

CHICKASHA PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT PLAN



2025-2026

Home of the Fightin' Chicks



Fightin' CHICKS value...

RESPECT for ourselves, others and the community

PERSONAL RESPONSIBILITY for our words, actions and behaviors

OPEN COMMUNICATION between students, parents, school and community

INTEGRITY through kindness, fairness, and cooperation

EXCELLENCE in all we do

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Chickasha Public Schools Professional Development Committee

The Board shall adopt Professional Development Programs based on the recommendations of the Professional Development Committee. As provided for by law, the Professional Development Committee shall be composed of teachers, administrators, school counselors or licensed mental health providers, and parents/guardians/custodians of District students. The Committee shall also consult with higher education faculty members and shall prepare and recommend Professional Development Programs that comply with the regulations of the State Department of Education. The Professional Development Committee shall present such program to the Board for review, modification, and adoption. CPS Board Policy DK

Definition of Professional Development

According to ESEA, professional development are activities that -

- A. Are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and*
- B. Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.*

Introduction

Title II, Part A is a section of the Elementary and Secondary Education Act (ESEA) that provides grants to state educational agencies (SEAs) and subgrants to local education agencies (LEAs) to:

- 1. Increase student achievement consistent with the challenging state academic standards;*
- 2. Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- 3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
- 4. Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders. ESEA Section 2001*

It is the function of the Professional Development Committee to plan and coordinate the activities of local professional development as required in Section 180.14 of the School Laws of Oklahoma (O.S. 70-6-194), and as approved by the Chickasha Board of Education. Each Professional Development Committee member is responsible for reporting to the group that he/she represents.

Consultation and Coordination Requirements

- A. The Committee consults with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II;
- B. Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local education agency's activities to meet the purpose of Title II;
- C. Coordinate the local education agency's activities under Title II with other related strategies, programs, and activities conducted in the community.

HB 1457 requires that teacher members of the Professional Development Committee be selected from a list of teacher volunteers submitted to the Principal. The teacher members selected shall be subject to the approval of a majority vote of the teachers in the District.

The committee shall include classroom teachers, administrators, parents/guardians of children in the school district, and shall consult with a higher education faculty member. HB 1684 (effective November 2015) requires a counselor or mental health provider to be a permanent member of the Professional Development Committee. In addition, the District Superintendent has appointed Administrative Liaisons to serve continuously at his/her discretion. District committee members will serve a three-year consecutive term. The local professional development committee shall be headed by co-chairpersons to be elected by the full committee. A chairperson elect will also be selected each year.

The Professional Development Committee shall annually utilize a data-driven approach to analyzing student data and determining district and school professional development needs. Each building site representative is responsible for reporting on the professional development goals and work of the District Committee.

Professional Development Site Representatives

The Professional Development Site Representative is responsible for:

- Attending District Professional Development Committee Meetings and updating the sites at a faculty meeting after the District Meeting.
- Receive and distribute information and materials relevant to professional development.
- Assist Site Administrators in preparing for professional development at the school.
- Assist with District Professional Development Meetings.
- Assist with GCN and Vector implementation and questions at the site.

Professional Development Program

The Professional Development Program will provide opportunities for professional growth based on activities supporting the goals and identified needs of the district. A yearly needs assessment at each site and site data will be used to plan and prepare for future professional development offerings. Online surveys will be conducted after Professional Development to gather input as well.

Professional Development Goals

The Professional Development Program is working to inspire excellence. The Professional Development Program shall be directed toward the development of competencies and instructional strategies in the core curriculum areas to meet the following goals:

- ☐ Increasing academic performance for the district and each site
- ☐ Closing achievement gaps among student subgroups
- ☐ Increasing student achievement as demonstrated on state-mandated tests and the ACT
- ☐ Increasing high school graduation rates
- ☐ Decreasing college remediation rates
- ☐ Decreasing dropout rate

Increasing Academic Performance

- ☐ Collaborate by discussing what we want students to know, how to assess whether they master the content, and how to remediate/enrich during faculty and/or grade or subject level team meetings and PLCs
- ☐ Review, graph, and analyze data
- ☐ Monitor district intervention programs (MTSS) based on continual improvement
- ☐ Identify and adjust gaps in the curriculum
- ☐ Update and utilize district curriculum maps/continuums in all core subject areas
- ☐ Guide students to become mathematical thinkers
- ☐ Help students connect reading and writing
- ☐ Instruct students on focused note-taking and other organizational strategies
- ☐ Utilize Google Apps for curriculum information and to store ideas and activities in content folders
- ☐ Integrate technology such as SMART Boards for instructional delivery
- ☐ Utilize District Math, Writing, and Technology Coaches to assist teachers
- ☐ Utilize Academic Coaches to help teachers at the sites

