

**BY-LAWS  
OF  
THE JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER CONSORTIUM  
LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**

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**Preface**

Along with the *Teacher Education and Licensure Standards* and passage of Senate Bill 230, ORC 3319.22 authorizes establishment of Local Professional Development Committees (LPDCs). This enactment enables Ohio to connect professional growth of educators directly to the transition to or the renewal of professional licenses.

**Article I. Operational Foundations - Philosophy and Purpose**

**Section A. Vision/Mission Statements**

1. Vision

The vision of the Jefferson County Educational Service Center Consortium LPDC is to implement Ohio's Standards for Professional Development that provide educators freedom to shape their individual professional development which best suits their needs.

2. Mission

The mission of the Jefferson County Educational Service Center Consortium LPDC is to implement the NSDC Standards for Professional Development and the seven principles of quality professional development. The consortium is committed to assisting individual educators and educational leaders as they work together to create high-quality professional development plans, teams, and systems.

**Section B. Statement of Authority**

1. **Senate Bill 230**

In 1996, the Ohio General Assembly passed Senate Bill 230 authorizing the establishment of Local Professional Development Committees (LPDCs). This legislation signaled a major change in Ohio's approach to the development of its teaching force—it placed the responsibility for professional development in the hands of educators themselves.

- While the Ohio Department of Education still issues all licenses, educators employed in Ohio public schools, or chartered nonpublic schools, and seeking to fulfill license renewal requirements must develop Individual Professional Development Plans (IPDPs) for course work, continuing education activities, or equivalent other

activities. The plans must be based on needs of educators, their students, schools, and districts.

- To review and approve IPDPs, public school districts and chartered nonpublic schools in Ohio now have LPDCs consisting of at least three classroom teachers, one principal, and one other district employee appointed by the superintendent. LPDCs can have additional members, but the majority must be teachers.

## **2. ORC 3319.22**

ORC 3319.22 sets forth rules establishing standards and requirements for educator licenses and local professional development committees to regulate continuing education.

## **3. Board of Education Resolutions**

Boards of education of participating districts and the Jefferson County Governing Board adopted identical resolutions approving the consortium LPDC and authorizing participation.

### **Section C. Identification of Those to be Served**

The Jefferson County Educational Service Center Consortium LPDC serves all certificated/licensed employees in the Buckeye Local, Edison Local, Indian Creek Local, Harrison Hills City, and Toronto City School Districts as well as the Jefferson County Educational Service Center.

### **Section D. Belief Statements/Standards for Professional Development**

#### **1. Belief Statements**

- We believe the primary responsibility for educators' professional development lies with educators.
- We believe high quality professional development will change the work, the roles, and the relationships that exist in schools.
- We believe high quality professional development will require new levels and types of support from the educational system.
- We believe high quality professional development will modify and improve teaching and increase learning.

#### **2. Ohio Standards for Professional Development**

The Ohio Standards for Professional Development define effective professional development as an ongoing, systematic process, linked to the daily practice of educators and based on data-driven needs. They guide organizations and individuals in selection of high quality professional development to meet their varied educational needs.

The six Standards, which can be found in an August, 2008 publication from the Ohio Department of Education titled Organizing for High Quality Professional Development are:

- **Standard 1**

High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- **Standard 2**  
High quality professional development (HQPD) is informed by multiple sources of data.
- **Standard 3**  
High quality professional development (HQPD) is collaborative.
- **Standard 4**  
High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.
- **Standard 5**  
High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.
- **Standard 6**  
High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

