

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

Monday, December 14, 2015 - 7:00 P.M.

Liberty Union District Office Board Room

- 1. **ROLL CALL** Caryl Caito. _____
 Shaun Hochradel. . . _____
 John Hutton. _____
 Shawn Shook. _____
 John Walter. _____

- 2. **PLEDGE OF ALLEGIANCE** led by: **Campbell Reese**
Jakob Lauvray
Eston Newell

- 3. **RECOGNITION:**
High School Students of the Month - Ian Raymo & Kenlea Weaver

- 4. **PRINCIPALS REPORT:** **Mr. Matt Gallatin,** High School Principal
Mr. Tim Turner, Middle School Principal
Mrs. Linda Rainey, Elementary School Principal

- 5. **PUBLIC PARTICIPATION AT BOARD MEETINGS** File: KD (Also BDDH)

All meetings of the board and board-appointed committees are open to the public. Delegations or individuals are welcome at board meetings, subject to the following regulations designed to expedite deliberations and provide for full consideration of problems and questions:

- A. Establish appointment to present communications or petitions to the board three working days before the board meeting.
- B. Submit communications in writing at the time of requesting an appointment so that they may be duplicated and given to board members in the agenda materials.
- C. Limit presentations to 30 minutes with additional time to be granted by a vote of the majority of the Board. Each individual will be allotted three minutes until the total time of 30 minutes is used.
- D. Only upon the request of the board members will communications from the public be read aloud at the board meetings. These communications will be read by the board president, unless it is in violation of board policy. Such violation will be determined through consultation between the board president or treasurer and the superintendent.
- E. Each person addressing the Board shall give his/her name, address, and who they represent. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The period of public participation may be extended by a vote of the majority of the Board.
- F. The board will take questions and problems under advisement and issue responses after due deliberations, usually at the next meeting.
- G. If questions or problems relate to personnel, the Board will go into executive session to receive such presentations.

Board agendas are available to all those who attend board meetings. The section on the agenda for public participation shall be indicated. Noted in each agenda shall be a short paragraph outlining the board policy on public participation at board meetings.

[Adoption date:	January 10, 2000]	[Revised: October 9, 2000]	[Revised: April 9, 2001]
LEGAL REFS.:	ORC 121.22 3313.20	CROSS REFS.:	BCE, Board Committees BD, School Board Meetings BDDB, Agenda Format BDDC, Agenda Preparation and Dissemination

- 6. **REFRESHMENTS - Prepared by the Nutrition and Wellness students:**

Kailey Bolinger	MaKenna Carter	Desirea Gaffney had
Wyatt Gardner	Drake Graff	surgery and will be absent
Megan Hearld	Mark Opperman	through Christmas break.
Kaitlyn Provens		

7. DISCUSSION AND APPROVAL OF THE MINUTES

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

Monday, November 9, 2015 - 7:00 P.M.

Liberty Union District Office Board Room

ROLL CALL: Caryl Caito. Present
 Shaun Hochradel. . . Absent
 John Hutton. Present
 Shawn Shook. Present
 John Walter. Present

PLEDGE OF ALLEGIANCE led by 3 very excited 2nd Graders: **Caroline Endsley
 Hunter Maddux
 Cooper Manson**

RECOGNITION: High School Students of the Month - Samantha Ebright & Austin Young

PUBLIC PARTICIPATION AT BOARD MEETINGS File: KD (Also BDDH) There was none.

REFRESHMENTS - Prepared by the Food Services Department

DISCUSSION AND APPROVAL OF THE MINUTES

115-15 Motion by Shawn Shook, seconded by Caryl Caito, to approve the minutes of the Regular Meeting of the Liberty Union - Thurston Board of Education held on October 12, 2015, as printed. Caito, yes; Hochradel, **absent**; Hutton, yes; Shook, yes; Walter, yes. Motion carried.