Closing Achievement Gaps Among Student Subgroups

- ☐ Review test data to identify gaps in student subgroups
- ☐ Discuss strategies to close the gaps during collaborative team times
- ☐ Utilize research-based strategies for classroom instruction

Increasing Student Achievement on State-Mandated Tests and ACT

- ☐ Review test data to identify areas of need
- ☐ Review the performance of subgroups during collaborative team times
- ☐ Make connections with real-world experiences in instruction using research-based strategies
- ☐ Work to assist students in becoming problem solvers and critical thinkers

Increasing High School Graduation Rates

- ☐ Utilize information from Parent - Student Surveys
- ☐ Work collaboratively in team/grade level meetings
- ☐ Increase the use of technology to increase student interest and engagement
- ☐ Ensure curriculum is aligned Pre-K - High School

Decreasing College Remediation Rates

- ☐ Create a college culture
- ☐ Utilize the District and State Testing to evaluate readiness for college success and to identify areas of need within our curriculum delivery
- ☐ Make ACT Prep Classes available

Decreasing Dropout Rate

- ☐ District has added a District Student Success Advisor.

Professional Learning Focus

The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward. Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences. This includes professional learning communities of teachers and professional learning that increases educator effectiveness and student achievement. Professional learning communities (PLCs) are committed to continuous improvement, collective responsibility, and goal alignment.

"If we create a culture where teachers believe they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." - Dylan William

Performance Based and Compliance Based Professional Development

The Professional Development Plan of Chickasha Public Schools includes both performance-based and compliance-based professional development opportunities for faculty and staff to work to meet the goals included in the plan. The following graphic provides examples of each type:

<u>Compliance-Based</u>	<u>Performance-Based</u>
Blood-borne pathogens	Specific to your content area
FERPA	Focused on areas of interest for you
Standards of performance	Helps you grow as a professional
Proper use of technology	Recharges your battery
	Improves student achievement

A Component in the Teacher Leader Effectiveness Model (TLE)

Every policy of professional development adopted by a school district board of education shall provide for the development of a focused and individualized program of professional development for the teacher or administrator that is consistent with the qualitative component of the TLE.

By adding this component the basic premise involves:

- Establishing an annual professional learning focus for the teacher or administrator that is developed by the teacher or administrator in collaboration with the evaluation
- Aligning the goal with a specific area in the TLE framework
- Allowing teachers or administrators to engage in personalized learning that they choose, and
- Supporting the constant learning and growth of all educators.

The component redefines professional development, moving from “Sit and get” to “search and learn.” The Professional Learning Focus capitalizes on the expertise in the next room, as well as making the most of your PLCs and faculty meetings. The constant focus is on student learning while developing value in the professional growth and constant learning of all educators.

Timeline for the Component

- Beginning the 2019-20 school year and beyond: School districts shall fully incorporate and put into operation the growth goal as well as the qualitative components of TLE.
- PL Focus should be introduced and explained to participants at the beginning of the year. A Professional Learning Focus must be established every year, regardless of exemption status.
- PL Focus should be established by the end of the first quarter of the school year. "Established" means designed collaboratively by participant and evaluator, as well as approved by evaluator
- PL Focus documentation should be completed by the end of the school year. However, the intended goal may extend over multiple years.

Tracking Progress for the Professional Learning Focus

Each site will select one of the templates developed by the Oklahoma State Department of Education, available on the website. This involves developing a SMART Goal(s).

- **Specific** - What is your focus? What does your focus align with? How does your focus improve student achievement?
- **Measurable** - Methods for showing professional learning
- **Attainable** - What available resources do you anticipate using to attain your goal?
- **Reflective** - Why do you want to improve in this area?
- **Time-based** - What worked well? Have you shown growth? How did your focus improve student achievement? Would you be willing to collaborate and/or be a resource for others who choose this focus in the future?

Professional Development Certification Reimbursement

Chickasha Public Schools, under limited circumstances, will provide subject area certification to eligible employees. **See DK-R2 and DK-R2-F1**

Residency Committees: (DK-R1)

The following regulations are set forth for residency committees:

1. *A resident teacher is defined as a first-year certified teacher in the profession.*
2. *A resident committee must include the resident teacher, one site-level administrator, and a mentor teacher who has been teaching for three years or more.*
3. *A mentor teacher does not have to be the same grade level, department, or subject area as the resident teacher.*
4. *The final decision of the mentor appointment will be made by the site-level administrator and/or district administrator.*

Fiscal Requirements Supplement. Not supplant

Title II, Part A funds are only to be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities. Funds may be used to fund only the professional development activities that supplement those mandated locally or by the state, and can supplement those discretionary professional development activities that the LEA would fund in the absence of other local and/or state funding sources.

See the **CPS Grants Management Procedures and Procurement Handbook** for specific guidelines.

Content/Curriculum for Required Professional Development Programs

The State Board of Education provides guidelines to assist school districts in developing and implementing programs. Listed below are the components, a definition for each component, and a breakdown of what each component content might include.

