

**LIBERTY UNION-THURSTON BOARD OF EDUCATION
REGULAR MEETING**

Monday, April 13, 2015 - 7:00 P.M.

Liberty Union District Office

ROLL CALL

Caryl Caito	<u>Present</u>
Shaun Hochradel	<u>Present</u>
John Hutton	<u>Present</u>
Shawn Shook	<u>Present</u>
John Walter	<u>Present</u>

PLEDGE OF ALLEGIANCE

Maci Barber	Destiny Bobo	Rylee Cherry	Chayse Collins
Ryan Deeds	Mikie Deirfield	Audrey Englehart	Chase Hinton
Jacob James	Nathaniel Lam	Morgan Love	Journey Morris
Bobby Savage	Makayla Snider	Dominick Stanley	

RECOGNITION

- A. HIGH SCHOOL STUDENTS-OF-THE-MONTH - Luke Bressler & Margaret Drake**
- B. MIDDLE SCHOOL DISTRICT SCIENCE FAIR COMPETITORS: Maggie Feyko
Mya Gorsuch
Ethan Kaper**

PUBLIC PARTICIPATION AT BOARD MEETINGS

File: KD (Also BDDH)

There was none.

REFRESHMENTS - Prepared by Liberty Union Food Services Department

DISCUSSION AND APPROVAL OF THE MINUTES

038-15 Motion by Shawn Hochradel, seconded by Caryl Caito, to approve the minutes of the Regular Meeting of the Liberty Union - Thurston Board of Education held on March 9, 2015, and the Special Meeting of the Liberty Union - Thurston Board of Education held on March 23, 2015, as printed. Caito, yes; Hochradel, yes; Hutton, yes; Shook, yes; Walter, yes. Motion carried.

MONTHLY FINANCIAL STATEMENTS

039-15 Motion by John Walter, seconded by Caryl Caito, to approve Monthly Financial items as stated below. Hochradel, yes; Hutton, yes; Shook, yes; Walter, yes; Caito, yes. Motion carried.

A. TREASURER’S FINANCIAL REPORT: Approved.

- 1. MONTHLY FUNDS BALANCE**
- 2. RECEIPT OF FUNDS**
- 3. STATUS OF APPROPRIATIONS**
- 4. MONTHLY BANK RECONCILIATION**

B. BILLS: Approved.

C. STUDENT ACTIVITY MONTHLY APPROPRIATIONS: Approved.

<u>FUND</u>	<u>AMOUNT</u>
018	\$ 2,278.82
200	5,992.46
300	66,549.26
Total Changes	\$74,820.54

D. DONATIONS: Approved.

<u>Amount</u>	<u>Donor</u>	<u>Fund</u>
\$ 377.09	Kroger Rewards	MS Principal
27.00	Misc: Jeans Day	Renaissance
500.00	Booster Bingo	MS Boys Basketball

1,565.00	Boosters: Bingo & Poker Run	Softball
2,078.50	Max & Erma's	Softball
395.00	Student Trips: Chuck Keller	DC Trip
790.00	Student Trips: VFW Post 3761	DC Trip
\$5,732.59	Total	-

OLD BUSINESS

040-15 Motion by Caryl Caito, seconded by John Walter, to approve the Old Business item(s) listed below. Hutton, yes; Shook, yes; Walter, yes; Caito, yes; Hochradel, yes. Motion carried.

A. POLICIES - The following policies were presented to the Board of Education, for review only, on March 9, 2015, and are now for Board consideration and approved:

1) File: AFC-2 & GCN-2

EVALUATION OF PROFESSIONAL STAFF

(Administrators **Both Professional** and Supervisors **Support**)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. **Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.** ~~including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a "supervisor" or "management level employee" excluded from all of the employee bargaining units.~~

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with the ~~requirements~~ of State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators. ~~In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.~~

The final evaluation, includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or non-renew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent. ~~The evaluations are conducted annually by the Superintendent/designee.~~

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or non-renewal of an administrator's contract.