MONTHLY FINANCIAL STATEMENTS

116-15 Motion by Shawn Shook, seconded by John Walter, to approve Monthly Financial items as stated below. Hutton, yes; Shook, yes; Walter, yes; Caito, yes; Hochradel, **absent**. 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	\$ 3,519.62
200	5,327.21
300	37,901.27
Total Changes	\$46,748.10

D. DONATIONS: Approved.

<u>Amount</u>	<u>Donor</u>	<u>Fund</u>
\$ 41.00	Misc: Jeans Day	MS Principal
500.00	Booster Bingo	Boys Golf
500.00	Booster Bingo	HS Volleyball
500.00	Booster Bingo	MS Football
500.00	Booster Bingo	Girls Soccer
410.00	Eagle Heating & Cooling	DC Trip
15.00	Picture This Photography	HS Volleyball
208.02	Misc: Amy’s Army	Football
876.00	Misc: Cancer Awareness Baskets	Football
\$3,550.02	Total	-

NEW BUSINESS - FINANCIAL:

117-15 Motion by Shawn Shook, seconded by Caryl Caito, to approve the New Business Financial item below. Shook, yes; Walter, yes; Caito, yes; Hochradel, **absent**; Hutton, yes. Motion carried.

ADDITIONAL BUS ROUTE: Due to a conflict in route arrival times with the Fairfield County MD units, it has become necessary to split the current 2015-2016 Career and Technical Schools / Special Needs route. The transportation supervisor, **Kevin Mapes**, requests approval to add an additional school bus route; approved.

NEW BUSINESS - PERSONNEL

118-15 Motion by Shawn Shook, seconded by Caryl Caito, to approve the Personnel items listed below. Walter, yes; Caito, yes; Hochradel, **absent**; Hutton, yes; Shook, yes. Motion carried.

A. EMPLOYMENT: Kevin Mapes, Transportation Supervisor, requests and recommends approval to hire, **Mr. Gary West** as a school bus driver; approved.

Position: A.M. Bus Route at 1¾ hrs per day
 Rate: \$17.24 - OAPSE Contract Step 0
 Note: For the Remainder of the 2015-2016 School Year

B. SUPPLEMENTAL CONTRACT POSITIONS - Approved the following supplemental personnel and position as requested:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Emily Fisher	Musical Director	4	2	\$1,701.93

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

D. CLASSIFIED SUBSTITUTE LIST: Approved the classified substitute list for November, 2015, with the addition of the following name(s):

<u>Name</u>	<u>Address</u>	<u>Classification</u>
Diana Courtney	219 E North St, Baltimore, Ohio 43105	Bus Aide

NEW BUSINESS - PERSONNEL

119-15 Motion by John Walter, seconded by Caryl Caito, to approve the Personnel item(s) listed below. Caito, yes; Hochradel, **absent**; Hutton, yes; Shook, **abstain**; Walter, yes. Motion carried.

SUPPLEMENTAL CONTRACT POSITIONS - Approved the following supplemental personnel and position is requested:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Jill Shook	High School Mentor	6	0	\$802.80

NEW BUSINESS - OTHER

120-15 Motion by Shawn Shook, seconded by Caryl Caito, to approve the New Business - Other item(s) listed below. Hochradel, **absent**; Hutton, yes; Shook, yes; Walter, yes; Caito, yes. Motion carried.

A. RECORDS RETENTION - The schedule of retention and disposition of district records has been reviewed by the District Records Retention Committee, and recommended for approval. The complete schedule of records retention and disposition is available in the office of the District Treasurer. Approved.

B. ACTIVE / INTERIM DEPOSITORY ACCOUNTS: The Board approved the establishment and use of financial accounts with the following financial institutions is requested:

People’s Bank Fifth-Third Bank
 Huntington Bank Fairfield National Bank
 PNC

The approved period is January 1, 2016, through December 31, 2020.

INFORMATION:

A. GIFTED BOARD POLICY: Mrs. Sara Hayes, Director of Student Services, discussed with the necessary requirements regarding Gifted and Talented Students. The following policies will be presented to the Board of Education for approval at the December 14, 2015, meeting.

File: IGBB - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

File: IKEB-R LIBERTY UNION - THURSTON DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF AND SERVICE OF CHILDREN WHO ARE GIFTED

Parent Brochure: Condensed Version of Gifted Service Plan Available to Parents

B. REPORT CARD INDICATOR: Mrs. Jennifer Blackstone, Curriculum Coordinator, explained the Liberty Union - Thurston Report Card Indicators.

NEXT REGULAR MEETING: The next regular Board of Education Meeting will be held on Monday, December 14, 2015, at 7:00 p.m. in the Liberty Union District Office.

EXECUTIVE SESSION - An Executive Session was requested to discuss a legal matter and return without Board Action.

GO INTO EXECUTIVE SESSION:

121-15 Motion by Caryl Caito, seconded by John Walter, to go into Executive Session at 7:50 p.m. Hutton, yes; Shook, yes; Walter, yes; Caito, yes; Hochradel, **absent**. Motion carried.