Outreach to Parents, Guardians, or Custodians of Students is defined as a program to promote the participation of parents in the education of their children, including:

- ☐ Understanding the value of parental participation in the education of their children.
- ☐ Developing an awareness of the needs and characteristics of their parent population in order to plan effective outreach activities.
- ☐ Developing methods for communicating with parents, designing parental involvement activities, and determining the effectiveness of the outreach program.
- ☐ Identifying appropriate resources to support and/or supplement the outreach program.

Racial and Ethnic Education is defined as a program to assist teachers to work effectively with all students in a culturally diverse society, including:

- ☐ Understanding their own and their students' environment and culture, including, but not limited to needs, abilities, attitudes, and worldviews
- ☐ Recognizing that different cultures exist as separate and distinct entities; acknowledging the contribution of all cultural and linguistic groups to society, and promoting a culturally sensitive curriculum representative of our diverse national population
- ☐ Developing strategies for the integration of cultural and linguistic teaching tools and methods in the school environment.

Global Compliance Network and Vector Online Professional Development

The Global Compliance Network Online Professional Development (GCN) and Vector provide an online opportunity for professional development through many tutorials. Site principals and professional development representatives have a listing of the tutorials available.

Professional Development Guidelines

All certified teachers and administrators shall accrue at least seventy-five professional development points within a five year period. The five-year period for accruing points begins on an individual's date of employment in an accredited school in Oklahoma. If an individual changes school districts within the five year period, the points accrued are transferred to the receiving district, and the five-year period continues.

A minimum of 10 professional development points shall be earned annually. Six of the ten professional development points must be earned from the two professional development days in August. Any exceptions must be submitted and approved by the Professional Development Committee. One hour of instruction is equivalent to one point. One semester hour of college credit is equivalent to fifteen points. A person employed half-time or less shall be required to meet at least half the local district's annual point requirement, working toward the 75 points over the 5 year period.

Approved Opportunities for Professional Development:

- State Meetings
- OEA Workshops and CCOSA Workshops
- Activities to support individual Professional Learning Focuses
- Coaches Clinics
- Vocational Workshops
- Teacher Visitation

Credit may also be earned through the following committees:

- Professional Development Committee
- Textbook Committee
- Curriculum Committees
- Local Certified Personnel Conducting Workshops
- Local Teacher Association President (5 points/year)

Those professional development activities that cannot be appropriately specified by a particular time period shall be assigned a point value by the Professional Development Committee and recommended to the Board of Education.

Each local Professional Development Committee shall include within the local professional development program a timeframe based on the fiscal year, July 1 - June 30, for completion of earned professional development points during a given school year.

Requests for Professional Development Outside the District

- The employee must complete a travel request form, including all expenses and a registration form.
- The request should then be submitted to the supervisor for approval.
- If approved, the supervisor will submit both forms to the Central Office.
- Requests should be made at least two weeks prior to the date of the activity.
- All hotel and travel expenses will be on a reimbursement basis.
- Should the request be denied, the employee may appeal within five days.
- The Appeals Committee will consist of the Professional Development Committee Chairperson, Administrative Representative, Central Office Representative, CUTA Representative, and School Counselor.
- If release time is involved, the request will also need the approval of the Superintendent or his/her designee.
- All out-of-state travel will require the approval of the Superintendent.
- It is important to note that the District Travel Policy states that mileage will not be reimbursed when a District vehicle is available for use.
- Expense reimbursements should be turned into Finance as soon as possible upon your return from the trip.

Travel and Reimbursement

Travel Reimbursement guidelines see **CF-R1** regarding Mileage and Per diem. Travel can only be reimbursed after it takes place.

All travel expenses paid with grant funds shall meet the federal requirements:

1. All travel costs must be reasonable and necessary.
2. All travel costs must be consistent with the district's travel policy.
3. All travel costs must be directly related to the grant award.
4. All travel costs must meet the obligation of expenses rules.

Hotel:

- Hotel taxes may not be reimbursed with federal funds.
- In order to be approved for lodging reimbursement, it is strongly recommended that you register for the approved conference locations.
- An itemized, \$0 balance receipt should be retained on file with the travel claim at the LEA level.

Airfare:

- Fees for insurance and travel agent bookings are not allowable with federal funds

Local transportation:

- Is allowable between the airport and the conference facility/hotel.
- Is not reasonable or necessary to request reimbursement for location transportation (example-Uber, Lyft, etc.) to meals.

Recordkeeping

Professional development conducted in the District will be documented on time sheets. The time sheets will be submitted to Personnel. Time sheets should include the name of the activity, the date and time, and the signatures of all employees attending.

After attending professional development outside the District, the employee will submit documentation confirming attendance. Information will need to include the name of the employee, the title of the professional development, date, times, and location. Documentation will need to be submitted in a timely fashion.