Ohio Principal Evaluation System (OPES) ~~Liberty Union-Thurston Principal Evaluation System (LU-TPES)~~

Procedures for evaluating principals and assistant principals are based on principles comparable to the ~~Ohio Liberty Union-Thurston~~ Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above ~~locally developed~~ system, with the inclusion of the following components:

Principals and assistant principals are assigned an effectiveness rating of **Accomplished** ~~Distinguished~~, **Skilled** ~~Effective~~, Developing or **Ineffective** ~~Unsatisfactory~~. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of

- 1) Value-added data;
- 2) Ohio Department of Education (ODE)-approved assessments and/or
- 3) Board-determined approved measures.

When available, value-added data shall be included in the multiple measures used to evaluate student growth. ~~Resulting data from Board approved multiple measures will be converted to a score of:~~

- 1) Above
- 2) Expected or
- 3) Below student growth levels.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education's evaluation framework.

[Adoption date: January 10, 2000]	[Revised: October 9, 2000]
[Reviewed: October 11, 2010]	[Reviewed: August 8, 2011]
[Reviewed: December 10, 2012]	[Revised: November 11, 2013]
[Revised: April 13, 2015]	

LEGAL REFS.: ORC **3319.02**; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171; 3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

2) File: GCB-1-R (NEW)

CERTIFICATED STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board may offer any employment contract to a qualified individual with a resident educator license, issued by the State Board of Education (SBOE), in the Teach for America program. Teach for America is a national program that recruits recent college graduates to teach for two years in urban and rural public schools.

Applicants for a resident educator license must satisfy the following qualifications for the duration of the program:

1. hold a bachelor's degree from an accredited institution of higher education;
2. maintain a cumulative undergraduate grade-point average of at least 2.5 out of 4.0, or its equivalent;
3. pass an examination prescribed by the SBOE in the subject area to be taught;
4. successfully complete the summer training institute operated by Teach for America and
5. remain an active member of the Teach for America two-year support program.

Prior to being placed in a classroom, participants in the Teach for America program must complete a five-week summer training seminar that covers such topics as instructional planning and delivery, classroom management and culture, and learning theory and literacy development.

Participants must also receive on-going professional development in an accredited four-year institution of higher learning during their two-year teaching commitment.

The SBOE is required by law to issue a resident educator license to an applicant who has completed at least two years of teaching in another state as a participant in the Teach for America program and credit him/her with two years of the four-year Ohio Teacher Residency Program.

In addition, the SBOE is required by law to revoke a resident educator license issued to a Teach for America Program participant who is assigned to teach in the state if the participant resigns or is dismissed from the program prior to completion of the two-year Teach for America support program.

[Adoption date: April 13, 2015]

3) File: IGAE HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes ~~practical training in procedures to be used in student wellness, first aid, safety, fire prevention and cardiopulmonary resuscitation,~~ instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention

(grades K-6); and dating violence prevention (grades 7-12) **and prescription opioid abuse prevention.**

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, **wellness** and safety habits may be instilled ~~and the availability of qualified personnel to conduct health education programs.~~

The health education program emphasizes a contemporary approach to the presentation of health and wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: January 10, 2000] [Revised: May 10, 2010]
 [Revised: April 13, 2015]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
 OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
 EBC, Emergency / Safety Plans
 IGAF, Physical Education
 IGAG, Drugs, Alcohol and Tobacco Education
 IGAH, Family Life Education
 IGAI, Sex Education
 JFC, Student Conduct (Zero Tolerance)
 JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
 JHF, Student Safety
 JHG, Reporting Child Abuse

4) File: IGBE REMEDIAL INSTRUCTION
Intervention Services

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in **kindergarten**, first, second and third grade **annually** assess and identify ~~at the end of each school year~~ the reading skills of each student who is reading below grade level. The parent(s)/guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level ~~at the end of the third grade~~ are offered **provided instruction immediately** “intensive intervention” services during the summer following third grade and provided an additional opportunity to take the reading achievement test **following the identification of a reading deficiency.**

~~Third grade students who receive a limited proficient score on the third grade reading achievement test are provided one of three options:~~

- ~~1. ——— promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student’s work skill in reading demonstrate that the student is academically prepared for the fourth grade;~~
- ~~2. ——— promotion to the fourth grade and provide “intensive intervention” services or~~
- ~~3. ——— retention in the third grade.~~

Intervention services are also offered to students who:

- 1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and**
- 2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.**

~~The District involves the student’s parent(s)/guardian and classroom teacher in developing the intervention strategy and offers to the parent(s)/guardian the opportunity to be involved in the intervention.~~

~~Intervention services are offered to students who fail to attain a proficient score on a third, fourth, fifth, sixth, seventh or eighth grade achievement test.~~

~~Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.~~

~~Any student who scores at the limited or basic level on an Ohio Graduation Test will be offered **must receive** intervention services.~~

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parent(s)/guardian(s) of students participating in remedial educational programs is coordinated by the Superintendent/designee and the administrative staff.