### 3. The National Staff Development Council's Standards for Professional Development

- The revised *National Staff Development Council's Standards for Staff Development* are a landmark contribution to raising the performance levels of students. One of the strengths of the standards is that they are rooted in the belief that it is not only educators who should benefit from high quality professional development but also students.
- This is a radical shift in how most educators think about staff development. Much professional development educators currently experience is only tenuously linked to increasing student achievement. Those responsible for conceiving, planning, and implementing staff development often do so with good intentions, but devote more attention to the activity than to how it will benefit students.
- Certainly professional development can be about giving educators a "shot in the arm," inspiring and focusing them to carry out their responsibilities with renewed commitment. However, this function does not substantively address the need of students to learn how to read and comprehend well, or understand higher order mathematical concepts.
- *NSDC's Standards for Staff Development* start from the premise that the primary purpose of staff development should be to help educators develop the insights, knowledge, and skills they need to become effective classroom and school leaders, better able to increase student learning.
- The standards are a sophisticated analysis of what it takes to bring high quality professional development to fruition. While underscoring the importance of content—the "what" of staff development—the standards also emphasize the process, the "how" conditions under which educators can get the most out of their adult learning experiences. But the standards go even further. They point out that the context in which staff development occurs is all-important.
- School boards and superintendents have to provide the leadership necessary for professional development to become a strategic and budgetary priority. Principals have to provide the time and structure for high quality staff development to become an integral part of their schools' operations, not merely periodic events.
- NSDC Standards for building **context**

- Learning Communities
- Leadership
- Resources
- NSDC Standards for selecting a **process**
  - Data-Driven
  - Evaluation
  - Research-Based
  - Design
  - Learning
  - Collaboration
- NSDC Standards for determining **content**
  - Equity
  - Quality Teaching
  - Family Involvement

### **Section E. Statements of Responsibility for LPDC**

As indicated in ORC 3319.22 and in the *Teacher Education and Licensure Standards*, LPDCs are responsible for reviewing and approving course work and other professional development activities educators propose to complete for license renewal. To carry out this responsibility, LPDCs will:

- Establish operating procedures for the submission and review of IPDPs,
- Establish clear criteria by which the LPDC will review IPDPs,
- Abide consistently by established operating procedures and criteria of the LPDC when reviewing educators' IPDPs,
- Develop an IPDP format for educators to use as they renew licenses,
- Ensure that educators' course work and other professional development activities meet the standards for transition to or renewal of licenses,
- Keep records of LPDC decisions regarding IPDPs,
- Operate under the Open Meetings Act (Sunshine Law), and
- Establish a local appeal process for educators who wish to appeal decisions of the LPDC.
- Every 3-5 years, review and revise the By-Laws using a committee consisting of one representative from each district and representatives from JCESC.

### **Section F. Statements of Responsibility for Educators**

Educators working under a professional 8-year certificate or a professional 5-year license are responsible for meeting requirements for transition to or renewal of these licenses.

LPDCs will develop procedures for reviewing professional development. However, educators will have both opportunity and responsibility for (1) developing and implementing IPDPs, (2) documenting professional development and maintaining records of such work, and (3) following renewal procedures and timelines. Such opportunities allow educators to assume responsibility for their own growth by creating plans and engaging in relevant professional development.

**1. Educators wishing to transition to or renew a 5-year license must**

- Complete an IPDP and obtain LPDC approval for the plan
- Work with the LPDC for approval of Continuing Education Units (CEUs) and Equivalent Other Activities (EOAs)
- Work through the LPDC for verification that requirements in the 1998 Standards have been met
- Submit the renewal application along with a newly completed IPDP to the district superintendent’s office. The superintendent will forward the application to the LPDC

**Section G. Statements of Relationships with State and Other Local Initiatives or Functions (e.g., Legal Counsel, CIP, Professional Development Committee)**

1. The Jefferson County Educational Service Center Consortium LPDC is committed to building and maintaining a strong connection to and participation in local, state, and national initiatives and research findings that support improving the quality of educational practices and systems.
2. State and Local Professional Development Mandates will be implemented according to both the letter and the spirit of the mandate. The LPDC will rely on legal counsel for clarification as needs arise.

**Article II. Operational Foundations - Strategic Planning**

**Section A. Process and Timelines for Long Range Planning**

Long range planning shall be an ongoing informal process involving all LPDC members and a formal process involving a planning committee appointed by the LPDC Executive Committee.

**Section B. Establishment of Long Range Goals and Measures**

Long range goals and measures based on the NSDC Standards, the Ohio Standards for Professional Development, student achievement data, district CIPs, and Ohio Report Card data shall be approved by a majority of the total LPDC membership in attendance at the voting meeting.