The District shall maintain documentation of participation in the professional development program in the personnel file of each certified teacher and administrator. Employees may review the documentation by accessing the employee portal. To access the portal:

- Go to the District Website
- Go to Teachers
- Go to Employee Link
- Go to Employee Portal

Selection of Site Teachers of the Year

A teacher from each school site shall be selected by all site employees no later than the Wednesday before fall break of each year, for that site's Teacher of the Year. All full-time Pre-Kindergarten through Grade 12 classroom teachers are eligible for nomination, including temporary/probationary teachers, alternatively certified, emergency certified, and certified. Nominees should be exceptionally skillful and dedicated classroom teachers who are planning to continue in an active teaching status. These qualifications are aligned with those for the State Teacher of the Year. Site Teachers of the Year are not eligible for nomination the following year.

A classroom teacher is defined as one who teaches a group of students every day within the confines of a classroom, as coded in accreditation. Nominees should communicate effectively and demonstrate creativity and imaginative teaching on a day-to-day basis. The nominee

should have the ability to inspire the value of learning in students of all backgrounds and abilities and ensure academic success.

The PD representative at each site will create a ballot that includes each teacher in the building who meets the criteria. Then each staff member, support, and certified, will be asked to select a nominee for their Site's Teacher of the Year. This will be completed by the last Thursday of that school week. A final ballot will be created from that information in the first ballot, and it will contain the top three nominees at the site. The top three nominees will be voted on the following week. The previous year's Teacher of the Year, along with the media specialist, will collect the votes and count the ballots. In the case that the previous year's Teacher of the Year is no longer at the school, the PD representative will be the one to collect votes and count ballots. The sites will announce their Teacher of the Year on the day before Fall Break. This process will be followed consistently throughout the District. There will be a set nomination ballot and a final voting ballot to ensure consistency.

The Professional Development Committee will send the names of each Site Teacher of the Year to the District Administrative Assistant so that he/she can order materials in a timely manner.

The Site Teachers of the Year will ride/walk in the Chickasha Christmas Parade and be recognized at the December Board of Education Meeting. The teachers will be recognized at a High School Basketball Game and a City Council Meeting.

Site Teachers of the Year must compete for the District Teacher of the Year.

District Teacher of the Year Selection Process

The District Teacher of the Year will be chosen by the previous year's Site Teachers of the Year.

The timeline for this process will be as follows:

- Site Teachers of the Year will have the Selection Team visit each classroom, looking for best practices during the second week in November. A list of "Look Fors" has been created to promote consistency for the visits.
- Packets need to be completed and turned into the district liaison in the third week of November.
- In addition, the Team will conduct a brief interview with each Site Teacher. Questions for the interview will be taken from the State Application. These interviews will take place on Tuesday and Wednesday during the week following Thanksgiving Break.
- The Selection Team will meet on Thursday following Thanksgiving Break to select the District Teacher of the Year.

- Announcement to the district will take place at the Chickasha Public School Teacher of the Year Convocation in January.
- The teacher who wins the District Teacher of the Year will be expected to complete the application process for the State Competition the following school year.

Applicants will complete the application process by addressing items such as:

- Two letters of recommendation from an administrator, colleague, parent, or student
- Basic Data Sheet
- Professional Biography
 - ◆ What were the factors that influenced you to become a teacher?
 - ◆ Describe what you consider to be your greatest contributions and accomplishments in education.
- Philosophy of Teaching
 - ◆ Describe your personal feelings and beliefs about teaching, including your own ideas of what makes an outstanding teacher.
 - ◆ Describe the rewards you find in teaching.
 - ◆ How are your beliefs about teaching demonstrated in your personal teaching style?
- Current Public Education Issues
 - ◆ What do you consider to be the major public education issues today?
 - ◆ Address one in depth, outlining possible causes, effects, and resolutions.
- Improving the Teaching Profession
 - ◆ What do you do to strengthen and improve the teaching profession?
 - ◆ What is/and/or what should be the basis for accountability in the teaching profession?
- Community Involvement (one double-spaced page)
 - ◆ List and date your commitment to your community through service-oriented activities, including volunteer work, civic responsibilities, and other group activities.

The District Teacher of the Year shall be recognized at the following Board of Education Meeting in January.

The Professional Development Committee will then assist the District Teacher of the Year in completing the state application. The portfolio is due to the State Department of Education in December of the following school year.

Professional Development Committee/Instructional Calendar

The Professional Development committee is made up of individuals from every department and from all sites in Chickasha Public Schools. The committee, along with our school superintendent, will work together to create the instructional calendar for the district. The committee will be responsible for sending the calendar out to the district for a vote of approval.

Professional Development Committee/New Hire Orientation

The Professional Development Committee, along with the superintendent, will work together to create the plan for new hire orientation. This will be modified yearly using surveys and input from the new hires to better equip employees for CPS.

