

REGULAR BOARD OF EDUCATION MEETING – WORK SESSION

September 5, 2019

7:00 p.m.

ADMINISTRATION BUILDING/MEETING ROOM

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Public comment is your opportunity to make a comment to the Board. When your name is called, please stand and state your name, address, and topic. You will have three (3) minutes to speak. If your comment involves a problem with a student, employee, or Board member please do not address them by name. The primary role of the Board of Education is to listen and reflect on your comments. Sometimes Board members may respond or ask questions, but not always. Whether we respond or not, your input is valued.

Fund Definitions

001 – General Fund – The general fund is used to account for all financial resources, except those required to be accounted for in another fund. The general fund is available to the School District for any purpose provided it is expended or transferred according to the general laws of Ohio.

002 – Bond Retirement – The bond retirement fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs.

003 – Permanent Improvement – The permanent improvement fund is used to account for all transactions related to the acquiring, construction, or improving facilities and/or capital assets.

004 – Building Fund – The building fund is used to account for monies received and expended in connection with the construction of the middle school and renovation of the high school.

009 – Uniform School Supplies – The uniform school supplies fund is used to account for class fees for the purchase of school supplies.

014 – Internal Service Rotary Fund – The internal service rotary fund is used to account for operations that provide goods and services on a cost reimbursement basis.

018 – Public School Support – The public school support, otherwise known as the Principal's building fund, is used to account for specific local revenue sources, other than taxes, that are restricted to expenditures for specified purposes.

Fund Definitions (continued)

- 019 – Other Grants** – The other grants fund is used to account for proceeds of specific revenue sources, except for State and Federal grants that are legally restricted to expenditures for specified purposes.
- 022 – OHSAA Tournaments** – The OHSAA Tournament fund is used to account for the revenues and expenditures of an OHSAA tournament game hosted at the District. After the event takes place, this fund should equal zero.
- 024 – Employee Benefits Self-Insurance** – The employee benefits self-insurance fund is used to account for monies received from other funds as payment for providing employee healthcare.
- 035 – Termination Benefits** – The termination benefits fund is used to pay employee termination benefits upon separation as prescribed within the District’s negotiated contracts.
- 200 – Student Managed Activities** – The student managed activities fund is used to account for student activity programs which have student participation in the activity and have students involved in the management of the program.
- 300 – District Managed Student Activity** – The District managed student activity fund is used to account for those student activity programs which have student participation but do not have student management of the programs. (Usually athletic and band programs but could be other clubs that are District managed.)
- 401 – Auxiliary Service (NPSS)** – The auxiliary service fund is used to account for monies which provide services and materials to pupils attending non-public school within the School District. (Sts. Joseph and John, Creative Playrooms, and Le Chaperon Rouge).
- 451 – Data Communications** – The data communications fund is used to account for money appropriated for Ohio Educational Computer Network Connections.
- 463 – Alternative Schools** – The alternative schools fund is used to account for alternative educational programs for existing and new at-risk and delinquent youth.
- 499 – Miscellaneous State Grants** – The miscellaneous state grant fund is used to account for various monies received from state agencies which are not classified elsewhere.
- 516 – IDEA, Part B Special Education** – Grants to assist states in providing an appropriate public education to all children with disabilities.
- 551 – Title III, Limited English Proficiency** – Grants to develop and carry out elementary and secondary school programs, including activities at the pre-school level, to meet the educational needs of children with limited English proficiency.
- 572 – Title I-Disadvantaged Youth** – Federal Monies used to assist the School District in meeting the special needs of economically and educationally deprived children.
- 587 – IDEA Preschool Grant for the Handicapped** – Grants the improvement and expansion of services for handicapped children ages three to five years.
- 590 – Improving Teacher Quality** – Grants for professional development and other programs to ensure teachers meet high quality standards.
- 599 – Literacy Grant** – Grants to improve the language and literacy of Ohio’s children.