**Section C. Process and Timelines for Annual Planning**

Annual planning shall be an ongoing informal process involving all LPDC members and a formal process involving a planning committee appointed by the LPDC Executive Committee.

**Section D. Establishment of Annual Goals and Measures**

Annual goals and measures based on the NSDC Standards, the Ohio Standards for Professional Development, student achievement data, district CIPs, and Ohio Report Card data shall be approved by a majority of the total LPDC membership in attendance at the voting meeting.

**Section E. Process for Seeking Educator Needs and Suggestions**

Educator needs and suggestions shall be sought through informal feedback to LPDC members, IPDP content, and periodic needs assessments as determined by the LPDC executive committee.

**Section F. Process for Establishing Data Needs and Collection**

Establishing data needs and collection shall be based on annual and long range goals, student achievement data, report card results, and district CIPs and then approved by the total LPDC membership in attendance at the voting meeting.

**Article III. Operational Foundations-Reflection/Revision**

**Section A. Process and Timelines for Annual Evaluation of LPDC's Work**

The Jefferson County ESC Consortium LPDC recognizes the necessity of evaluation and assessment as processes for organizational improvement. Validation of the need for improvement may be generated from self-assessment efforts as well as from customer satisfaction feedback gathered from annual assessment data.

**Section B. Process and Timelines for Annual Assessment of Educators' Level of Satisfaction**

The Jefferson County ESC Consortium LPDC may annually, in April, seek responses from all educators in the consortium to monitor levels of satisfaction of the LPDC work and to gather and utilize data for improvement.

**Section C. Process and Timelines for Annual Self-Assessment by LPDC**

The Jefferson County ESC Consortium LPDC may annually, in April, seek responses from all members of the LPDC to monitor the LPDC work and to gather and utilize data for improvement.

**Section D. Process for Seeking and Using Suggestions from Educators**

The Jefferson County ESC Consortium LPDC may annually, in May, gather responses from LPDC members regarding perceived levels of organizational effectiveness and suggestions for improvement.

**Section E. Process for Revising LPDC’s Plan of Operation (changes noted with revision dates)**

The Jefferson County ESC Consortium LPDC may annually, in July, revise The LPDCs Plan of Operation utilizing data collected from customer assessment and suggestions, LPDC self-assessment and suggestions as well as any changes in the ORC and/or ODE guidelines.

**Article IV. Operational Procedures - Membership**

**Section A. Statement of Committee Membership**

The LPDC shall be made up of individuals interested in professional development relating to transition or license renewal for professional educators and individuals representing a wide range of positions in participating school districts.

**1. LPDC Membership Structure**

The LPDC membership shall consist of:

- Thirty-five members with each of the five districts being equally represented by four teachers and three administrators
- Six facilitators and one website master representing the Jefferson County ESC
- A total of twenty teachers, fifteen administrators, and seven Jefferson County ESC staff members
- Five age-level/specialty subcommittees
- One administrative subcommittee

**2. LPDC Membership Selection**

Members shall be selected in the following manner:

- Teachers shall be selected by collective bargaining agreements and/or presidents of the local associations in their respective school districts.
- Administrators shall be selected by superintendents in their respective school districts.
- Educational service center personnel shall be selected by the Jefferson County Superintendent.

**Section B. Terms for Service with Annual Beginning Date for New Terms**

1. All LPDC members shall be selected for two-year terms. The beginning date for new terms shall be August 1.
2. Committee members shall be eligible for additional subsequent 2-year terms as determined by participating districts.