APPENDIX

This list of forms may be found on the District website:

- **Professional Development Committee**
- **District Calendar**
- **5-year Professional Development Calendar**
- **Board Policies**
 - **CF-F1** **Staff Overnight Travel Request Form**
 - **CF-F2** **Claim for Travel Expenditures**
 - **CF-R1** **Travel Reimbursement**
 - **DK** **Professional Development Program**
 - **DK-R1** **Professional Development Program - Residency Committee**
 - **DK-R2** **Certification Reimbursement**
 - **DK-R2-F1** **Application for Certification Reimbursement**
- **Forms**
 - **Request for Professional Development**

RESOURCES

- Oklahoma State Department of Education Federal Title II, Part A Handbook
- Chickasha Public School Board Policy
- Chickasha Public School Grant Management Procedures and Procurement Handbook

CPS Professional Development Committee

Member	Representing
	POE
Wilma Dudley - year 9	Support Staff/CASE
Shawna Pool - year 1	CUTA
Bailee Murillo - year 2	BWECC
Jennifer Shi - year 1	Grand
Toni Turner-Cole - year 1	Lincoln School Intermediate Center
Dwight Yokum - year 1	Chickasha Middle School
Jenn Terry - year 1	Chickasha High School
Courtney Hurley - year 1	Counselors (Co-Chair)
Tawnia Anderson-year 3	Librarians
Brandi Mantooth- year 2	Special Education (Co-Chair)
Amy Adams - year 1	Assistant Principals
Gretchen Slate - year 1	Elementary Principals
Angie Morgan - year 1	Secondary Principals
Daryl Williamson -year 1	Extra-Curricular Activities
Pam Ladyman	Central Office Liaison
Mallory Karns	Parents
Dr. Sarah Layman - year 1	Higher Ed
Christy Clift	School Board Member

2025/26 Chickasha Public Schools Instructional Calendar-revised

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
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26	27	28	29	30	31	

November 2025						
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23	24	25	26	27	28	29
30						

December 2025						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sept. 1 Labor Day, Oct. 16-17 Fall Break, Nov. 24-28 Thanksgiving, Dec. 22-Jan. 2 Christmas, Jan. 19 MLK, Mar. 16-20 Spring Break, Apr. 3 Good Fri.

Aug. 13 First Day, Jan. 6 Return, May 21 Last Day

New teacher Orientation Aug. 6

Snow Days-Feb. 16, Mar. 13

Graduation, May 22
PD Day, May 22

Professional Development
Aug. 7, 8, 11, 12, Oct. 20, Jan. 5, May 22

Parent Teacher Sept. 19, Feb. 13

No School
Apr. 17, 24, May 1, 8, 15

1st 9 wks-45 days Aug. 14-Oct. 15
3rd 9 wks. 42 days Jan. 6-Mar. 6

2nd 9 wks. 39 days Oct. 20-Dec. 19
4th 9 wks. 42 days Mar. 9-May 21

Total=168 instructional days + 7 PD days=175

Chickasha Public Schools
Certified Staff
5-Year Professional Development Plan

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Certified - New Alcohol/Drug Awareness Autism (BW/Grand) <u>Plus everything on the Certified Returning List</u>	Certified - New Alcohol/Drug Awareness Plus everything on the Certified Returning List <u>Plus everything on the Certified Returning List</u>	Certified - New Alcohol/Drug Awareness Child Abuse - OK Digital Communication Human Trafficking Aware Student Mental Health Suicide Awareness Title IX <u>Plus everything on the Certified Returning List</u>	Certified - New Child Abuse - OK Digital Communication Family Engagement Human Trafficking Aware Racial & Ethnic Ed Student Mental Health Title IX <u>Plus everything on the Certified Returning List</u>	Certified - New Alcohol/Drug Awareness Child Abuse - OK Digital Communication Family Engagement Human Trafficking Aware Racial & Ethnic Ed Student Mental Health Suicide Awareness Title IX <u>Plus everything on the Certified Returning List</u>
Certified - Returning Bloodborne Pathogens Bully Prevention Child Abuse - OK Digital Teaching/Learning Dysgraphia Dyslexia English Learners FERPA Hazard Communications Mental Health Needs/Stu Slip and Fall Suicide Prevention Title IX (5yrs)	Certified - Returning Bloodborne Pathogens Bullying-Recognition/Respon Child Abuse - OK (5yrs) Digital Communication (5yrs) Dysgraphia Dyslexia Awareness English Learners FERPA Hazard Communication Homelessness Human Trafficking (5yrs) Slip and Fall Student Mental Health(5yrs) Suicide Awareness(2yrs)	Certified Returning Autism (BW/Grand) 3yrs Bloodborne Pathogens Bullying-Recognition/Res Dysgraphia Dyslexia Awareness English Learners FERPA Family Engagement (5 yrs) Hazard Communication Homelessness Racial & Ethnic Ed (5yrs) Slip and Fall	Certified - Returning Alcohol/Drug Awareness (5yrs) Autism (BW/Grand) Bloodborne Pathogens Bullying-Recognition/Respon Dysgraphia Dyslexia Awareness English Learners FERPA Hazard Communication Homelessness Slip and Fall Suicide Awareness(2yrs)	Certified - Returning Autism (BW/Grand) Bloodborne Pathogens Bullying-Recognition/Respon Dysgraphia Dyslexia Awareness English Learners FERPA Hazard Communication Homelessness Slip and Fall