AGENDA

1. **CALL TO ORDER**

2. **ROLL CALL**

Present

Not Present

*Duke Evans
George A. Grozan
Jane L. Ludwig
Richard O. Micko
Carl W. Naso*

3. **PLEDGE OF ALLEGIANCE**

4. **DISTRICT GOALS**

5. **PUBLIC COMMENT**

6. **SUPERINTENDENT’S REPORT**

A. **BUSINESS SERVICES**

1. **Discussion Item – GPS on School Buses**

B. **CURRICULUM**

* 1. **Student Teacher Agreement**

Be it resolved upon the recommendation of the Superintendent that the Student Teacher Agreement between Baldwin Wallace University and Strongsville City School District be approved as presented.

(Exhibit A)

* 2. **Internships and Student Teacher Placements**

Be it resolved upon the recommendation of the Superintendent that the following student teachers shall be placed:

Nicholas Nagel -- Strongsville High School, assigned to Louis Cirino, Internship September 9 - December 6, 2019, and Student Teaching January 13 - May 1, 2020. A student at Baldwin Wallace University.

Julie Ohle -- Strongsville High School, assigned to Sean Collins, Internship September 9 - December 6, 2019, and Student Teaching January 13 - May 1, 2020. A student at Baldwin Wallace University.

AGENDA**SEPTEMBER 5, 2019****6. SUPERINTENDENT'S REPORT****B. CURRICULUM**

- * 2. Internships and Student Teacher Placements (continued)
 - Olivia Plunkett -- Strongsville High School, assigned to Aaron Phelps, Internship September 9 - December 6, 2019, and Student Teaching January 13 - May 1, 2020. A student at Baldwin Wallace University.
 - Nathaniel Smith -- Strongsville High School, assigned to Steven Boros, Internship September 9 - December 6, 2019, and Student Teaching January 13 - May 1, 2020. A student at Baldwin Wallace University.
 - Sophia Weidner -- Strongsville High School, assigned to Alyssa Hoslar, Internship September 9 - December 6, 2019, and Student Teaching January 13 - May 1, 2020. A student at Baldwin Wallace University.

C. STUDENT SERVICES

- * 1. KidsLink School, LLC (001-General Fund)

Be it resolved upon the recommendation of the Superintendent that the Strongsville Board of Education enters into a contract with KidsLink School, LLC, for placement of a student with disabilities for the 2019-2020 school year, at a cost of \$81,150.00, per the attached Exhibit.

(Exhibit B)
- * 2. McKeon Education Group (MEG), Inc. (516-Part B IDEA Grant Fund)

Be it resolved upon the recommendation of the Superintendent that the Board of Education enters into an agreement with McKeon Education Group (MEG), Inc. in the amount of \$33,756.00 for one part-time Intervention Specialist to service students with disabilities attending Sts. Joseph and John Interparochial School, per the attached Exhibit.

(Exhibit C)

AGENDA

SEPTEMBER 5, 2019

6. SUPERINTENDENT'S REPORTD. HUMAN RESOURCES* 1. Changes in Salary – Certificated – Educational Upgrades (001-General Fund)

Be it resolved upon the recommendation of the Superintendent that the salary of the following newly hired certificated personnel be upgraded due to submission of grades or verification of experience. Effective August 1, 2019.

Erin Barrett	From BA/0 to BA 15/1
Nicole Bender	From BA/0 to BA 15/0
Leah Gibson	From BA/0 to BA/5
Rachael Griffen	From BA/0 to MA/5
Shannon Hoffmann	From BA/0 to MA/5
Laurie Katusin Swallen	From BA/0 to MA 30/5
Andrew J. Knapp	From BA/0 to BA/3
Alyssa Lempner	From BA/0 to BA 15/2
Mallory Logan	From MA/0 to MA/3
Heather Maag	From BA/0 to MA 15/5
Alair Sokolowski	From BA/0 to BA/4
Mary Jo Wray	From BA/0 to BA/4

* 2. Stipends – Resident Educator Mentors (001-General Fund)

Be it resolved upon the recommendation of the Superintendent that the following certificated personnel be approved as Resident Educator Mentors for the 2019-2020 school year:

MENTOR

Kathleen Amari
 Kelly Barrett
 Monica Cooney
 Monica Cooney
 Mary Giaimo
 Traci Harrison
 Kathy Jordan
 Dr. Lynne Lawson
 Ann McDevitt
 Dr. Melissa Novak
 Karen Schindler
 Megan Wilson

