

6. DISCUSSION AND APPROVAL OF THE MINUTES:

LIBERTY UNION-THURSTON BOARD OF EDUCATION
REGULAR MEETING

October 14, 2013 - 7:00 P.M.
Liberty Union District Office

ROLL CALL: Shaun Hochradel present
John Hutton absent
Mike Raver present
Shawn Shook present
John Walter present

PLEDGE OF ALLEGIANCE

RECOGNITION - STUDENTS OF THE MONTH: EMILY ANESHANSLEY & ADAM SNYDER

REFRESHMENTS - Prepared by Liberty Union Food Services

PUBLIC PARTICIPATION AT BOARD MEETINGS

File: KD (Also BDDH)

Jenny Keller and Melanie Harrison represented a group of elementary students' parents and discussed Liberty Union Curriculum and the "Common Core."

DISCUSSION AND APPROVAL OF THE MINUTES:

106-13 Motion by Shawn Shook, seconded by John Walter, to approve the minutes of the Regular Meeting of the Liberty Union-Thurston Board of Education held on September 9, 2013, as printed. Hochradel, yes; Hutton, absent; Raver, yes; Shook, yes; Walter, yes. Motion carried.

MONTHLY FINANCIAL STATEMENTS

107-13 Motion by Shaun Hochradel, seconded by Shawn Shook, to approve Monthly Financial items as stated below. Hutton, absent; Raver, yes; Shook, yes; Walter, yes; Hochradel, 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	\$ 6,034.73
200	9,754.49
300	28,827.71
Total Changes	\$44,616.93

D. DONATIONS - Approved.

<u>Amount</u>	<u>Donor</u>	<u>Fund</u>
\$205.00	Elementary Boosters	Elementary Principal
555.69	Kroger Rewards	Middle School Principal
120.00	Misc: Jeans Day	Middle School Principal
104.21	Target	Middle School Principal
316.00	Target	Elementary Principal
238.01	Target	High School Principal
250.00	Booster Bingo	Girls Basketball
500.00	Booster Bingo	Boys Soccer
500.00	Booster Bingo	Girls Golf
500.00	Booster Bingo	Girls Track

113.00	Park National Bank	Middle School Cheerleading
806.00	Volley for the Cure	High School Volleyball
275.00	Youth League	High School Volleyball
186.00	Youth League	JrHi Volleyball
\$4,668.91	Total	

OLD BUSINESS - BOARD POLICIES:

108-13 Motion by Shawn Shook, seconded by Shaun Hochradel, to approve the Old Business - Board Policies as printed below. Raver, yes; Shook, yes; Walter, yes; Hochradel, yes; Hutton, **absent**. Motion carried.

The following policies were presented for review in September, 2013; the policies, with any revisions, are approved as recommended.

A. IGCf-R - HOME INSTRUCTION

The Board recognizes and appreciates the individual’s right of choice. In particular, the Board recognizes the right of parents and students to select educational options other than attendance as enrolled students in the District. In the case of home instruction this option is subject to the following regulations:

1. The Board operates under State Board of Education Rules for Excuses from Compulsory Attendance for Home Education, Ohio Administrative Code Regulations, which provide for the right of home instruction and imposes requirements that must be fulfilled by the parent(s) and student(s) electing this option. All applications for home instruction must be made through the Fairfield County Schools office.
2. Students in grades 7-12 who are excused from attendance at school by reason of home instruction accordance with the State Board of Education Regulations ~~may enroll in the District on a part-time basis. Such students, who maintain enrollment in at least two “core” academic courses, are eligible to participate in~~ **extra-curricular programs offered by the District** ~~any of the student services, programs or activities of the District.~~ (Note: Students participating in school athletic programs or teams must also comply with all Ohio High School Athletic Association guidelines, including eligibility regulations and bylaws.)
- 3. Home educated students in grades five through twelve may participate in academic offerings of the school district on a part-time basis. Requests for part-time participation are to be forwarded to the appropriate (middle school or high school) principal. The schedule of part-time students will be determined by the school principal.**
4. Students applying for home instruction or returning to the District from home instruction must follow normal enrollment guidelines.
5. Once a high school student has been approved (through the Fairfield County Schools office) for home instruction, a letter will be sent outlining the procedures for returning to the Liberty Union-Thurston Schools.
6. Home educated students will be permitted to take achievement/ability tests normally given at each grade. This will be done cost-free to the student and must be done during the regular testing cycle. It is the responsibility of the parents or guardians to make the appropriate arrangements with the school. The District will not pay for standardized testing outside the District. A student can take tests such as the PSAT, PLAN, etc. normally given at the local schools. This will be done at the same cost charged Liberty Union High School students.
7. When a student enrolls in the District after being on home instruction, the following will be used to determine appropriate grade placement:
 - K-8: Placement will be made by the building principal based upon:
 - A. the child’s most recent annual academic assessment report;
 - B. requiring the child to take any or all of the nationally normed standardized achievement tests that are regularly scheduled for District students of similar age;
 - C. other evaluation information that may include interviews with the child and/or parents and
 - D. age-appropriate grade level.
 - 9-12: Placement will be based upon the following criteria:
Placement into a grade (e.g., 10th) and subject e.g., English) will be made according to:

- A. age appropriateness;
- B. the results of a review of the academic assessment report provided by the parent and
- C. other evaluation information as deemed necessary by the District (may include interviews with the child and/or parents).

A home schooling review team made up of the principal, head counselor and teacher will review the material and make the decision concerning placement.

To enter Liberty Union High School, the parent/guardian must provide an academic assessment report for each class taken. This should include, but is not limited to:

- A. a portfolio of work done
- B. examples of tests and test scores
- C. resources and books used in class
- D. samples of the student’s work
- E. standardized test scores demonstrating the student’s ability
- F. course of study
- G. the number of hours devoted to each subject area
- H. grades from previous school

Four weeks advance notice is needed to review the assessment report to make proper grade and subject placement.

- 8. The District may require the student to take any or all of the nationally normed standardized achievement tests that are regularly scheduled for District students of similar age.
- 9. All home instruction courses will be given a grade of P/F (Pass/Fail).
- 10. All students graduating from Liberty Union-Thurston High School must pass the 9th grade proficiency test and meet requirements as specified in Board policy. Beginning with the Class of 2007, all students graduating must pass the Ohio Graduation Test (OGT).
- 11. Transcripts will denote home instruction with P/F grades and “credits” assigned.
- 12. Athletic eligibility will be determined by OHSAA guidelines and District athletic policy.
- 13. Students can enroll only at the beginning of each semester.
- 14. A GPA will be established only for award purposes, including but not limited to Valedictorian / Salutatorian, Distinguished Scholar, Ohio Academic Scholarship, etc., after two consecutive semesters of attendance at Liberty Union High School prior to the second semester of the student’s senior year.
- 15. Academic eligibility for the National Honor Society will be established only after two consecutive semesters prior to the end of the semester preceding the time nominations for induction are made.
- 16. This policy will be applicable to all students receiving home instruction.

[Approval date: January 10, 2000]

[Revised: August 8, 2011]

[Approval date: October 14, 2013]

B. IGBEA (New policy) - 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’s 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**]

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

C. IGBEA-R (New policy) - 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 parents or guardian that includes:

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents 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 (BOE);
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 participated 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**]

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)
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D. IGD - CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES (New policy)

The purpose of education is to develop the whole person of the student. For this reason an educational program just embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for co-curricular and extra-curricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

- 1. have educational value for students;
- 2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
- 3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in co-curricular and extra-curricular activities.

The following guidelines govern the student activity programs:

- 1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
- 2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
- 3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
- 4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
- 5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the co-curricular and extra-curricular programs of the District.
- 6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
- 7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
- 8. Activities must not place undue burdens upon students, teachers or schools.
- 9. Activities should not interfere with regularly scheduled classes. This limitation often requires conduction such activities beyond the regular school day, if possible.
- 10. Activities at any level should be unique, not duplications of others already in operation.

11. Students participating in co-curricular and extra-curricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other co-curricular and extra-curricular activities.
12. Students suspended and expelled from school are banned from extra-curricular activities. Students may also be suspended from extra-curricular activities for violations of the Student Code of Conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extra-curricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine / regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extra-curricular event or other school-sponsored activity.
15. Students may be removed from extra-curricular activities when their presence poses a continuing danger to persons or property or an on-going threat of disruption. If a student is removed from extra-curricular activities, such removal may include all extra-curricular activities in which the student is involved.
16. Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District’s extra-curricular activities, including interscholastic athletics, and must fulfill the same academic, non-academic and financial requirements as any other participant. The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition for participation.
17. Resident students attending STEM schools are not prohibited from participating in the District’s extra-curricular activities, including inter-scholastic athletics, and must fulfill the same academic, non-academic and financial requirements as any other participant.
18. Resident students attending a non-public school are permitted participate in the District’s extra-curricular activities, including interscholastic athletics, at the school to which the student would be assigned if the non-public school the student is enrolled in does not offer the extra-curricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted participate in the District’s extra-curricular activities, including inter-scholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.