The Superintendent/designee is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: January 10, 2000] [Revised: February 9, 2004]
 [Revised: November 14, 2005] [Revised: July 9, 2007]
 [Revised: **April 13, 2015**]

LEGAL REGS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
 3313.608; 3313.609; 3313.6010; 3313.6012, **3314.03**
 OAC 3301-35-04; 3301-35-06

CROSS REG.: **IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)**
 IKE, Promotion and Retention of Students

**5) File: IGBEA
 READING SKILLS ASSESSMENTS AND INTERVENTION
 (Third Grade Reading Guarantee)**

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student ~~by September 30~~ and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student’s classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student’s diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student’ specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designated the Superintendent / designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: October 14, 2013] [Revised: **April 13, 2015**]

LEGAL REGS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079
 3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
 OAC 3301-35-04; 3301-35-06

CROSS REG.: IBFE, Remedial Instruction (Intervention Services)
 IGBI, Limited English Proficiency
 IKE, Promotion and Retention of Students

**6) File: IGBEA-R
 READING SKILLS ASSESSMENTS AND INTERVENTION
 (Third Grade Reading Guarantee)**

The District is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis, ~~by September 30~~. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parent(s)/or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that, if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOD and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student’s areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. Small group instruction
 - B. Reduced teacher-student ratios
 - C. More frequent progress monitoring
 - D. Tutoring or mentoring
 - E. Transition classes containing third and fourth grade students
 - F. Extended school day, week or year
 - G. Summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

[Adoption date: October 14, 2013] [Revised: **April 13, 2015**]

~~LEGAL REGS.: ORC — 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC — 3301.35-04; 3301.35-06~~

~~CROSS REG.: IBFE, Remedial Instruction (Intervention Services)
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students~~

7) File: IJA (NEW) CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters.

This policy is reviewed biennially and made available to students, parents, guardians/custodians, local post-secondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following:

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades six (6) through twelve (12).
3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.
4. Train employees on advising students on career pathways, including the use of online tools.
5. Develop multiple, clear academic pathways students can use to earn a high school diploma.
6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
7. Document career advising provided to each student.
8. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student’s chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student’s parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student’s SSP. Following SSP development, the District provides career advising aligned with the student’s individual plan and the District’s plan for career advising.

[Adoption date: April 13, 2015]

LEGAL REFS.: ORC 3313.6020

CROSS REF.: AFI, Evaluation of Educational Resources
IJ, Guidance Program
IL, Testing Programs
JK, Employment of Students

8) File: IKF GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet **or exceed** the minimum standards of the Ohio Department of Education **as well as State law**, and that our high school compares favorably with high schools in the State recognized for excellence.

The minimum requirements for graduation from Liberty Union High School are as follows:

Graduation Class of	2007	2015	2008	2016	2009	2017	2018
*Information Technology	1 ½ credit						
English	4 credits						
Social Studies	3 credits						

Note:

American History - 1 credit

World History - 1 credit

American Government - ½ credit

Economics - ½ credit

Social Studies units must include ½ credit of American history and ½ credit of American government.

Science	3 credits						
---------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

Note: ~~Biology~~ — 1 credit

~~Physical Science~~ — 1 credit

~~Elective~~ — 1 credit

Science credits must include:

one credit of physical science,

one credit of life sciences and

one credit advanced study in one or more of the following sciences:

chemistry, physics or other physical science;

advanced biology or other life science;

astronomy, physical geology or other earth or space science.

Mathematics	4 credits						
-------------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

Note: Including Algebra II in 2018

Health and P.E.	1 credit						
-----------------	----------	----------	----------	----------	----------	----------	----------

Note: Health ½ credit plus P.E. ½ credit

Electives	5 6½ credits						
-----------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

Note: Elective units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

Total	20 ½ 22 credits	22 credits					
-------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	------------

*Note: Students who transfer to the district after their sophomore year may be permitted to substitute an approved elective credit for Information Technology **during the 2015-2017 school years** requirement.