MENTEE

Timothy Doyle
 Emma Northeim
 Allyse Bialosky
 Rachel Flynn
 Jeremy Jenkins
 Brittany Leonard
 Kevin Maloney
 Claire Crowley
 Alison Bixler
 Year 3 Resident Educators
 Alexandra DeRoia
 Dana Hoopingarner

AGENDA

SEPTEMBER 5, 2019

7. CONSENT CALENDAR

Action by the Board of Education in “Adoption of Consent Calendar” at this point of the agenda means that all items appearing in this agenda with asterisks (*) (which items constitute the “consent calendar”) are adopted by one single motion, unless a member of the Board or the Superintendent requests that such items be removed from the “consent calendar” and voted upon separately.

Motion:	Second:	Roll Call:	Yes	No
_____	_____	<i>Duke Evans</i>		
_____	_____	<i>George A. Grozan</i>		
_____	_____	<i>Jane L. Ludwig</i>		
_____	_____	<i>Richard O. Micko</i>		
_____	_____	<i>Carl W. Naso</i>		

8. BOARD OF EDUCATION / OTHER

9. EXECUTIVE SESSION

Motion:	Second:	Roll Call:	Yes	No
_____	_____	<i>Duke Evans</i>		
_____	_____	<i>George A. Grozan</i>		
_____	_____	<i>Jane L. Ludwig</i>		
_____	_____	<i>Richard O. Micko</i>		
_____	_____	<i>Carl W. Naso</i>		

Entered into Executive Session at _____ p.m.

Resumed Public Session at _____ p.m.

10. ADJOURNMENT

Motion:	Second:	Roll Call:	Yes	No
_____	_____	<i>Duke Evans</i>		
_____	_____	<i>George A. Grozan</i>		
_____	_____	<i>Jane L. Ludwig</i>		
_____	_____	<i>Richard O. Micko</i>		
_____	_____	<i>Carl W. Naso</i>		

Meeting adjourned at _____ p.m.

**BALDWIN WALLACE UNIVERSITY SCHOOL OF EDUCATION AND
*STRONGSVILLE CITY SCHOOL DISTRICT***

MEMORANDUM OF UNDERSTANDING

For

District/School Partnership for Clinical and Field Experience Placement

Rationale

The purpose of this agreement is to establish a collaborative partnership between Baldwin Wallace University, by and on behalf of its School of Education and *Strongsville City Schools* to enhance the education of students enrolled in *Strongsville* and the Baldwin Wallace University School of Education teacher candidates. To achieve this goal, both partners will combine their knowledge and resources to provide ongoing clinical and field placements for pre-service teacher candidates focused on student learning. Baldwin Wallace University defines "clinical" experience or engagement as classroom-based, authentic experiences that are driven and supported by a college instructor and course; "field" experiences are required classroom experiences ranging from one-day observations to 15-week Student Teaching that provided graduated opportunities for teacher candidates to practice and refine the art of teaching.

The purpose of this partnership between Baldwin Wallace University School of Education and *Strongsville City Schools* is to provide a collaborative environment to:

- Promote graduated, authentic learning experiences for teacher candidates through both clinical/course engagement and field experience placement
- Support student learning in P-12 Schools through additional "teaching assistants" who can provide ongoing attention to individual student needs in the classroom
- Assist P-12 teachers in classroom and small group instruction through the co-planning/co-teaching model
- Share feedback on P-12 student learning, teacher candidate preparation and in-service teacher needs

Benefits

1. P-12 students will benefit from the presence of teacher candidates who can provide ongoing attention to individual student needs in the classroom.
2. Teachers at *School District/School* will benefit from the assistance of teacher candidates, reducing the student-teacher ratio in the classroom.
3. Clinical experiences can be co-created by university and school partners to meet the needs of P-12 students.
4. Baldwin Wallace University School of Education teacher candidates will have the opportunity to experience graduated teaching responsibilities within classrooms through coordinated clinical and field experiences in an authentic school environment.

General Roles/Responsibilities/Accountability

The School District will:

- Share district/school demographic data;
- Collaborate on characteristics and roles for clinical engagement, including on-site programmatic courses;
- Share district hiring patterns and needs with the potential of recruiting Baldwin Wallace University candidates to meet district teacher needs.

