

# ***Defiance City Schools***



## ***Local Professional Development Committee***

### ***Handbook***

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## *Licensure Participant Handbook*

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## **Welcome**

*As chairman of the Defiance City Schools Local Professional Development Committee, it is my pleasure to welcome each of you to this program. The Defiance City Schools LPDC has developed a workable guideline to assist you in meeting your needs. It is our hope that your participation can be a meaningful professional development experience for you, your building, and the district.*

*Sincerely,*

Sheri Steyer

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**Local Professional Development Committee  
Membership List**

*Ed Miller  
Teacher Committee Member  
Computer Science Teacher  
Defiance Middle School  
1755 Palmer Drive  
Defiance, Ohio 43512  
782-0050*

*Cyndi Heighland  
LPDC Committee Vice Chairperson  
Teacher Committee Member  
Math Teacher  
Defiance High School  
1755 Palmer Drive  
Defiance, Ohio 43512  
784-2777*

*Sheri Steyer  
LPDC Chair  
Administrative Committee Member  
Assistant Supt. For Curr & Instruction  
Defiance City Schools  
801 S. Clinton Street  
Defiance, Ohio 43512  
782-0070*

*Sharon Waldron  
Teacher Committee Member  
Grade 2 Teacher  
Defiance Elementary School  
400 Carter Road  
Defiance, Ohio 43512  
785-2260*

*Jane Myers  
Administrative Committee Member  
Grades 3 – 5 Principal  
Defiance Elementary School  
400 Carter Road  
Defiance, Ohio 43512  
785-2260*

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## **Defiance City Schools LPDC**

### **Vision Statement**

Defiance City School's LPDC will provide and ensure that all its educators maintain and strive for meaningful continuous professional development to enhance the learning environment of all stakeholders.

### **Mission Statement**

The Local Professional Development Committee (LPDC) of the Defiance City School District establishes the procedures, criteria and timelines for review and approval of Individual Professional Development Plans (IPDPs), coursework and other professional development activities for the renewal of certificates and licenses. The LPDC strives to promote appropriate professional development so educators can gain new knowledge and skills for the purpose of improving student achievement.

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**Ohio Revised Code**  
**3301-24-08 Professional or Associate License Renewal**

- (A) *The professional or associate license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the following requirements have been completed since the issuance of that license to be renewed:*
- (1) *Six semester hours of coursework related to classroom teaching and/or the area of licensure; or*
- (2) *Eighteen continuing education units (one hundred and eighty contact hours) or other equivalent activities related to classroom teaching and/or area of licensure as approved by the local professional development committee of the employing school or school district.*
- (a) *Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for coursework, continuing education units, or other equivalent activities. The local professional development committee shall be comprised of teachers, administrators and other educational personnel, and a majority of the members of the local professional development committee shall be practicing classroom teachers. School districts shall have the option of collaborating with other districts or educational service centers in establishing and completing the work of the local professional development committee. Chartered nonpublic schools shall also have the option of collaborating with other schools in establishing and completing the work of the local professional development committee.*

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### **Senate Bill 230**

*(C)(1) The rules adopted under this section establishing standards requiring additional coursework for the renewal of any educator license shall require a school district and a chartered nonpublic school to establish local professional development committees. In a nonpublic school, the chief administrative officer shall establish the committees in any manner acceptable to such officer, the committees established under this division shall determine whether coursework that a district or chartered nonpublic school teacher proposes to complete meets the requirements of the rules. The rules shall establish a procedure by which a teacher may appeal the decision of a local professional development committee.*

*(2) In any school district in which there is no exclusive representative established under Chapter 412117 of the Revised Code, the professional development committee shall be established as described in division (C)(2) of this section.*

*Not later than the effective date of the rules adopted under this section, the board of education of each school district shall establish the structure for one or more local professional development committees to be operated by such school district. The committee structure so established by a district board shall remain in effect unless within thirty days prior to an anniversary of the date upon which the current committee structure was established, the board provides notice to all affected district employees that the committee structure is to be modified. Professional development committees may have a district level or building level scope of operations, and may be established with regards to particular grade or age levels for which an educator license is designated.*