The requirements for graduation include:

1. student electives of at least one credit, or two half credits, from the areas of business/technology, fine arts and/or foreign language and
2. units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction.

Summer school credits are accepted toward graduation provided that administrative approval has been given prior to registration for the course.

Each student must fulfill all academic and financial obligations prior to graduation, or participation in commencement exercises.

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited post-secondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course shall be awarded. If no comparable course is offered, the District shall grant to the student an appropriate number of credits in a similar subject area.

The course can be free of charge or paid by the student's parent(s) or guardian(s).

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria:

1. All correspondence courses must be approved by the high school administration prior to enrollment.
2. All correspondence courses must be earned through accredited institutions.

3. The high school administration may limit the number of correspondence courses an individual may receive for credit toward graduation.

Student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

[Adoption date: January 10, 2000] [Revised: February 9, 2004]
 [Revised: August 8, 2007] [Revised: March 12, 2007]
 [Revised: **April 13, 2015**]

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.61
 OAC 3301-35-04

CROSS REF.: IGCD, Educational Options (Also LEB)
 IGCI, Community Service

9) File: JEC SCHOOL ADMISSION

The District provides free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents may be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, **grandparent with either power of attorney or caretaker authorization affidavit** or a person or government agency with legal custody whose place of residence is within the boundaries of the District.

Parents and grandparents with either power of attorney or caretaker authorization affidavit, may be required to present legal proofs of residence.

New entrants at all grade levels are required to present at the time of enrollment a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations and copies of those records pertaining to him/her which are maintained by the school most recently attended. **A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school.**

In addition, students released from the Department of Youth Services (DYS), just prior to requesting admission to the District, may not be admitted until the Superintendent has received all required documents provided by DHS. Forwarded documents are:

1. an updated copy of the student's transcript;
2. a report of the student's behavior in school while in DHS custody;
3. the student's current Individualized Education Program (IEP), if developed, and
4. a summary of the institutional record of the student's behavior.

DYS has 14 days to send the documents to the Superintendent.

[Adoption date: October 11, 2004] [Reviewed: October 10, 2011]
 [Reviewed: January 14, 2013] [Revised: **April 13, 2014**]

LEGAL REFS.: ORC 2151.33
 2152.18(D)(4)
 3109.52 **through 3109.61; 3109.53; 3109.65; 3109.66 through 3109.76; 3109.78; 3109.79; 3109.80**
 3313.48; 3313.64; 3313.67; 3313.671; 3313.672
 3317.08
 3321.01
 OAC 3301-35-04(F)

CROSS REFS.: AFI, Evaluation of Educational Resources
 IGBA, Programs for Students with Disabilities
 JECB, Admission of Nonresident Students
 JEE, Student Attendance Accounting (Missing and Absent Children)
 JHCA, Physical Examinations of Students
 JHCB, ~~Inoculations of Students~~ **Immunizations**
 JO, Student Records

10) File: JEE STUDENT ATTENDANCE ACCOUNTING
 (Missing and Absent Children)

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

Except where required by State law, A student, at the time of initial entry into school, a student shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her which were maintained by the school which he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. an attested transcript of the certificate of birth;

3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. an attested transcript of a hospital record showing the date and place of birth of the child or
5. a birth affidavit.

Except where required by State law, If the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within 14 days, the principal shall notify the ~~police department~~ **law enforcement agency** having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

The primary responsibility for supervision of a student resides with his/her parent(s). The staff provides as much assistance as is reasonable to parents with this responsibility.

Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The principal or his/her designee is also required to notify a student’s parent(s) when the student is absent from school. The parent(s) or other responsible person shall be notified by telephone or written notice, which is mailed on the same day that the student is absent. Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home address and any emergency telephone numbers.

The Board designates the Superintendent to develop informational programs for students, parents and community members relative to the subject of missing children.