RETURN FROM EXECUTIVE SESSION:

122-15 Motion by Shawn Shook, seconded by John Walter, to return from Executive Session at 9:07 p.m. Shook, yes; Walter, yes; Caito, yes; Hochradel, **absent**; Hutton, yes. Motion carried.

ADJOURN:

123-15 Motion by Caryl Caito, seconded by Shawn Shook, to adjourn at 9:08 p.m. Shook, yes; Walter, yes; Caito, yes; Hochradel, **absent**; Hutton, yes. Motion carried.

Motion by _____, seconded by _____, to approve the minutes of the Regular Meeting of the Liberty Union - Thurston Board of Education held on November 9, 2015, as printed above. Caito, _____; Hochradel, _____; Hutton, _____; Shook, _____; Walter, _____.

8. MONTHLY FINANCIAL STATEMENTS

A. TREASURER’S FINANCIAL REPORT: Recommend approval.

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

B. BILLS: Recommend approval.

C. STUDENT ACTIVITY MONTHLY APPROPRIATIONS: Recommend approval.

<u>FUND</u>	<u>AMOUNT</u>
018	\$ 2,571.25
200	47,044.75
300	33,510.54
Total Changes	\$83,126.54

D. DONATIONS: Recommend approval.

<u>Amount</u>	<u>Donor</u>	<u>Fund</u>
\$ 60.00	Fairfield County Ag Society Fair Exhibit	FFA
3,669.95	ADM Grain Company	FFA
250.00	Booster Bingo	Girls Golf
250.00	Booster Bingo	M S Track
410.00	Donald Law Office Scholarship	DC Trip
100.00	Jerry Teagardner	Boys Basketball
30.00	Misc: Volley-for-the-Cure	Volleyball
\$4,769.95	Total	-

Motion by _____, seconded by _____, to approve Monthly Financial items as stated above. Hutton, _____; Shook, _____; Walter, _____; Caito, _____; Hochradel, _____.

9. OLD BUSINESS

GIFTED BOARD POLICY: At the November 9, 2015, Board of Education meeting **Mrs. Sara Hayes**, Director of Student Services, discussed necessary requirements regarding Gifted and Talented Student policies. At this time Mrs. Hayes and the Legislative Liaison recommend approval of the following policies:

A. File: IGBB - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Children who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. The District identifies children of the District, in grades kindergarten through 12, as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted.

District Plan for Identifying Gifted Students The District adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in **one** of the gifted areas;

2. the sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
3. an explanation to parents/guardians of the methods the District uses to ensure equal access to screening and further assessment of all District children, culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language;
4. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
6. procedures for the assessment of children who transfer into the District;
7. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children and;
8. an explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services The District adopts and submits to the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

Written Education Plan The District provides gifted services based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and a date by which the WEP will be reviewed for possible revision.

Gifted Education Personnel Gifted education instruction is provided by gifted education intervention specialists ~~by grade level~~ **or by a classroom teacher who has completed on-going professional development in gifted education** in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and /or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability The District submits, as required, a gifted education annual report to the Ohio Department of Education.

The District submits, as required, a gifted education data audit to the Ohio Department of Education.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and

regulations and follows the Ohio Administrative Code rules regarding gifted education.

[Adoption date: January 10, 2000]
[Revised: March 13, 2000]
[Revised: December 12, 2011]
[Revised: December 14, 2015]

LEGAL REGS.: ORC 3324.01
OAC 3301-51-15

CROSS REG.: JB Equal Educational Opportunities

B. File: IKEB-R - PLAN FOR THE FOR THE IDENTIFICATION OF AND SERVICE OF CHILDREN WHO ARE GIFTED

DEFINITION “Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C) or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Superior Cognitive Ability:
Otis Lennon School Ability Test- 8th Edition: Screening SAI 123, Identification 126
Cognitive Abilities Test Form 7 VQN Composite (CogAT) **K-2** - Screening SAS 123, Identification 127;
Grades **3-12** - Screening 123; Identification 128
Stanford 10 Achievement Test Complete ~~Battery~~: Screening **92** 90%ile, Identification 95%ile
Wechsler Individual Achievement Test (WIAT) - 3rd Edition: Screening **92** 90%ile, Identification 95%ile
WISC IV-Wechsler Intelligence Scale for Children, 4th Ed.-Screening SAS 122, Identification SAS 127