Chickasha Public Schools
Support Staff
5-Year Professional Development Plan

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Support - New Alcohol/Drug Awareness Autism (BW/Grand) <u>Plus everything on the Support Returning List</u>	Support - New Alcohol/Drug Awareness <u>Plus everything on the Support Returning List</u>	Support - New Alcohol/Drug Awareness Child Abuse - OK Human Trafficking Student Mental Health Suicide Awareness Title IX <u>Plus everything on the Support Returning List</u>	Support - New Autism (BW/Grand) Child Abuse - OK Human Trafficking Racial & Ethnic Ed Student Mental Health <u>Plus everything on the Support Returning List</u>	Support - New Alcohol/Drug Awareness Autism (BW/Grand) Child Abuse - OK Human Trafficking Racial & Ethnic Ed Student Mental Health Suicide Awareness <u>Plus everything on the Support Returning List</u>
Support - Returning Bloodborne Pathogens Bully Prevention Child Abuse - OK English Learners FERPA Hazard Communications Homeless Mental Health Needs/Stu Slip and Fall Suicide Prevention Title IX (5yrs)	Support - Returning Bloodborne Pathogens Bullying-Recognition/Respon Child Abuse - OK (5yrs) English Learners FERPA Hazard Communication Homelessness Human Trafficking (5 yrs) Slip and Fall Student Mental Health(5yrs) Suicide Awareness(2yrs)	Support - Returning Autism (BW/Grand) 3yrs Bloodborne Pathogens Bullying-Recognition/Resp English Learners Family Engagement (5yrs) FERPA Hazard Communication Homelessness Racial & Ethnic Ed (5yrs) Slip and Fall	Support - Returning Alcohol/Drug Awareness (5yrs) Bloodborne Pathogens Bullying-Recognition/Res English Learners FERPA Hazard Communication Homelessness Slip and Fall Suicide Awareness(2yrs)	Support - Returning Bloodborne Pathogens Bullying-Recognition/Respon English Learners FERPA Hazard Communication Homelessness Slip and Fall

Certified Staff Requirements 2025 - 2026

Employee Name: _____

Site: _____

Certified Staff Requirements *New Employees - new to the district this year.	GCN / Vector	Initial When Completed
*Alcohol and Drug Abuse - 12 min (New employees)	GCN	
Autism (Required for Grades PK - 3rd) - 23 minutes	GCN	
Bullying: Recognition & Response - 18 minutes	GCN	
*Child Abuse - OK 20 minutes (New employees)	GCN	
Dysgraphia - 10 minutes	GCN	
English Learners (EL) - 23 minutes	GCN	
Family Engagement - 13 minutes	GCN	
*Human Trafficking Awareness - 25 minutes (New employees)	GCN	
Bloodborne Pathogens - 22 minutes	Vector	
Child Sexual Abuse Prevention CSAP Elementary School - 62 minutes CSAP Middle School - 64 minutes CSAP High School - 64 minutes	Vector	
Health Emergencies: Diabetes Awareness (employees responsible for students with diabetes)	Vector	
*Digital Citizenship for Administrators; or (New employees) *Digital Citizenship for Elementary Teachers; or *Digital Citizenship for Secondary Teachers	Vector	
Dyslexia Awareness - 37 minutes	Vector	
FERPA - 20 minutes	Vector	
Hazard Communication - 28 minutes	Vector	
*Student Mental Health: Awareness, Intervention and Referral - 22 minutes (New employees)	Vector	
Students Experiencing Homelessness : Awareness and Understanding - 28 minutes	Vector	
*Youth Suicide: Awareness, Prevention & Postvention - 41 minutes (New employees)	Vector	
*Title IX Compliance Overview - 45 min (New employees)	Vector	

Provide your principal/supervisor with a copy of your completed certificate, when you have completed all of your training tutorials.