[Adoption date: January 10, 2000] [Reviewed: October 10, 2011]
 [Reviewed: January 14, 2013] [Revised: **April 13, 2015**]

LEGAL REFS.: ORC 109.65
 2901.30
 3313.205; 3313.672; 3313.96
 3319.321; 3319.322
 3321.12
 3705.05

CROSS REFS.: JEC, School Admission
JECOA, Admission of Homeless Students
JED, Student Absences and Excuses
 JEDB, Student Dismissal Precautions
 JHF, Student Safety

11) File: JHCD ADMINISTERING MEDICINES TO STUDENTS

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s)/guardian at home. If this is not possible, it is done in compliance with the following:

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program **meeting State law requirements**, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.
2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
3. Written permission must be received from the parent(s)/guardian of the student, requesting that the school nurse or an appropriate person comply with the physician’s order.
4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.
5. The parent(s)/guardian must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.
6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute “gross negligence or wanton or reckless misconduct.”
7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Inhalers for Asthma: Students have the right to possess and use a metered-dose inhaler or a dry-powder **inhaler** to alleviate asthmatic symptoms or before exercise to prevent the onset of

asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student’s school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student’s physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

Epinephrine Auto-injectors: Students are permitted to carry and use an epinephrine auto-injector (epi-pen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epi-pen extends to any activity, event or program sponsored by the student’s school or activity, event or program in which the school participates.

Student possession of an epi-pen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

Diabetes Medication: If a student’s treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student’s parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student’s treating physician’s orders. This right may be revoked if the student performs any care tasks or uses medical equipment for purposes other than the student’s own care. The student is provided with a private area for performing self-care tasks if requested by the student, student’s parent/guardian or other person having care or charge of the student.

[Adoption date: January 10, 2000]	[Revised: August 14, 2006]
[Revised: April 9, 2007]	[Revised: July 14, 2008]
[Revised: August 8, 2011]	[Reviewed: October 10, 2011]
[Reviewed: January 14, 2013]	[Revised: April 13, 2015]

LEGAL REFS.: ORC 2305.23; 2305.231
 3313.64; **3313.7112**; 3313.712; 3313.713; 3313.716; 3313.718
 3314.03; 3314.141
 OAC 3301-35-06

CROSS REFS.: EBBA, First Aid
 JFCH, Alcohol Use by Students
 JFCI, Student Drug Abuse

12) File: JP

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS) - The District implements PBIS on a system-wide basis. The Board directs the Superintendent/designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education (SBOE) staff that will be trained with the components set forth in the State Board of Education’s (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its system.

Prohibited Practices - The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
 - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
 - B. uses pressure point, pain compliance or joint manipulation techniques or
 - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
9. aversive behavioral interventions or
10. seclusion in a locked room or area.

Restraint - Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use

of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint may be used only:

1. If a student’s behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. If the physical restraint does not interfere with the student’s ability to breathe;
3. If the physical restraint does not interfere with the student’s ability to communicate in the student’s primary language or mode of communication and
4. By school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Seclusion - Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. If a student’s behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. For the minimum amount of time necessary to protect the student and others from physical harm;
3. In a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and which provides adequate space, lighting, ventilation and the ability to observe the student and
4. Under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and /or immediate medical assistance, and who document their observations of the student.

Repeated Dangerous Behaviors - The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students’ needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate positive behavioral interventions are created when necessary.

Training and Professional Development - The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE’s and District’s policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a system-wide basis.

Data and Reporting - Each incident of seclusion or restraint is immediately reported to the building administrator and the student’s parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student’s parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the Ohio Department of Education (ODE), as requested ODE.

Monitoring and Complaint Processes - The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District’s policy on restraint and seclusion.

1. Procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District, regarding incidents of restraint or seclusion and
2. Requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District’s seclusion and restraint policies and procedures, which are also posted on the District’s website.

[Adoption date: October 14, 2013]

LEGAL REF.: ORC 2919.22; 3319.46; 3326.11; 3328.24
 OAC 3301-35-15; 3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities
 JF, Student Rights and Responsibilities
 JGA, Corporal Punishment
 JH, Student Welfare
 JHF, Student Safety

13) File: KG COMMUNITY USE OF SCHOOL FACILITIES PREMISES (Equal Access)

Although the basic purpose of public school facilities premises is to provide the youth of the community a sound educational program, the complete function of education is not achieved until the school facilities premises are made to serve the total entire community. To accomplish this objective, when school premises are not in use for school purposes, the Board shall, upon payment of the prescribed fee and subject to the requirements of applicable regulations, permit the use of school facilities premises for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes.