**Section C. Roles and Responsibilities for the LPDC and Committee Members**

As indicated in statute and Standards, the LPDC and individual committee members are responsible for reviewing and approving course work and other professional development activities that educators propose to complete for license renewal. To carry out this responsibility, the LPDC shall:

1. Review and approve coursework, local continuing education units (CEUs), and equivalent other activities (EOAs) educators will use for renewal of or transition to licensure,
2. Establish operating procedures for the submission and review of IPDPs,
3. Establish clear criteria by which the LPDC will review IPDPs,
4. Abide consistently by established operating procedures and criteria of the LPDC when reviewing educators' IPDPs,
5. Maintain an up-to-date IPDP format for educators to use as they renew licenses,
6. Keep records of LPDC decisions regarding IPDPs,
7. Operate under the Open Meetings Act (Sunshine Law),
8. Advise district administration and staff on issues affecting continuing professional development of educators employed by the district,
9. Assist in coordinating professional development opportunities sponsored by school districts and any collaborative districts or agencies, and
10. Follow an established appeals process for IPDPs that are disapproved.

**Section D. Process for Selection of Committee Officers (Chairperson, Chairperson - Elect, Secretary, etc.)**

**1. Selection of Officers**

The chairperson, vice-chairperson, and secretary (Executive Committee) shall be selected from participating school districts on a rotational basis: Buckeye, Edison, Indian Creek, Toronto, and Harrison Hills. The one-year term of office begins at the August organizational meeting.

**2. Duties**

a. Chairperson

- Presides at all meetings,
- Calls meetings deemed necessary to carry out policies and business, with a majority consent of the Executive Committee,
- Appoints special committees to conduct business of the LPDC, and

- Represents the LPDC as the liaison to the Ohio Department of Education and may attend required meetings on behalf of the LPDC.
- b. Vice Chairperson
  - Presides in the absence of the chairperson,
  - Assists the chairperson in the fulfillment of duties,
  - Serves as an executive officer, and
  - Succeeds to the office of chairperson should that office become vacant.
- c. Secretary
  - Functions as the recording secretary for all official proceedings of the LPDC,
  - Assists the chairperson with all communications,
  - Serves as an executive officer, and
  - Files records of official proceedings at the Jefferson County ESC prior to the August organizational meeting.

### **Section E. Designation of Official Signatories and Contact Person**

#### **1. Official Signatories**

Successful completion of approved course work, CEUs, and/or EOAs must be verified by an official signatory who signs applications for renewal.

- Three LPDC members from Jefferson County ESC shall be designated as official signatories.
- The three signatures shall be filed with the Ohio Department of Education Center for the Teaching Profession, Certification/Licensure Department.

#### **2. Contact Person**

One of the three signatories shall serve as official contact person for the LPDC.

### **Section F. Filing of Official Membership and Signatures with ODE**

All official membership and signatory forms shall be filed with ODE, upon request.

### **Section G. Training for New LPDC Members**

1. Within the first month after the appointment of new LPDC members, the District LPDC Committee shall be responsible for providing training for their respective new members.
2. Training for new LPDC members shall occur on an annual basis.
3. The LPDC recommends that outgoing members transfer all records and materials to new members.

### **Section H. Professional Development and Professional Memberships for LPDC Members**

Primary responsibility for professional development and/or professional memberships for LPDC members remains at the district level. LPDC members will be encouraged to participate as opportunities through ODE become available.

## **Article V. Operational Procedures - Meetings**

### **Section A. Establishment of Calendar**

#### **1. Regular Meetings**

- The LPDC shall meet on the third Wednesday of every month at 4:30 p.m. at the Jefferson County ESC, unless otherwise notified.
- Email notification for all meetings shall be provided to the membership.
- A simple majority of the membership must be present to transact business.
- All meetings shall be conducted in accordance with *Robert's Rules of Order*.
- Annually, in August, JCESC shall notify the *Herald Star* of the regular meetings scheduled for the upcoming school year.
- **Cancellation** of regular meetings due to inclement weather will occur only when **ALL FIVE** LPDC Districts are closed.

#### **2. Special Meetings**

- Special meetings shall be called by a majority consent of the Executive Committee, as needed, at a location as determined by the Executive Committee.
- Bullets 2 and 4 from Section A-1 shall apply to all special meetings.
- Business may be conducted by a simple majority of those present.
- Business at a special meeting may also be conducted, if needed, by LPDC members of any district and any ESC facilitators.