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Specific Academic Ability:
Stanford ~~10~~ Achievement Test **10th Ed.**: Screening **92** 90%ile, Identification 95%ile
Woodcock-Johnson III, Tests of Achievement - NU (Form A or B)
Screening 92%ile, Identification 95%ile
Wechsler Individual Achievement Test (WIAT) - 3rd Edition
Screening **92** 90%ile, Identification 95%ile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Gifted and Talented Evaluation Scale (GATES) Creative Thinking Checklist Screening 80, Identification 83 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Creative Thinking Checklist Screening 48, Identification 51 Otis Lennon School Ability Test 8 th Edition: Screening SAI 109, Identification 110 Cognitive Abilities Test Form 7 VQN Composite: Screening SAS 108, Identification 111 (K-1), 112 (2-12)

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Display of Work, Audition or Performance: ODE Rubric: Art Display Screening 20, Identification 21 Musical Performance Screening 17, Identification 18 Drama Performance Screening 19, Identification 20 Dance Audition Screening 25, Identification 26 <p style="text-align: center;">And</p> Gifted and Talented Evaluation Scale (GATES) Checklist Screening 57, Identification 78 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Art Checklist Screening 59, Identification 61 Musical Checklist Screening 37, Identification 39 Drama Checklist Screening 54, Identification 57
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IDENTIFICATION PROCESS The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole-grade tests	Superior Cog. & Specific Academic All Areas	3 rd 2 nd & 6 th
• Individually-administered tests	All Areas	K-12 upon referral
• Audition, performance	Visual/Performing Arts Performing Arts	K-12 upon referral
• Display of work	Visual Arts	K-12 upon referral
• Exhibition		
• Checklists	Creative Thinking	K-12 upon referral

Referral Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language.

Identification When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and student’s educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

Reassessment When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

DISTRICT SERVICE PLAN The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Guidance Services			
3rd Grade Mathematics	Regular Classroom Cluster Group	3rd	Identified in area(s) of Superior Cognitive and/or Mathematics	Regular Classroom Teacher
3rd Grade Reading		3rd	Identified in area(s) of Superior Cognitive and/or Reading	Regular Classroom Teacher
4th Grade Mathematics		4th	Identified in area(s) of Superior Cognitive and/or Mathematics	Regular Classroom Teacher
4th Grade Reading		4th	Identified in area(s) of Superior Cognitive and/or Reading	Regular Classroom Teacher
	Regular Classroom with Acceleration			
AP Courses	Regular Classroom AP	HS when available	Identified in area(s) of Superior Cognitive, Reading and Mathematics	AP Teacher(s)

	Regular Classroom <i>PSEO</i>			
8 th Grade Algebra	Regular Classroom Honors	8 th	Superior Cognitive, Specific Academic Identification	Regular Classroom Teacher
	Educational Options			
	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
Pull-Out Reading Class	Resource Room/Pull Out	5th-8th Grades	Superior Cognitive or Specific Acad. Reading Identification	GIS
	Co-teaching Honors			
	Educational Options with GIS			
	Self-Contained Classroom (Whole Grade)			
5 th -8 th Grades LA	Self-Contained Classroom (Single Subject)	5 th -8 th Grades	Superior Cognitive or Specific Academic Reading/Language Arts	GIS
Algebra	Self-Contained Classroom (Single Subject)	8th Grade	Superior Cognitive and Specific Academic Mathematics	Regular Classroom Teacher
	Other <i>(Use of this option should be rare and is likely to generate a request for additional information.)</i>			

Written Education Plans When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the score of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or
Lisa Feyko, coordinator of Gifted **Intervention Specialist** services for the
 Fairfield County Educational Service Center at **740-862-4126 653-3193**.

[Approved: November, 2011]
 [Revised: February 9, 2015]
[Revised: December 14, 2015]

C. Parent Brochure - Condensed Version of Gifted Service Plan Available to Parents
 June, 2015

IDENTIFICATION The District follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Whole grade testing is completed in grades 2 and 6. All students are involved in the pre-assessment pool. By using the pre-assessment process, the District ensures equal access to screening and further assessment for all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. Opportunities exist for students to take these tests in their native language and for students with physical and sensory needs to take these tests with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODE approved list, the district insures that the tests are valid for all special populations. The District ensures that any child transferring into the District will be assessed within 90 days of the transfer at the request of the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive written notice of all testing results. Referrals are taken for testing in both the Fall and Spring. The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. Referral forms can be found in all school building main offices. Identification appeals maybe directed to the District Superintendent.