~~Note: Keys will not be issued to outside groups using school facilities.~~

~~Groups C and D Rental of District facilities is intended to accommodate occasional use by community members. The approval for and fee structure for on going events will be considered on a case by case basis.~~

~~Community groups shall be permitted and encouraged to use school facilities for worthwhile purposes, when such uses will not interfere with the school program. All arrangements shall be subject to the provisions which follow:~~

~~School may not be used for teaching or promoting any theory or doctrine of a subversive nature, or which is intended to undermine or overthrow the government of the United States. This restriction does not prohibit the discussion of controversial subjects in a public forum.~~

~~The Superintendent is authorized to approve and schedule the use of school facilities by non-school organizations for whose activity no admission charge is made, in accordance with the rules in this policy.~~

~~The Board itself reserves the power to approve the use of school facilities by non-school organizations for whose activities an admission charge is made.~~

~~The use of school buildings and other facilities by any organization operated for private gain, or any purpose involving private gain, shall be permitted only when:~~

- ~~1. such use is sponsored by some other organization which is not operated for private gain;~~
- ~~2. such gain will not benefit principally the organization which is operated for private gain;~~
- ~~3. a worthy educational, civic or charitable purpose will be served;~~
- ~~4. a substantial group in the community will be benefited and/or~~
- ~~5. alternate facilities are unavailable or available only at undue cost or inconvenience.~~

~~Such use of school facilities by members of the faculty and staff shall be discouraged, except in the case of tutoring District students and private music lessons.~~

Use of School Technology Equipment

- ~~1. All requests for use of technology equipment will require the approval of the Technology Coordinator.~~
- ~~2. An hourly fee may be assessed so that a school technology employee can be present to operate the equipment.~~

~~Use of Other School Equipment School equipment may be loaned to responsible community groups for a worthy educational, civic or charitable purpose when:~~

- ~~1. the group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession;~~
- ~~2. the equipment is not both unusually expensive and also subject to easy damage;~~
- ~~3. the equipment is in good condition and~~
- ~~4. the group will provide a competent operator for any machines or equipment loaned.~~

~~Athletic Facilities Gymnasiums & Athletic Fields are intended for use by LU T students. All star, AAU, or similar organizations are prohibited from using District facilities. District administrators will require team rosters to verify that at least 75% of students are LU T students. A 9:00 p.m. "curfew" will be enforced for community youth groups.~~

[Adoption date: January 10, 2000]	[Revised: August 8, 2005]
[Revised: March 12, 2007]	[Revised: November 14, 2011]
[Revised: December 12, 2011]	[Revised: January 14, 2013]
[Revised: April 8, 2013]	[Revised: April 13, 2015]

LEGAL REFS.: ORC 3311.215
3313.74; 3313.75; 3313.76; 3313.79
4303.26
Title VIII, & 801

CROSS REFS.: KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

B. APPROVE ATHLETIC HANDBOOK AND CURRICULUM GUIDE - The athletic handbook and curriculum guide were presented to the Board of Education on March 23, 2015, for review only, and are now approved by the Board of Education.

NEW BUSINESS - FINANCIAL:

041-15 Motion by John Walter, seconded by Caryl Caito, to approve the New Business Financial item(s) listed below. Shook, yes; Walter, yes; Caito, yes; Hochradel, yes; Hutton, yes. Motion carried.

- A. HEALTH CARE BENEFIT COST:** Approved for employee health care (monthly premium) benefit costs as requested.

Health care coverage is provided through the South Central Ohio Insurance Consortium, which is a self-funded program. The rates listed below are for the contract period July 1, 2015, through June 30, 2016.

Medical/RX: \$910.00 for Single Coverage; \$1848.00 for Family Coverage
 Dental: \$ 85.00 for Single Coverage; \$ 85.00 for Family Coverage

- B. PAY-TO-PARTICIPATE FEES FOR THE 2015-2016 (Policy IGDE):** The Superintendent and Athletic Directors recommend maintaining the current pay-to-participate fee of \$95. per student, per sport, for the 2015-2016 school year.

- C. WAIVER OF COMPETITIVE BIDDING FOR:** The Superintendent and Maintenance Supervisor recommend that the Board waive competitive bidding based upon an urgent necessity, as permitted by the Ohio Revised Code, for the construction of a school bus fueling containment reservoir.