[Adoption date: **October 14, 2013**]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.58; 3313.59; 3313.664
 3315.062
 3319.16
 3321.04
 Chapter 4112
 OAC 3301-27-01
 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
 DJ, Purchasing
 IGDB, Student Publications
 IGDC, Student Social Events
 IGDF, Student Fundraising Activities
 IGDG, Student Activities Funds Management
 IGDJ, Interscholastic Athletics
 IGDK, Interscholastic Extra-curricular Eligibility
 JECBC, Admission of Students from Non-chartered or Home Schooling
 JED, Student Absences and Excuses

JGD, Student Suspension
 JGDA, Emergency Removal of Student
 JGE, Student Expulsion
 JL, Student Gifts and Solicitations
 JN, Student Fees, Fines and Charges
 KGB, Public Conduct on District Property
 KK, Visitors to the Schools
 Student Handbooks

E. IGDJ - INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and positive mental attitude as a prerequisite to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic sports programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in inter-scholastic athletics.

Coaches are required to complete an approved course **work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education** ~~in sports-related first-aid training and a course in cardiopulmonary resuscitation~~ in order to qualify to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the Ohio High School Athletic Association (OHSAA) must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must purchase insurance. **This insurance may be available for purchase through the District.** ~~school, or the~~ **If parent(s) choose not to purchase insurance provided by the District, the parent(s)** must sign a waiver ensuring that **private** coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students **in grades 9-12** are ineligible for athletics for ~~one year when they transfer from one district to another without changing residency.~~ **The first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to.** **Exceptions to the ineligibility provisions are outlined** ~~Transfers within the school district are not affected. There are exceptions to the ineligibility contained in the Ohio High School Athletic By-laws.~~

Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's interscholastic athletics program and must fulfill the same

academic, non-academic and financial requirements as any other participant. The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition to participation.

Resident students attending STEM schools are not prohibited from participating in the District’s inter-scholastic athletics program and must fulfill the same academic, non-academic and financial requirements as any other participant.

Resident students attending a non-public school are permitted to participate in the District’s inter-scholastic athletic programs at the school to which the student would be assigned if the non-public school student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District’s interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.

Foreign exchange students ~~not enrolled in a state approved educational or exchange program must be legally adopted by a resident of that school district in order to be eligible for athletics~~ **enrolled in a recognized visitor exchange program may be eligible to participate in inter-scholastic athletics in accordance with OHSAA Bylaws.**

[Approval date: January 10, 2000] [Revised: September 10, 2001]
[Revised: February 9, 2004] **[Revised: October 14, 2013]**

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5311; 3313.5312; 3313.539; 3313.66; 3313.661;
3313.664
3315.062
3319.303
3321.04
3707.52

OAC Chapter 3301-27

CROSS REF.: IGD, Co-curricular and Extra-curricular Activities
IGDK, Interscholastic Extra-curricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

F. IKE - PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or to retain a student is made on the basis of a number of factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed, reviewed and may include the following elements:

1. A student receiving passing grades in the core courses is promoted.
2. Failures
A sStudents having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement. one or more subjects may be required to:
 - a. ~~complete a summer make up course and/or proficiency remediation course~~
 - b. ~~participate in summer tutoring or attend the alternative school~~
 - c. ~~modify their schedule for the following year to include prescribed courses~~
 - d. ~~repeat the grade level~~

~~Students failing to follow through with the above requirements (a-c) may be automatically retained in the grade level. Parents of students failing one or more courses will be notified in writing of the options offered or decision for retention.~~

3. ~~No student should be retained more than twice in the elementary grades.~~ **conditional promotions are permitted.**
4. ~~Documentary and anecdotal evidence should be available to justify retention.~~ **A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.**
5. ~~No A student having passing grades, "D" or above, throughout the year is failed with failing grades during any academic term may be provided with intervention services.~~
6. **No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.**
7. **Documentary and anecdotal evidence should be available to justify retention.**

Any student who is truant for more than 10% of the required attendance days of the current school year, and has failed two or more of the required curriculum subject areas in the current grade is retained, unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

