk” on Aimsweb math testing if they are below grade level benchmark on their composite test.
- Data continues to show that over a years time, many students move levels from high to moderate to low risk. We feel like this shows our MTSS process is working!

BES – KINDERGARTEN AIMSWEB TESTING

Battery: Early Numeracy | Grade: K | Target: Account (30 %ile)

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary



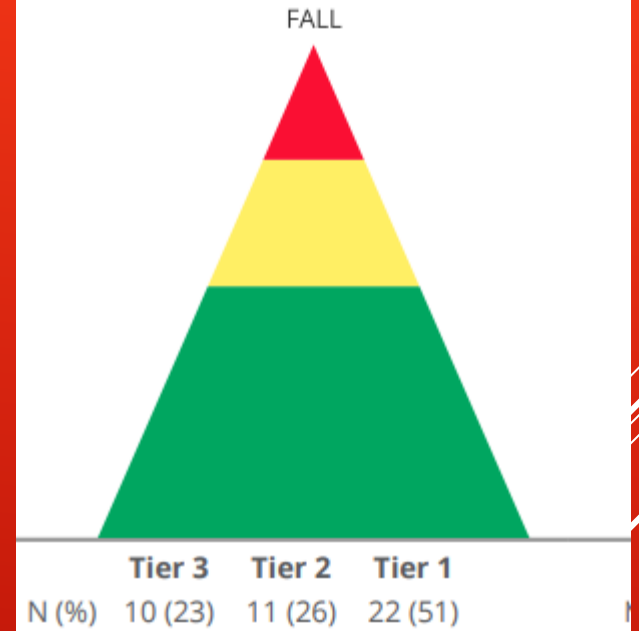
2024-2025 Scores

These triangles show the progression in the students moving into different tiers and their risk level decreasing for several students.

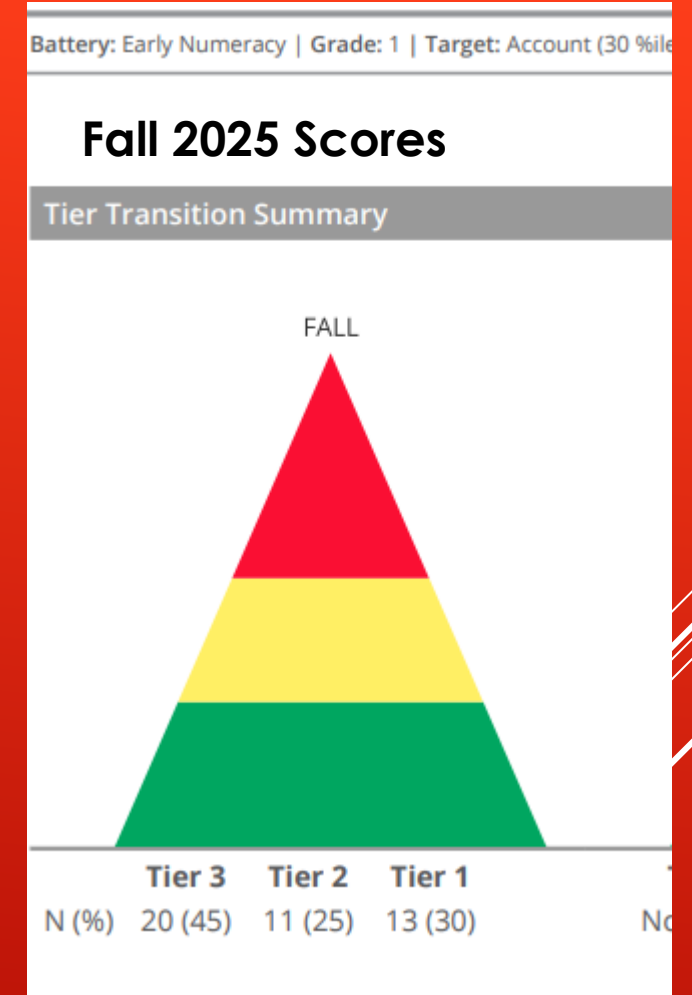
Battery: Early Numeracy | Grade: K | Target: Account (30 %ile)

Fall 2025 Scores

Tier Transition Summary



BES – 1ST GRADE AIMSWEB TESTING



2024-2025 Scores

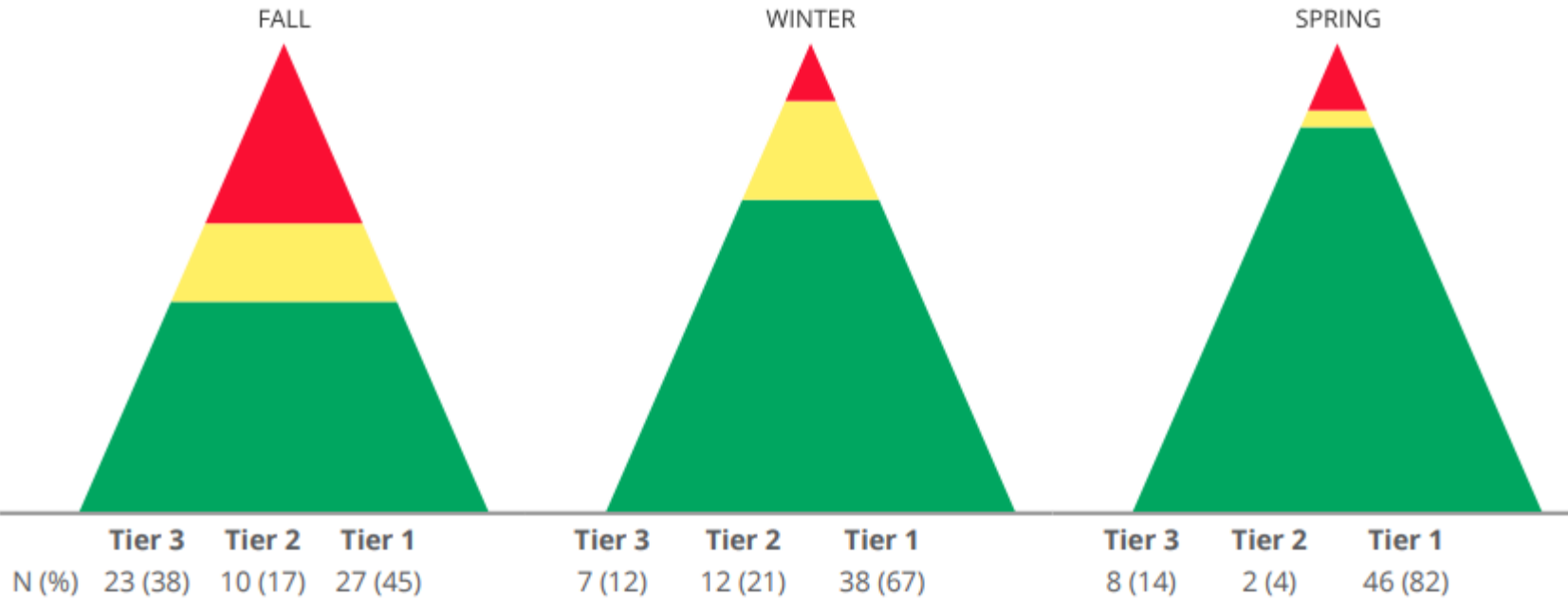
Again, considerable progress and growth is noted from Fall to Spring.