DECLARING URGENT NECESSITY, WAIVING COMPETITIVE BIDDING, AND AUTHORIZING THE CONSTRUCTION OF A SECONDARY SCHOOL BUS FUELING CONTAINMENT RESERVOIR

Rationale:

This will properly contain any spill from oil, fuel or other hazardous bulk chemicals. The containment reservoir will meet all requirements and regulations.

BE IT RESOLVED by the Liberty Union-Thurston Local School District Board of Education as follows:

The Board authorizes the Superintendent, on behalf of the Board and working with the Maintenance Supervisor, to enter into an agreement with Barr-Evans Construction, LLC in the amount of \$ 47,850.00.

Approved.

- D. SCHOOL BUS PURCHASE:** The Finance Committee and Transportation Committee recommend the budgeting for the purchase of a school bus this fiscal year. Competitive bids for school buses, obtained through the Metropolitan Education Council, on our behalf, resulted in a low bid by Rush Bus Centers for a new seventy-seven passenger, Diesel school bus.

The purchase price of the (never titled) new 2014 bus is \$83,375; purchase approved.

- E. OPEN FUNDRAISING ACCOUNT - Emily Fisher,** High School Vocal Director, would like to open a fundraising account for the High School Musical. The account would be used for purchases the director feels is necessary. Funds for this account would be collected through donations, fundraisers and ticket sales; approved.

- F. OPEN FUNDRAISING ACCOUNT - Jeff Dupler,** High School Play Director, would like to open a fundraising account for the High School Play. The account would be used for purchases the director feels is necessary. Funds for this account would be collected through donations, fundraisers and ticket sales. Recommend approval.

PERSONNEL

042-15 Motion by Caryl Caito, seconded by John Hutton, to approve the Personnel items listed below. Walter, yes; Caito, yes; Hochradel, yes; Hutton, yes; Shook, yes. Motion carried.

- A. RESIGNATION: Mr. Ed Miller,** high school principal, has submitted his resignation for retirement purposes effective July 31, 2015. Approved the resolution.

We want to thank **Ed Miller** for his loyalty to Liberty Union Schools and wish him the best in his retirement.

- B. CERTIFIED SUBSTITUTE LIST:** Approved the certified substitute teacher list as submitted from the Fairfield County Educational Service Center Superintendent.

C. CLASSIFIED SUBSTITUTE LIST: Approved the classified substitute list for April, 2015, with the addition of the following names:

<u>Name</u>	<u>Address</u>	<u>Classification</u>
* Patricia Evans	9721 Ridenour Rd, Thornville	Cleaner/Custodial
Bob Hendershot	12375 Lancaster Kirkersville Rd, Balt	Maintenance

* Pending obtaining all necessary paper-work and certification.

NEW BUSINESS - OTHER

043-15 Motion by Shawn Hochradel, seconded by John Walter, to approve the New Business - Other item(s) as printed below. Caito, yes; Hochradel, yes; Hutton, yes; Shook, yes; Walter, yes. Motion carried.

A. HIGH SCHOOL PHYSICS & CALCULUS FIELD TRIP: High School Teacher, Mr. Jerry Jacobs, is requesting permission to take his classes (approximately 25 students) on a field trip to Cedar Point to study the dynamics of the amusement park rides. Approved.

Dates: May 17 - 18, 2015
 Transportation: LU-T Bus
 Lodging: Breakers Cedar Point Resort
 Chaperones: **Mr. Jacobs & Mr. Jeff Dupler**
 Cost: Approximately \$115 per Student

B. 1) HIGH SCHOOL BOYS BASKETBALL CAMP: Approved.

Dates: June 22-24, 2015
 Grades: 3rd - 11th
 Location: LU Gym
 Cost: \$45 / student

2) HIGH SCHOOL BOYS TEAM BASKETBALL CAMP: Approved.

Dates: June 26-28, 2015
 Grades: JV & Varsity Teams
 Transportation: Coaches
 Location: Ohio University
 Lodging: Dorms
 Chaperones: Coaches & OU Staff

C. FOOTBALL CAMP: Approved.

Dates: July 28-30, 2015
 Location: LU Football Stadium
 Grades 9-12: 4:30-7:00pm
 Grades 1-8: 7:00-8:30pm
 Cost: \$20 / student

D. CROSS COUNTRY CAMP: Approved.

Dates: July 26-30, 2015
 Location: Hocking Hills State Park
 Lodging: Cottages
 Chaperones: Coaches

E. BAND CAMP: Approved.

Dates: July 12-17
 Transportation: School Buses
 Location: University of Rio Grande
 Lodging: Campus Dormitories
 Chaperones: Director & Parents
 Cost: TBA

NEW BUSINESS INFORMATION

A. Mrs. Jan Clayton, an employee of FCESC assigned to Liberty Union - Thurston Schools as the Intervention Specialist Supervisor, has submitted her resignation effective July 31, 2015.