Beginning with students who enter third grade in the 2013/2014 school year, any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. **The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.**
2. **The student is a child with a disability entitled to special education and related services under RC3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.**
3. **The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.**
4. **All of the following apply:**
 - A. **The student is a child with a disability entitled to special education and related services under RC3323.**
 - B. **The student has taken the third grade English language arts achievement assessment prescribed under RD3301.0710.**
 - C. **The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.**
 - D. **The student previously was retained in any of grades kindergarten to three.**
5. **The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.**

~~"Academically prepared," means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.~~

~~Students in the fourth grade failing to pass all three tests may be retained in their current grade level, for the next school year.~~

~~Third grade students who receive a basic or limited score on the third grade reading achievement tests 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 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 offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

[Adoption date: January 10, 2000] [Revised: February 9, 2004]
 [Revised: November 14, 2005] [Revised: **October 14, 2013**]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715
 3313.608; 3313.609; 3313.6010; 3313.6012
 3314.03
 OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
 IGBE, Remedial Instruction (Intervention Services)
 IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
 IGCD, Educational Options (Also LEB)

G. JEBC - ADMISSION OF STUDENTS FROM NON-CHARTERED OR HOME SCHOOLING

Students seeking admission into the District’s schools who have been enrolled in non-chartered schools or home-education **schooling** programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent shall consider:

- 1. the child’s most recent annual academic assessment report;
- 2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
- 3. other evaluation information that may include interviews with the student and the parent;

Resident students attending a non-chartered non-public school are permitted to participate in the District’s extra-curricular activities at the school to which the student would be assigned if the non-chartered non-public school the student is enrolled in does not offer the extra-curricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.

Resident student receiving home instruction in accordance with State law are permitted to participate in District extra-curricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, non-academic and financial requirements as any other participant.

[Adoption date: January 10, 2000] [Revised: November 14, 2005]
 [Reviewed: January 14, 2013] [Revised: **October 14, 2013**]

LEGAL REFS.: OAC 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664
 3321.04
 OAC 3301-34

CROSS REFS.: IGBG, Home-Bound Instruction
 IGCF, Home Instruction
 IGD, Co-curricular and Extra-curricular Activities
 IGDK, Inter-scholastic Extra-curricular Eligibility

H. 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 District staff 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.

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 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.

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. Parents may present complaints to the Superintendent to initiate a complaint investigation by the District, regarding incidents of restraint or seclusion and
2. Require 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
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

NEW BUSINESS - FINANCIAL:

109-13 Motion by John Walter, seconded by Shawn Shook, to approve New Business - Financial items stated below. Shook, yes; Walter, yes; Hochradel, yes; Hutton, **absent**; Raver, yes. Motion carried.

A. FIVE-YEAR FINANCIAL FORECAST The Ohio Department of Education requires all public school districts to prepare a five-year financial forecast. The updated LU-T financial forecast has been reviewed by the Finance Committee. The complete five year financial forecast is available in the office of the Treasurer.

Approved the five-year forecast as requested.

B. PURCHASED SERVICE AGREEMENTS

SERVICE PROVIDER:	Skidzz Mobile Welding & Fabrication
CONTRACT PERIOD:	Upon Completion
SERVICES PROVIDED:	Fabricate, Paint, Install Band Observation Tower
COST:	\$14,450

Approved.

- C. **PRAXIS TEACHER READING EXAMS** Teachers assigned to primary-level (K -3) classes may take a Praxis reading examination in order to meet state guidelines for teacher competency, as legislated in the “Third Grade Reading Guarantee.” Board approval to pay the \$130 test fee (per teacher) is requested, with two “conditional” requirements:
 1. Each teacher must participate in (seven) study group sessions, organized by the elementary school principal, in order to qualify for District payment for the test.
 2. The District will only pay for one test attempt per person.

Approved.

PERSONNEL

110-13 Motion by Shaun Hochradel, seconded by John Walter, to approve the Personnel items listed below. Walter, yes; Hochradel, yes; Hutton, **absent**; Raver, yes; Shook, yes. Motion carried.

- A. **EMPLOY TWO-HOUR COOK** The Food Service Supervisor requested to add a two-hour cook position at the elementary school, in order to meet the needs of increased breakfast sales and additional meals served for the Head Start and Learning Steps Preschool programs.