The Site Principal will:

- Assist with the assignment of teacher candidates to qualified teachers or teams of teachers in consultation with the University Liaison and/or Coordinator of Field Experiences;

The School Teachers will:

- Participate in professional development offerings provided by Baldwin Wallace University School of Education tied to best practices and in areas, such as co-teaching, that support teacher candidate development and implement new practices, knowledge, etc... gained;
- Accept Baldwin Wallace University teacher candidates and faculty into classrooms for field and clinical experiences;
- Accept teacher candidates completing service learning, assisting with individuals and small groups of students as directed;
- Provide feedback to University Faculty about the performance and progress of teacher candidates and the teacher preparation program;
- Provide on-going formative feedback to teacher candidates regarding performance and professional dispositions.

Baldwin Wallace University School of Education will:

- Coordinate all field and clinical interactions with site principal and teachers;
- Ensure teacher candidates have the proper credentials, such as background checks, prior to appropriate field/clinical interactions and service learning projects;
- Provide adequate supervision of candidates in field and clinical experiences;
- Create and implement professional development opportunities that train and support cooperating teachers;
- Work with District/School designated official to co-select highly qualified cooperating teachers who have the ability to demonstrate a positive impact on candidate development as well as P-12 student learning.

Each member of the School Partnership for Clinical and Field Experience as listed above agrees to the potential interactions outlined in the chart below, for *duration of one year*. *At the end of the school year, an evaluation of each area of interaction will be completed so that the partnership can be continuously improved.* **Year 2019-2020**

Teacher Preparation/Classroom
<ul style="list-style-type: none">• <i>Field Placement</i> – Individual Teacher Candidates• <i>Clinical Interaction</i> – EDU Class Interactions <p><i>* Potential placements based on actual enrollment in field courses.</i></p>
<p>Fall</p> <p>Observations: EDU 101: Introduction to Education and Teaching EDU 103: Education of Children with Special Needs</p> <p>Methods/Internship: EDU 323: Processes & Inquiry in Science/Social Studies in Early Childhood EDU 330: Assessment and Data-Based Decision Making in Early Childhood Education EDU 333: Reading Instruction in Early Childhood Education EDU 334: Diagnostic & Remedial Reading Methods EDU 337: Mathematics Instruction in Early Childhood Education EDU 343: Literacy Instruction with Adolescents</p>

EDU 345: Social Studies Instruction in Middle Childhood Education
EDU 346: Science Instruction in Middle Childhood Education
EDU 347: Mathematics Instruction in Middle Childhood
EDU 348: Reading in the Content Area
EDU 351: Special Methods Language Arts
EDU 354: Special Methods Art
EDU 355: Special Methods Social Studies
EDU 375: Internship in AYA
EDU 473: Internship in ECE II
EDU 534: Methods in AYA Science Teaching
EDU 556: Internship in MAEd Science Teaching

Student Teaching:

EDU 480: Clinical Practice in Early Childhood
EDU 484: Clinical Practice in Mild/Moderate Educational Needs
EDU 487: Clinical Practice in Adolescent/Young Adult
EDU 491: Clinical Practice in Music Education

Spring

Observations:

EDU 101: Introduction to Education and Teaching
EDU 103: Education of Children with Special Needs

Methods/Internship:

EDU 323: Processes & Inquiry in Science/Social Studies in Early Childhood
EDU 330: Assessment and Data-Based Decision Making in Early Childhood Education
EDU 333: Reading Instruction in Early Childhood Education
EDU 334: Diagnostic & Remedial Reading Methods
EDU 337: Mathematics Instruction in Early Childhood Education
EDU 347: Mathematics Instruction in Middle Childhood
EDU 348: Reading in the Content Area
EDU 349: Literacy Assessment and Remediation for Adolescents

Student Teaching:

EDU 480: Clinical Practice in Early Childhood
EDU 481: Clinical Practice in Middle Childhood
EDU 484: Clinical Practice in Mild/Moderate Educational Needs
EDU 487: Clinical Practice in Adolescent/Young Adult
EDU 490: Clinical Practice in Multi-Age Education
EDU 491: Clinical Practice in Music Education
EDU 535: Clinical Practice in MAEd Science Teaching

Other

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In addition:

- A formative assessment will be done at the end of the 2019-2020 school year for the purpose of identifying and revising issues needing attention; revisions will be made if necessary, and the determination will be made if the agreement will be renewed for the 2020-2021 school year.