BES – 2ND GRADE AIMSWEB TESTING

Battery: Math | Grade: 2 | Target: Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

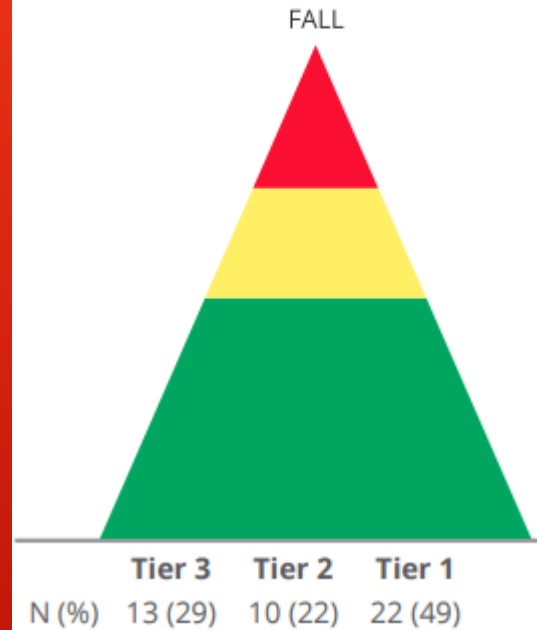
Tier Transition Summary



Battery: Math | Grade: 2 | Target: Account (30 %ile)

Fall 2025 Scores

Tier Transition Summary



2024-2025 Scores

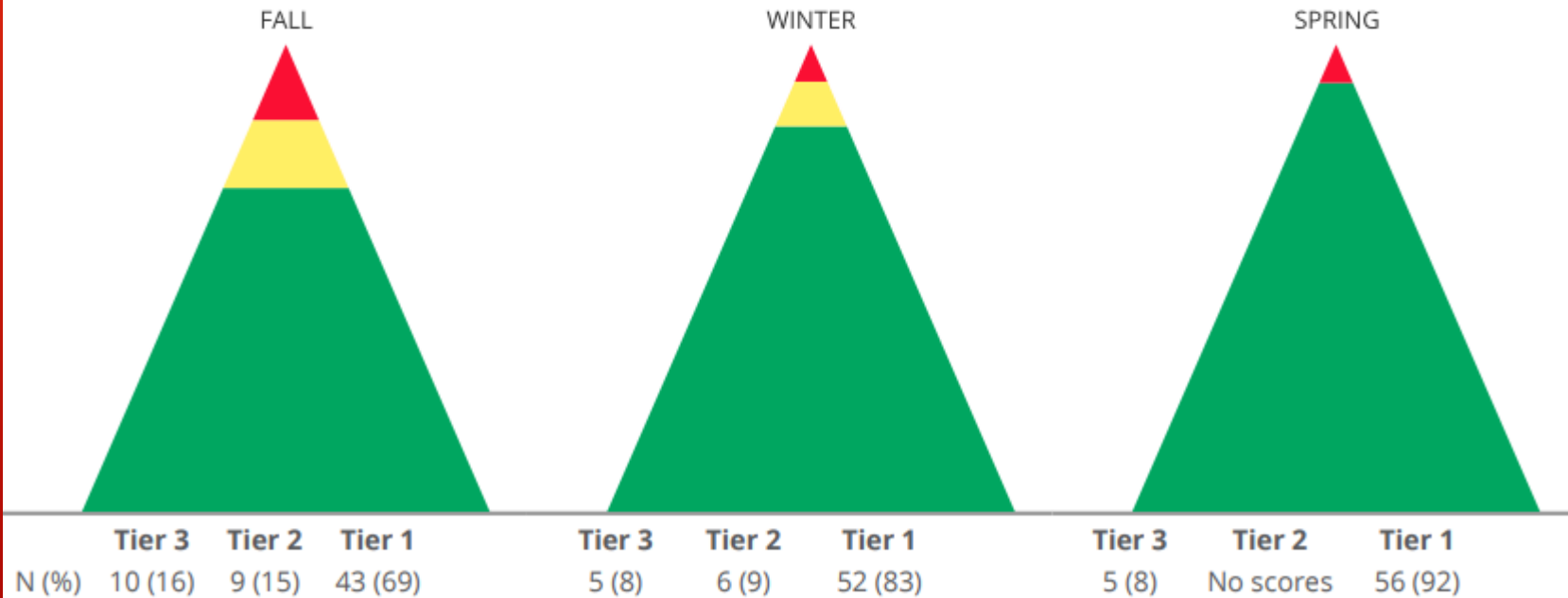
Second grade growth was strong last school year!

BES – 3RD GRADE AIMSWEB TESTING

Battery: Math | Grade: 3 | Target: Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

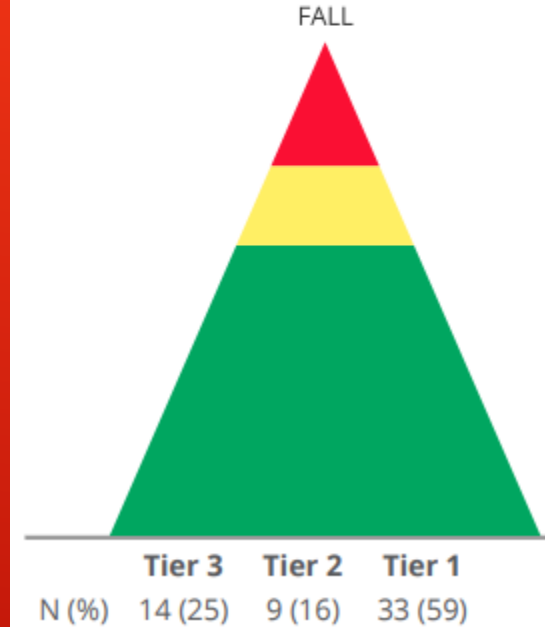
Tier Transition Summary



Battery: Math | Grade: 3 | Target: Account (30 %ile)