*Each professional development committee shall consist of at least three classroom teachers employed by the district, one principal employed by the district, and one other employee of the district appointed by the district superintendent. For committees with a building level scope, the teacher and principal members shall be assigned to that building, and the teacher member shall be elected by majority vote of the classroom teachers assigned to that building. For committees with a district level scope, the teacher members shall be elected by majority vote of the classroom teachers of the district, and the principals of the district, unless there are two or fewer principals employed by the district, in which case the one or two principals employed shall serve on the committee. If a committee has a particular grade or age level scope, the teacher members elected by majority vote of the classroom teachers holding such a license and the principal shall be elected by all principals serving in buildings where any such teachers serve. The district superintendent shall appoint a replacement to fill any vacancy that occurs on a professional development committee, except in the case of vacancies among the elected classroom teacher members, which shall be filled by vote of the remaining members of the committee so elected.*

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*Terms of office on professional development committees shall be prescribed by the district board establishing the committees. The conduct of elections for members of professional development committees shall be prescribed by the district board establishing the committees. A professional development committee may include additional members, except that the majority of members on each such committee shall be classroom teachers employed by the district. Any member appointed to fill a vacancy occurring prior to the expiration date of the term for which a predecessor was appointed shall hold office as a member for the remainder of that term.*

*The initial meeting of any professional development committee, upon election and appointment of all committee members, shall be called by a member designated by the district superintendent. At this initial meeting, the committee shall select a chairperson and such other officers the committee deems necessary, and shall adopt rules for the conduct of its meetings. Thereafter, the committee shall meet at the call of the chairperson or upon the filling of a petition with the district superintendent signed by a majority of the committee members calling for the committee to meet.*

*(3) In the case of a school district in which an exclusive representative has been established pursuant to Chapter 4117 of the Revised Code, professional development committees shall be established in accordance with any collective bargaining agreement in effect in the district that includes provisions for such committees.*

*If the collective bargaining agreement does not specify a different method for the selection of teacher members of the committees, the exclusive representative of the district's teachers shall select the teacher members.*

*If the collective bargaining agreement does not specify a different structure for the committees, the board of education of the school district shall establish the structure, including the number of committees and the number of teacher and administrative members on each committee; whether the scope of the committees will be district level, building level, or by type of grade or age levels for which educator licenses are designated; the lengths of terms for members; the manner of filling vacancies on the committees; and the frequency and time and place of meetings. However, in all cases there shall be a majority of teacher members of any professional development committee, there shall be at least five total members of any professional development committee, and the exclusive representative shall designate replace members, unless the collective bargaining agreement specifies a different method of selecting such replacements.*



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## ***Expectations***

*All certificated staff will develop a Individual Professional Development Plan (IPDP) **with four goals that are** consistent with the Ohio Standards for Professional Development. Only one plan/person needs to be written and submitted during a certificated employee's licensure cycle. All participants will submit their initial plan to the Defiance City Schools LPDC on or before the first Wednesday in October.*

*When you are seeking CEU's or credit towards re-licensure, please submit your Activity Proposal online to the LPDC **in a timely fashion** prior to participation. This form will be reviewed by the LPDC for approval. Should the proposal be denied, refer to the appeal process (page 23). Following the professional development experience, please submit the Activity Verification online. The LPDC committee will review this form and award CEU's or credits towards re-licensure or ask for additional information.*

*It is the responsibility of each certificated staff member to know his/her current CEU status. You may check on the internet to determine your CEU status at ([www.k12pdtracker.com](http://www.k12pdtracker.com)).*

## *Ohio Standards for Professional Development*

### **Standard 1: Learning Communities**

Professional learning that increases educator effectiveness and results for all students...occurs within **learning communities committed to continuous improvement, collective responsibility and goal alignment.**

<b>Elements</b>	<b>Indicators</b>
<b>1.1. Engage in continuous improvement.</b>	1.1.1 Develop capacity to apply a cycle of continuous improvement. * Use data to determine student and educator learning needs; * Specify targeted, shared goals for student and educator learning; * Offer and support professional learning that extends educator; knowledge of content, content-specific pedagogy, how students learn and management of classroom environments; * Select and implement evidence-based strategies to achieve focused student and educator learning goals; * Support application of learning with local support at the work site; * Use evidence to monitor and refine implementation; and * Evaluate results.
	1.1.2 Apply the continuous improvement cycle.
<b>1.2 Develop collective responsibility.</b>	1.2.1 Create a culture of inquiry in which all members share a collective responsibility for students' success.
	1.2.2 Foster engagement of and collaboration among all staff in meeting the needs of students, including their social, emotional, mental and learning needs.
<b>1.3 Create alignment and accountability.</b>	1.3.1 Specify targeted, shared goals for student and educator learning.
	1.3.2 Align professional learning with individual school and system goals - including the Ohio educator and student standards.