### **Section B. Process for Creating and Keeping Official Records (Minutes, Forms, Communications, etc.)**

1. Approved records maintained by the LPDC secretary and filed at the JCESC at the end of each term shall be considered the official records of the LPDC.
2. All records of official proceedings shall be permanently housed at the JCESC.

### **Section C. Process for Handling Requests for Records (Open Records Act)**

1. All requests for copies of records shall be submitted to one of the ESC facilitators of the LPDC. The facilitators shall have 48 hours to comply.
2. Copying fees shall be in accordance with JCESC Board Policy.

### **Section D. Process for Setting Agenda**

1. The monthly agenda shall be developed collaboratively by JCESC staff and the chairperson.
2. Any additional agenda items must be submitted to signatories or the chairperson at least 48 hours prior to the scheduled meeting date.

**Section E. Statement of Quorum and Process for Making Decisions**

1. A simple majority of the membership shall be present to transact business.
2. A simple majority of membership present shall transact business.

**Section F. Process for Accommodating Public Participation**

1. Persons desiring to participate in LPDC meetings shall submit a request in writing to one of the signatories or the chairperson at least 48 hours in advance of the meeting.
2. This process may be waived by a two-thirds vote of members present.

**Article VI. Operational Procedures - Communication and Training**

**Section A. Publication of Calendar to Educators and Public (“Sunshine Law”)**

1. All regular and special meetings of the LPDC shall be open to the public, school personnel, and members of the news media.
2. All LPDC meetings shall be publicized and conducted in compliance with the Sunshine Law in accordance with ORC 121.22, 3313.15, 3313.6.

**Section B. Publication of LPDC Actions and Activities (e.g., minutes, briefs, newsletters)**

1. The secretary shall record all actions and activities of the LPDC, maintain official copies during the term of office, and file all records in the ESC office.
2. Records include attendance rosters, official minutes, correspondence, CEU eligibility, etc.

**Section C. Notices/Reminders to Educators**

1. Email notification for all meetings shall be provided to the membership.

**Section D. Distribution/Publication of LPDC Materials to Membership**

**1. LPDC Resources/New Licensure Standards**

The LPDC shall provide the membership copies of ODE Publications, and updates as appropriate and/or direct them to the ODE website.

**2. Membership (names, buildings, contact numbers)**

The seven-member district level committees are responsible for disseminating the LPDC membership roster to all certificated personnel in their respective districts.

**3. LPDC By-Laws**

The LPDC By-Laws can be found on the LPDC website ([www.virtuallearningacademy.net](http://www.virtuallearningacademy.net)). Dissemination of the hardcopy documents, if needed, shall be the responsibility of the District LPDC Committees.

**Section E. Plan for Training Educators (with timelines and responsible parties) for the following**

**1. Educators New to the District**

The District LPDC Committee shall request from their respective superintendents a list of newly employed educators for planning and conducting training relating to the LPDC.

The LPDC shall provide materials to superintendents/or designees for distribution to educators new to districts. The material may include:

- Cover letter
- Membership rosters
- By-Laws
- IPDP forms
- Pathwise Domains
- Professional Development Options
- All forms included in the appendices
- Conversion charts (College credit – CEUs)
- Website address

**2. Developing an IPDP**

Within the first month of each school year, District LPDC Committees shall be responsible for providing explanation and training in developing IPDPs for all new educators in their respective districts.

**3. Using Equivalent Other Activities (EOAs)**

Within the first month of each school year, the District LPDC Committee shall be responsible for providing training about using Equivalent Other Activities for all new educators in their respective districts.

**4. Understanding the LPDC By-Laws**

Within the first month of each new school year, the District LPDC Committee shall be responsible for providing training relating to the LPDC By-Laws for all new educators in their respective districts.

**Article VII. Renewal Processes/Procedures**

**Section A. Transition to Licensure**

**1. Requirements of Licensure Standards.**

Educators shall transition to the 5-year license at the time their certificates expire.