Fall 2025 Scores

Tier Transition Summary



2024-2025 Scores

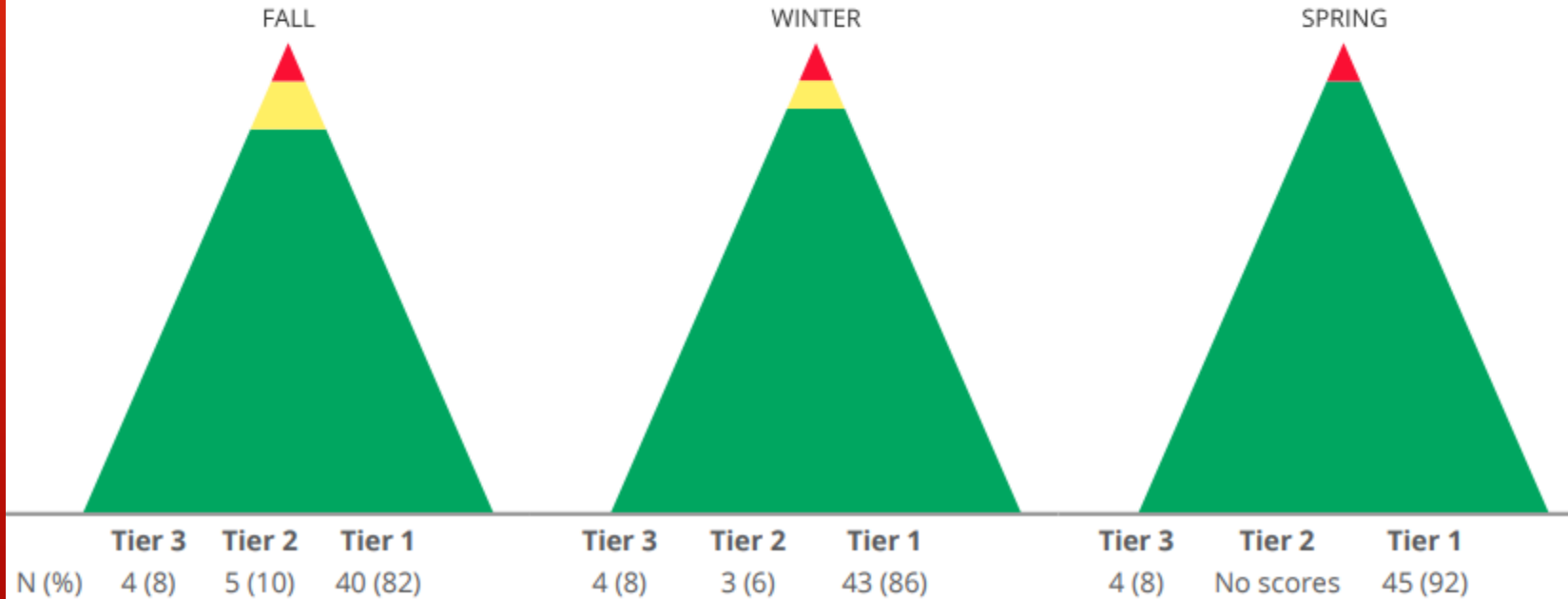
Third grade growth was impressive over the course of the year!

BES – 4TH GRADE AIMSWEB TESTING

Battery: Math | Grade: 4 | Target: Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

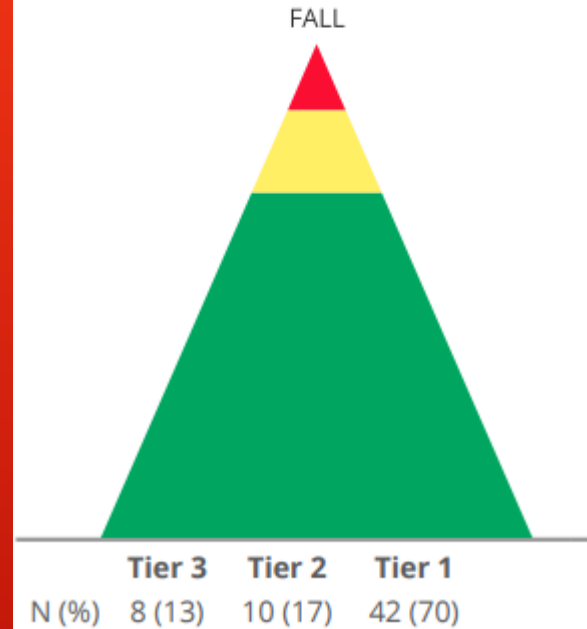
Tier Transition Summary



Battery: Math | Grade: 4 | Target: Account (30 %ile)

Fall 2025 Scores

Tier Transition Summary

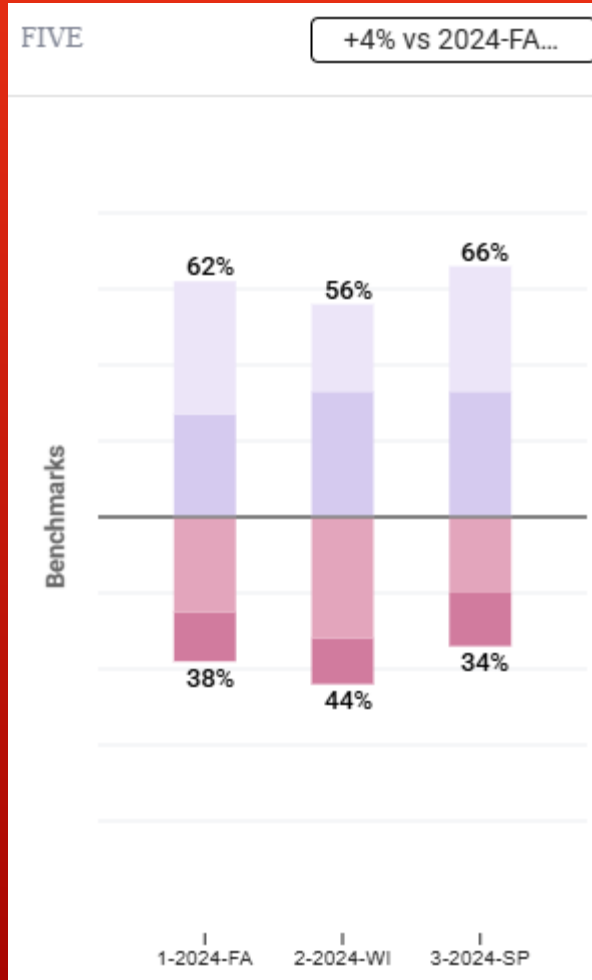


Fourth grade scores also indicate students are at low risk for math skills overall.

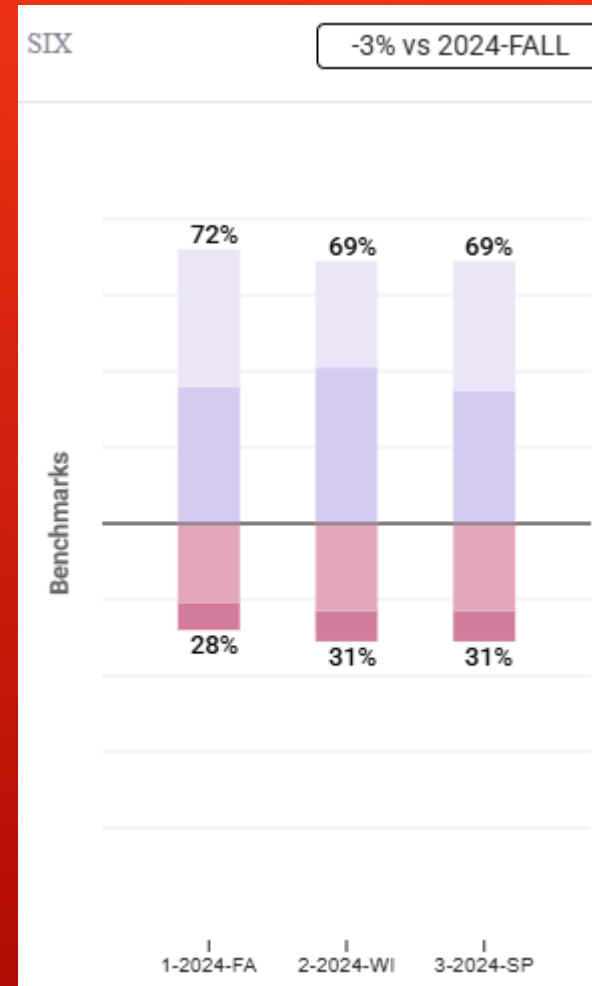
BMS/BHS- FASTBRIDGE OVERVIEW GRADES 5-12