### **Standard 2: Leadership**

Professional learning that increases educator effectiveness and results for all students...**requires skilled teacher skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.**

<b>Elements</b>	<b>Indicators</b>
<b>2.1 Develop capacity for learning &amp; leading.</b>	2.1.1 Develop capacity among educators for leadership of professional learning - including the building of knowledge for collaborating in teams successfully.
	2.1.2 Understand and use best-practice research and the Standards for Professional Learning in making decisions about professional learning.
<b>2.2 Advocate for professional learning.</b>	2.2.1 Articulate the link between student learning and professional learning.
	2.2.2 Advocate high-quality professional learning by promoting learning with staff, students, parents, system leaders, public officials and community members and challenging ineffective practices.
<b>2.3 Create support systems and structures for professional learning.</b>	2.3.1 Establish systems and structures for effective professional learning.
	2.3.2 Prepare and support staff for skillful collaboration.
	2.3.3 Contribute to the development & maintenance of a collaborative culture.
	2.3.4 Create learning communities that offer all educators the chance to share ways of improving teaching and learning as they work in small teams organized by grade, subject, roles, interests, goals or other areas of responsibility.

## Standard 3: Resources

Professional learning that increases educator effectiveness and results for all students....**requires prioritizing, monitoring and coordinating resources for educator training.**

Elements	Indicators
<b>3.1 Prioritize time and human, fiscal, material and technological resources.</b>	3.1.1 Define internal and external resources for professional learning, including staff, materials, technology, funding, time and partnerships (such as with institutions of higher education and external vendors).
	3.1.2 Recommend resources to align professional learning with high-priority student and educator learning needs and to support implementation.
	3.1.3 Allocate time for collaborative professional learning within the schedule.
<b>3.2 Monitor resources.</b>	3.2.1 Monitor effectiveness and efficiency of the use of resources for professional learning by reviewing data and adjusting direction of resources as needed.
<b>3.3 Coordinate resources.</b>	3.3.1 Design and implement a comprehensive, professional learning resource plan, which includes repurposed resources, schedules, technology, internal and external human resources and grants or other funding sources.

## Standard 4: Data

Professional learning that increases educator effectiveness and results for all students...**requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.**

Elements	Indicators
<b>4.1 Analyze student, educator and system data.</b>	4.1.1 Develop capacity to analyze and interpret data.
	4.1.2 Analyze and interpret multiple sources of qualitative and quantitative
	* student data
	* educator data
	* school and system data to determine professional learning needs.
<b>4.2 Assess progress.</b>	4.2.1 Determine formative data to assess progress toward professional learning benchmarks and goals.
	4.2.2 Collect, analyze and use formative data to continuously assess progress toward professional learning benchmarks and goals.
	4.2.3 Use analysis of progress to make adjustments in professional learning, including solving problems, changing learning designs or coaching and support systems, activities and timeframes
<b>4.3 Evaluate professional learning.</b>	4.3.1 Contribute to the development of an evaluation plan for professional learning
	4.3.2 Use a variety of formative and summative data to evaluate professional learning's effectiveness and impact on student performance, professional practice, school culture and organizational structures.
	4.3.3 Support the use of data by facilitating data review and analysis to evaluate the effectiveness of school wide learning designs, content and duration.
	4.3.4 Use evaluation results to improve professional learning.