Support Staff Requirements 2025 - 2026

Employee Name: _____

Site: _____

Support Staff Requirements *New Employees - new to the district this year.	GCN / Vector	Initial When Completed
*Alcohol and Drug Abuse - 12 min <u>(New employees)</u>	GCN	
Autism (PK - 3rd Grades) - 23 minutes	GCN	
Bullying - 18 minutes	GCN	
*Child Abuse - OK 20 minutes <u>(New employees)</u>	GCN	
English Learners (EL) - 23 minutes	GCN	
*Human Trafficking - 25 minutes <u>(New employees)</u>	GCN	
Slip and Fall - 11 minutes	GCN	
*Suicide Prevention - 16 minutes <u>(New employees)</u>	GCN	
*Title IX - 15 minutes <u>(New employees)</u>	GCN	
Bloodborne Pathogens - 22 minutes	Vector	
Bus Driver - 4 hours per year Work with Susan Parr and Dan Turner to determine the required courses.	Vector	
Child Sexual Abuse Prevention CSAP Elementary School - 62 minutes CSAP Middle School - 64 minutes CSAP High School - 64 minutes	Vector	
Health Emergencies: Diabetes Awareness <u>(employees responsible for students with diabetes)</u>	Vector	
FERPA - 20 minutes	Vector	
Hazard Communication - 28 minutes	Vector	
*Student Mental Health: Awareness, Intervention and Referral - 22 minutes <u>(New employees)</u>	Vector	
Students Experiencing Homelessness : Awareness and Understanding - 28 minutes	Vector	

Provide your principal/supervisor with a copy of your completed certificate, when you have completed all of your training tutorials.

DISTRICT FORM

Staff Overnight Travel Request Form

Any person who will incur Travel Expenses shall submit appropriate documentation for approval of the incurring of Travel Expenses to the Superintendent or designee. This must include submitting a requisition in advance of beginning the travel, as well as obtaining Board approval for any out-of-state travel. See Board Policy CF.

Date of Trip: _____ Employee: _____

Site: _____ Group: _____

Purpose: _____

Destination: _____

Departure Date: _____ Departure Time: _____

Return Date: _____ Return Time: _____

Method of Travel: _____

Funding Source: _____

Names of Participating Staff

Date submitted to Superintendent Office: _____

Request Approved: _____ Denied: _____ Reason: _____

If the request is out-of-state, School Board Approval is required in advance.

Next available Board Meeting Date: _____

Chickasha Public Schools

CF-F2

DISTRICT FORM

Claim for Travel Expenditures

Date of Trip: _____ Employee: _____

Site: _____ Group: _____

Purpose: _____

Departure Date: _____ Departure Time: _____

Return Date: _____ Return Time: _____

Destination: _____

List expenditures pertaining to this trip: (receipts are required for lodging, registrations, toll fees, etc.) Receipts are not required for Per Diem. Conference agendas are required. If the conference provides a meal, you cannot claim reimbursement.

Travel Expenses: (_____ @ IRS allowable rate) \$ _____

*Prior approval is required and only if a school vehicle is not available.

Toll or Parking Fees (must attach receipts) \$ _____

Lodging: (See Finance Office for approved allowable amount) \$ _____

Meals: (\$65 per day - \$15 Breakfast, \$25 Lunch, \$25 Dinner) \$ _____

Registration: \$ _____

Miscellaneous: \$ _____

Total Claimed: \$ _____

Reimbursement Requests: Must follow policy requirements as designated in CF.

Signature of Claimant

Signature of Supervisor

Travel Reimbursement

Mileage: Employees will be reimbursed for out of district travel at a rate per mile when traveling in a private automobile. Prior approval is required for mileage reimbursement. The district will use the IRS standard mileage rate for reimbursement.

Per diem: Meals are reimbursed for approved overnight travel. Employees will be reimbursed for meals at a rate of \$65.00 per 24-hour period. The per diem will be prorated based upon $\frac{1}{4}$ of a day or six hours. The per diem rates will be reduced if meals are provided as part of the workshop or legitimate business meeting. The following are the deduction rates for each meal provided:

Breakfast	\$15.00
Lunch	\$25.00
Dinner	\$25.00

Reimbursement Requests: Must follow policy requirements as designated in CF.

PROFESSIONAL DEVELOPMENT PROGRAM

The Chickasha Board of Education has granted procedural powers to site and district administrators, to form residency committees for any certified resident teacher. The following regulations are set forth for residency committees:

1. A resident teacher is defined as a first-year certified teacher to the profession.
2. A resident committee must include the resident teacher, one site-level administrator, and mentor teacher who has been teaching for three years or more.
3. A mentor teacher does not have to be the: same grade-level, department, or subject-area as the resident teacher.
4. The final decision of the mentor-appointment will be with the site-level administrator and/or district administrator.

CHICKASHA PUBLIC SCHOOLS: DISTRICT REGULATION DK-R2

PROFESSIONAL DEVELOPMENT CERTIFICATION REIMBURSEMENT

Chickasha Public Schools, under limited circumstances, will provide subject area certification reimbursement to eligible employees. Reimbursement is limited to one subject area examination per individual. The Superintendent or his/her designee will agree to sponsor the request at the local level. State Department of Education approval is based on information provided by the district and available funds for the program. Please note that taking and passing a subject area examination does not, in and of itself, constitute approval for providing direct instruction in any subject area. Districts must comply with current State law regarding certification requirements.