- The fall of 2023 was the initial implementation for the FastBridge platform. This platform introduces new tests and test taking procedures at both the middle school and high school.
- FastBridge consist of two tests, aMath and an automaticity. aMath is similar to the NWEA MAP test as it provides how our students perform to students in the same grade level across the nation on a variety of skills. the CBMMath Automaticity test also compares how our students perform to others when it comes to basic math facts (addition, subtraction, multiplication, and division). All students are ranked on each test individually.
- Students are categorized by “risk” on FastBridge. Students are either high risk, some risk, or above benchmark. FastBridge is used as a screener and this data helps us determine who we may need to take a closer look at for intervention. This data is looked at in conjunction with local assessments (CLI), state assessments, and teacher input. FastBridge is also used for progress monitoring.
- The data presented shows the comparison of the same group of students from Fall 2023 and Fall 2024. Since this is our 2nd year administering the assessment, we will have longitudinal comparison data for each student throughout the year.

BMS FastBridge: Percentage of Students by Benchmark for 5th and 6th Grade (from Fall 2024 to Spring 2025)

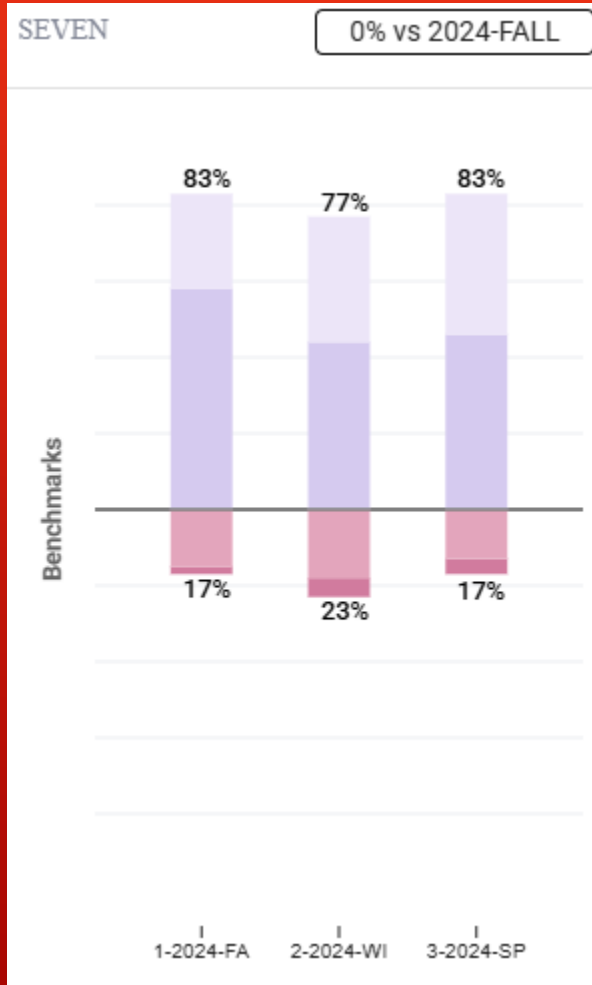


5th Grade, 66% are performing above benchmark with 14% are considered high risk. From the Fall to Spring, we moved 4% of students to above benchmark.

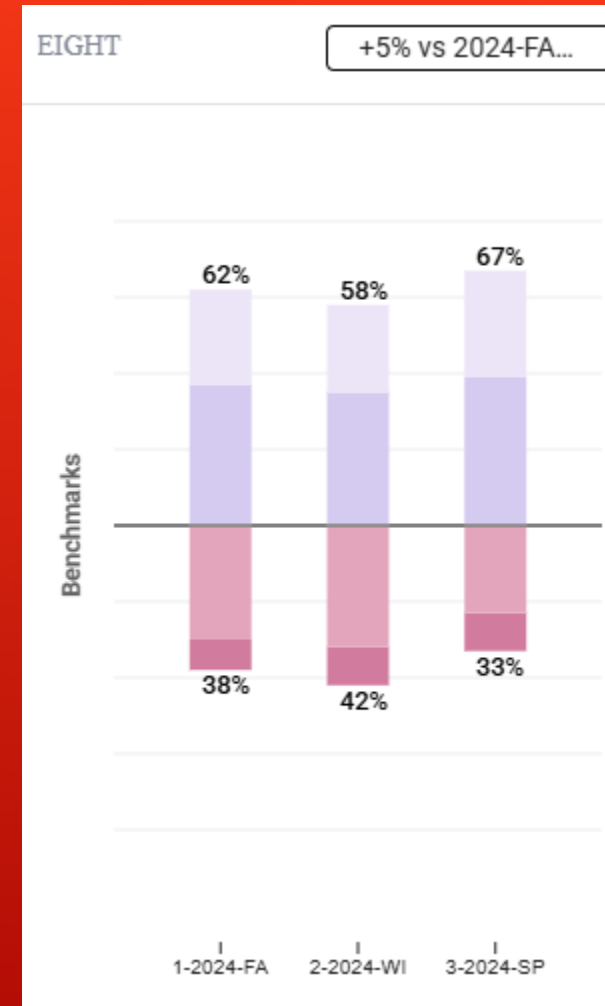


6th Grade, 69% are performing above benchmark and 8% are considered high risk.

BMS FastBridge: Percentage of Students by Benchmark for 7th and 8th Grade (from Fall 2024 to Spring 2025)



7th grade 83% performing above benchmark and 4% considered high risk.



8th Grade 67% above benchmark and 10% considered high risk.

BHS Fastbridge 9th and 10th grade (Fall 25)



This chart is from 9th grade. We have 62% of students scoring above Benchmark.



This chart is from 10th grade. We have 49% students scoring above Benchmark.

ACT REPORTS- FIVE-YEAR TRENDS

2021-2025

Year	Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2021	64	29,284	20.4	18.9	20.7	19.5	21.3	20.6	21.4	20.2	21.1	19.9
2022	72	26,885	19.1	18.9	19.9	19.4	20.1	20.6	19.8	20.1	19.8	19.9
2023	48	27,470	18.3	18.3	19.4	18.9	19.8	20.1	19.4	19.7	19.4	19.4
2024	69	27,064	15.9	18.3	17.6	18.8	17.1	20.1	17.7	19.5	17.1	19.3
2025	56	27,968	16.8	17.9	18.7	18.7	19.7	20.0	19.1	19.4	18.7	19.1

- Table 1.2 illustrates the five-year data trend in the various areas tested by the ACT, including the overall composite score.
- All students of the Class of 2025 took the ACT February of 2024. To compile the report ACT uses the most recent ACT score for each student. BHS Class of 2024 had a high percentage of students attending vocational schools. Since 2020, Flint Hills Tech, Neosho County and Allen Community Colleges have a variety of ways for students to meet admission requirements. (GPA, Accuplacer OR ACT score) Due to the growing number of students attending technical schools, BHS is looking into allowing juniors to opt out of the free ACT offered by the State.
- Clearly, the scores, both composite and in math, vary from year to year. The state average sees less variance due to their substantially larger sample size.