We thank **Mrs. Clayton** for her service to the LU-T District and wish her well.

B. TECHNOLOGY UPDATE: John LaBelle, District Technology Coordinator, updated the Board of Education. (Email: GroupWise)

C. NEW BUSINESS INFORMATION - The following policy was presented for review only and will be placed on the May 11, 2015, agenda for Board consideration and approval:

File: IKEB

ACCELERATION

EARLY ENTRANCE TO KINDERGARTEN AND EARLY HIGH SCHOOL GRADUATION

The Board recognizes **In accordance with the belief** that all students learn and progress at different rates and that the time it takes to reach children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so ~~academic standards varies among students.~~

The **Liberty Union - Thurston Local School District** Board **of Education** believes **that such** students often require access to advanced curriculum in order to realize their potential contribution to themselves and society should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge and to reduce the time period necessary for students to complete traditional schooling.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Liberty Union - Thurston Local School Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

The District uses acceleration strategies in four academic areas.

1. ~~Whole grade acceleration:~~ The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. ~~Individual subject acceleration:~~ The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. ~~Early admission to kindergarten:~~ The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. ~~Early high school graduation:~~ The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred will be assessed and evaluated following the recommendations of the Iowa Acceleration Scales as mandated by the Ohio Department of Education.

A committee, including District Teachers, gifted coordinator, building principal, and the student's parent(s), will review evaluation results, and make a placement decision. Parents have the right to appeal the committee's recommendation to the Superintendent.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to develop rules for referring evaluating students who may qualify for acceleration services.

1. Referrals and Evaluation

- A) Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.**
- B) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.**
- C) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation**

and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

- D) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee — if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- E) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity. If he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

A) Composition

- 1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - a) A principal or assistant principal from the child's current school;
 - b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - e) A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

B) The acceleration evaluation committee shall be charged with the following responsibilities:

- 1) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - c) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

- 2) The acceleration evaluation committee shall Issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- 3) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - a) placement of the student in an accelerated setting;
 - b) strategies to support a successful transition to the accelerated setting;
 - c) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d) an appropriate transition period for accelerated placement for Kitty entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- 4) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
- 5) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

C) Accelerated Placement

- 1) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 - a) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - b) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- 2) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

[Adoption:	July 10, 2006]	[Revised:	July 9, 2007]
[Revised:	May 14, 2012]	[Reviewed:	January 14, 2013]
[Revised:	May 11, 2015]		

LEGAL REFS.: ORC 3321.01
3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
IKFA, Early Graduation
JB, Equal Educational Opportunities
JEB, Entrance Age (Mandatory Kindergarten)
JEBA, Early Entrance to Kindergarten
Ohio Department of Education Model Acceleration Policy for Advanced Learners
Student Handbooks

NEXT REGULAR MEETING: The next regular Board of Education Meeting will be held on **Monday, May 11, 2015, 7:00 p.m.** in the Liberty Union District Office.

EXECUTIVE SESSION - An Executive Session was requested to discuss a personnel matter.

GO INTO EXECUTIVE SESSION

044-15 Motion by John Walter, seconded by Shaun Hochradel, to go into Executive Session at 8:13 p.m. Hochradel, yes; Hutton, yes; Shook, yes; Walter, yes; Caito, yes. Motion carried.

RETURN FROM EXECUTIVE SESSION

045-15 Motion by Shawn Shook, seconded by John Walter, to return from Executive Session at 9:48 p.m. Hutton, yes; Shook, yes; Walter, yes; Caito, yes; Hochradel, yes. Motion carried.

ADJOURN

046-15 Motion by Shawn Shook, seconded by Caryl Caito, to adjourn at 9:48 p.m. Shook, yes; Walter, yes; Caito, yes; Hochradel, yes; Hutton, yes. Motion carried.

President

Attest