## Standard 5: Learning Designs

Professional learning that increases educator effectiveness and results for all students...**integrates theories, research and models of human learning to achieve its intended outcomes.**

Elements	Indicators
<b>5.1 Apply learning theories, research and models.</b>	5.1.1 Develop and share a knowledge base about theories, research and models of adult learning.
	5.1.2 Acquire and share knowledge about multiple designs for professional learning, such as peer coaching, collaborative learning communities, action research and examination of student work.
<b>5.2 Select learning designs.</b>	5.2.1 Acquire, share and apply knowledge of learning designs, including technology-based designs, when considering multiple factors to select effective designs for professional learning.
	5.2.2 Develop and share knowledge about technology-enhanced learning designs.
	5.2.3 Implement effective learning designs.
<b>5.3 Promote active engagement.</b>	5.3.1 Ensure that learning is relevant to educators' day-to-day work and supported in practice.
	5.3.2 Implement engagement strategies to maximize learning.

## Standard 6: Implementation

Professional learning that increases educator effectiveness and results for all students...**applies research on change and sustains support for implementation of professional learning.**

Elements	Indicators
<b>6.1 Apply change research.</b>	6.1.1 Build knowledge of research on change.
	6.1.2 Apply research on change to plan and lead the implementation of professional learning.
<b>6.2 Sustain implementation.</b>	6.2.1 Differentiate support for implementation of professional learning.
	6.2.2 Continue support to reach high-fidelity implementation of professional learning.
<b>6.3 Provide constructive feedback.</b>	6.3.1 Develop capacity to give and receive constructive feedback.
	6.3.2 Provide constructive feedback to accelerate and refine implementation of professional learning.

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## Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students...**aligns its outcomes with educator performance and student curriculum standards.**

Elements	Indicators
<b>7.1 Meet performance standards.</b>	7.1.1 Use Ohio's educator standards to identify professional learning needs.
	7.1.2 Use Ohio's educator standards to make decisions about the content of professional learning.
<b>7.2 Address learning outcomes.</b>	7.2.1 Use Ohio's student learning standards to identify professional learning needs.
	7.2.2 Use Ohio's student learning standards to select the content of professional learning.
	7.2.3 Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments.
<b>7.3 Build coherence.</b>	7.3.1 Connect professional learning with building, local and statewide initiatives.
	7.3.2 Contextualize professional learning, building on earlier professional learning and bridging to planned future experiences.

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## **Ohio Educator Standards**

*The Ohio Standards for Professional Development have been used to develop the Ohio Educator Standards, also referred to as the Ohio Standards for the Teaching Profession. These standards define the expectations for Ohio's teachers based on what is known about the traits and skills of effective teachers. The big ideas emphasized in the standards are:*

**Standard 1 – Students:**

*Teachers understand student learning and development, and respect the diversity of the students that they teach.*

**Standard 2 – Content:**

*Teachers know and understand the content area for which they have instructional responsibility.*

**Standard 3 – Assessment:**

*Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*

**Standard 4 – Instruction:**

*Teachers plan and deliver effective instruction that advances the learning of each individual student.*

**Standard 5 – Learning Environment:**

*Teachers create learning environments that promote high levels of learning and achievement for all students.*

**Standard 6 – Collaboration and Communication:**

*Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.*

**Standard 7 – Professional Responsibility and Growth:**

*Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.*

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## **Ohio Administrator Standards**

*The Ohio Standards for Professional Development have been used to develop the Ohio Administrator Standards, also referred to as the Ohio Standards for Principals. These standards define the expectations for Ohio's administrators based on what is known about the traits and skills of effective administrators. The big ideas emphasized in the standards are:*

**Standard 1 – Mission, Vision and Core Values:**

*The effective educational leader develops, advocates and enacts a shared mission, vision and core values.*

**Standard 2 – Ethics and Professional Norms:**

*The effective educational leader acts ethically and according to professional norms.*

**Standard 3 – School Improvement:**

*The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.*

**Standard 4 – Curriculum, Instruction and Assessment:**

*The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.*

**Standard 5 – Professional Capacity of School Personnel:**

*The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.*

**Standard 6 – Equity and Cultural Responsiveness:**

*The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.*

**Standard 7 – Community of Care and Support:**

*The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.*

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**Standard 8 – Meaningful Engagement of Families and Community**

*The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.*

**Standard 9 – Strategic Staffing**

*The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.*

**Standard 10 – School Operations**

*The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.*



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## **Ohio Standards for School Counselors**

### **Standard 1 - Comprehensive School Counseling Program Plan**

*School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventive and responsive, and in alignment with the school's goals and mission.*