School Partnership for Clinical and Field
Memorandum of Understanding

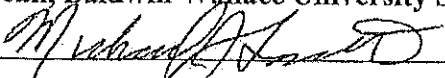
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- If one of the two parties chooses to withdraw or fails to follow the tenets outlined in the MOU, the relationship will be terminated by mutual agreement.
- The same protocol currently in place in the Baldwin Wallace University School of Education for dealing with Field/Clinical Experience issues, as outlined in the Field Experience Handbook, will be used to deal with teacher candidates and cooperating teachers participating in this agreement

Signatures of Agreement

Date

Dean, Baldwin Wallace University School of Education



School District School Administrator

8-20-19



KidsLink School
899 Frost Road
Streetsboro, OH 44241
330-963-8600
www.kidslinkohio.com

KIDSLINK SCHOOL DISTRICT CONTRACT

RECITALS

This Placement Contract (hereinafter "Agreement ") is made by and between the KidsLink School, LLC and Strongsville City School District. Both parties enter into this Agreement for the purpose of meeting the educational needs and providing the necessary services of the Individual Educational Plans of the student identified in section 3 below.

WHEREAS, Strongsville City School District agrees to purchase therapeutic services (hereinafter "placement") from KidsLink School for the student.

WHEREAS, KidsLink School is qualified and willing to provide services to the student.

AGREEMENT

Services:

The Strongsville City School District's team responsibility is to evaluate and provide the most up to date "ETR" and "IEP" prior to placement of the student. The district may contract with KidsLink School separately in order to assist with the assessment and comprehensive evaluation for an additional fee. Upon placement of the student, the district will continue to be responsible for the three year comprehensive "ETR" assessment.

KidsLink School shall provide a placement for the student to include individual weekly therapy in the areas of academics, direct therapies as listed in the IEP as well as behavior management. The development and implementation of the above services, being presented in an individualized education program "IEP", are the mutual responsibility of KidsLink School and The District. Excluded are any other services not mentioned in this contract.

There is a minimum of a 15 hour program development/initiation fee and up to 15 hour transition fee to assist with transition out of the program when the IEP team determines it is appropriate that is billed at the rate of \$165 per hour. Additional hours beyond this described amount will be discussed by the team prior to accruing or billing for any of these hours.

KidsLink School's overall goal, where possible, is to transition students back to their home district per the IEP team support. With this goal in mind KidsLink would request access to general education student materials (i.e. books, curriculum and related supports) for the collaborating age/grade level of the student enrolled to appropriately prepare them to transition.

Upon placement of the student, the student and their family will operate under the KidsLink School policies and practices which include a heavy emphasis on behavior management.

Communication:

As part of KidsLink School's primary obligation to provide the most appropriate education to the student, communication between the family and KidsLink School is very important.

KidsLink School will be providing the family with daily communication notes, as well as quarterly reports pertaining to the progress of the child in his education. The family and the district may also request communication via email and phone calls at the discretion of the KidsLink School Staff. Observations of the classroom may be requested by the family and school district on a monthly basis (1 hour in length). The time and date of observations are at the discretion of the KidsLink School Staff. Additional home visits may be requested quarterly by the family.

Term: Placement shall begin September 1, 2019 and end August 31, 2020. Dates of services are identified by the adopted KidsLink School Calendar reflecting 200 days of services in the school year from

9/1/19 to 8/31/20. At any time, should either party under this agreement be dissatisfied with any services rendered, they have the right to withdraw from the agreement providing they submit a thirty (30) day notice, unless there are clear identified behaviors causing significant danger or injury to staff or students for which the district and the family has been aware of for at least 2 weeks

Program Staffing: KidsLink School reserves the right to determine the appropriate and suitable staffing personnel for the child. Any staff changes are at KidsLink's sole discretion and determination and without prior notice of any changes or decisions.