ACT REPORTS- FIVE-YEAR TRENDS

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
	District	State	English		Mathematics		Reading		Science		Met All Four	
			District	State	District	State	District	State	District	State	District	State
2021	64	29,284	69	53	39	32	45	42	39	32	25	21
2022	72	26,885	56	54	36	31	38	42	29	32	18	21
2023	48	27,470	48	50	31	28	44	40	23	30	17	19
2024	69	27,064	35	50	17	27	23	39	19	29	10	18
2025	56	27,968	34	48	25	27	30	38	27	28	13	17

- Table 1.1 shows the percentage of those BHS students who have taken the ACT who are ready for College-Level coursework. This graph also shows how BHS students compare to the rest of the state.
- Depending on a student's technical program each student could earn ½ credit of technical math and/or technical science per year. (students who attend technical college for their junior and senior year could potentially earn 1 credit of technical math and/or technical science)

CONCLUSION- Assessments are an effective tool used to measure student progress and guide instruction.

- a. Our students have made adequate progress this past year.
- b. We must continue to target areas for growth.
- c. The administrative teams recommends the board continue to support the staff development fund to assist teachers in improving their skillset to help students continue to improve.
- d. Motion to accept the Results Monitoring report as a Reasonable Interpretation of the Board of Education's Results Policy.

7. Board Member Items

7.A. Board Reports

8. Superintendent Search

9. Contracts/Approvals/Appointments

9.A. Driver's Education Fees

9.B. Summer 2026 Concrete Project Bid

9.C. BHS Student Handbook Revision

9.D. Revision to the Burlington Early Learning
Center (BELC) Parent Handbook

9.E. Five-Year Professional Development Plan

Professional Development Plan

Burlington Unified School District ***USD #244***



Approved by USD 244 Board of Education: 12/8/2025

Plan Approved by State Board of Education:

Plan Expiration: 7/31/29

5-Year Professional Development Plan Approval

The USD #244 Burlington Professional Development Council approved the following plan, at its meeting held on November 19, 2025, according to KAR 91-1-2169(c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lisa M. Kuhlmann USD #244 11/19/25
lkuhlmann@usd244ks.org

The USD #244 Burlington Board of Education approved the following plan, at its meeting held on May 13, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Section 1.2 Representation Table	11/19/2025
Section 1.22 Questions Added	11/19/2025
Section 1.23 Group Representation Table	11/19/2025
Section 1.24 Questions Added	11/19/2025
Section 1.25 New Section Added	11/19/2025
Section 1.4 Minor Edits	11/19/2025
Section 1.50 New Questions Added	11/19/2025
Section 1.51 Questions Added	11/19/2025
Section 1.52 Heading Change	11/19/2025
Section 1.53 Questions and Table Added	11/19/2025
Section 1.54 New Section	11/19/2025
Section 1.55 New Section	11/19/2025
Section 1.56 New Section	11/19/2025
Section 2 Completely Revised	11/19/2025
Section 4 Updates	11/19/2025
Changes of pages to the Table of Contents	11/19/2025

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Section One

Professional Development Council (PDC)

1.1 Introduction

Mission Statement

The Professional Development Council (PDC) of USD 244 believes that a quality staff development program must be in place for certified and classified personnel to achieve the district and building missions. As the council that governs the staff development process for our district, it is the charge of the PDC to continually assess the program to measure progress toward the ultimate goal of improvement of student performance. As teachers achieve more success in their endeavors, so will students and those who support the school community. Staff development is essential as we continue to strive for quality and the accomplishment of the missions, linking staff development and school improvement.

The PDC writes, coordinates, and administers this District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

The PDC represents both certified teachers and administrators. Each member is selected by the group he/she represents. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that is approved by the local school board of education that meets the criteria established by the Kansas State Board. These criteria are:

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

Members of the PDC also participate in annual training related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 01-1-215 through 91-1-219.

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.

The Professional Development Council (PDC) is a representative group of licensed personnel which advises and informs the USD244 Board of Education in matters concerning the planning, development, implementation, and operation of staff development opportunities each year. Throughout each year, our PDC strives to provide professional development opportunities across all content areas to include effective teaching strategies, data dives, standards word, and social emotional well-being for staff and students.

KAR 91-1-217

1.21 Licensed Teacher Groups Represented

A1) USD 244 will support their professional development council which will be:

- Representative of the licensed personnel in USD 244and Coop.
- Include at least as many teachers as administrators in both shall be selected solely by the group they represent.
- These positions will be an indefinite term.

Groups Represented	Number
Burlington Elementary School	6

Burlington Middle School.	4
Burlington High School	4
Central Office	2
CCSE Coop	2
Total	18

1.22 Licensed Teacher Group Selection Process

Method of Membership

- Position/s that will oversee the process of filling vacancies in the groups represented - PDC Chair
- Length of term for a teacher/specialist PDC member -
 - The terms will run from 5/31 to 5/31 each year.
 - These positions will be an indefinite term.
 - Staff can be nominated and/or volunteered (with the permission of the nominee) for a membership slot.
- Term limits - N/A
- Staggered Terms - N/A
- Format (Google forms, ballots, meetings, etc.) used to collect/discuss the selections.
 - The last week of April, the Chair will put those names on a ballot and emailed out to staff of each group to select one representative. Those ballots will be emailed back to the chair before checkout in May.
- Tallies/Documents for the selections will be completed by the PDC Chair
- The PDC Chair or building administrator will report the results.
 - New members will be notified by May 31st via email from the chair and the official position will start 8/1
 - The first week of August the chair will email the licensed staff with the names of the Professional Development Council.
- List any groups represented with only one member of staff and, therefore, the default PDC member: N/A

1.23 Licensed Administrator Groups Represented

Groups Represented	Number
Administrators/Directors	5
Total	5

1.24 Licensed Leader Group Selection Process

A2) Method of Membership

- Position/s that will oversee the process of filling vacancies in the groups represented - PDC Chair
- The length of term for a leader/administrator PDC member-
 - The terms will run from 5/31 to 5/31 each year.These positions will be an indefinite term.

If any, what are the term limits? N/A

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?