### **Standard 2 - Direct Services for Academic, Career and Social/Emotional Development**

*School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.*

### **Standard 3 - Indirect Services: Partnerships and Referrals**

*School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.*

### **Standard 4 - Evaluation and Data**

*School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.*

### **Standard 5 - Leadership and Advocacy**

*School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.*

### **Standard 6 - Professional Responsibility, Knowledge and Growth**

*School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.*

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## *License Renewal Process*

*To renew a license every five years, 180 hours are needed.*

*This can be accomplished by:*

A. *6 semester hours (9 quarter hours)*

*1 semester credit equals 30 hours*

*1 quarter credit equals 20 hours*

*Course work must be related to classroom teaching and/or the area of licensure*

**OR**

B. *18 Continuing Education Units (180 contact hours)*

*1 C.E.U. equals 10 hours*

*Must be actual time on task at chosen activity (i.e., excludes lunch break, travel time, preparation time)*

**OR**

C. *180 hours of **equivalent activities***

*See pages 18-21 for detailed examples*

**OR**

D. *Course work or C.E.U.'s or other equivalent activities may be combined.*

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***Criteria for Individual Professional Development Plan:***

1. *Must be consistent with the Ohio Standards for Professional Development (pages 9-12), the Ohio Educator Standards (page 13), and be verifiable.*
  
2. *College credit course work must be related to classroom teaching and/or the area of licensure.*
  
3. *Other than college course work, hours should reflect participation in the following areas:*  
*professional workshops, conferences, institutes*  
*committee work*  
*independent activities/projects*
  
4. *Must relate to increased student learning and/or to the district's school improvement plan.*
  
5. *Must be actual time on task at chosen activity.*

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***Defiance City Schools Local  
Professional Development Committee  
Standards and Guidelines***

**Governance**

*The Defiance City Schools LPDC shall consist of five (5) members:*

- A. Three (3) teachers, appointed by the association.*
- B.*
- B. Two (2) administrative employees designated by the superintendent.*

*The committee members will serve three (3) year terms, with the terms being staggered. Initially, three members (two teachers and one administrator) will serve from 1998-2001, and two members (one teacher and one administrator) will serve from 1998-2000.*

**Committee Responsibility**

*The LPDC committee will grant CEU credit to certified employees.*

**Selection/Responsibilities**

***Chairperson:***        *Elected yearly, by a majority of the LPDC.*

*Responsibilities:*

- Conduct LPDC meetings and sign all LPDC documents.*
- Communicate information to members of the LPDC.*
- Maintain minutes of action taken during LPDC meetings.*
- Represent the LPDC at meetings deemed appropriate by the committee.*
- Post on-line meeting dates, time and location of the LPDC meetings in accordance with the Ohio Sunshine Law ORC 121.22.*

***Vice Chairperson:***   *Elected yearly, by a majority of the LPDC.*

*Responsibilities:*

- Carry out responsibilities of the chairperson in his/her absence or upon request.*

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### Committee Procedures

The LPDC will meet at announced times during the year. For the 2019-2020 school year, the tentative dates and times are:

<b>Wednesday, August 12, 2019</b>	<b>9:00 AM (Organizational Meeting)</b>
Wednesday, September 4, 2019	3:30 PM
Wednesday, October 2, 2019	3:30 PM
Wednesday, November 6, 2019	3:30 PM
Wednesday, January 15, 2020	3:30 PM
Wednesday, February 5, 2020	3:30 PM
Wednesday, April 1, 2020	3:30 PM
Wednesday, May 6, 2019	3:30 PM
Friday, May 29, 2020	10:30 AM

Meetings will be held in the **Defiance Elementary, 3-5 Conference Room (400 Carter Road)** and are open to the public.

All meetings scheduled at the initial organizational meeting shall take place at non-instructional times. Additional meetings may be held during instructional times if authorized by the superintendent. The chairperson has the right to contact members for the purpose of canceling the meeting if a limited number of Professional Development Plans, activity proposals, or issues are submitted during a particular month.

A quorum, necessary to conduct LPDC business shall be three (3) out of five (5) LPDC members, maintaining a majority of teachers. Official actions are the result of a majority vote of members present. A member's abstention will only be allowed if the vote will personally impact that individual or a family member.

No documents submitted for consideration by the LPDC shall be used as examples without written permission of the party involved.