## 2. **Process and Timelines.**

In the process of transitioning to a license, educators must complete an IPDP and meet the professional development requirements listed below:

- Six semester hours of college course work or 18 CEUs
- A combination of course work and CEUs, with one semester hour equaling three CEUs
- Equivalent Other Activities if approved by the LPDC and converted to CEUs
- Course work and professional development requirements may **NOT** be reduced by the number of years of work experience
- **NOTE: LPDCs may not grant retroactive credit for professional development activities and/or coursework completed prior to approval of the IPDP.**

3. Holders of professional certificates prior to September 2, 2006, must transition to the 5-year license when those certificates expire by meeting the new license renewal requirements.
4. Holders of permanent certificates do not need to transition.
5. The ODE Transition Application Form may be obtained, upon request, from city/local superintendents' secretaries or the ODE website.

## **Section B. Renewal of License**

### 1. **Requirements of Licensure Standards**

The professional license is valid for five years and may be renewed upon completion of 6 semester credit hours of appropriate coursework related to classroom teaching and/or the area of licensure, 18 CEUs (180 contact hours), or EOAs approved by the LPDC.

### 2. **Process and Timelines**

Renewal of licenses for all educators employed in consortium districts at the time of application are submitted through the LPDC. Renewal for educators not employed in (including substitute teachers) are submitted to the Ohio Department of Education, Office of Certification/Licensure, and do not require approval of the LPDC.

Educators required to complete an IPDP, must have the plan approved by the LPDC, and meet the professional development requirements listed below:

- Six semester hours of college course work or 18 CEUs
- Course work and CEUs, with one semester hour equaling three CEUs
- Course work and professional development requirements may **not** be reduced by the number of years of work experience
- EOAs may be counted toward renewal requirements if they are approved by the LPDC in accordance with the guidelines found in the "Individual Professional Development Options" document and converted to CEUs
- **Note: LPDCs may not grant retroactive credit for professional development activities and/or coursework completed prior to approval of the IPDP.**

### 3. Forms

The ODE Renewal form may be obtained from superintendents' secretaries or the ODE website

## Section C. IPDPs

### 1. Requirements of Licensure Standards

Educators wishing to fulfill license acquisition or renewal requirements are responsible for developing an IPDP, subject to approval of the LPDC. Plans shall be based on the needs of educators, students, schools, and the school districts.

OAC 3301-24-08 (A) (2) (C)

### 2. Local Criteria and Process for Approval

Local criteria

- Through the development of IPDPs, educators will have far greater flexibility in selecting types of professional development activities meaningful to them. Where the previous system recognized only formal course work or workshops approved for CEUs, the new structure will allow a far greater range of professional development activities.
- Along with increased flexibility in the types of professional development activities accepted, there is also an increased emphasis on the relevance of professional development activities. IPDPs must be based on the needs of districts, schools, students, and educators. Professional development activities must be related to district/building/personal goals, the area of licensure, and/or classroom teaching. Educators are responsible for keeping their own IPDPs and maintaining documentation that the activities outlined in the plan have been completed.

Process

IPDPs identify educators' goals for learning. Separate sets of forms have been developed for teachers, administrators, and treasurers/business managers. ([www.virtuallearningacademy.net](http://www.virtuallearningacademy.net)) The IPDP development process enables educators to reflect upon their practice and take responsibility for their continued professional development. The process consists of the following steps:

- Step 1. Complete adopted IPDP Form. Educators are encouraged to use word processors or type IPDPs.
- Step 2. Include a copy of your current certificate/license with your IPDP.
- Step 3. Submit the completed IPDP along with the renewal packet to the district superintendent's office. Educators should contact a member of their district LPDC committee if they have questions.
- Step 4. Applicants must allow sufficient time for the completed materials to be processed by the district superintendent's office and arrive at the JCESC no later than 3:00 p.m. on the Monday preceding the third Wednesday of the month. Otherwise, there is no assurance that the designated LPDC subcommittee will review the completed packet at that month's regular meeting.

**NOTE:** Educators may expect notification from the LPDC regarding the approval status of their renewal/IPDP within 7-10 business days after the LPDC meeting.