- The first full week of April, the chair will email the licensed staff to find new members willing to serve on the PDC.
- These positions will be an indefinite term.
- Staff can be nominated and/or volunteered (with the permission of the nominee) for a membership slot- The first full week of April, the PDC Chair or building administrator will email licensed staff in their building to find new members willing to serve on the PDC.
 - The last week of April, the Chair will put those names on a ballot and email out to staff of each group to select one representative. Those ballots will be emailed back to the chair before checkout in May.
 - New members will be notified by the administration and/or the chair and the official position will start at the next meeting.
 - The first meeting of August the chair will email the licensed staff with the names of the Professional Development Council.
- Format (Google forms, ballots, meetings, etc.) used to collect/discuss the selections.
 - The last week of April, the Chair will put those names on a ballot and emailed out to staff of each group to select one representative. Those ballots will be emailed back to the chair before checkout in May.
- Tallies/Documents for the selections will be completed by the PDC Chair

- The PDC Chair or building administrator will report the results.
New members will be notified by May 31st via email from the chair and the official position will start 8/1
The first week of August the chair will email the licensed staff with the names of the Professional Development Council.

List any groups represented with only one member of staff and, therefore, the default PDC member: N/A

1.25 (Optional) Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the chair will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, 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.

1.4 Annual 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, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

KAR 91-1-217

B1) Annual Training of Professional Development Council Members

- USD 244 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.
- Each member will annually attend an online or in person approved KSDE state-mandated professional development council training (see link in appendix C).
- The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.
- 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 documents will be kept on file with the Chair. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

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.

The Professional Development Council will:

- Develop, revise, and implement the District Professional Development plan within the guidelines and criteria established by the KSDE every 5 years.

- Provide a yearly professional development needs assessment survey throughout the year to develop professional development opportunities to support the plan.
- Provide yearly training to new staff on the use of the PDP Toolbox Platform (this can be done by the PDC Chairperson or by an administrator for the building that the member is located at).
- Provide additional training on the PDP Toolbox Platform when needed (this can be done by the PDC).
- Review, provide guidance, and approve each Individual Professional Development Plan (IPDP).
- Review, validate, and verify the staff development points/college credits granted for activities completed on each IPDP.
- Keep records and communicate the necessary business of the council to stakeholders (staff, board of education members, community patrons).
- Each member will annually attend an online or in person approved KSDE state-mandated professional development council training (see link in appendix C).
 - Upon completion of training, documentation (certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

1.50 Officers

Offices

- PDC officers will serve one year from May 31 to May 31 of the next year when new officers will be elected by the PDC committee members.
 - Staggered Terms - N/A
 - For a standard term selection, positions are filled once notification is given to the Chair of the vacancy. The Chair will start the process notifying the committee and administrators at the next meeting, unless otherwise needed sooner. It is our goal to try to have the vacancy filled by the following meeting of the notification to the committee and administrators.
1. The officers of the PDC will be the Chairperson, Vice-chairperson, Assistant Secretary and Secretary.
 2. The duties of the Chairperson will include, but not limited to:
 - Presiding at all regular meetings
 - Calling and presiding at all special meetings

- Preparing and distributing agenda at least three days in advance of the meetings
 - Providing notification of all meetings
 - Serving, at own discretion, as an ex-officio non-voting member of any subcommittee
 - Appointing PDC members to subcommittees subject to the approval of the PDC
 - Representing the PDC at all appropriate public functions or appointing a PDC member to represent the PDC
 - Receiving all resignations from PDC members
 - Establishing yearly PDC tasks and timelines
 - Insuring that IPDP records are accurately completed and safely kept in a designated location
 - Attending the Southeast Kansas Regional Staff Development Consortium meetings two times during each school year if provided.
 - Carrying out other necessary duties as needed.
 - The council will select the Chair with a majority vote.
 - The Chair will serve a one-year term and can be re-elected. The office will begin after the last meeting date in May.
3. Duties of the Vice-chairperson will include, but not be limited to:
- Fulfilling all the duties of the Chairperson in the Chairperson's absence
 - Carrying out all other duties assigned by the Chairperson
 - The council will select the Chair with a majority vote.
 - The Vice-chair will serve a one-year term and can be re-elected. The office will begin after the last meeting date in May.
4. The duties of the Secretary will include, but not be limited to:
- Taking and maintaining the minutes of all meetings
 - Publishing and distributing the minutes of all meetings within a week of each meeting
 - Carrying out all other duties assigned by the Chairperson.
 - The council will select the Chair with a majority vote.
 - The Chair will serve a one-year term and can be re-elected. The office will begin after the last meeting date in May.
5. The duties of the Assistant Secretary will include, but not be limited to:
- Fulfilling all the duties of the Secretary in the Secretary's absence
 - Carrying out all other duties assigned by the Chairperson.
 - The council will select the Chair with a majority vote.
 - The Vice-chair will serve a one-year term and can be re-elected. The office will begin after the last meeting date in May.

1.51 Meetings

- Months the PDC will operate hold meetings to ensure the timely approval of PD points, (Individual Professional Development Plans (IPDP's and the 5-year renewal plan.
 - The PDC will meet monthly starting in August on the third Wednesday starting in September unless there is a district conflict (district parent teacher conferences) or absence from school (December, March) in person.
- If there is no set schedule, a meeting will be scheduled by the PDC Chair as a special meeting. or will use the PDC agenda for voting among the members. Other meetings will be scheduled as needed by the chair.
- If a need arises, the meetings could be held online or will use the PDC agenda in the PDP Toolbox for voting among the members.
- Besides the PDC, only the PDC committee members will deal with the matters of personnel and related meetings. These meetings are a closed meeting unless a staff member is invited to explain or give more detail to their request.
- August meeting for training of the PDP Toolbox Platform if needed and the KSDE Yearly Required Training (See Appendix C).
- Agenda items for consideration by the PDC can be proposed by members of the PDC or licensed personnel USD 244.
- Special meetings outside of the monthly ones will include a before the school meeting to prepare for the upcoming school year, will include new members to the council as their first meeting, and the end of the year meeting to wrap up the school year. These meetings take place out of some council member's contractual time.
- There will be special meetings that occur outside of some council members contractual duties. These members will be compensated by the district for this time.
- Agenda items for consideration by the PDC can be proposed by members of the PDC or licensed personnel USD 244.

1.52 Decision Making

All decisions will be decided by a simple majority of the total PDC membership providing a quorum is present. A quorum is a simple majority of the total PDC membership being at least three out of five administrators and twice that many committee members are present, the PDC chair will make the final decision if there should be a tie. Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.

1.53 Documentation

- The documentation management used by USD #244 PDC council will be the PDP Toolbox through Greenbush Education Service Center. The staff will be trained during August through September. This management system will be used by staff for their IPDP's entering points for professional development/in-service points. Copies of forms that are not part of one of the electronic systems is included in the

Appendix.

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	District Email	Chair	Y
IPDP's	X	In the PDP Toolbox	Chair	Y
Meeting Minutes	X	District email , and maintain a hard copy for historical purposes.	Chair	Y
Member Selection	x	District email	Chair	Y
Officer Selection	x	During May (final) Meeting	Chair	Y
PD Plan Process	x	Microsoft Word	Chair	Y
PD Points	x	PDP Toolbox Platform	Chair	Y
Staff PD Needs Assessments	x	In the PDP Toolbox	Chair	Y
Other (Specify):				

Meeting minutes will be available to licensed personnel. Records of the PDC will be maintained on school property with the Chair.