The following employee was approved to fill the position, adding two hours to her current work day:

Name: **Melanie Keller**
 Hourly Rate: \$18.89
 Start Date: October 15, 2013

- B. **SUPPLEMENTAL CONTRACT POSITION:** Approved the following supplemental positions as requested:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Amanda King	Teacher Mentor - Year 3	6	0	787.06
Pam Dean	JrHi Basketball Cheerleading	6	0	787.06
James Peck	8 th Gr Girls Basketball	4	8	2,487.10

- C. **CERTIFIED SUBSTITUTE LIST:** Approved the substitute teacher list for October, 2013, as nominated by the Fairfield County Superintendent.
- D. **CLASSIFIED SUBSTITUTE LIST:** Approved the classified substitute list for October, 2013, with the addition of the following name(s):

<u>Name</u>	<u>Address</u>	<u>Classification</u>
Joyce Ribble	13235 Basil Rd, Baltimore 740-503-4804	Secretary

* Pending obtaining all necessary paper-work & certifications.

NEW BUSINESS - OTHER

111-13 Motion by Shawn Shook, seconded by Shaun Hochradel, to approve the New Business - Other items as printed below. Hochradel, yes; Hutton, **absent**; Raver, yes; Shook, yes; Walter, yes. Motion carried.

- A. **NATIONAL FFA CONVENTION** The agriculture education department requested permission to attend the National FFA Convention, in Louisville, Kentucky:

Dates: October 30, 2013 - November 2, 2013
 Transportation: Commercial Bus
 Chaperones: Two teachers; Parents
 Lodging: Hotel
 Student Cost: \$250 per Student
 Board of Education Cost: \$500 for Two Teacher Advisors (Plus Substitutes)

Approved.

- B. **SIXTH-GRADE OUTDOOR EDUCATION** Board of Education approved the sixth-grade outdoor education program as requested:

Dates: March 26 - 28, 2014
 Location: Camp Pilgrim Hills, Bellville, Ohio

Transportation: School Buses
 Chaperones: Four Teachers; Eight Parents
 Student Cost: \$140 per student

C. HIGH SCHOOL MODEL UNITED NATIONS Board of Education approved participation in the Senior Model United Nations Program as requested:

Dates: December 1-3, 2013
 Location: Columbus Hyatt Regency Hotel
 Transportation: Parents
 Chaperones: Advisor; Program Security
 Student Cost: \$220.00 (Approximately)

NEW BUSINESS: INFORMATION

A. POLICY REVIEW The following policy revision was presented for review only; the policy, with any revisions, will be placed on the November 11, 2013, agenda for Board consideration.

File: GCN-2 (AFC-2) EVALUATION OF PROFESSIONAL STAFF (Administrators and Supervisors)

B. ATHLETIC FIELD IMPROVEMENTS The Building & Grounds Committee discussed options for improvements to the two athletic fields at the elementary/middle school site, and re-seeding of the high school field.

C. RACE-TO-THE-TOP COMMITTEE UPDATE Members of the Race-to-the-Top Committee provided an update of activities.

NEXT REGULAR MEETING - The next Board of Education Meeting will be held on Monday, November 11, 2013, at 7:00 p.m. in the Liberty Union District Office.

A Special Board of Education Meeting (Work Session) will be held on Saturday November 2, 2013, at 8:30 a.m. in the District Office Board Room.

ADJOURN

112-13 Motion by Shaun Hochradel, seconded by Shawn Shook, to adjourn at 8:28 p.m. Hutton, **absent**; Raver, yes; Shook, yes; Walter, yes; Hochradel, yes. Motion carried.

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

Saturday, November 2, 2013 - 8:30 A.M.
 Liberty Union District Office

ROLL CALL: Shaun Hochradel present
 John Hutton absent
 Mike Raver present
 Shawn Shook present
 John Walter present

PLEDGE OF ALLEGIANCE

PUBLIC PARTICIPATION AT BOARD MEETINGS

File: KD (Also BDDH)

There was none.

NEW BUSINESS: PERSONNEL

113-13 Motion by Shaun Hochradel, seconded by Shawn Shook, to approve the New Business - Personnel item listed below. Hochradel, yes; Hutton, **absent**; Raver, yes; Shook, yes; Walter, yes. Motion carried.

SUPPLEMENTAL CONTRACT POSITIONS - The following candidates were approved for supplemental contracts for the 2013/2014 school year:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Brad Kelly	JV Boys Basketball	2a	0	\$2,235.24
Jeff Fletcher	Fresh Boys Basketball	4	0	1,259.29
Dan Billingsley	8 th Gr Boys Basketball	4	0	1,259.29

Mark Thomas	7 th Gr Boys Basketball	4	0	1,259.29
Shannon Congrove-Billingsley	8 th Gr Boys BB	-	-	Volunteer
Missey Truitt	JrHi Cheerleading	-	-	Volunteer

INFORMATION - The following topics were discussed, as requested, so that the district administration might gain a direction for completion of tasks, and for generating future agenda items for Board consideration:

- A. School Bus Purchase Options**
- B. Building & Grounds Issues**
 - 1) **Improvement of Athletic Fields**
 - 2) **Entrance to Elementary School**
- C. Funding Arrangement for Resource Officer**
- D. Renewal of Half-Percent Income Tax**
- E. District Five Year Forecast**

EXECUTIVE SESSION - An Executive Session was requested for the purpose of discussing the employment of a public employee.

GO INTO EXECUTIVE SESSION:

114-13 Motion by Hutton, seconded by Walter, to go into Executive Session at 10:27 a.m. Hutton, **absent**; Raver, yes; Shook, yes; Walter, yes; Hochradel, yes. Motion carried.

RETURN FROM EXECUTIVE SESSION:

115-13 Motion by Walter, seconded by Hutton, to return from Executive Session at 10:40 a.m. Raver, yes; Shook, yes; Walter, yes; Hochradel, yes; Hutton, **absent**. Motion carried.

NEXT REGULAR MEETING: The next Board of Education Meeting will be held on Monday, November 11, 2013, at 7:00 p.m. at the Liberty Union District Office.

ADJOURN:

116-13 Motion by John Walter, seconded by Shawn Shook, to adjourn at 10:51 a.m. Shook, yes; Walter, yes; Hochradel, yes; Hutton, **absent**; Raver, 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 October 14, 2013, and the Special Meeting of the Liberty Union-Thurston Board of Education held on November 2, 2013, as printed above. Hochradel, _____; Hutton, _____; Raver, _____; Shook, _____; Walter, _____.

7. MONTHLY FINANCIAL STATEMENTS

A. TREASURER’S FINANCIAL REPORT

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

Recommend approval.

B. BILLS

Recommend approval.

C. STUDENT ACTIVITY MONTHLY APPROPRIATIONS

<u>FUND</u>	<u>AMOUNT</u>
018	\$ 3,843.62
200	19,246.18
300	50,166.76
Total Changes	\$73,256.56

Recommend approval.

D. DONATIONS

<u>Amount</u>	<u>Donor</u>	<u>Fund</u>
\$401.00	Jeans Day	HS Principal's Fund
73.00	Target: Give with Target	Elementary Principal's Fund
16.67	Booster Bingo	HS Cheerleading
500.00	Booster Bingo	Football
33.34	Booster Bingo	Football
250.00	Booster Bingo	Cross Country
33.34	Booster Bingo	Boys Golf
16.67	Booster Bingo	Softball
33.34	Booster Bingo	Baseball
500.00	Booster Bingo	HS Volleyball
500.00	Booster Bingo	Girls Soccer
1,000.00	3 B Transport	Boys Basketball
395.00	Anonymous	Washington DC
718.00	Volley-for-the-Cure T-shirts	HS Volleyball
\$4,470.36	Total	

Recommend approval.

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

8. OLD BUSINESS - POLICY REVIEW: The following policy revision was presented for review only on October 14, 2013. The policy, with any revisions, is now recommended for Board approval.

File: GCN-2 (AFC-2)

**EVALUATION OF PROFESSIONAL STAFF
(Administrators and Supervisors)**

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, 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 ~~March 31~~ **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 **is are** in written form and **is 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.

Procedures for evaluating principals and assistant principals are based on principles comparable to the 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 Distinguished, Effective, Developing or 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-approved assessments and/or
- 3) Board-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 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]

LEGAL REFS.: ORC **3319.03; 3319.04; 3319.111**; 3319.16; **3319.17; 3319.171; 3319.22**
OAC 3301-35-05(A)(8)

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

Motion by _____, seconded by _____, to approve the Old Business - Board Policy as printed above. Raver, _____; Shook, _____; Walter, _____; Hochradel, _____; Hutton, _____.