**3. Process for Revision**

Educators who wish to revise their approved IPDPs may do so at any time during the life of the certificates/licenses. Revisions must receive approval of the LPDC prior to beginning coursework, EOA, or CEU activities.

**4. Process for final reviews, including requirements for accountability and documentation**

At the end of the renewal period, educators shall provide to the LPDC Subcommittee official documentation, as prescribed in the Individual Professional Development Options document on pages 44-47 to verify that course work and/or CEU/EOA activities have been completed.

**Section D. Equivalent Other Activities (EOAs)**

**1. Information about possible activities (resources)**

- Equivalent Other Activities (EOAs) are professional development activities that go beyond traditional workshops and course work to job-related activities such as conducting action research projects, writing for publication, developing portfolios, and serving as mentor teachers. EOA credit is independent of the clock-hour requirements for granting CEUs.
- Several EOAs and their related CEU credits some of which require preapproval are described in Appendix J, Form 3, pp. 44-47, *Individual Professional Development Options*. Educators wishing to participate in an EOA requiring prior approval shall submit a written request to the LPDC on the form found in Appendix C for preapproval before beginning the activities. If approved, the LPDC shall assign appropriate CEU credit. As additional EOAs are approved, they and related assigned CEU credits will be added to the list of options.

**2. Requirements and criteria for assigning credit**

Requirements and criteria for assigning credit for existing EOAs are listed in Options (pp. 44-47) in the last two columns titled Documentation and Criteria; the LPDC shall specify requirements and criteria for assigning credit for new EOAs as they are approved.

Factors to be considered, but not limited to, granting credit for EOAs include

- Activity clock hours
- Research planning hours
- Travel time
- Numbers of people involved
- Responsibility factor for educators
- Potential use by other educators
- Proportionate percentage of credit awarded in terms of the total CEU requirements
- Completion of the Reflection Form in Appendix B.

### 3. Process and timelines

- Educators selecting any EOA listed under Options as a professional development activity to fulfill requirements for IPDPs shall submit a written request on the form found in Appendix C to the LPDC for preapproval before beginning the activity. To receive credit, they must complete a Participant Reflection (Appendix B) upon completion of the EOA.
- Educators wishing to participate in an EOA not listed in Options shall submit a written request on Appendix C to the LPDC for preapproval before beginning the activity. If approved, the LPDC shall assign appropriate credit. Upon completion of the EOA, educators must complete a Participant Reflection (Appendix B).
- The timelines for EOAs shall follow the ones established for the license/certificate cycle.

### 4. Forms to be used (and where to get them)

- Educators electing to participate in EOAs shall complete Appendix D, *EOA/Activity Documentation Voucher* which may be accessed through the Jefferson County ESC website ([www.virtuallearnacademy.net](http://www.virtuallearnacademy.net)) or obtained from the District LPDC Committee.

## **Section E. Using Traditional Professional Development**

### 1. Criteria for college coursework and process for approval (including acceptable documentation)

Criteria – College coursework must be

- taken through a college or university approved for preparation of teachers, administrators, and school employees in pupil personnel services by the State Board of Education (OAC 3301-24-01),
- taken for credit with a grade of C or better or a P in pass/fail course, and
- taken in education, areas directly related to current teaching assignments, or areas of desired licensure.

Process for Approval – Educators shall submit **ORIGINAL** transcripts as documentation.

### 2. Criteria for workshops and conferences (CEUs) and process for approval (including acceptable documentation)

- CEU Definition – A CEU Credit consists of ten professional development contact hours approved by a LPDC. Fractional CEUs are awarded based on .1 CEU per each contact hour.
- Criteria – CEU credit for workshop and conferences shall be awarded for only instructional contact time spent in those portions of the programs that contribute to participants' knowledge, competence, performance, or effectiveness in education, and not to include travel time, breaks, lunch, etc.
- Process for Approval – Educators shall submit CEU certificates of participation and completed reflection forms to receive CEU credit.

### **3. Process and criteria for approving providers**

The names of potential providers will be submitted to the JCESC facilitators for review and consideration. If approved, the names will be added to the list of acceptable providers.