SERVICES The District serves 5th, 6th, 7th and 8th Grade Superior Cognitive and/or Specific Academic Reading students through a daily gifted reading class. GIS is teacher of record. 8th grade Gifted Mathematics and Superior Cognitive students are served daily in an Algebra class, taught by the regular classroom teacher. The District also serves 3rd & 4th grade students identified as gifted in the areas of Superior Cognitive, Mathematics and Reading through cluster grouping in the regular classroom on a daily basis. The regular classroom teachers receive guidance and professional development from the GIS and Coordinator. Advanced Placement courses are available to our high school identified gifted students. Students are notified of placement into these courses by the first week of school. Withdrawal from the program is available at any time with written parent request. Placement appeals may be directed to the District Superintendent.

WRITTEN EDUCATION PLANS Each student who receives gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP within 30 days of its completion.

Superior Cognitive Ability - A child shall be identified as exhibiting “Superior Cognitive Ability” if the child did either of the following within the preceding twenty-four months: Scored at **or** above two standard deviations, on an approved individual standardized intelligence test administered by a licensed psychologist; **or** Scored at or above two standard deviations on an approved standardized group intelligence test **or** Performed at or above the ninety-fifth percentile on an approved individual **or** group standardized basic or composite battery of a nationally normed achievement test, **or** attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

Specific Academic Ability - A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area: Math or Reading/Writing or Science or Social Studies.

Creative Thinking Ability - A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child: Scored at or above one standard deviation on an approved individual or group intelligence test and also did either of the following: Attained a sufficient score, as established by the department education on an approved individual or group test of creative ability or Exhibited sufficient performance on an approved checklist of creative behaviors.

Visual and Performing Arts Ability - A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area **and** exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.

SCREENING AND IDENTIFICATION SCORES

Superior Cognitive Ability

Otis Lennon School Ability Test **8th Ed.:** Screening SAI 123, Identification 126
 Cognitive Abilities Test **7 VQN Composite** (CogAt): Screening SAS 123, Identification: **127 429 Grades 3-12 Screening 123, Identification 129**
 Stanford Achievement Test **10th Edition:** Screening 92%ile, Identification 95%ile
~~Metropolitan Achievement Test: Screening 92%ile, Identification 95%ile~~
~~W-J III - NU Tests of Achievement: Screening 92%ile, Identification 95%ile~~
~~WIAT - 3rd Edition - Screening 92%ile, Identification 95%ile~~
 ITBS **Form E-Full Battery:** Screening 92%ile, Identification 95th %ile

Specific Academic Ability:

Stanford **10** Achievement Test: Screening **90** 92%ile, Identification 95%ile
Woodcock-Johnson III, Tests of Achievement - NU (Form A or B)
~~Metropolitan Achievement Test: Screening 92%ile, Identification 95%ile~~
~~WIAT - 3rd Edition - Screening 92%ile, Identification 95%ile~~
 ITBS **Form E:** Screening 92%ile, Identification 95th %ile

Creativity:

Gifted and Talented Evaluation Scale **(GATES)**
 Creative Thinking Checklist Screening 80, Identification 83
 Scales for Rating the Behavior Characteristics of Superior Students **(SRBCSS)**
 Creative Thinking Checklist Screening 40 **48**, Identification 43 **51**

AND

Otis Lennon School Ability Test **8th Edition:** Screening SAI 109, Identification 110
 Cognitive Abilities Test **Form 7 VQN Composite:** Screening SAS 108, Identification **111 (K-1), 112 (K-2-12) Identification 113(3-12)**

Visual and Performing Arts:

Display of Work, Audition or Performance: ODE Rubric:
 Art Display Screening 20, Identification 21
 Musical Performance Screening 17, Identification 18
 Drama Performance Screening 19, Identification 20
 Dance Audition Screening 25, Identification 26

AND

Gifted and Talented Evaluation Scale **(GATES)**
 Checklist Screening 77, Identification 78
 Scales for Rating the Behavior Characteristics of Superior Students
 Art Checklist Screening 52 **59**, Identification 53 **61**
 Musical Checklist Screening 33 **37**, Identification 34 **39**
 Drama Checklist Screening 47 **54**, Identification 48 **57**

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[Revised: December 14, 2015]

Motion by _____, seconded by _____, to approve Old Business items as printed above. Shook, _____; Walter, _____; Caito, _____; Hochradel, _____; Hutton, _____.