9. NEW BUSINESS - FINANCIAL:

A. PURCHASED SERVICE AGREEMENTS

- 1) **SERVICE PROVIDER: Metropolitan Education Council**
 CONTRACT PERIOD: Fiscal Years 2015, 2016 and 2017
 SERVICES PROVIDED: Broadband Internet Access Fees
 COST: \$56,604 each year

Note: E-Rate funding grants will provide partial rebate of annual cost.

- 2) **SERVICE PROVIDER: Centratch Services, Inc.**
 CONTRACT PERIOD: Upon Completion of Work (approx. thirty days)
 SERVICES PROVIDED: Install Secure-Entrance Equipment at Elementary School
 COST: \$5,070.74

Note: A state security grant will be filed, requesting reimbursement of \$5,000

Motion by _____, seconded by _____, to approve New Business - Financial items stated above. Shook, _____; Walter, _____; Hochradel, _____; Hutton, _____; Raver, _____.

10. PERSONNEL

- A. **RESIGNATION Ben Bethel** has submitted his resignation as 7th grade girls basketball coach. Recommend approval.
- B. **POST SECRETARY POSITION** Approval for posting of one full-time (186 days per year) secretarial position has been requested, in order to provide additional clerical assistance at the elementary school, as well as to staff front-entrance security monitoring.
- C. **SUPPLEMENTAL CONTRACT POSITIONS** Approval for the following supplemental position is requested:

<u>Name</u>	<u>Supplemental Position</u>	<u>Level</u>	<u>Step</u>	<u>Salary</u>
Tony Caito	7 th Grade Girls Basketball	4	0	\$1,259.29

- D. **EMPLOY MATHEMATICS TUTOR** The following candidate is recommended for temporary employment:

Name: Linda Wilson
 Position: Fifth-Grade Mathematics Specialist
 Duties: Provide intensive mathematics instruction for students through individual instruction, small-group instruction, inclusion-based instruction, and team-teaching
 Work Schedule: Fifty Days, Scheduled January, 2014 through April, 2014
 Compensation: \$160 per Day

Recommend approval.

- D. **CERTIFIED SUBSTITUTE LIST:** Recommend approval of the substitute teacher list for November, 2013, as nominated by the Fairfield County Superintendent.

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

11. NEW BUSINESS - OTHER

A. TRANSPORTATION PAYMENT AUTHORIZATION By Resolution of the Liberty Union-Thurston Local Board of Education, it is declared “impractical” and an “unreasonable financial burden” to provide student transportation by school bus to private and parochial schools outside of the Liberty Union-Thurston Local School District. Included are the following schools: Bishop Hartley, Harvest Prep, St. Bernadette, Liberty Christian, St. Mary’s, Fisher Catholic, Fairfield Christian and Grace Christian. The Board authorizes the District Treasurer to provide payment to the parent/guardian of student(s) attending these entities in lieu of providing such services. The parent/guardian must make application for such reimbursement with the Treasurer on an annual basis in order to receive payment. The amount of payment is established by the Ohio Department of Education. For the 2013/2014 and 2014/2015 school year, payment in lieu of transportation services has been set at \$250 per student.

Recommend approval.

B. EIGHTH-GRADE TRIP Board of Education approval for an eighth-grade trip to Washington, D.C. is requested:

- Dates: May 16-18, 2014
- Tour Operator: Main Street Tours
- Projected Student Participation: 111
- Adult Chaperones: Middle School Staff (4) and Parents (14)
- Transportation: Commercial Buses
- Lodging: Hotel
- Student Cost: \$395 per Student (Chaperones will pay \$475)

Note: This trip is optional for students. Fundraising opportunities will be provided in order to reduce individual student cost.

Recommend approval.

Motion by _____, seconded by _____, to approve the New Business - Other items as printed above. Hochradel, _____; Hutton, _____; Raver, _____; Shook, _____; Walter, _____.

12. NEW BUSINESS: INFORMATION

RACE-TO-THE-TOP COMMITTEE UPDATE Members of the Race-to-the-Top Committee will provide an update of activities.

13. EXECUTIVE SESSION An executive session is requested for the purpose of hearing a parent appeal regarding a student attendance issue.

GO INTO EXECUTIVE SESSION:

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

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

14. **NEXT REGULAR MEETING** - The next Board of Education Meeting will be held on Monday, December 9, 2013, at 7:00 p.m. in the Liberty Union District Office.

15. **ADJOURN** - Motion by _____, seconded by _____, to adjourn at _____ p.m. Hutton, _____; Raver, _____; Shook, _____; Walter, _____; Hochradel, _____.