There can be no guarantees pertaining to the integrity or outcomes of services. KidsLink School cannot guarantee the effectiveness of the outcomes of the programming implemented, but will be sure to provide quarterly documentation of progress for review.

Compensation: The total amount per student is as follows:

- \$78,500.00/year
- \$ 6,541.67/month
- \$ 392.50/day

(\$2,650.00 one time program development fee included with first invoice)

Which will be billed in (12) installments of \$6,541.67 beginning September 1, 2019. Invoices will be sent on the 15th of the previous month with payment due by the 15th of the month of service. There will be a \$100 discount for payments postmarked by the 1st of each month. The final bill for this contract will be August 1st of 2020.

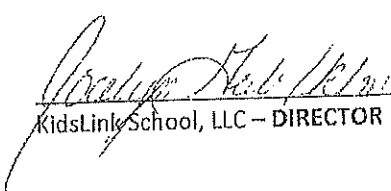
All checks shall be made payable to KidsLink School, LLC and be addressed to 899 Frost Road, Streetsboro, OH 44241.

Termination. Either party may terminate this Agreement at any time with 30 days written notice. Payment prior to services being provided is not a guarantee that this contract will continue or cannot be terminated. Upon termination, a final billing or refund will be processed based on the actual weeks of services provided.

Drafting of Agreement. Both parties contributed equally in the drafting of the Agreement.

Entire Agreement. This Agreement contains the entire agreement between both parties. Any and all amendments to this Agreement must be made in writing and signed by the two parties. The terms of this agreement between KidsLink and the District supersede any other agreement for educational services to be provided to the applicable student during the term of this agreement.

Governing Law. This Agreement is made in Portage County Ohio and shall be governed by the laws of Ohio.



KidsLink School, LLC – DIRECTOR

8/15/19

Date

The Strongsville City School District's Representative
By:

Date



Service Agreement

This agreement between *McKeon Education Group, Inc.*, hereinafter referred to as *MEG, Inc.* and *Strongsville City Schools* hereinafter referred to as the School/Agency Board, is made for the purpose of providing one part time Intervention Specialists to work with students enrolled at SS. Joseph & John Interparochial School who have been identified with disabilities under IDEA categories.

Witnesseth

MEG, Inc. agrees to provide one *Licensed Intervention Specialists* to work a total of 4 hours per day, 20 hours per week for a total of 174 days to be housed in the non public school during the 2019 - 2020 academic year, as per third party contract for the sum of \$33,756.00 (\$48.50 per hour). Duties and responsibilities of the professional staff include but are not limited to:

- a. *To abide by all Federal and State laws applicable to employment of Certified Intervention Specialists.*
- b. *To provide supervision by a licensed Intervention Specialist including but not limited to:*
 - *Supervision of the professionals assigned to SS Joseph & John School*
 - *Review of all reports submitted by Certified Intervention Specialists*
- c. *The professionals assigned to SS. Joseph & John School duties include but are not limited to:*
 - *Providing services in accordance to each student's Individual Services Plan.*
 - *Developing written reports for all students receiving services*
 - *Attending Intervention Assistance Team meetings with parents, students and other professionals*
 - *Utilizing effective written and verbal communication with school personnel parents and students*
 - *Establishing and maintaining comprehensive plans for all students that qualify for services*
 - *Develop educational programs for students receiving services*
 - *Maintain Time a Time and Effort Log to document minutes served under the auspices of Title 6.*

MEG, Inc.
Page #2

MEG, Inc. also certifies that the above services for which payment is requested will be rendered on specific dates and times as determined by the MEG, Inc. and the school district. MEG, Inc. will invoice the school district monthly beginning on October 1, 2019 and concluding on June 5, 2020. Payments for invoices are due on the 5th of the month following receipt invoices.

McKeon Education Group, Inc.

By: Kelley M. McKeon, President 6-9-19
Signature & Title Date

Address: 656 Continental Drive; Sagamore Hills, Ohio 44067
Tax Identification Number: 73-1672066

Strongsville City Schools

By: _____
Signature & Title Date

Address: 18199 Cook Avenue; Strongsville; Ohio 44136