## **Article VIII. Appeals Process**

### **Section A. Process Steps, Timelines, and Responsible Parties for IPDP Appeals**

#### **1. Filing IPDP Appeals**

- Educators shall submit written appeals to the LPDC Chairperson within 15-contract days from denial of the IPDP.
- The Chairperson shall refer appeals to appropriate certification subcommittees.
- Written appeals shall be reviewed at the next regularly scheduled LPDC meeting.

#### **2. LPDC Response**

- LPDC subcommittee responses to appeals may include approval, approval pending modification, or denial.

#### **3. Moving to the Next Step**

- If the appeal to the subcommittee is denied, educators may appeal in person to the full LPDC Committee at its next meeting.
- Written requests for inclusion on the agenda must be submitted to the LPDC Chairperson no later than three contract days prior to the regularly scheduled meeting.
- Written notification of appeal decisions shall be provided to educators within five contract days or thirty calendar days of the meeting, whichever comes first.

#### **4. The LPDC response is the final local step in resolution of appeals. LPDC responses may include approval, approval pending modification, or denial.**

### **Section B. Process Steps, Timelines, and Responsible Parties for Procedural Appeals**

#### **1. Filing Procedural Appeals**

- Educators shall submit written appeals to the LPDC Chairperson.
- The Chairperson shall refer appeals to the LPDC membership.
- Written appeals shall be reviewed at the next regularly scheduled LPDC meeting.

#### **2. LPDC Response**

- LPDC responses to appeals may include approval, approval pending modifications, or denial.

#### **3. Moving to Next Step**

- If the appeal is denied, educators may appeal in person to the LPDC at its next meeting.

- Written requests for inclusion on the agenda must be submitted to the LPDC Chairperson no later than three contract days prior to the regularly scheduled meeting.
  - Written notification of appeal decisions shall be provided to educators within five contract days or thirty calendar days of the meeting, whichever comes first.
- 4. The LPDC response is the final local step in resolution of appeals. LPDC responses may include approval, approval pending modification, or denial.**

### **Section C. Record Keeping**

- 1. Official records of all appeals shall consist of the following documents:**
- Notification of IPDP denial processed by LPDC subcommittee
  - Written appeal to the subcommittee
  - Written copy of the appeal decision by the subcommittee
  - Written appeal to the full LPDC
  - Written copy of the appeal decision by the LPDC
- 2. The secretary of the LPDC shall maintain copies of all written records relating to the appeal.**

### **Section D. Limitation of appeals**

All appeals shall be limited to IPDP and procedural issues.

## **Article IX. Reciprocity**

### **Section A. Process for “signing off” for educators leaving the district**

- 1.** LPDCs are a collegial effort to support and maintain a quality teaching force. This includes working together to ensure that educators are not penalized by the system. In the spirit of collegiality, when educators take employment in new districts, the LPDC shall provide verification of the IPDP approval, including course work and continuing education that is completed and accepted.
- 2.** Educators leaving the district should contact the appropriate ESC Subcommittee Facilitator and request a Reciprocity Form (Appendix J) be completed.

### **Section B. Process for accepting credits for educators entering the district**

- 1.** Educators entering the district should work cooperatively with their District LPDC Committee in assembling documentation/verification of their credits from previous districts. New educators may opt to implement their existing IPDPs or revise according to Jefferson County ESC Consortium LPDC guidelines.
- 2.** Verification should include
- Reciprocity Form
  - IPDP

- Original Documentation supporting the IPDP
- Name, address, and phone number of sending district LPDC official

## **Article X. Amending By-Laws**

### **Section A. Amendment Process**

1. All proposed amendments to this Agreement shall be submitted in writing to the LPDC Chairperson by a member of the LPDC.
2. The proposed amendment shall be presented to the LPDC for consideration at its next regularly scheduled meeting.
3. Amendments, modifications, or supplements shall be reviewed and approved by at least two-thirds of members present.
4. Any amendment, modification, or supplement shall thereupon become binding upon all members.