10. NEW BUSINESS - FINANCIAL:

A. 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, IC Corp, Propane Powered school bus.

The purchase price of the 2017 bus is \$88,797.00. Recommend approval.

B. PURCHASED SERVICES

- 1) **Service Provider: Wright Specialty, Inc.**
 Contract Period: One Year beginning July 1, 2016 - June 30, 2017
 Services Provided: Property and Auto Insurance Coverage
 Cost: \$32,290.00

Recommend approval.

- 2) **Service Provider: Strategic Management Systems SMS.**
 Contract Period: One Year beginning July 1, 2015 - June 30, 2016
 Services Provided: E-Rate - Category 2 - Internet
 Cost: \$2500.00

Recommend approval.

Motion by _____, seconded by _____, to approve the New Business Financial items listed above. Walter, _____; Caito, _____; Hochradel, _____; Hutton, _____; Shook, _____.

11. NEW BUSINESS - PERSONNEL

- A. **THREE-YEAR (2015-2016; 2016-2017 & 2017-2018) CONTRACT** - The following employee is recommended for a supervisory contract as stated (Rick's name was omitted earlier in the year):

<u>Employee</u>	<u>Position</u>	<u>Salary</u>
Delynko, Rick	Bldg Serv Supv	\$25.32

- B. **SUPPLEMENTAL CONTRACT POSITIONS** - Recommend approval of the following supplemental personnel and position(s) is requested:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Mangette, Renee	Head Girls Track Coach	2	8	4,752.57
Mattox, Ed	Var Asst Track Coach	3	0	1,926.72
Anderson, Donna	Straight A for 2015-2016	from Grant		262.00
Bauer, Charles	Straight A for 2015-2016	from Grant		262.00
Brunty, Cortni	Straight A for 2015-2016	from Grant		262.00
Bryan, Jennifer	Straight A for 2015-2016	from Grant		262.00
Byers, Shelly	Straight A for 2015-2016	from Grant		262.00
Farmer, Tracy	Straight A for 2015-2016	from Grant		262.00
Gallagher, Elena	Straight A for 2015-2016	from Grant		262.00
Lauvray, Jennifer	Straight A for 2015-2016	from Grant		262.00

Lehman, Courtney	Straight A for 2015-2016	from Grant	262.00
Leitnaker, Angie	Straight A for 2015-2016	from Grant	262.00
Luna, Tonya Ransbottom	Straight A for 2015-2016	from Grant	262.00
Motts, Laura	Straight A for 2015-2016	from Grant	262.00
Palmer, Joseph	Straight A for 2015-2016	from Grant	262.00
Rodriguez, Erin	Straight A for 2015-2016	from Grant	262.00
Ross, Audrey	Straight A for 2015-2016	from Grant	262.00
Ruff, Lisa	Straight A for 2015-2016	from Grant	262.00
Savage, Kelley	Straight A for 2015-2016	from Grant	262.00
Smolewski, Erik	Straight A for 2015-2016	from Grant	262.00
Spector, Lauren	Straight A for 2015-2016	from Grant	262.00
VanSchepen, Elizabeth	Straight A for 2015-2016	from Grant	262.00
Washburn, Krystal	Straight A for 2015-2016	from Grant	262.00

C. CERTIFIED SUBSTITUTE LIST: Recommend approval of the certified substitute teacher list as submitted from the Fairfield County Educational Service Center Superintendent.

Motion by _____, seconded by _____, to approve the Personnel items listed above. Caito, _____; Hochradel, _____; Hutton, _____; Shook, _____; Walter, _____.

12. NEXT REGULAR MEETING: The next regular Board of Education Meeting will be held on Monday, January 11, 2016, immediately following the Board of Education Re-Organizational Meeting at 7:00 p.m. in the Liberty Union District Office.

13. EXECUTIVE SESSION - An Executive Session is requested to discuss a legal matter and return without Board Action.

A. GO INTO EXECUTIVE SESSION: Motion by _____, seconded by _____, to go into Executive Session at _____ p.m. Hochradel, _____; Hutton, _____; Shook, _____; Walter, _____; Caito, _____.

B. RETURN FROM EXECUTIVE SESSION: Motion by _____, seconded by _____, to return from Executive Session at _____ p.m. Hutton, _____; Shook, _____; Walter, _____; Caito, _____; Hochradel, _____.

14. ADJOURN: Motion by _____, seconded by _____, to adjourn at _____ p.m. Shook, _____; Walter, _____; Caito, _____; Hochradel, _____; Hutton, _____.