- Meeting records and materials will be kept on file with the Chairperson.
- The PDC secretary will record minutes of the PDC meetings and distribute them to the committee members within a week following each meeting.
- Minutes of the meetings will be forwarded to all USD 244 certified staff.
- A copy of the PDP for each participating staff person will be kept on file with the Chairperson.
- Individuals will have access to their own files via the online PDP Toolbox.
- Professional Development Transcripts are available through the PDP Toolbox Platform. They can also be requested by your designated District Transcript Administrator or contact the PDP Toolbox at pdptoolbox@greenbush.org. Each licensed staff member is expected to examine the transcript and notify

- a PDC member of any corrections.
- The Southeast Kansas Education Service Center shall maintain a record of points earned by an individual for eight years.

1.54 Communication

- 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 by the PDC members representing their respective groups. Those members will share out in department meeting in person and/or in an email to their groups.

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 PDC will approve the five-year district Professional Development Plan. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.
- If the annual evaluation in (Insert approximate time or year or date range) 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 stated above (See Operational Procedures in Section 1.5). Once the amendment is approved, the Chair will add it to the Plan Updates located on Page 3. The chair will include a description of the change and include the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers	
-----------------------	--

before final PDC approval	Position/Title of Approver
1st-	Building Administrators, District Administrator, and District Superintendent
2nd-	Chair

Direct Approval-The PDC reviews and approves all plans during PDC meetings. 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.

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (below) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda 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. 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.

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.

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.

Licensed staff may appeal a non-approval for an individual development plan 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
1 st -	Building Administrators, District Administrator, and District Superintendent
2 nd -	Chair

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

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 agenda and discussed separately at the PDC meeting.

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver/s will keep the PDC informed of the progress and status of the types and amounts of PD points.

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

All decisions about the type and amount of PD points that the PDC awards are final.

- After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, 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 are 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.

District patrons need to contact the district office to receive information on using the Greenbush PDP Toolbox Platform to electronically house their IPDP.

District patrons will be a part of the District Professional Development Plan. All licensed staff in the state of Kansas will re-license using professional development points.

By September 20th, District patrons will create or update their IPDP in the Greenbush PDP Toolbox Platform (See appendix B).

- The designated supervisor and/or PDC member will work collaboratively with the individual to:
 - Review Goals and update if needed
 - Discuss professional development needs to meet the goals
 - Establish new goals
 - Discuss professional development needs to meet the goals
- The created or updated IPDP will be submitted for approval in the Greenbush PDP Toolbox Platform
 - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
- IPDP's will be approved by the PDC at the next meeting.

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 by the PDC members representing their respective groups. Those members will share out in department meeting in person and/or in an email to their groups.

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.
- Although not using the KESA 2.0 Kansas School Improvement Model itself, USD 244 will guide its use as the main process for determining action for professional development concentrating on:
 - determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align 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

- The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement

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 material 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.
- Continue to meet the KSDE accreditation requirements.

- Provide ongoing and effective professional development opportunities for teachers in the areas of
- KSDE Board Outcomes
- Researched Based Instructional Strategies
- Curriculum development and implementation
- MTSS
- Data Analysis
- Social Emotional Strategies
 - Classroom
 - Staff
 - Personal
- Assessment training and analysis
- Content Specific related opportunities

2. 2 Identification of goals and objectives to achieve professional development needs

- 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 by the PDC members representing their respective groups. Those members will share out in department meeting in person and/or in an email to their groups.

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

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.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

- 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. This will be done through the PDP Toolbox as a requirement for staff reflections (see appendix C).
- 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 goal. 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.
- Individual, Building, and District
 - Data collected from the needs assessment (see appendix C) to address professional development for individual staff, building, and district.
 - Accreditation Information provided by KSDE to determine Professional Development opportunities for the district
 - KSDE Annual Required Trainings

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.

- Activities could include but are not limited to the following.
 - Greenbush Workshops
 - Greenbush +
 - KSDE Sponsored Workshops/Conference
 - TASN Sponsored Workshops
 - MTSS Conference
 - Other Workshops/Conferences

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 <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
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

- As our PDC meets throughout the school year, we will continue to look at our goals and assess where we are at in meeting those goals through possible evaluative criteria such as but not limited to:
 - Feedback
 - Reflections
 - Survey
 - Walk-through data

2.5 Reporting results of evaluation of in-service needs

- Informing council members and the district administration on the feedback from professional development will be done by the Chair through email and at monthly meetings.

- The results of the feedback will be documented and kept on file with the PDC Chair future professional development needs



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

- All licensed staff will use the umbrella goals of the district to improve reading, math, and the use of technology as their goals each year. If a staff has their own or administration driven goal for them professionally to work on, that will be added each year to the PDP Toolbox before September 20th.
- All licensed staff will participate in the district professional development plan. All licensed staff in the state of Kansas will re-license using professional development points.
- All professional development points will be earned in the areas of Service to the Profession, Content, or Professional Education.



3.1 Collaborate with a designated supervisor

By September 20th, each individual will create or update their IPDP in the Greenbush PDP Toolbox Platform with their personal or administrative goal to work on throughout the year if added to the district goals for each staff member. (See appendix B).

- The designated supervisor and/or PDC member will work collaboratively with the individual to:
- Review Goals and update if needed
- Discuss professional development needs to meet the goals
- Establish new goals

- By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform
- IPDP's will be approved by the PDC at the next meeting

3.2 Assess Individual Needs

- The designated administrator and/or PDC member will work collaboratively with the individual to:
 - Review Goals and update if needed
 - Discuss professional development needs to meet the goals
 - Establish new goals
 - Discuss professional development needs to meet the goals
(See appendix B)

3.3 Determine Individual Professional Development Goals

- The designated administrator and/or PDC member will work collaboratively with the individual to:
 - Review Goals and update if needed
 - Discuss professional development needs to meet the goals
 - Establish new goals
 - Discuss professional development needs to meet the goals
(See appendix B)

3.4 Determine individual professional development strategies

- The designated administrator and/or PDC member will work collaboratively with the individual to:
 - Discuss professional development needs to meet the goals
(See appendix B)

3.5 Write the Individual Professional Development Plan

- The designated administrator and/or PDC member will work collaboratively with the individual to:
 - Review Goals and update if needed
 - Discuss professional development needs to meet the goals
 - Establish new goals
 - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform

- IPDP's will be approved by the PDC at the next meeting
(See appendix B)

3.6 Analyze Progress

Staff will be able to analyze progress with formative and summative data to see if IDPD goals are being met.

(See appendix B)

3.7 Revise the plan as necessary

Staff will be able to revise the IPDP as needed.

(See 3.1 and Appendix B)

3.8 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.

District patrons need to contact the district office to receive information on using the Greenbush PDP Toolbox Platform to electronically house their IPDP.

District patrons will be a part of the District Professional Development Plan.

All licensed staff in the state of Kansas will re-license using professional development points

By September 20th, District patrons will create or update their IPDP in the Greenbush PDP Toolbox Platform (See Appendix B).

- The designated supervisor and/or PDC member will work collaboratively with the individual to:
 - Review Goals and update if needed
 - Discuss professional development needs to meet the goals
 - Establish new goals
 - Discuss professional development needs to meet the goals
- The created or updated IPDP will be submitted for approval in the Greenbush PDP Toolbox Platform
 - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform

IPDP's will be approved by the PDC at the next meeting

3.9 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.

Licensed staff may appeal a non-approval for an individual development plan 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.

Section Four

Awarding Professional Development Points for Re-licensure

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. 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.

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 EDUCATIONⁿ 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 PROFESSIONⁿ 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, she/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, she/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 credit 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 of 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

Professional Education Standards

or

Service to the Profession

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 2.6.

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.

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 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.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the 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.

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:

Meeting Logs: An explanation of time spent with dates, and staff/member signature for verification on a Board approved school committee (council, or team up to the equivalent of 3 college credit hours per year).

book studies

mentoring,

- Membership in the school or district PDC.
- Serving as a member of the school's steering team.
- Serving on a curriculum development committee or state committee.

Providing staff development.

- Samples of published articles or newsletters and an explanation of the time spent in writing

- Minutes noting contributions to meetings and time spent at meetings

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?

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 participation in school-related activities.

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.

USD 244 uses professional development points for the purpose of renewing a license. Point earned outside of the contract day or are classified as Service to the Profession may be used for movement on the salary schedule. Those conditions are stated on the Salary Advancement Points Validation Form. This form will not be sent to Greenbush for inclusion on the individual's transcript. All PDC points will be recorded on the PDC Points Request Form. Salary Advancement Points are limited to a total of 60 points (3 college hours) per year and submitted by the first Monday of May unless special permission has been given by the superintendent and Chairperson.

4.6 Questions about awarding PD points relative to renewal

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. Warning: Staff if you take quarter credit hours, you 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.

USD 244 uses professional development points for the purposes of renewing a license. Points earned outside of the contract day or are classified as Service to the Profession may be used for movement on the salary schedule. Those conditions are stated on the Salary Advancement Points Validation Form. This form will not be sent to Greenbush for inclusion on the individual's transcript. All PDC points will be recorded on the PDC Points Request Form. Salary Advancement Points are limited to a total of 60 points (3 college credit hours) per year and submitted by the first Monday of May to building administrators and then provided to the Chairperson. This will run from August to May unless special permission has been given by superintendent and Chairperson.

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](#)

Appendix A

Professional Development Regulations

91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;
- (2) utilities;
- (3) equipment;
- (4) administrative expenses; and
- (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

PDP Toolbox Forms and Resources

PDP Toolbox Login Page

PDP Toolbox
A GREENBUSH RESOURCE

LOG IN:

USD*

Username*

Password*

By logging into this site, you consent to the terms of the user agreement.

ON-DEMAND E-SEMINARS

ABOUT PDP

ASSISTANCE

Goals for Approval on the IPDP

Greenbush Professional Deve x +

pdptoolbox.org/staff/index.php?

PDP Toolbox: Staff

[Download SMART Goals Guidelines \(42K PDF\)](#)

Personal Goal:

Parent Goal:
What existing goal does your new goal relate to?

Personal Goal Title:
Brief but descriptive.

Statement/
Outcome:
(What is the purpose of this goal?)

Action Plan: [Remove Action Plan](#)

Knowledge:
(What knowledge activities will you attend or implement to help support this goal?)

Knowledge Target Date:

Knowledge Resources:

[Show App.](#)

Add:

[PDP Goal Setting \(SMART Goals\)](#)

Entering Points for Professional Development/Inservice Points

The screenshot shows a web browser window with the URL `pdptoolbox.org/staff/index.php?page=points_knowledge_form.php`. The page title is "PDP Toolbox: Staff". The form is titled "New Knowledge Level Activity" and has a status of "Not Submitted".

New Knowledge Level Activity: Status: Not Submitted

Activity Title: [Text Field]

Activity Description: [Text Area]

Points: [Dropdown Menu] (College Hour = 20 Contact Hours)

Learning Activity Date: Nov 27 2023

Date and Time Description: [Text Area]

Use one of the following to verify the number of points:

- provide the start and end times for each day, not counting breaks;
- provide dates and times for each day of the time spent on the activity; or
- indicate that the activity was designed for [X] hours of instruction (e.g., online learning).

Please indicate exact beginning and ending time, with lunch break times if applicable. The contact hours should match the points requested unless it is a college course. For a college course, you earn 20 PDP points for every college hour.

Location: [Text Field]

Additional Information:

Goal: [Dropdown Menu]

Category: Mentor Mentee

Content Prof. Ed. Service to the Prof.

College: [Dropdown Menu] [College Submitters](#) [College Help](#)

Subject Code: [Text Field] (see EDUC 485)

Course Title: [Text Field]

Semester/Year: [Text Field]

College Name: [Text Field]

Check all that apply: Non-Contract Hours

Post-Activity Information:

Evidence: [Text Field] (E.g., notes, handouts, agenda)

Artifacts:
Upload electronic files that demonstrate knowledge acquisition. There are no file size, image, audio, video, or file format restrictions, and no file size limit to more than 20MB. Images are reduced in size when selected.

Reflector: [Text Area]

What do I now know that I didn't know before (what did I learn)?

Professional Development Planning Consortium
Ballou Institute for Leadership Studies
347 W. 47th Avenue, P.O. Box 108, Newark, NJ 07102
Phone: (201) 764-2100 ext. 4020, 734-6200
E-mail: pdpr@ballou.edu

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Resources for the PDP Toolbox

[PDC/PDP Toolbox Resources](#)

[PDP Toolbox Resources for Teachers](#)

Appendix C

New Point Request Submission Guidelines Effective 2014-2015

**The following must be used when submitting a Points Request in PDC
Toolbox starting August 18, 2014**

**When you are filling out the Reflection section of your request, you will need
to now have the following:**

- 1. I learned. (This part must have at least two sentences
and must not be a review of the activities)**
- 2. What I would use in my classroom.**
- 3. Additional Needs in this area**

**If this information is not included, the points request will be returned,
and you will be asked to do so. This adjustment is to help meet the state
mandates of the district.**

Needs Assessment

Professional Development Needs Assessment Survey [HERE](#) / Force Copy [HERE](#)

[Annual Training Video](#)
[Annual Training Slide Deck](#)
[KSDE Annual PDC Required
Training - Ed Kalas KSDE](#)
[PDC Member Annual Training
Completion Form](#)

Professional Development Reflection Survey

Professional Development Reflection survey [HERE](#)/Force Copy and edit [HERE](#)

10. **Personnel**

10.A. Executive Session Regarding Personnel

10.B. HS Principal Contracts

10.C. Asst. Principal/Athletic Director
Contracts

10.D. MS Principal Contracts

10.E. ES Principal Contracts

10.F. Special Education Director Contracts

10.G. Technology Director Contracts

11. **Student Issue**

11.A. Executive Session Regarding A Student
Issue

12. **Closing Items**

12.A. Debriefing

12.B. Adjournment