The OSDE-SES will reimburse districts for fees associated with subject area examinations as outline below:

Teachers who are currently certified in Special Education:

CEOE/OSAT

- Early Childhood Education (105)
- Elementary Education Subtest 1: Reading/Language Arts (050) and Elementary Education Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts (051)
- English (007) or English (107)
- Middle Level English (024)
- Advanced Mathematics (011) or Advanced Mathematics (111)
- Elementary Mathematics Specialist (082)
- Middle Level/Intermediate Mathematics (025) or Middle Level/Intermediate Mathematics (125)
- Chemistry (004)
- Earth Science (008)
- Middle Level Science (026)
- Physical Science (013)
- Physics (014)
- Middle Level Social Studies (027)
- Psychology/Sociology (032)
- U.S. History/Oklahoma History/Government/Economics (017)
- World History/Geography (018)

Praxis

- Early Childhood (1003)
- Elementary Education (1600)
- Mid-Level English (4150)
- Mid-Level Math (5554)
- Mid-Level Science (6055)
- Mid-Level Social Studies (6560)
- Advanced Math (5550)

- American History (6501)
- Biology (6003)
- Chemistry (6006)
- Earth Science (6009)
- Economics (6511)
- English (4050)
- Geography (6513)
- Journalism (4101)
- Physical Science (6013)
- Physics (6015)
- Psychology (8013)
- Sociology/Anthropology (6519)
- U.S. History (6521)
- World History (6523)

General Education Teachers or Participants in the Non-Traditional Route to Special Education Certification

CEOE/OSAT

- Mild-Moderate Disabilities (029) or Mild-Moderate Disabilities (129)
- Severe-Profound/Multiple Disabilities (031) or Severe-Profound/Multiple Disabilities (131)
- Blind/Visual Impairment (028)
- Deaf/Hard of Hearing (030)
- Special Education Comprehensive (085)

Praxis

- Blind Visual Impairment (2550)
- Deaf and Hard of Hearing (2552)
- Mild/Moderate Disabilities (2556)
- Severe/Profound Disabilities (2558)

A budget application must be submitted and approved through the GMS. After an individual passes the subject area examination, the district must submit a reimbursement request online through the GMS with an attached expenditure summary and detail report and a copy of each individual's subject area examination results. If an individual does not pass the test, the district must obtain pre-approval again.

The amount of the reimbursement will be listed on the employee's W2 as taxable compensation in the year in which the reimbursement was received by the employee.

For questions and information regarding this program, please contact the Oklahoma State Department of Education, Special Education Services division at 405-521-3351.

Adopted: January 2023

CHICKASHA PUBLIC SCHOOLS:
Certification Reimbursement Form **DK-R2-F1**

Chickasha Public Schools
Application for Certification Reimbursement

Directions: Please complete this application if you will be seeking reimbursement of certification test fees pursuant to Chickasha Board Regulation DK-R2.

Before you begin, please note:

- You must complete this application and receive notice back from Chickasha Schools you have been pre-approved.
- You are a Special Education Teacher taking a required test.
- You are a General Education Teacher or are in a Non-Traditional Route to Special Education and have been hired to teach Special Education.
- The program is limited to one certification test per applicant.
- Subject Area Examinations allowed are noted in DK-R2.

Teacher Name: _____ School Site: _____

Current Teaching Position: _____

Name of Certification Test: _____

Total Cost of Certification Test Seeking Pre-approval: _____

Applicant Signature: _____ Date: _____

Executive Director of Personnel: _____ Date: _____

After you have received confirmation of passing the certification assessment, return a copy of this form with your payment receipt and confirmation letter. You will be reimbursed the cost of the assessment through your next month's paycheck.

Adopted: January 2023

Request for Professional Development

Name _____

Date _____

School _____

Position _____

Guidelines

- The cost may not exceed \$150 per person.
- The event must align with the educator's current or future position. (Please attach flyer.)
- Attendee will endeavor to request in a timely manner so the district can take advantage of any early registration pricing.
- The request must be submitted to the site principal for approval, then the Professional Development Committee for approval before attending.

Event Information

Title of Event _____

Location _____

Date(s) of Event _____

Cost _____

Substitute Needed? _____

Early Registration Deadline _____

Registration Deadline _____

Payment Address _____

Which area of professional learning does this opportunity support?

- ☐ Literacy/Reading
- ☐ Math/ STEAM (Science, Technology, Engineering, Arts, Math)
- ☐ Classroom Management
- ☐ Leadership

How will this learning experience support your professional learning path?

Educator's Signature

Date

Principal's Signature (indicates approval)

Date

Professional Development Committee Signature

Date