All minutes may be available to the public at the district office at Board of Education, 801 South Clinton Street.

Review of administrative proposals will follow the guidelines as outlined in the Ohio Revised Code.

Committee members will receive a stipend for attending LPDC meetings on non-school days or after-school hours. The stipends will be \$25.00 per hour.

### Amendments

Amendments to the standards and bylaws must have a majority vote.

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## **Guidelines For Applicants**

1. Log into <https://www.k12pdtracker.com>
2. Click on 'Login'
3. Enter email and password
4. Click 'Profile', click 'Password Change Utility. Change your password and save.
5. You will need to add your license to your portfolio. To do so, click on 'Certifications' and click on 'Add Certification'. You will need the following information to complete this step: License Number, Type of Certification, and Area of Certification. Include all of your areas of certification that are listed on your license.
6. Must enter an 'Individual Professional Development Plan'/IPDP, also known as Growth Plan. IPDP/Growth Plan must be entered to receive credit for CEU/Coursework with a minimum of 4 goals.  
  
*Enter the information and save. Your IPDP will be sent to the LPDC for approval. If your IPDP is rejected, you will have to resubmit an IPDP so that you can receive credit for CEU/Coursework.*
7. To receive CEU/Coursework credit, you must enter a PD Request. To do so, click on 'PD Request', click on 'Add PD Request'. Fill in the essential information and click 'submit request.' Your request will be sent to the LPDC for approval.
8. You can view your Professional Development History by clicking on 'PD Request', click on 'My PD History.' This will give you a list of your proposals and status of those requests.

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9. The Archive feature is located in the Action Menu on a majority of included modules inside K12 Professional Development Tracker. To Archive an event, go to the desired module, Go to the Action Menu and Click Archive. To view events that have been Archived, Click the Archived Button at the top of the listing page within the respective module. From the Archived page users can re-activate or "unarchive" the event by choosing it in the Action Menu.

Users should Archive an event, professional development request, individual professional development plan, license or certificate, etc. **AFTER** a license has been renewed.

In the event that the revisions have been disapproved, the applicant is strongly encouraged to attend the next regularly scheduled LPDC meeting to clarify his/her position. A written request for inclusion on the agenda should be given to the LPDC chairperson no later than four workdays before the scheduled LPDC meeting. Written notification of the committee's decision shall be provided within five (5) workdays.

### **Appeals**

If the applicant wishes to appeal the committee's decision, a written appeal form (page 24) shall be submitted by the applicant to the LPDC chairperson within 20 workdays of denial. A binding decision on the appeal will be rendered by a three person panel chosen as follows: one person selected by the applicant, one person chosen by the LPDC committee, and a third person mutually agreed upon by all parties. Members of this panel must hold a current Ohio Department of Education Certificate or License. All appeals will be reviewed at a LPDC meeting following the selection of the panel. The applicant may attend this meeting to explain his/her appeal.

Defiance City Schools LPDC

**LPDC Appeals Process Form**

**Submit this form to the LPDC (district office) when requesting an appeal**

Signature of person requesting appeal: \_\_\_\_\_

Today's date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*It is the appellant's responsibility to select a certificated or licensed district employee to serve as his/her choice on the Third Party Review panel. On the line below please write the **name of the person you have chosen and who has agreed to serve on the panel.***

Name	Building	Home Phone Number
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*Please supply the names of seven other certificated or licensed district employees who you would not object to as being the third mutually agreed upon panel member.*

Name	Building	Home Phone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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**LPDC Appeals Notification**

\_\_\_\_\_ Agreement has been reached on  
the selection of the panel members.

They are as follows:

1. \_\_\_\_\_ (LPDC choice)
2. \_\_\_\_\_ (Appellant's choice)
3. \_\_\_\_\_ (Mutual Choice)

\_\_\_\_\_ Agreement has NOT been reached  
on the selection of panel members. On  
the back of this paper, please supply us  
with seven more names of certificated or  
licensed district employees.

The Third Party Review will occur on \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ at \_\_\_\_\_ AM/PM. You may  
be present at this review.

\_\_\_\_\_

Signature of LPDC Chairperson

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date

\_\_\_ Approved

\_\_\_\_\_

LPDC Representative

Date

\_\_\_ Comment: