

AGENDA FOR  
BOARD OF SCHOOL TRUSTEES  
REGULAR MEETING

Elkhart Community Schools  
Elkhart, Indiana

May 14, 2013

CALENDAR

|      |    |                       |  |
|------|----|-----------------------|--|
| May  | 14 | 5:30 p.m.             | Public Work Session, J.C. Rice Educational Services Center         |
| May  | 14 | immediately following | Executive Session, J.C. Rice Educational Services Center           |
| May  | 14 | 7:00 p.m.             | Regular Board Meeting, J.C. Rice Educational Services Center       |
| May  | 21 | 8:30 a.m.             | Action Planning Session, Ivy Tech Community Center, Elkhart Campus |
| May  | 28 | 7:00 p.m.             | Regular Board Meeting, J.C. Rice Educational Services Center       |
| June | 11 | 7:00 p.m.             | Regular Board Meeting, J.C. Rice Educational Services Center       |

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- A. CALL TO ORDER
- B. PRESENTATION OF COLORS  
    Girl Scout Troop #10410  
    Riverview Elementary
- C. INVITATION TO SPEAK PROTOCOL
- D. SUPERINTENDENT'S STUDENT ADVISORY COUNCIL REPRESENTATIVES
- E. GIFT ACCEPTANCE - The administration recommends that the Board accept with appreciation recent donations made to Elkhart Community Schools.
- F. DISTRICT HIGHLIGHT
- G. STUDENT RECOGNITION  
    National Scholastic Arts Competition  
    Forensics State Speech Tournament  
    Youth Art Month  
    Roosevelt Bully Defenders
- H. MINUTES  
    April 23, 2013 – Public Work Session  
    April 23, 2013 – Regular Board Meeting  
    May 7, 2013 – Special Meeting

I. TREASURER'S REPORT

Consideration of Claims

Extra-Curricular Purchase – The Business Office seeks Board approval of an extra-curricular purchase request from Pierre Moran Middle School.

Fund Loan – The Business Office reports on fund loans made at the end of April 2013.

Bid Award – The Business Office recommends Board approval of the bid award for Memorial Commissary freezer and cooler relocation.

J. OLD BUSINESS

Board Policy GCBA – The administration presents proposed revisions to Board Policy GCBA, Administrative Salary Schedule, as initially presented at the Board's April 23<sup>rd</sup> meeting.

Administrative Regulation JEA-1 – The administration presents proposed revisions to Administrative Regulation JEA-1, Kindergarten Early Entrance Procedure and Application Form, as initially presented at the Board's April 23<sup>rd</sup> meeting.

K. NEW BUSINESS

Administrative Regulation JFC-(1) – The administration presents proposed revisions to Administrative Regulation JFC-(1), Guidelines for Good School Order, for initial Board consideration.

Administrative Regulation JFC-(2) – The administration presents proposed revisions to Administrative Regulation JFC-(2), Rules for Student Conduct, for initial Board consideration.

Administrative Regulation JFCA– The administration presents proposed revisions to Administrative Regulation JFCA, Guidelines for Secondary School Athletics, for initial Board consideration.

2013-2014 Board Meeting Schedule – The administration presents changes to the 2013-2014 Board of School Trustees meeting schedule as approved at the Board's April 9<sup>th</sup> meeting.

Grant Application – The administration seeks Board approval for the submission of the following grants to the United Way: a Math and Reading Boost Grant for \$3,000.00 and a Reading Camp Grant for \$2,000.00 by Mary Daly Elementary.

Grant Application – The administration seeks Board approval for the submission of a Creative Schools Grant to the United Way for \$1,500.00 by Riverview Elementary.

Overnight Trip Request - The administration seeks Board approval of overnight trip requests.

L. PERSONNEL

Conference Leaves - It is recommended that the Board grant conference leave requests in accordance with Board Policy to staff members as recommended by the administration.

Certified and Classified Staff - See the report and recommendations of the administration.

M. INFORMATION AND PROPOSALS

From Audience

From Superintendent and Staff

From Board

N. ADJOURNMENT



*Elkhart Memorial High School*

**ATHLETIC DEPARTMENT**

2608 California Road  
Elkhart, Indiana 46514  
Phone: (574) 262-5633  
Fax: (574) 262-5925

DATE: April 19, 2013  
TO: Dr. Rob Haworth  
Board of School Trustees  
FROM: Frank Kurth, Athletic Director  
Memorial  
RE: Donation Approval

Memorial High School Athletic Department has received a donation of \$4,500.00 from Dana Homo to be used for new track uniforms.

I am requesting approval from the Board of School Trustees to accept this donation and that an appropriate letter of acknowledgement and appreciation is sent to:

Mr. Dana Homo  
20399 State Road 120  
Bristol IN 46507

*"Home of the Crimson Chargers"*



*Elkhart Memorial High School*

**ATHLETIC DEPARTMENT**

2608 California Road  
Elkhart, Indiana 46514  
Phone: (574) 262-5633  
Fax: (574) 262-5925

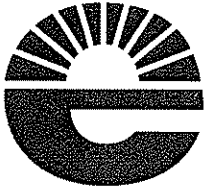
DATE: April 19, 2013  
TO: Dr. Rob Haworth  
Board of School Trustees  
FROM: Frank Kurth, Athletic Director  
Memorial  
RE: Donation Approval

Memorial High School Athletic Department has received a donation of \$1,000.00 from Mr. and Mrs. Matt Stemm to be used for Memorial Athletics.

I am requesting approval from the Board of School Trustees to accept this donation and that an appropriate letter of acknowledgement and appreciation is sent to:

Mr. and Mrs. Matt Stemm  
13400 Wooded Knoll Trail  
Middlebury IN 46540

*"Home of the Crimson Chargers"*

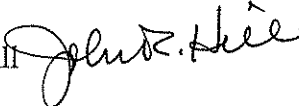


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CURRICULUM AND INSTRUCTION  
J. C. Rice Educational Services Center  
Elkhart Community Schools  
2720 California Road, Elkhart, IN 46514-1220  
(574) 262-5559 / 5556 fax  
www.elkhart.k12.in.us

## *Memorandum*

TO: Dr. Rob Haworth

FROM: Dr. John Hill 

DATE: April 22, 2013

RE: Gift Approval – Music Department

An anonymous donor has offered to donate one (1) Knilling Viola (serial number 30558-1) to the music department of the Elkhart Community Schools.

Quinlan & Fabish Music Company has examined the instrument and finds it to be in good condition. The fair market value of the instrument is \$250.00.

rlt

## **District Highlight (5/14/13)**

### **Ryan Gortney**

Ryan is a tenacious, driven professional who opens doors for students. He has single handedly provided thousands upon thousands of college scholarship money for his students through the Hot Rodders competition and Skills USA. His students see opportunity because of him. They succeed in life.

Ryan is a leader in the classroom and by example in life. He always has a twinkle in his eye and has a goal in mind. With his smile and his energy, he succeeds and leaves excuses behind. Even this school year, though it has been a challenge because he has been recovering from his near death accident, he has shown through his actions how dedicated he is to his life, his family, and his students.

### **Bill Kovach**

It is also noteworthy that Ryan Gortney is the ABC 57 Teacher of the Month for April.

MINUTES OF THE  
PUBLIC WORK SESSION  
OF THE  
BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools  
Elkhart, Indiana

April 23, 2013

Beck Elementary Schools, 818 McDonald St, Elkhart - 5:30 p.m.

|                        |  |   |
|------------------------|--|---|
| Board Members Present: | Jeri E. Stahr<br>Dorisanne H. Nielsen<br>Carolyn R. Morris | Karen S. Carter<br>Susan C. Daiber<br>Glenn L. Duncan |
|------------------------|--|---|

Absent: Douglas K. Weaver

|                        |  |   |
|------------------------|--|---|
| ECS Personnel Present: | Terry Chomer<br>Doug Hasler<br>Rob Haworth<br>John Moran | Thomas Neat<br>Doug Thorne<br>Bob Woods |
|------------------------|--|---|

Board members received a report from Edulog on transportation optimization study.

The meeting adjourned at approximately 6:30 p.m.

APPROVED:

\_\_\_\_\_  
Jeri E. Stahr, President

\_\_\_\_\_  
Karen S. Carter, Member

\_\_\_\_\_  
Dorisanne H. Nielsen, Vice President

\_\_\_\_\_  
Susan C. Daiber Member

\_\_\_\_\_  
Carolyn R. Morris, Secretary

\_\_\_\_\_  
Glenn L. Duncan, Member

-absent-  
\_\_\_\_\_  
Douglas K. Weaver, Member

Time/Place

Roll Call

Topics Discussed

Adjournment

Signatures



MINUTES  
OF THE REGULAR MEETING  
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools  
Elkhart, Indiana  
April 23, 2013

Beck Elementary School, 818 McDonald St., Elkhart - 7:00 p.m.

|                        |  |   |
|------------------------|--|---|
| Board Members Present: | Jeri E. Stahr<br>Dorisanne H. Nielsen<br>Carolyn R. Morris | Karen S. Carter<br>Susan C. Daiber<br>Glenn L. Duncan |
|------------------------|--|---|

Absent: Douglas K. Weaver

President Jeri Stahr called the regular meeting of the Board of School Trustees to order.

Presentation of the Colors by Cub Scout Pack #706.

Ms. Stahr discussed the invitation to speak protocol.

Superintendent's Student Advisory Council (SSAC) representatives from both high schools were welcomed and introduced themselves. Juan Gonzalez of Memorial reported Service Project X community service hours total 13,712 to date; advanced band students completed the clean-up of the court yard at Riverview Elementary School; band, choir and orchestra received gold ratings at recent competitions and the choir sang at the recent child abuse prevention vigil last week. Francisco Cardoza of Central reported the goal of 15,000 Service Project X community service hours has been reached; \$5,000.00 was raised during the St. Baldrick's fundraiser; and a dance marathon is scheduled to raise funds for Riley Children's Hospital.

By unanimous action, the Board accepted with appreciation donations made to Elkhart Community Schools (ECS): a check for \$200.00 from Trinity United Methodist Church's Methodist Women to Eastwood Elementary School for their nurses' fund; a set of soccer goals valued at \$5,218.00 to Pinewood Elementary School from the Pinewood PTO to be used by students; a check for \$1,930.00 from the Elkhart County Community Foundation for the U.S. History summer school field trip; and a check for \$48,000.00 from the Rex and Alice A. Martin Foundation to Riverview Elementary School to purchase and install smart boards in eight classrooms and also purchase school licenses for digital programs to be used with the smart boards.

Mayor Richard Moore reported the City of Elkhart swore in four new firefighters earlier today and people serving people hold a special place in his heart which teachers are certainly in this category. He congratulated two certified staff members who have been employed by ECS for 40 years. Mr. Moore stated it was a pleasure to award the City's highest honor to employees for their many years of service. He presented Key to the City plaques to Richard Rushlow, teacher at Daly; and Pat Virrill, teacher at Feeser.

Place/Time

Roll Call

Call to Order

Presentation of Colors

Protocol

SSAC Representatives

Gift Acceptance

Special Recognition

Beck Elementary principal Richard Mendez gave a report on the school. Mr. Mendez introduced PTO and staff members present. He thanked music teacher Ms. Williams and the drummers who performed to open the meeting. Mr. Mendez reported 90% of kindergartners are reading at or above grade level. Growth of a year or more in reading levels since the beginning of the school year were reported: 42% of first graders, 68% of second graders, 49% of third graders, 64% of fourth graders, 45% of fifth graders and 52% of sixth graders. An afterschool tutoring program was formed to assist the lowest 25% of students, Acquity is used as a predictor of who will pass ISTEP and all grades have shown improvement in their overall average percent. Sue Watrel, math bowl sponsor, introduced the Beck Math Bowl team: Jennifer Fuentes, Noberto Martinez, Eva Morales, Alejandra Ramirez, Sayra Resendiz, Brenda Rodriguez, Jaquelyn Barrera, Vannice Evans, Lupita Martinez, Jocelyn Portillo, Juan Resendiz, and Isaac Vega. This is the second year Beck has had a team competing, ranking first in their division and 81 out of 112 schools in the state. Kristi Turner, behavior specialist, reported Beck uses positive behavior support (PBIS) and has seen the average number of referrals per school day decrease since 2006. Classroom meetings are held for students to talk about issues and how to positively deal with those issues. She also showed a graph of students by grade level who have not been sent to the office with a referral. Ms. Turner indicated the culture at Beck is great and wants all students to feel that when they walk through the doors. Superintendent Haworth noted the number of staff in attendance shows how much each of them cares about Beck. He reported his wife has been helping at Beck and has noticed the welcoming culture and he feels it every time he enters the building.

Beck Building  
Report

By unanimous action, the Board approved minutes of:

- April 9, 2013 – Public Work Session
- April 9, 2013 – Regular Board Meeting
- April 16, 2013 – Public Work Session

Approval of  
Minutes

By unanimous action, the Board approved payment of claims totaling \$6,313,518.42 as shown on the April 23, 2013, claims listing. (Codified File 1213-102)

Payment of  
Claims

By unanimous action, the Board approved the purchase of a John Deere tractor to be used for the maintenance of the softball and baseball fields to be paid of out of the athletic fund for Central High School at a cost of \$3,000.00. Recent donations of \$3,000.00 were received from parents of the softball and baseball teams.

Extra Curricular  
Purchase

The Board The Board received a financial report for the period January 1-March 31, 2013, and found it to be in order.

Financial Report

By unanimous action, the Board awarded the bid for the Memorial High School roofing project to Slatile Roofing and Sheet Metal of South Bend, IN as the lowest and best, most responsive and most responsible bidder in the amount of \$376,248.00; with a base bid of \$294,812.00 and alternate 1- \$52,218.00 and alternate 2- \$29,218.00. In response to Board inquiry, Tony Gianesi, director of building services, reported the base bid was low

Bid Award

enough to add two alternatives; the majority of the roof at Memorial is much newer; and all contracts should include an e-verify component, which is an internet-based system which allows businesses to determine the eligibility of their employees to work in the United States. Mr. Gianesi reported ECS currently receives this information once the bid is awarded and will be changing the procedure to be included in the bid submission. (Codified File 1213-103)

President Stahr opened a public hearing on the proposed resolution to finance the 2013 Capital Improvements Projects with no comments from the audience; the hearing was closed.

By unanimous action, the Board adopted a resolution to authorize financing for 2013 Capital Improvements Projects. (Codified File 1213-104)

Ted Foland, energy education specialist, reported the last audit was conducted at Beck on Monday, April 22<sup>nd</sup> at 6:30 pm. He reported the building temperature was within the appropriate range. Improvement has been made in end of day shut downs but building needs to continue to work on shutting down computer lab's screens and printers. Mr. Foland indicated Beck's administration and staffs efforts have resulted in a first quarter cost avoidance 2% ahead of last year. Beck is ranked 7<sup>th</sup> out of 14 elementary buildings. For the corporation, year to date 2013 cost avoidance is 26.8%, overall program cost avoidance from September 2009-current is valued at \$3,260,000.00. Currently the chillers and irrigation systems are being started up for the season and end of year schedules and shut downs are being planned along with summer school schedules.

The Board heard proposed revisions to Board Policy GCBA, administrative salary schedule, for initial consideration. Doug Thorne, executive director of personnel and legal services, indicated proposed changes will be effective July 1, 2013.

The Board heard proposed revisions to Administrative Regulation JEA-1, Kindergarten Early Entrance Procedure and Application Form, for initial consideration.

By unanimous action, the Board approved the submission of a grant to the United Way in the amount of \$950.00 to offer an after-school program at Hawthorne Elementary for reluctant male fourth grade readers in October 2013. (Codified File 1213-105)

By unanimous action, the Board approved an overnight trip request for members of Memorial High School marching band to travel to Orlando, FL on April 6, 2014 and return on April 12, 2014, to perform at Universal Studios, visit Sea World and Clearwater Beach.

By unanimous action, the Board approved conference leave requests in accordance with Board policy for staff members as recommended by the administration on the April 23, 2013 listing. (Codified File 1213-106)

Public Hearing

Capital Improvement Financing Resolution

Energy Ed Report

Board Policy GCBA

Administrative Regulation JEA-1

Grant Application

Overnight Trip Request

Conference Leaves

By unanimous action, the Board approved the following personnel recommendations of the administration:

Consent agreement regarding employer compensation (Codified File 1213-107)

Employment of Ashley Coe, speech pathologist at Cleveland, effective 4/9/2013.

Maternity leave of absence for the following three (3) certified staff members, effective on dates indicated:

Micolette Berry – intervention at Beardsley, beginning 5/30/13 and ending on 5/31/13

Whitney Goeglein – art at Memorial, beginning 5/28/13 and ending on 5/31/13

Kathryn Landin – art at Pierre Moran, beginning 5/6/13 and ending on 12/20/13

Health leave of absence for Martin McCrindle, public safety at Career Center, beginning 8/12/13 and ending on 5/30/14

Correction to maternity leaves of absence for the following two (2) certified staff members, effective on dates indicated:

Karla Doyle – second grade at Eastwood, beginning 4/12/13 and ending on 5/17/13

Katie Wallace – first grade at Bristol, beginning 4/30/13 pm and ending on 5/30/14

A correction to the voluntary leave of absence for Julene Fitch – special education at Beck, beginning 1/7/13 and ending on 5/3/13

Retirement of the following three (3) certified staff members effective at the end of the 2012-2013 school year with years of service in parenthesis:

Rebecca Clawson – sixth grade at Pinewood, (37)

Nena Strong – social studies at Central, (26)

Bonita Willem – special education at West Side, (37)

Resignation of the following two (2) certified staff members effective at the end of the 2012-2013 school year:

Janice Hickman – first grade at Monger

Jessica Windsor – second grade PEP at Bristol

Resignation of the following four (4) classified employees on dates indicated:

Marcus Perez - paraprofessional at West Side, 4/19/13

Dawn Powell - food service at Memorial, 4/26/13

Melissa Vega – supply manager at Building Services, 4/24/13

Betty Yoder – bus helper at Transportation, 5/30/13

Retirement of Carol West, secretary at Career Center, effective 8/30/13.

Personnel Report

Consent Agreement

Certified Employment

Maternity Leave of Absence

Health Leave of Absence

Correction to Maternity Leave of Absence

Correction to Voluntary Leave of Absence

Certified Retirement

Certified Resignation

Classified Resignation

Classified Retirement

Superintendent Haworth announced an information session will be held at West Side Middle School Wednesday, April 24<sup>th</sup> to present how the shortfall in the budget affects transportation routing, school boundaries, and school start times.

The meeting adjourned at approximately 7:55 p.m.

APPROVED:

\_\_\_\_\_  
Jeri E. Stahr - President

\_\_\_\_\_  
Dorisanne H. Nielsen - Vice President

\_\_\_\_\_  
Carolyn R. Morris - Secretary

\_\_\_\_\_  
Karen S. Carter - Member

\_\_\_\_\_  
Susan C. Daiber - Member

\_\_\_\_\_  
Glenn L. Duncan - Member

\_\_\_\_\_  
-absent-  
Douglas K. Weaver - Member

From the  
Superintendent

Adjournment

Signatures

MINUTES OF THE  
SPECIAL MEETING  
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools  
Elkhart, Indiana  
May 7, 2013

J. C. Rice Educational Services Center, 2720 California Road, Elkhart – 7:00 a.m.

Time/Place

Board Members  
Present:

Jeri E. Stahr  
Dorisanne H. Nielsen  
Carolyn R. Morris

Karen S. Carter  
Susan Daiber  
Glenn L. Duncan  
Douglas K. Weaver

Roll Call

President Jeri Stahr called the meeting to order and the pledge was recited.

Call to  
Order/Pledge

Superintendent Robert Haworth gave the following report:

Transportation  
Recommendation

Pursuant to legislation approved by the 2012 General Assembly, Elkhart Community Schools was facing a levy reduction of \$2,173,000. As the 2013 Transportation Levy was certified in the amount of \$7,084,271, this would represent a 30% shortfall. Further, this levy reduction would be \$1,178,500 greater than the 2012 reduction, and would force our Transportation Fund into a negative cash balance by the end of the 2013 budget year.

The 2013 General Assembly has approved Senate Enrolled Act 517 (SEA 517) which includes an amendment which moderates the levy reduction statute. As a result of this amendment, Elkhart Schools can anticipate a levy reduction of \$1,208,000 in 2013. While this levy reduction is greater (by \$200,000) than last year's reduction, the Transportation Fund can absorb this loss without going into a negative cash balance.

Unfortunately, the SEA 517 amendment provides us with relief for one year only. In 2014, we can anticipate a levy reduction equal to or greater than the \$2,173,000 loss we were facing prior to the approval of SEA 517. Accordingly, we must continue to pursue cost-efficiency measures within our Transportation program. Given the magnitude of levy reductions anticipated for 2014 and future years, it is increasingly apparent that program cost-efficiencies which are sufficient enough to fully offset the levy reductions cannot be achieved without reducing the level of transportation services ECS provides to its students.

A committee has been formed to examine why some 50 school districts across the state of Indiana which include urban districts, rural districts, districts with high percentage of free and reduced lunch, and districts with low percentage of free and reduced lunch are facing short falls.

ECS is estimating a \$492,000.00 cost savings to our transportation fund in the 2014 calendar year.

Recommendation of a 2-year moratorium on no new bus purchases, with the money being placed in the rainy day fund.

These cost estimates are based on the following assumptions: a reduction of 4 buses from regular runs, a reduction of 5 buses from special runs, and a reduction of 5 buses from elementary runs due to boundary zone changes. The "bus reductions" described above relate to reduction in the number of runs, and will not always represent pulling a bus out of service in its entirety. In total, current estimates assume we will deploy 97 buses on a daily basis, rather than our current 106.

Recommendation for ECS to reorganize the following elementary school attendance areas: (Mary Beck, Bristol, Cleveland, Daly, Eastwood, Feeser, Hawthorne, Osolo, Riverview, Roosevelt and Woodland). Any sixth grader who would be affected by the reorganization would be allowed an automatic transfer upon completion of the proper transfer forms. Transportation would not be provided for sixth grade transfers. Siblings of sixth grade transfers would be subject to our current transfer policy.

Recommendation for ECS to continue the school choice program but no longer provide transportation. I am recommending ECS continue PEP, special education, Head Start, and PACE transportation.

Recommendation for ECS to adopt the following two tier transportation model:

Secondary (High School and Middle School) 7:30 a.m.-2:45 p.m.  
Elementary School 8:45 a.m. – 4:00 p.m.

All students will have a 7 hour and 15 minute day, which shortens the current secondary day by 10 minutes and lengthens the current elementary day by 1 hour and 10 minutes. Teachers will still have an 8 hour work day, 30 minute duty free lunch, and preparation time. As routes become more efficient, the elementary day could start earlier.

ECS will also examine the use of "round-robin" pick-up and delivery models in order to reduce the number of buses.

In 2014, band, orchestra, and extra-curricular clubs will need to support their own transportation.

It would be prudent for ECS to consider additional cost savings options, including, but not limited to: elimination of the 2-hour guaranteed minimum pay which drivers are eligible for; the elimination of insurance benefits for any driver (or other school employee) who works less than 6 hours a day (or 30 hours a week), according to the standard of eligibility established under the federal health care reform legislation which goes into effect on 1/1/2014; reduction of overtime costs; a transportation referendum; and outsourcing transportation, which Dr. Haworth is currently not recommending.

If ECS Transportation doesn't operate in the black, a 3-tier transportation model may be considered to save additional money; the implication for elementary students under this model would be potentially waiting for the bus as early as 6:00 a.m.

This recommendation provides benefits to the elementary day by allowing science and social studies to be taught as standalone classes. It also allows every elementary student to receive weekly art instruction; which will increase the total number of art teachers by 3.5 positions. This recommendation allows every elementary student to receive weekly key boarding and essential technology instructions; which were taught 11 years ago. In order for every elementary student to receive weekly key boarding, an additional 10.5 paraprofessionals will be employed or reassigned.

At present, ECS has 28 retirees. We will look to offset the cost of adding Art teachers and lab assistants by not replacing a few retirees and employing teachers who have fewer years of experience to replace the rest.

Prior to developing this recommendation, I submitted a survey to our staff with 87% of staff responding. The survey results indicate those staff members who have children attending our schools prefer the two-tier option being recommended. The survey indicates staff members with no children enrolled in ECS, prefer the three tier option.

In response to Board inquiry, Dr. Haworth clarified by stating elementary special education students affected by re-districting may attend a different school if programming is offered at the newly assigned school, but the special education department will make parents aware if this is necessary; the existing band and orchestra programs will continue for sixth graders; although savings will be seen in the Transportation fund, some increases may occur in the General fund which will be offset by not replacing all retirements; the 2015 outlook for the General fund does not look much better; and science kits are still provided to elementary schools by ETHOS.

ETA President Alex Holtz reported elementary teachers are excited about the increase to the length of their day, but are worried about the time needed to prepare these extended lesson plans.

Dr. John Hill, director of curriculum and instruction, explained the sample elementary day given to Board members is up to the discretion of each building how their day is designed. The increase to the instructional time for teachers is significant.

In response to an audience member's opposition to the redistricting of his children at Cleveland, Board members reported the only reason ECS is even considering these changes is because the school district has to save money; the corporation has studied, listened, and surveyed; the legislature has put us in this position; and ECS must operate within these boundaries. Dr. Bob Woods, director of business operations, stated schools will be changing and some schools may be labeled because of the grading system but asks parents to give their new school a try.



By unanimous action, the Board adopted the recommendation regarding changes to transportation as presented.

The meeting was adjourned at approximately 7:40 a.m.

Adjournment

APPROVED:

Signatures

\_\_\_\_\_  
Jeri E. Stahr, President

\_\_\_\_\_  
Karen S. Carter, Member

\_\_\_\_\_  
Dorisanne H. Nielsen, Vice President

\_\_\_\_\_  
Susan C. Daiber Member

\_\_\_\_\_  
Carolyn R. Morris, Secretary

\_\_\_\_\_  
Glenn L. Duncan, Member

\_\_\_\_\_  
Douglas K. Weaver, Member

ELKHART COMMUNITY SCHOOLS  
Elkhart, Indiana

May 9, 2013

TO: Dr. Haworth  
Board of School Trustees

FROM: Doug Hasler

SUBJECT: Extra-Curricular Purchase

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The Business Office recommends Board approval of purchase of the following items from extra-curricular funds:

| SCHOOL/ACCOUNT   | ITEM                 | AMOUNT     |
|--|----------------------|------------|
| Pierre Moran Middle School<br>Extra Curricular Account | Washington D.C. Trip | \$1,009.35 |

**ELKHART COMMUNITY SCHOOLS**

**DATE: 04/30/13**

**TO: MR. DOUGLAS A. HASLER**

**FROM: DIANA STAMPER**

**RE: LOANS – ONE FUND TO ANOTHER**

**THE FOLLOWING LOANS WERE MADE ON 04/30/13:**

**\$ 200,000 TO FUND 0410 TRANS-OPERATING FUND FROM FUND 0420 TRANS-BUS REPLACEMENT**  
**\$150,000 TO FUND 0410 TRANS-OPERATING FUND FROM FUND 0200 DEBT SERVICE FUND**  
**\$ 550,000 TO FUND 0100 CAPITAL PROJECTS FUND FROM 0100 GENERAL FUND**



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**BUILDING SERVICES**  
Elkhart Community Schools  
1135 Kent St., Elkhart, IN 46514-1601  
(574) 262-5690 / 5693 fax  
[www.elkhart.k12.in.us](http://www.elkhart.k12.in.us)

Date: May 9, 2013  
To: Board of School Trustees  
From: Anthony J. Gianesi  
RE: Recommendation for Award

On May 7, 2013 quotes were received for the Memorial High School Freezer and Cooler Relocation project.

All quotes have been reviewed by Elkhart Community for compliance with plans and specifications prepared by Elkhart Community Schools.

The Business Office recommends award of a contract in the amount enumerated to Datena Construction of Elkhart, Indiana as the lowest and best, most responsive and most responsible contractor.

|             |              |
|-------------|--------------|
| Base Quote: | \$ 84,428.00 |
| TOTAL       | \$ 84,428.00 |

The project includes the relocation of the existing freezers (2) and cooler (1) to create space for the new Commissary Building.

Funding for this project will come from lease-rental bonds.

Anthony J. Gianesi  
Director of Building Services

**Elkhart Community Schools - Quote Tabulation****Project:** Commissary Freezer/Cooler Relocation**ECS Project No.** 133801**Bid Date:** May 7, 2013 at 5:00 pm

|               | <b>D.A. Dodd</b> | <b>Datena Construction</b> | <b>Premium Concrete</b> | <b>Robert Henry Corporation</b> |
|---------------|------------------|----------------------------|-------------------------|---------------------------------|
|               |                  |                            |                         |                                 |
| <b>Quote*</b> | 119,500          | 84,428                     | 94,824                  | 107,415                         |
|               |                  |                            |                         |                                 |

ADMINISTRATIVE SALARY SCHEDULE

Elkhart Community Schools  
Elkhart, Indiana

| <u>Factor</u> | <u>2010-2011<br/>Salary Range*</u> | <u>Length</u> | <u>Position</u>  |
|---------------|------------------------------------|---------------|--|
| 51-62         | 65,645-79,805                      | 10            | High School Assistant Athletic Director  |
| 51-66         | 65,645-84,955                      | 12            | Director of Food Services  |
|               |                                    | 12            | Assistant Director of Transportation and School Safety                             |
| 55-67         | 70,795-86,240                      | 10.5          | Elementary Assistant Principal   |
| 58-69         | 74,655-88,815                      | 12            | Director of Community Education  |
|               |                                    | 12            | Supervisor of Accounting, Audits, and Investments                                  |
|               |                                    | 12            | Supervisor of Federal Programs   |
| 58-70         | 74,655-90,105                      | 10.5          | Middle School Assistant Principal  |
| 60-71         | 77,230-91,390                      | 12            | High School Athletic Director  |
|               |                                    | 10.5          | Elementary Chief Academic Officer  |
| 60-72         | 77,230-92,675                      | <del>11</del> | <del>Assistant Director of Career and Technical Education</del> (Effective 7/1/13) |
|               |                                    | 11            | High Ability Program Supervisor  |
| 61-73         | 78,520-93,965                      | 10.5          | Elementary Principal   |
|               |                                    | 11            | High School Assistant Principal  |
|               |                                    | 12            | Director of Talent Recruitment and Management                                      |
|               |                                    | 12            | Supervisor of Student Services for Special Education                               |
|               |                                    | 12            | Supervisor of Curriculum and Instruction   |
| 60-74         | 77,230-95,250                      | 12            | Director of Student Accounting and Program Evaluation                              |
|               |                                    | 12            | Director of Technology   |
|               |                                    | 12            | Director of Transportation and School Security                                     |
|               |                                    | 12            | Director of Building Services  |
| 65-76         | 83,665-97,825                      | 12            | Alternative Programs Principal   |
| 65-77         | 83,665-99,115                      | 12            | Director of Special Education/Assistant Director of Student Services               |
|               |                                    | <b>12</b>     | <b><u>Principal Elkhart Area Career Center</u></b> (Effective 7/1/13)              |
| 67-79         | 86,240-101,685                     | 11            | Middle School Principal  |
| 69-80         | 88,815-102,975                     | 12            | Director of Student Services   |
|               |                                    | 12            | Director of Business Operations  |
| 72-83         | 92,675-106,835                     | 12            | Director of Career and Technical Education   |
| 74-85         | 95,250-109,410                     | 12            | Director of Curriculum and Instruction   |
| 76-88         | 97,825-113,270                     | 12            | High School Principal  |
| 76-90         | 97,825-115,845                     | 12            | Executive Director of Personnel and Legal Services                                 |
| 77-91         | 99,115-117,135                     | 12            | Assistant Superintendent for Business or Executive Director of Support Services ** |
| 78-91         | 100,400-117,135                    | 12            | Assistant Superintendent for Instruction**   |

\*Apply factor to \$128,715

\*\*Plus car benefit. Add four factor points if benefit is not used.

Corporation contributes 3% of administrator's salary to TRF/PERF.

**Proposed Revised Administrative Regulation**  
*(as presented during the 4/23/13 BST meeting)*

ELKHART COMMUNITY SCHOOLS  
KINDERGARTEN EARLY ENTRANCE PROCEDURE AND APPLICATION FORM

*Children must turn 5 years old between August 2<sup>nd</sup> and September 1<sup>st</sup> in order to be eligible*

**PROCEDURE:**

Elkhart Community Schools allows children who turn 5 on or before August 1 to be admitted to kindergarten. Indiana Law requires school districts to establish a procedure for considering requests for early entrance to kindergarten from parents/guardians of children who turn 5 after August 1. In Elkhart Community Schools, ~~that~~ **this** process is as follows:

Parents/guardians of child(ren) turning 5 between August 2 and September 1 who want their child(ren) to enroll in kindergarten need to contact their home school or the Student Services Department (262-5540). The home school or Student Services Department will provide a Kindergarten Early Entrance Application ~~that~~ **which** is to be completed and submitted on or before the beginning of the school year. Once notified of receipt and approval of the application, parents/guardians are to register the child(ren) at the elementary school of parent/guardian's residence.

Children who turn 5 after September 1 will not be considered for early entrance to kindergarten.

-----  
**APPLICATION:**

Child's Name \_\_\_\_\_  
                                    Last    First    Middle    (Nickname)

Birth Date \_\_\_\_\_

**Name of School** \_\_\_\_\_    **Date** \_\_\_\_\_

| <b>Parental Information</b>                | <b>Mother</b> | <b>Father</b> | <b>Guardian</b> |
|--|---------------|---------------|-----------------|
| Name <i>(first and last)</i>               |               |               |                 |
| Home Address:<br><i>(Include Zip Code)</i> |               |               |                 |
| Home Phone:                                |               |               |                 |

\_\_\_\_\_  
Parent Signature

*Must be received by the home school or Student Services Department by the beginning of the school year*

J. C. Rice Educational Services Center  
2720 California Rd.  
Elkhart, IN 46514

April 12, 2005 **May 14, 2013**

GUIDELINES FOR GOOD SCHOOL ORDERSection 1. General ResponsibilitiesA. School Responsibilities

The primary responsibility of the Elkhart Community Schools is to provide each student with an opportunity to acquire meaningful knowledge and skills and to help develop fully his or her potential as an individual in a safe environment. In order to assure a climate for learning, Elkhart Community Schools must maintain certain standards of conduct for school citizenship.

The Board of School Trustees of the Elkhart Community Schools and its employees have the legal responsibility for establishing and enforcing rules for student conduct. The Board of School Trustees has established these Guidelines for Good School Order, among other administrative regulations, and has directed administrative officers and other school personnel to carry out these regulations. School staff members will individually, collectively, and cooperatively work with parents/guardians and appropriate available community resources to help each student gain acceptable self-disciplinary standards. Elkhart Community Schools will make a copy of all discipline rules available to students and students' parents.

To enable the schools to meet the needs of all students, district-wide and building rules and standards of conduct are based on the same principles ~~that~~ **which** govern the life of every individual. Primary among these principles must be respect for self and others and, based on such respect, the freedom to think, speak, and act. Failure to comply with any rule adopted by the Board of School Trustees or the administration shall constitute grounds for expulsion, suspension, or any other reasonable disciplinary action(s). Avenues will be provided to students for due process as prescribed by law. Moreover, qualified students with disabilities may be entitled to additional protections or rights as provided by law.

B. Student Responsibilities

Students have the responsibility to know and act in accordance with the rules and regulations of the school. In this regard, each student shall

1. follow reasonable directions of school personnel in all educational settings;
2. refrain from disruptive behavior ~~that~~ **which** interferes with the educational environment;
3. accept responsibility for his or her own behavior;
4. show respect for self and for others; and
5. be involved in the educational process to the fullest extent possible.

C. Parent/Guardian Responsibilities

1. Parents/guardians are to become familiar with these Guidelines and review them with their children.
2. Parents/guardians are to work with their children and with school personnel to resolve any disciplinary problems.
3. Parents/guardians can be required to participate in any action taken in connection with their child's behavior.



D. Delegation of Authority

In carrying out the purposes of the school corporation, the following grants of authority are made, subject to the limitations ~~that~~ which exist under law:

1. When students are being supervised, each teacher or other Elkhart Community Schools staff member is authorized to take any action reasonably necessary to carry out, or to prevent interference with, an educational function.
2. A principal, including any principal's designee, may take any action concerning his or her school or any school activity within his or her jurisdiction reasonably necessary to carry out, or prevent interference with, any educational function or school purpose. Such action may include establishing written rules and standards to govern student conduct.
3. The superintendent, and other administrators with the superintendent's approval, may take any action with respect to all schools within the superintendent's jurisdiction which is reasonably necessary to carry out, or to prevent interference with, any educational function or school purpose.
4. The superintendent and principal may adopt procedures establishing lines of responsibility in compliance with Elkhart Community Schools' discipline policies and administrative regulations.
5. The Board of School Trustees may also make such other delegations of rule-making, disciplinary, and other authority, as are reasonably necessary in carrying out the purposes of the school corporation.

Section 2. Enforcement of Student Conduct Rules

In the absence of student self-discipline, each administrator, teacher, or any other school personnel is responsible for implementing the rules for student conduct adopted by the individual school and the Board of School Trustees.

Some behavior problems are more serious than others and require different approaches and clearly defined actions.

A. Definitions

1. As used in these Guidelines for Good School Order, the term "conduct constituting an interference with school purposes," or comparable language, means any conduct which causes, or which can reasonably be foreseen to cause, a substantial disruption or material interference in the carrying out of school purposes. Undifferentiated fear or apprehension of disturbance, disruption, or interference shall not alone constitute sufficient grounds to support a determination ~~that~~ this conduct exists.
2. As used in these Guidelines for Good School Order, the term "dismissal from school, class, or activity" means disciplinary action whereby a middle school or high school teacher will have the right to dismiss a student from the teacher's class or activity for a period not to exceed five (5) class periods, and an elementary teacher will have the right to dismiss a student from the teacher's classroom or activity for a period of up to one (1) school day.

3. As used in these Guidelines for Good School Order, the term “educational function” means the performance by the school corporation, or its officers or employees, of an act or series of acts in carrying out school purposes.
4. As used in these Guidelines for Good School Order, the term “expulsion” means a disciplinary action whereby a student
  - a. is separated from school attendance for a period exceeding five (5) school days;
  - b. is separated from school attendance for the balance of the then current semester or current year, unless a student is permitted to complete required examinations in order to receive credit for courses taken in the then current semester or current year; or
  - c. is separated from school attendance for possession of firearms, deadly weapons, or destructive devices, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

The term does not apply to situations in which a student is disciplined using a method described in Section 2(B)(1) to (11) of these Guidelines for Good School Order, when a student is removed from school after being found ill, or when the student is removed from school for failure to comply with the immunization requirements.

5. As used in this Administrative Regulation, the term “school function” means any activity sanctioned or sponsored by the school.
6. As used in these Guidelines for Good School Order, the term “school purposes” means the purposes for which the school operates, including
  - a. promoting knowledge and learning;
  - b. maintaining an orderly and effective educational system; and
  - c. taking any action under the authority conferred on the school corporation by any statute.
7. As used in this Administrative Regulation, the term “suspension” means any disciplinary action ~~that~~ **which** does not constitute an expulsion, whereby a student is separated from school attendance for a period of not more than ~~ten~~ **five (405)** school days.

The term does not apply to situations in which a student is disciplined using a method described in Section 2(B)(1) to (11) of these Guidelines for Good School Order, when a student is removed from school after being found ill, or when the student is removed from school for failure to comply with the immunization requirements.

B. Discipline

In dealing with students who have not exhibited sufficient self-discipline to live and work in harmony with others, school personnel may use any or all of the following discipline techniques (among others) as consequences to inappropriate behavior for students under their supervision, subject to the limitations ~~that~~ **which** exist under law:

1. counseling with a student or group of students;
2. conferences with parent(s)/guardian(s);

3. assigning additional academic work;
4. rearranging class schedules;
5. requiring a student to remain at school after regular school hours to do additional academic work or for counseling;
6. restricting extracurricular activities;
7. rescinding the privilege of riding the school bus;
8. assignment by the principal of a special course of study, an alternative educational program, or an alternative school;
9. assignment of not more than one hundred twenty (120) hours of service with a non-profit organization, as outlined by statute;
10. referring students to law enforcement personnel in cases related to violations of the law;
11. denial of attendance at extra-curricular activities;
12. complying with state laws which prevent issuance of or invalidation of driver's licenses or learner's permits;
13. Dismissal from Class or Activity – Teacher
  - a. A middle school or high school teacher will have the right to dismiss a student from the teacher's class or activity for a period not to exceed five (5) class periods.
  - b. An elementary teacher will have the right to dismiss a student from the teacher's classroom or activity for a period of up to one (1) school day.
14. Suspension from School – Principal

A school principal (or designee) may deny a student the right to attend school or take part in any school function for not more than ten (10) school days. However, a student may be suspended for more than ten (10) school days, if the suspension is pending an expulsion decision and the continued suspension will prevent or substantially reduce the risk of interference with an educational function or purpose or a physical injury to the student, other students, school employees, or visitors to the school.
15. Expulsion from School

In accordance with the due process procedures defined in this administrative regulation, a student may be expelled from school for a period no longer than the remainder of the school year in which the expulsion took effect, if the misconduct occurred during the first semester. If a student is expelled during the second semester, the expulsion remains in effect for summer school and may remain in effect for the first semester of the following school year. A principal may require a student, who is at least sixteen (16) years of age and who wishes to reenroll after expulsion, to attend an alternative school or educational program or evening classes.

C. Grounds for Suspensions and Expulsions

1. Prohibited Conduct Which May Result in a Suspension or Expulsion:

The following types of student conduct may constitute grounds for suspension, expulsion, or other disciplinary action, subject to the limitations ~~that~~ **which** exist under law. Such conduct is defined to include, but not to be limited to, the following acts committed on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or when traveling to or from school or a school activity, function, or event. The discipline rules may also apply when the student is using property or equipment provided by the school.

- a. Interference with School Purposes. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes or urging other students to engage in such conduct.
- b. Speech/Conduct. Engaging in speech or conduct, including use of clothing, jewelry, or hair style, which is profane, indecent, lewd, vulgar, disparaging of another's race, disability, religion, ethnic background, or gender, an indicator of gang involvement, or offensive to school purposes.
- c. Vandalism. Causing, or attempting to cause, damage to school or private property.
- d. Theft. Stealing, or attempting to steal, school or private property, or being in possession of another person's property.
- e. Fighting or Physical Injury. Intentionally causing, or attempting to cause, physical injury or behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken on the reasonable belief ~~that~~ it was necessary to protect some other person does not, however, constitute a violation of this provision.
- f. Bullying, Intimidation, or Harassment. Verbal, written, physical acts, or in other ways conveyed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Threatening, intimidating, or harassing any person, causing injury to ~~that~~ **an** individual's person or property or, with the intent of obtaining money or anything of value from the person. Engaging in sexual harassment of another person, which involves sexually-related verbal statements, gestures, or physical contact. This section also includes bullying through the use of data or computer software ~~that~~ **which** is accessed through a computer, computer system, or network of the school.
- g. Hazing. Participation in an act of hazing. Hazing will be considered to be any act of initiation into any organization, group, activity, or social entity ~~that~~ **which** causes or creates a substantial risk of causing mental, emotional, or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing will not diminish the inappropriateness of an act of hazing.
- h. Drug involvement. Knowingly possessing, using, providing, or transmitting to another person or being under the influence of any substance which is, looks like, or which is or was represented to be a tobacco product, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, substance containing alcohol, heavily-based caffeine product, substance containing phenylpropanolamine (PPA), steroid, stimulant, depressant or intoxicant of any kind, or any paraphernalia

for the use of such substance. An individual who uses an authorized drug as prescribed for him or her by a registered physician shall not be in violation of this rule. (Any student who is unsure if possession, use, or providing another person with any particular substance would violate this rule should contact the building principal before possessing, using, or transmitting the substance in question.)

- i. Student Operated Vehicles. Improperly operating motorized vehicles on school property, failing to obey posted speed limits, failing to display parking passes, or failing to obey other school regulations and Indiana laws ~~that~~ **which** may apply. Keeping prohibited items in any automobile while it is on school property.
- j. ~~Electronic Devices. Knowingly using on school grounds during school hours an electronic paging device, personal digital assistant (PDA), MP3 player, digital camera, a handheld portable telephone, etc. (“electronic device”) in a manner which constitutes an interference with school purposes or an educational function. Using an electronic device in a manner that is profane, indecent, or obscene, or constitutes an invasion of privacy or an act of academic dishonesty.~~

~~Students may not employ the photographic, videographic, audio recording or reproduction capacity of any electronic device for the purposes of photographing, video capture, recording, or reproduction of the same of any student or staff person without the express consent of the staff person, or under the supervision of a teacher or administrator. This section applies at all times while on school premises including school buses or at school sponsored events, regardless of the location.~~

- i. **Electronic Devices. Knowingly using on school grounds during school hours an electronic device (e.g. cellular phone, tablet computer, music device, digital camera, etc.) in a manner which constitutes an interference with a school purpose, educational function, invasion of privacy, or act of academic dishonesty; or is profane, indecent, or obscene.**

**Students may not make an audio or video recording of any student or staff person without the express consent of the student or staff person. This section applies at all times while on school premises including school buses or at school sponsored events, regardless of the location.**

- k. Sale of drugs. Engaging in the unlawful selling of a controlled substance or engaging in a violation of criminal law ~~that~~ **which** constitutes a danger to other students or constitutes an interference with school purposes or an educational function.
- l. Insubordination. Failing to comply with directions of teachers or other school personnel where the failure constitutes an interference with school purposes or an educational function, including extra-curricular functions and other school sponsored activities.
- m. Academic Dishonesty. Submission by a student of any schoolwork, for the purpose of meeting course requirements, which does not represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to, plagiarism, forgery, copying or stealing another person’s work, allowing another person to copy one’s own work, doing another person’s class work, creating more than one copy of one’s work for distribution,

intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, **or** unauthorized use of hard copy or software to develop one's own software.

- n. Violation of the law. Engaging in unlawful activity on or off school grounds, including any unlawful activity during weekends, holidays, other school breaks, and the summer, if
  - (1) the unlawful activity may be considered to be an interference with school purposes or an educational function; or
  - (2) the student's removal is necessary to restore order or protect persons on school property.
- o. Violation of school rules. Violating or repeatedly violating any rules ~~that~~ **which** are reasonably necessary and are validly adopted.
- p. Refusing a Search. Refusing to permit a lawful, reasonable search by authorized school officials of the student's person and/or possessions. A student who uses a locker ~~that~~ **which** is the property of the school is presumed to have no expectation of privacy in ~~that~~ **the** locker or the locker's contents.
- q. Pyrotechnic Devices. Possessing and/or using, on school grounds without authorization by school officials, any pyrotechnic device, including firecrackers.

2. Prohibited Conduct Which Will Result in an Expulsion

The following conduct will constitute grounds for expulsion, subject to the limitations that exist under law:

- a. Possession/Use of a Firearm, Destructive Device, or Deadly Weapon. Bringing or possessing a firearm or destructive device to school or on school property will result in expulsion for at least one (1) calendar year, with the return of the student at the beginning of the first school semester after the end of the one (1) year period. Bringing or possessing a deadly weapon to school or on school property may result in expulsion for not more than one (1) calendar year. The following definitions apply with regard to this section:
  - (1) A firearm is any weapon ~~that~~ **which** is capable of expelling, is designed to expel, or may readily be converted to expel a projectile by the action of an explosion.
  - (2) The following items are considered to be destructive devices:
    - i. an explosive, incendiary, or overpressure device ~~that~~ **which** is configured as a bomb, a grenade, a rocket with a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, a Molotov cocktail, or a device substantially similar to an item described above;

- ii. a type of weapon ~~that~~ **which** may be readily converted to expel a projectile by the action of an explosive or other propellant through a barrel ~~that~~ **which** has a bore diameter of more than one-half inch; or
  - iii. a combination of parts designed or intended for use in the conversion of a device into a destructive device.
- (3) The following items are considered to be deadly weapons:
- i. a loaded or unloaded firearm;
  - ii. a destructive device, weapon, taser or electronic stun weapon, device, equipment, chemical substance, or other material ~~that~~ **which**, in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury;
  - iii. an animal ~~that~~ **which** is readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime; or
  - iv. a biological disease, virus, or organism ~~that~~ **which** is capable of causing serious bodily injury.

The superintendent may, on a case by case basis, modify the period of expulsion for a student who has brought a firearm or destructive device to school.

The superintendent shall immediately notify the county prosecuting attorney's office when a student is expelled for bringing or possessing a firearm or destructive device. The superintendent may give similar notice if the student brings or possesses a deadly weapon.

3. Expulsion Based Upon Legal Settlement

- a. A student may be expelled, subject to the limitations ~~that~~ **which** exist in Federal and State law, when the student's legal settlement is not in the attendance area of Elkhart Community Schools and the student is not authorized by any other provision of School Board Policy or State Law to attend the Elkhart Community Schools.
- b. The Director of Student Services/designee shall have the authority to recommend expulsion to the Superintendent for this reason.

D. Student Due Process Procedures

1. Procedure for Dismissal from Class or Activity

When dismissing a student from an educational function, the recommended actions for teachers or other school personnel are as follows:

- a. Inform the student of the reason(s) for his or her dismissal. (Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately dismissed from class without informing the student of the reasons.)
- b. Instruct the student to leave the classroom or activity.
- c. Tell the student where to report.
- d. Follow up the dismissal by checking to see if the student reported as instructed.

- e. Notify the administration by completing the Report of Student Dismissal, or in such other written manner as may be appropriate.

2. Procedure for Suspensions

Any principal or designee may suspend a student from school and all school functions for a period of five (5) school days or less after an investigation has determined ~~that~~ such suspension is necessary to further school purposes or to prevent an interference with school purposes.

When a principal (or designee) determines ~~that~~ a student should be suspended, the following procedures will be followed:

- a. The student will be afforded an opportunity for a meeting during which the student is entitled to the following:
  - 1) a written or oral statement of the charges;
  - 2) a summary of the evidence against the student, if the student denies the charges; and
  - 3) an opportunity to explain his or her conduct.
- b. The meeting shall precede suspension of the student and the student's parents or guardians will be notified as soon as possible after the meeting is concluded. In addition, the student's parents or guardians will be given written notification of the suspension. The notification will describe the student's misconduct, and the action taken by the principal. ("Student Suspension Notice" Administrative Regulation JFC-su)
- c. Where the nature of the misconduct requires the immediate removal of the student, the meeting with the principal will then be held within a reasonable time following the date of the suspension.
- d. Prior to the student's return to school from a suspension of three (3) school days or more, the principal should attempt to schedule a meeting with the student's parent(s)/guardian(s) for the purpose of discussing the student's conduct.

3. Procedure for Expulsions

When a principal (or designee) recommends to the superintendent (or designee) ~~that~~ a student be expelled from school, the following procedures will be followed:

- a. The principal, vice-principal, or assistant principal shall, after consulting or attempting to consult with the ~~Director of Employee and Student Relations~~ **Executive Director of Personnel and Legal Services**, complete the "Principals Written Charge Requesting Expulsion," Administrative Regulation JFC-ex<sup>3</sup>.
- b. After said form has been completed, the form shall be delivered to the Superintendent, with a copy to the Director of Student Services and the ~~Director of Employee and Student Relations~~ **Executive Director of Personnel and Legal Services**. For a student with a disability, the form shall also be submitted to the Director of Special Education. The Superintendent shall, after having reviewed the charge and determining ~~that~~ reasonable grounds for an investigation exist, appoint an



Expulsion Examiner and forward the charge, within one school day of its receipt, to such Expulsion Examiner.

- c. The superintendent (or designee) shall either decide to conduct the expulsion meeting or appoint one of the following persons to conduct the expulsion meeting:
  - 1) Legal counsel; or
  - 2) A member of the administrative staff if the member has not expelled the student during the current school year and was not involved in the events giving rise to the request for expulsion.
- d. The Expulsion Examiner shall, within two days after receiving the "Principal's Written Charge Requesting Expulsion," complete and personally deliver or send to the parent(s)/ guardian(s) and student by certified mail the "Notice Regarding Expulsion Request." The Notice must contain the reasons for the expulsion and the procedure for requesting an expulsion meeting.
- e. If the Expulsion Examiner does receive a request for an expulsion meeting in person or by mail within five school attendance days after receipt by parent(s)/guardian(s) of the Notice Regarding Expulsion Request, the Expulsion Examiner shall schedule the meeting within a period of five school days after it is requested. When scheduling such meeting, the Expulsion Examiner should confer with the principal, the ~~Director of Employee and Student Relations~~ **Executive Director of Personnel and Legal Services**, and the parent(s)/guardian(s) as to the date and time of the meeting.
- f. The superintendent or person appointed to conduct the expulsion meeting may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at the expulsion meeting. If an expulsion meeting is held, the principal (or designee), will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student and to present evidence to support the student's position. The individual conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, and should the individual conclude that disciplinary action is necessary, make a recommendation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's Designee may accept, reject, or modify the recommendation of the individual who conducted the expulsion meeting. Notice of the action taken shall be given to the student, the student's parent, the principal, and the Director of Student Services.
- g. The student or parent has the right to appeal the decision of the Superintendent to the school board within 10 days of the receipt of notice of the action taken. The student or parent appeal to the school board must be in writing and must provide a statement of the reasons, written information or submissions in support (provided said written information or submissions were provided at the original expulsion meeting) and arguments for overruling the decision of the Superintendent. If an appeal is properly made, the board must consider the appeal. The board shall hold a meeting to consider the written summary of the expulsion meeting and the written arguments of the school administration and the student and/or the student's parent. The board will make its decision based upon the written submissions of the parties and any

documents introduced during the original expulsion meeting, unless the board votes to conduct a meeting at which the school administration and student and/or the student's parents shall appear. In the event the board votes to conduct a meeting at which the school administration and the student and/or the student's parents shall appear, the meeting shall be held in executive session and the Board President shall communicate to the school administration and the student and/or the student's parents the procedure to be used during the meeting. The board may then take any action deemed appropriate. The decision of the board may be appealed only through judicial review. The board may vote to not hear appeals of actions taken after an expulsion meeting. If the board votes not to hear such appeals, subsequent to the date of the vote, a student or parent may appeal only through judicial review.

- h. If the Expulsion Examiner does not receive a request for an expulsion meeting within five school attendance days after receipt by parent(s)/guardian(s) of the Notice of Expulsion Request, or a student/parent fails to appear at an expulsion meeting after receipt of the Notice, then all rights administratively to contest and appeal the expulsion shall be forfeited. The Expulsion Examiner shall then notify by memorandum the Superintendent, the principal, the Director of Student Services, and the ~~Director of Employee and Student Relations~~ **Executive Director of Personnel and Legal Services** that the action requested in the charge by the principal concerning such student shall automatically become effective.
- i. An expulsion ~~that~~ **which** takes effect more than three (3) weeks before the beginning of the second semester of a school year must be reviewed before the beginning of the second semester. An expulsion ~~that will~~ **remaining** in effect during the first semester of the following school year must be reviewed before the beginning of the school year.

4. Possession and Self-Administration of Medication Permitted

A student with a chronic disease or medical condition may possess and self-administer medication for the chronic disease or medical condition, without risk of discipline for possession of drugs, if certain conditions are met.

5. Procedure for Students with Disabilities

Students with disabilities are subject to the same disciplinary action for violating school rules as any other student. However, if a student with a disability is subjected to disciplinary change of placement, there are additional procedural safeguards ~~that~~ **which** apply. A disciplinary change of placement occurs when a student is removed for more than ten (10) consecutive school days or is subjected to a series of removals ~~that~~ **which** cumulates to more than ten (10) school days in a school year and constitutes a pattern.

When a student with a disability is subjected to a series of removals ~~that cumulates~~ **accumulating** to more than ten (10) school days in a school year, the principal (or designee) must determine if the series of removals constitutes a pattern. If the principal determines ~~that~~ a disciplinary change of placement has not occurred, the school shall follow the procedures for suspension (outlined above) and in consultation with at least one (1) of the student's teachers, determine the extent to which services are needed to enable the student to do the following:

- a. Continue to participate in the general education curriculum, although in another setting.
- b. Progress towards meeting the goals set out in the student's IEP.

If a disciplinary change of placement occurs, the following procedures must be followed:

- a. The school must notify the student's parents and provide the parent with the Notice of Procedural Safeguards on the date the decision to make a removal that constitutes a change of placement is made. If the school is unable to notify the parent on the date the decision is made, notice must be mailed to the parent not later than the following business day.
- b. Within ten (10) instructional days of any decision to change the placement of a student with a disability, the Case Conference Committee (CCC) must meet to determine whether the student's behavior is a manifestation of the student's disability. The conduct will be considered a manifestation of the student's disability, if the CCC determines the conduct was
  - (i) caused by, or had a direct and substantial relationship to the student's disability; or
  - (ii) the direct result of the school's failure to implement the student's IEP.
- c. If the conduct was a manifestation of the student's disability, the CCC must either
  - (i) conduct a functional behavioral assessment, unless an FBA was conducted prior to the behavior resulting in disciplinary action, and implement a behavioral intervention plan for the student; or
  - (ii) review the BIP and modify it, as necessary if a BIP has already been developed for the student.

Then, the student shall be returned to the placement from which the student was removed, unless the parent and school agree to a change of placement as a part of a BIP or an interim alternative setting is required due to weapons, drugs, or serious bodily injury.

- d. If the conduct was NOT a manifestation of the student's disability, the school may impose disciplinary sanctions in the same manner as it does for students without disabilities. However, the student must continue to receive appropriate services.
- e. The school may remove a student with a disability to an interim alternative educational setting for up to forty-five (45) school days; if the student, while at school, on school premises, or at a school function, does the following:
  - (i) carries a weapon to school or possesses a weapon;
  - (ii) knowingly possesses or uses illegal drugs or sells or solicits the sales of a controlled substance; or
  - (iii) inflicts serious bodily injury upon another person.

Regardless of whether the CCC determines ~~that~~ the student's conduct is a manifestation of the student's disability, the student may remain in the IAES for up to forty-five (45) school

days. But, the student must continue to receive appropriate services.

~~March 27, 2012~~ **May 14, 2013**

**Proposed Revised Administrative Regulation****RULES FOR STUDENT CONDUCT**

In addition to adopted Board Policies and Administrative Regulations governing all students of the Elkhart Community Schools, the Elkhart Community Schools adopt the following rules governing student conduct. These rules apply to actions which occur on school property, inside or outside the school building, or on property adjacent to school property; or at any school-sponsored activity regardless of location; or when traveling to or from school or any educational activity. Disregard of these rules shall constitute grounds for suspension, expulsion, or any other reasonable form of disciplinary action. In addition to being subjected to discipline, students who use cellular phones, **tablet computers**, ~~papers~~, **music devices**, **digital** cameras, electronic equipment and other similar devices in a manner **which** ~~that~~ is inconsistent with these rules may have those devices confiscated by the school.

1. Insubordination. Refusal to obey or follow a reasonable order or directive given by any Elkhart school staff member. Refusal to provide proper and sufficient identification upon request of any staff member. Staff members shall mean teachers, administrators, custodians, bus drivers, paraprofessionals, all other employees and officials, and authorized volunteers.
2. Failure to clearly display a school identification card when this is required by a student's school.
3. Theft of school property or property belonging to another student or staff member or being in possession of stolen property.
4. Fighting and/or committing any act which jeopardizes the health, safety, or welfare of other students, staff members, or visitors.
5. Vandalism. Damaging any property belonging to other students, staff, or to the Elkhart Community Schools.
6. Use of, display of, or participation in any form of profanity, indecency, or obscenity.
7. Use of conduct or language which reasonably threatens, intimidates, or indicates disrespect of another person.
8. Bullying. Student(s) who use overt, repeated acts or gestures, including, but not limited to, verbal or written communications, and/or physical acts, with the intent to harass, ridicule, humiliate, intimidate, or harm other students.
9. Failure to follow directions during an emergency or an emergency drill.
10. Failure to follow cafeteria procedures and rules.
11. Consuming food or drink in the building except in the cafeteria or other designated areas.
12. Use of the elevator without the specific and express permission of a staff member.

13. Leaving a class station or other assigned area without permission of a staff member.
14. Leaving school property at a time other than the end of the student's scheduled day, unless specific permission is granted by the administration, and the sign-out procedure is followed by the student.
15. Failure to comply with school attendance/tardy policies.
16. Failure to comply with study hall, detention, and/or in-school suspension regulations.
17. Failure to attend assigned detention including, but not limited to, after-school detention, lunch detention, weekend detention, etc.
18. Failure to comply with driving and parking regulations. Reckless driving is prohibited (when applicable).
19. Failure to comply with bus regulations.
20. Failure to comply with the school's release time regulations.
21. Possession or use of tobacco in any form; possession, use, or under the influence of alcohol; or possession, use, under the influence, or transmission of any controlled substance or substance represented as a controlled substance, or paraphernalia for the use of such substance.
22. Violating any reasonable condition of probationary enrollment status for which proper notice has been given.
- 23. Using an electronic device (e.g. cellular phone, tablet computer, music device, digital camera, etc.) in a manner which constitutes an interference with a school purpose, educational function, invasion of privacy, or act of academic dishonesty; or is profane, indecent, or obscene.**
- ~~23. Using electronic equipment such as radios, stereo equipment, CD players, digital music players, tape devices, personal digital assistant (PDA), etc. in the school buildings in a manner that constitutes an interference with school purposes or an educational function.~~
24. Failure to comply with the building's dress code.
25. Failure to bring required materials and equipment to classes and refusal to participate in class activities.
26. Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any other school personnel to conduct the educational function under his/her supervision.

- ~~27.~~ Using on school grounds, from the time the student enters the building until dismissal, an electronic paging device or cellular phone.
- ~~28.~~ Using electronic equipment or a camera in a manner that is profane, indecent, or obscene, or constitutes an invasion of privacy or an act of academic dishonesty or constitutes an interference with school purpose or an educational function.
- ~~29~~27. Violations of the Board of School Trustees' Policy on Acceptable Use of Electronic Information, Services, and Networks (IGBC) regarding appropriate use of school corporation computers and networks.
- ~~30~~28. Knowingly possessing, handling, or transmitting a knife, gun, destructive device, or any other object ~~that~~ **which** can reasonably be considered a weapon.
- ~~31~~29. Possessing and/or using, on school grounds, without authorization by school officials, matches, cigarette lighters, or any pyrotechnic device, including firecrackers.

~~April 29, 2008~~ **May 14, 2013**

Proposed Revised Administrative RegulationGUIDELINES FOR SECONDARY SCHOOL ATHLETICSA. PURPOSE AND PHILOSOPHY1. Purpose

- a) To encourage students involved in athletic activities to develop a wholesome and healthful lifestyle.
- b) To foster self-discipline.
- c) To communicate rules and regulations in a clear concise manner.
- d) To publish and distribute the rules and regulations so they are readily available to students, parents and staff.
- e) To provide coaches with ~~unifying~~ guidelines so **rule** enforcement ~~of the rules~~ is done fairly and equally throughout the school ~~district~~ community.

2. Philosophy

Interscholastic athletics are an integral part of the school system's educational programs and offers students a means to help develop self-discipline, accept responsibility, and make decisions to prepare for the adult world. Athletics will also help students to develop a social conscience as well as intellectual faculties. We believe learning is a never-ending process and athletic involvement helps to develop a positive set of values to guide young people through life.

B. RESPONSIBILITIES

Involvement and association with athletics is a privilege. This privilege is extended to all students, provided they are willing to assume certain responsibilities.

A student must be willing to make necessary sacrifices in order to be a credit to himself/herself.

This can be done by

1. achieving academically by first being a good student;
2. exhibiting high standards of social behavior;
3. displaying positive sportsmanship;
4. respecting other athletes, cheerleaders, officials, spectators, and those in authority;
5. being cooperative;
6. maintaining a good appearance including cleanliness and good grooming;
7. using language ~~that~~ **which** reflects well on self, family, and school;
8. being a positive leader by example, words, and/or actions; and
9. complying with the rules to be in good standing at the completion of the sport season (the last contest or the banquet, whichever comes later).

C. ELIGIBILITY

1. All students, as outlined by IHSAA, must have a completed school-approved physical examination form on file before practicing and must be in good standing with the school.
2. Students must have a signed form on file *indicating* their parents/guardians have read the material on concussions which is provided to each student with an athletic physical examination packet. Students are not allowed to participate in athletics until this form is on file.



3. High school students must have earned passing grades in five (5) or more full-credit semester subjects during the previous grading period and must be currently enrolled in five (5) or more full credit subjects.
4. Middle school students must be passing six or more classes at grade check time.

D. GENERAL RULES

The principal shall enforce all rules and regulations as described in "Guidelines for Good School Order" and "School Rules for Student Conduct." The rules stated herein are in additions to the aforementioned rules.

All rules regarding behavior and/or training as outlined in IHSAA regulations apply. These are on file, are posted in the athletic office, and their meaning will be interpreted by coaches to participants.

Because the use of alcohol, tobacco, and certain other drugs is regarded as detrimental to good health, all participants are expected to establish habits which would extend throughout the year (12 months), are compatible with good conduct, and serve as a good example for others to follow.

The following general rules for participants have been established:

1. A participant shall not violate local and state laws, IHSAA regulations, nor the Elkhart Community Schools' "Guidelines for Good School Order," "School Rules for Student Conduct," the "Guidelines for Secondary School Athletics," and the "Substance Abuse Testing Program for High School Student Athletic Participants and Student Drivers."
2. Each high school participant must carry athletic insurance in each sport.
3. A participant must attend at least one-half day of school on the day in which they participate in competition, performance, or practice unless excused by the principal or designee.
4. A participant shall not engage in an act of hazing. Hazing will be considered to be any act of initiation into any organization, group, activity, or social entity ~~that~~ **which** causes or creates a substantial risk of causing mental, emotional, or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing will not diminish the inappropriateness of an act of hazing.
5. A participant shall not possess or use tobacco products.
6. A participant shall not consume or be in possession of alcoholic beverages (except at religious services and then only when no school-related activity follows later that day).
7. A participant shall not knowingly misuse or distribute any prescription drug or knowingly possess, use, distribute, or be under the influence of any Controlled Substance, including, but not limited to, any anabolic steroid, hallucinogenic, narcotic, depressant, stimulant, and any pure or adulterated form of marijuana, opium, or cocaine. Nor shall any participant possess, use, or distribute paraphernalia for use of such substances. Use of a substance as prescribed by a licensed practitioner shall not constitute a violation of this rule.
8. A participant shall not be in attendance at a place where he/she knows ~~that~~ alcohol is being illegally consumed or possessed or where a Controlled Substance (see D-6) is being illegally possessed, used, misused, or distributed.

E. PROCEDURE FOR ALLEGED VIOLATIONS

Any alleged violation of the above general rules shall be reported first to the principal, designee, or athletic director, and then is to be followed by an investigation by the (in-season) coach, athletic director, and principal. If the student is found to be in violation of the rules, the following disciplines will result:

1. When information regarding an alleged violation of criminal law comes to the attention of the school, or following an arrest of any student participant, an investigation will be made by the coach, athletic director, and/or principal. A student will be excluded from participation pending the school's investigation. Discipline will be determined by the results of the school's investigation.
2. Any student participant who is convicted of a felony or is adjudicated for an equivalent offense shall be excluded from participation for one full year (12 months) following the date the offense was adjudicated or the date the school discipline associated with the violation was begun, whichever occurs first. Conviction/adjudication of a misdemeanor (other than a drug substance offense) or admission to any criminal act shall be subject to discipline by the coach, athletic director, and/or principal.
3. Participants in violation of other rules and regulations not governed by the Guidelines for Secondary School Athletics will be governed by decisions of their respective coach, athletic director and/or principal.
4. Other than situations covered in E-2, on the first offense in violation of Section D-4, 5, 6, or 7, the student will be excluded from contest participation for a minimum of 1/3 of the contests (include one IHSAA tournament contest) for the present or next sport. If an exclusion period includes a fraction of an athletic contest and that fraction is .5 or higher, the athlete will not be allowed to participate in any part of that contest. If the fraction is lower than .5, then the athlete will be allowed to participate in the entire contest. If the violation occurs in the last 1/3 of the sport season, the athlete will not be considered in good standing and therefore will forfeit all awards for that sport season. If the violation occurs at a time other than during the last 1/3 of the season, and the athlete qualifies for any awards, the awards may be given subject to the approval of the head coach and the athletic director.

The athlete will be removed from practice for the first week of the exclusion period. Following the first week, practice for the athlete will be at the discretion of the head coach. When it is determined that the student has been truthful about the violation from the beginning of the investigation, the one week practice exclusion will be waived and the penalty for exclusion from participation will be reduced by 50%.

A review of relevant factors, including an addictions assessment, may be held by the coach, athletic director, parent(s), and principal. Following the meeting a decision regarding return to participation will be made by school personnel.

5. Students using, misusing, and/or abusing drugs are encouraged to participate in an addictions assessment program and any follow-up therapy recommended. Voluntary participation in addictions assessment/drug treatment, not in connection with any known violation of these guidelines, will not be cause for exclusion from participation.

6. When there have been two or more offenses at the middle school or at the high school, in violation of Section D-4, 5, 6, or 7, the athlete will be excluded from all athletic participation for one full year (12 months).

F. APPEAL PROCEDURE

Any excluded participant may appeal a decision of exclusion. Appeals will be reviewed by the superintendent or designee. Parent(s) of the student or the student must notify the superintendent, in writing, of the desire for a conference within five (5) school days of the decision to exclude.

~~June 26, 2012~~ **May 14, 2013**

ELKHART COMMUNITY SCHOOLS  
Elkhart, Indiana

Regular Board of School Trustees' Meetings  
2013-2014

Regular meetings will be held at 7:00 p.m. in the J. C. Rice Educational Services Center, 2720 California Road, Elkhart, Indiana

|           |                      |          |  |
|-----------|----------------------|----------|--|
| July      | 9, 2013              | January  | <del>7</del> <b>14</b> , 2014              |
| July      | 23, 2013             | January  | <del>24</del> <b>28</b> , 2014 - Beardsley |
| August    | 13, 2013             | February | 11, 2014                                   |
| August    | 27, 2013             | February | 25, 2014 – North Side                      |
| September | 10, 2013             | March    | 11, 2014                                   |
| September | 24, 2013 - Feeser    | March    | 25, 2014 - Daly                            |
| October   | 8, 2013              | April    | 15, 2014                                   |
| October   | 22, 2013 - Cleveland | April    | 29, 2014 - Memorial                        |
| November  | 12, 2013             | May      | 13, 2014                                   |
| November  | 26, 2013 - Pinewood  | May      | 27, 2014                                   |
| December  | 10, 2013             | June     | 10, 2014                                   |
| December  | 17, 2013 - 7:00 a.m. | June     | 24, 2014                                   |

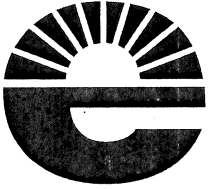
Any changes to the regular meeting schedule will be determined by Board action and special notice of any variance in date, time, or location will be posted and mailed to persons who have requested the same.

Public Work Sessions  
2013-2014

Public work sessions will be held at 7:00 a.m. in the J. C. Rice Educational Services Center, 2720 California Road, Elkhart, unless otherwise noted.

|           |                     |          |                                 |
|-----------|---------------------|----------|---------------------------------|
| July      | 16, 2013            | January  | 44 <b>21</b> , 2014 - West Side |
| August    | 20, 2013            | February | 18, 2014                        |
| September | 17, 2013 - Woodland | March    | 18, 2014                        |
| October   | 15, 2013            | April    | 22, 2014 - Pierre Moran         |
| November  | 19, 2013 - Monger   | May      | 20, 2014                        |
| December  | 17, 2013            | June     | 17, 2014                        |

Approved by Board – April 9, 2013  
**Proposed Changes May 14, 2013**



MARY DALY ELEMENTARY SCHOOL  
Elkhart Community Schools  
1735 Strong Avenue, Elkhart, IN 46514-1912  
(574) 295-4870 / 4877 fax  
www.elkhart.k12.in.us

inspiring. excellence.

DATE: April 22, 2013  
TO: Dr. Rob Haworth  
Board of School Trustees  
FROM: Gladys Stevens and Joann Elder- Mary Daly Elementary  
RE: Grant Application

United Way Math and Reading Boost - \$3000 to run a 3 week program for 3<sup>rd</sup> grade students who struggle in reading and math.

I am requesting approval from the Board of School Trustees to submit this grant.

*Teresa McLain*  
*Secretary*  
*Mary Daly Elementary*



inspiring. excellence.

MARY DALY ELEMENTARY SCHOOL  
Elkhart Community Schools  
1735 Strong Avenue, Elkhart, IN 46514-1912  
(574) 295-4870 / 4877 fax  
[www.elkhart.k12.in.us](http://www.elkhart.k12.in.us)

DATE: 5/1/2013

TO: Dr. Rob Haworth  
Board of School Trustees

FROM: Carla Darr and Josh Nice at Mary Daly School

RE: Grant Application

Spring, 2014, United Way Reading Camp Grant for \$2,000, to be used to fund a Student/Mentor Reading Program for K-2 students at Mary Daly.

I am requesting approval from the Board of School Trustees to submit this grant.



inspiring. excellence.

**RIVERVIEW ELEMENTARY SCHOOL**  
Elkhart Community Schools  
2509 Wood Street, Elkhart, IN 46516-5037  
(574) 295-4850 / 4901 fax  
[www.elkhart.k12.in.us](http://www.elkhart.k12.in.us)

DATE: April 26, 2013  
TO: Dr. Rob Haworth  
Board of School Trustees  
FROM: Barbara Cripe  
RE: Grant Application

Riverview School is applying for a Creative Schools Grant from the United Way of Elkhart County. Riverview is requesting \$ 1,500.00 to support teacher collaboration and the purchase of complex texts for 5<sup>th</sup> and 6<sup>th</sup> grade students. The grant funds would provide teachers with collaborative planning time to create lessons for close reading. The students will be taught close reading strategies and be given their own copy of text in order to underline, highlight, or write notes in margins in order to delve deeper into text.

Specific details and supporting documentation may be found in the grant application.

## Elementary School: Boosts Overview

### Reading Boosts

Reading Boosts assist schools in finding creative ways to develop stronger readers. Grant requests may use a variety of methods (computers, volunteers, peers) or formats (after-school, during school, summer), yet must be grounded in a sound program focusing on improving reading skills. Grant requests with research-backed tools will be well received and requests focusing on 1<sup>st</sup> – 3<sup>rd</sup> graders will get priority attention.

### Math Boosts

Math Boosts assist schools in enhancing math skills. Grant may use a variety of methods (computers, volunteers, peers) or formats (after-school, during school, summer), yet must be grounded in a sound program focusing on improving math ability. Grants with research-backed tools will be well received.

### **The Creative Schools Grant Process**

The Education Panel is accepting program proposals, under a competitive process. Creative School grants are one-time, but successful applicants may be invited to reapply.

#### **A. Eligibility : To be considered, applicants must**

- Be an Elkhart County public elementary school.
- Demonstrate experience in the project area.
- Have the active endorsement of the school principal.
- Demonstrate the ability to account for all funds and to manage financial operations
- Be prepared to demonstrate the academic progress of students in the program.

#### **B. Timeline**

- **April 29** –Application Deadline (both email & hard copy). Late applications aren't reviewed.
- **June 14** – Successful applicants notified

#### **C. Questions**

Questions should be directed to Darren Bickel at the United Way of Elkhart County PO Box 3048 Elkhart Indiana 46515 or at (574) 295-1650 or [bickeld@unitedwayec.org](mailto:bickeld@unitedwayec.org).



## Elementary School: Boost Grants

### 1. Type of Grant (✓)

| Reading Boost | Math Boost |
|---------------|------------|
| X             |            |

|    |                        |                             |
|----|------------------------|-----------------------------|
| 1. | Name of School         | Riverview Elementary School |
| 2. | School System          | Elkhart Community Schools   |
| 3. | Principal's Name       | Mrs. Barbara Cripe          |
| 4. | Principal's Email      | bcripe@elkhart.k12.in.us    |
| 5. | School Address         | 2509 Wood Street            |
| 6. | School Phone Number    | (574) 295-4850              |
| 7. | Contact Person & Title | Same as above.              |
| 8. | Contact Person Email   |                             |

### Section I – Project Overview

|  |                |
|--|----------------|
| Name of Project                                      |                |
| Estimated Project Cost                               | <b>\$1,500</b> |
| Grant Amount Requested ( <i>\$1,500 maximum</i> )    |                |
| Estimated number of students Involved in the program | <b>90</b>      |

#### 1. Project Overview (500 word maximum)

Teachers at Riverview Elementary School have studied an effective reading strategy known as “Close Reading.” A key part of close reading is to allow students to think about a challenging text and its meaning without being told what it is about by a teacher. Readers are given strategies that will help them engage with text and develop habits of good readers. The readers repeatedly read the text, or specific parts of text, in order to gain new insights as to the meaning of the words, sentence structure, author’s purpose, among other traits of good readers.

Students are allowed to make notations directly in the margins of the text as they read. They may write questions they have or note passages that are confusing. Students are free to jot connections they make between the text and themselves, how it relates to the world, as well as to other texts. Readers may add any points they want to think more about directly in the book. Readers can add new insights gained during each rereading of the text.

Riverview fifth and sixth grade teachers believe that by teaching students to use the close reading technique, students will gain substantial proficiency in reading comprehension, internalize the close reading strategies, and apply those strategies as they read other texts that warrant close examination in order to extract or make meaning. In order for instruction to be even more effective and personalized, teachers want to purchase challenging texts of various genres so each reader can make valuable notations of their thinking directly in the book and keep the book at the end of its study as a reminder of what critical readers do when reading.

To be highly effective, teachers need planning time outside the regular school day to determine which books would best meet the grade level literacy standards and needs for their fifth and sixth graders. Additional collaboration time is required to develop thorough lesson plans that will engage students in the close reading method, while examining the selected texts to find the parts of text that best demonstrate how to use close reading strategies, prior to actual instruction. Teachers will also need time to generate text-dependent questions to guide students' thinking about each text.

All fifth and sixth grade students will participate in this instruction. The grant would facilitate the purchase of appropriate texts and provide a stipend for the teachers as they work outside the normal school day to ensure effective instruction of the elements of close reading

so that all students make gains in their ability to tackle challenging text and find meaning within that text so students can apply the understanding to the connection to the real world, others, and themselves.

2. Identify the Leadership Team (at least three staff members required.)

| Team Role       | Name               | Staff Position                | Years at School | Project Contributions   |
|-----------------|--------------------|-------------------------------|-----------------|---|
| Project Manager |                    |                               |                 |   |
| Principal       | Barbara Cripe      | Principal                     | 2               | Facilitating Collaboration and Monitoring Instructional Practices |
|                 | Dawn Bardo         | 5 <sup>th</sup> Grade Teacher | 12              | Collaborative Planning and Instruction                            |
|                 | Esther Maddimadugu | 5 <sup>th</sup> Grade         | 2               | Collaborative Planning and Instruction                            |
|                 | Angel Hernandez    | 6 <sup>th</sup> Grade Teacher |                 | Collaborative Planning and Instruction                            |
|                 | Douglas Hunnings   | 6 <sup>th</sup> Grade Teacher | 5               | Collaborative Planning and Instruction                            |

The school principal’s active support of the project is a funding requirement.

3. Describe the Project’s most compelling feature (350 word maximum)

The most compelling feature of this project is that students will have ownership of the book(s) and can therefore record their thoughts, ideas, questions, and reflections about the many aspects of the text directly in the book(s), as they learn the process of close reading. Using Post-It notes to mark significant places in text tend to detract from the actual experience of analyzing text, and when students have to take time to make more detailed notes on a paper that is not immediately next to the text, it tends to diminish the initial excitement of the readers thoughts. Post-Its also become less sticky so they end up on pages that were not intended to be marked, thereby confusing the reader.

The books selected for instruction will be of significant rigor to meet the demands of Indiana Common Core standards. Students will be able to apply the skills and strategies of finding meaning in text and monitoring their comprehension every time they read and reread the entire text or specific passages. Because closed reading limits the amount of prior knowledge teachers give to students before reading, students will be responsible for a deeper understanding of the text. A student, as owner of the book, will be able to it in the future as a reference of the close reading strategies and how to utilize those skills in future reading.

4. Is this project based on a solid research-backed model? If yes, please explain. (250 work maximum)

Close reading, a research-based model, has traditionally been taught in the secondary schools, but educators are beginning to see its usefulness in elementary school instruction. Common Core Standards promote close reading as a way to help students learn to think critically about a complex text and to analyze literary elements such as author’s purpose, specific word choice and its affect on meaning of the text, and it promotes the “processing the thinking of others.”

Close reading is a combination of reading strategies that help readers understand a complex text. Instead of the teacher telling students all about a text, students tackle challenging text as they discover its message and meaning each time through during repeated readings.

Close reading forces a reader to go deeper into the text to discover how the text works by again reading the text, or specific parts of it. This second reading forces readers to examine

how the author organized the text and think about word choice and how it affects the meaning of the piece. A reread might allow readers to analyze how data might be structured in the text.

After the second reading, a reader would be armed with a good amount of information and be ready to read the text a third time to figure out how the text relates to the reader's life and helps him make connections to his experiences, others, and to other texts.

## Section II – Student Selection & Evaluation

Reading & Math Boost grants are intended to link directly to academic success, particularly reading & math skills.

1. How does this project link to the school's overall plan for student success? (250 word maximum).

Reading comprehension skills are an integral part of Riverview's School Improvement Plan. Fifth and sixth grade teachers will teach close reading strategies in whole group settings. Students will be responsible for reading text and writing their own thoughts, ideas, questions, and connections about what the text says to them. Readers will be instructed to circle unknown vocabulary and jotting notes about what they think the word means according to the context of the passage.

2. Describe how this program will academically benefit the students involved. (250 word maximum).

Fifth and sixth grade students will improve comprehension skills by learning how to monitor and analyze text. In a whole group setting, students will share their notations and discuss the various interpretations made. The discourse between students facilitates a greater understanding of the text. As students learn to think more critically about text, it is expected that students will transfer those skills to other areas of reading comprehension.

The 2014 ISTEP+ should show growth among the fifth and sixth graders in the English/Language Arts area, especially on the Applied Skills portion where students must critically read passages and respond to questions about the text.

3. Please describe the students who would be the best match for this program and how they will be selected. (250 word maximum)

Every student in fifth and sixth grade will receive instruction in this effective instructional strategy and be expected to fully-engaged in the process of learning how to analyze complex text to aid comprehension. Students will read, reread, and mark their books as evidence of their progress in the ability to monitor and critically examine text and passages to extract meaning, purpose, and provide evidence from the text in their responses to text-dependent questions.

- Describe the process used to evaluate the academic impact on the participants (250 word maximum)

Evaluation of the academic impact on Riverview’s fifth and sixth grade students will involve several aspects. Teachers will view notations written by each student in his book and give feedback about the quality of the students’ thinking, insights about the meaning, and analysis of the text. Class discussion about the texts, after each rereading, will allow the teacher to gain a deeper understanding about students’ comprehension of the text or passage, as well as the various elements of literature, such as author’s purpose, vocabulary and word choice to develop the story, and connections students make to other texts, the world, and themselves.

The final evaluation of this strategies’ impact on students’ growth will be on the 2014 ISTEP+ assessment, especially their scores on the English/Language Arts Applied Skills portion of that assessment.

- Contact Hours

| Frequency & Duration                      | For how many weeks?  | How many times each week?              | How many minutes each time? | For a total of how many contact hours during the program? |
|---|--|--|-----------------------------|---|
| An average student will participate . . . | Close reading comprehension work will occur daily throughout the school year. Specific texts will be used for 4-6 weeks. | Occurs with daily reading instruction. | 60                          | 30  |

**Section III – Volunteers**

- Does the program utilize community volunteers?

No, not at this time.

- If yes, please provide a description of how volunteers are engaged. (250 word maximum)
- If yes, identify three qualities which help volunteers connect to this program. (250 word maximum).

**Section IV – Budget**

The maximum amount for a Reading & Math Boost grant is \$1,500. Each school must develop a budget that addresses the specific needs of their program.

Acceptable expenses include:

- Equipment (curriculum, books, software, etc.)
- Supplies (handouts, posters, etc.)
- Prizes/Incentives (certificates, shirts) (Not to exceed 25% of the grant)
- Staff time (not to exceed 50% of the grant)

Ineligible Costs

- Field trips
- Direct payments to students
- Major capital equipment exceeding 1/3 of the grant request.

| Category   | Description  | Amount             |
|------------|--|--------------------|
| Equipment  | Books  | \$ 900.00          |
| Staff Time | Planning time to select books and to determine instructional delivery methods, and to develop critical text-dependent questions for each book. | \$ 600.00          |
|            |  |                    |
|            |  |                    |
|            | <b>Total</b>   | <b>\$ 1,500.00</b> |

**ELKHART COMMUNITY SCHOOLS  
OVERNIGHT TRIP REQUEST**

School: Central  
Class/Group: Speech Team  
Number of Students: 2

✓ Date/Time Departing: Thursday May 23 10:PM

✓ Date/Time Returning: ~~Thu~~ Monday May 27, 7:00 AM

Destination: NCFL National Tournament Philadelphia Pa  
City State

Overnight Facility: Courtyard by Marriott

Mode of Transportation: Cardinal Charter Motorcoach

Reason for Trip: The NCFL's National Tournament is a prestigious  
invitational speech & Debate Tournament. This  
is the 3rd trip to this tournament to reward  
our two best competitors.

Names of Chaperones: Kevin and Valerie Ong

Cost per Student: \$ 350<sup>00</sup>

Describe Plans for Raising Funds or Funding Source: The speech team held a candy fundraiser to cover 50%  
of the costs

Plans to Defray Costs for Needy Students: N/A

Are Needy Students Made Aware of Plans? N/A

Signature of Teacher/Sponsor: Kevin E. Ong

Signature of Principal: Frank Seige Date: \_\_\_\_\_  
\*\*\*\*\*

Send to Assistant Superintendent for Instruction for approval and for submission to the Board of School Trustees.

Approval of Assistant Superintendent: Thomas Neal Date: 5/6/13 ✓

Approved by Board: \_\_\_\_\_  
(All overnight trips require prior approval by Board Policy IICA.)



**ELKHART COMMUNITY SCHOOLS  
OVERNIGHT TRIP REQUEST**

School: EACC

Class/Group: Skills USA

Number of Students: 11

✓ Date/Time Departing: JUNE 24 2013

✓ Date/Time Returning: JUNE 29 2013

Destination: KANSAS City KANSAS =  
City State

Overnight Facility: Doubletree by Hilton

Mode of Transportation: \_\_\_\_\_

Reason for Trip: NATIONAL Skills USA  
Technical Contest

Names of Chaperones: Jon Chevalier Nicole Dyer Bill Kovach Justin Ward

Amber Kosar Judy Gable Mark Huckleberry Tracey Torgerson

Cost per Student: 150.00 for food Laurie Hand Schieber

✓ Describe Plans for Raising Funds or Funding Source: Paid by EACC

Plans to Defray Costs for Needy Students: Paid by EACC

Are Needy Students Made Aware of Plans? yes

Signature of Teacher/Sponsor: U. Dyer

Signature of Principal: W. Kovach Date: 5/6/13

\*\*\*\*\*

Send to Assistant Superintendent for Instruction for approval and for submission to the Board of School Trustees.

Approval of Assistant Superintendent: Thomas Nest Date: 5/7/13

Approved by Board: \_\_\_\_\_  
(All overnight trips require prior approval by Board Policy IICA.)

ELKHART COMMUNITY SCHOOLS  
OVERNIGHT TRIP REQUEST

School: Memorial H.S.

Class/Group: Volleyball

Number of Students: 20-30

Date/Time Departing: Friday, July 19<sup>th</sup> (a.m.)

Date/Time Returning: Sunday, July 21<sup>st</sup> (p.m.)

Destination: W. Lafayette, IN @ Purdue Univ.  
City State

Overnight facility: Purdue U. dorm

Mode of transportation: school mini buses & parent drivers

Reason for trip: Volleyball team camp

Names of chaperones: Jacquie Rost Adrienne Freiburger  
John Himsehoot Lisa Baker

Cost per student: \$ 370.00

Describe Plans for Raising Funds or Funding Source: donations

Plans to defray costs for needy students: disperse donations

Are needy students made aware of plans? yes

Signature of Teacher/Sponsor: Jacquie Rost

Signature of Principal: [Signature] Date: 4/29/13

\*\*\*\*\*

Send to Assistant Superintendent for Instruction for approval and for submission to Board of School Trustees

Approval of Assistant Superintendent: [Signature] Date: 5-1-13

Approval by Board: \_\_\_\_\_

(All overnight trips require prior approval by Board Policy IICA.)

ELKHART COMMUNITY SCHOOLS  
OVERNIGHT TRIP REQUEST

School: Memorial H.S.

Class/Group: Volleyball - Varsity team

Number of Students: 12

Date/Time Departing: Friday, Aug. 9<sup>th</sup> (1pm)

Date/Time Returning: Saturday, Aug. 10<sup>th</sup> (a.m)

Destination: Camp Friedenswald Cassopolis, MI

Overnight facility: house on Shorehead Lake City State

Mode of transportation: Students drive w/ J. Rost's family

Reason for trip: Self

→ team challenges: low ropes  
course for leadership, team-bonding,  
communication, etc.

Names of chaperones: Jacquie Rost Adrienne Freiburger  
John Himsehoot Lisa Baker

Cost per student: (\$16.<sup>00</sup>) - But paid w/camp \$

Describe Plans for Raising Funds or Funding Source: N/A No cost to student

Plans to defray costs for needy students: N/A

Are needy students made aware of plans? N/A

Signature of Teacher/Sponsor: Jacquie Rost

Signature of Principal: <sup>Asst.</sup> G. [Signature] Date: 4/29/13

\*\*\*\*\*

Send to Assistant Superintendent for Instruction for approval and for submission to Board of School Trustees

Approval of Assistant Superintendent: Thomas Nest

Date: 5-1-13

Approval by Board: \_\_\_\_\_

(All overnight trips require prior approval by Board Policy IICA.)

ELKHART COMMUNITY SCHOOLS  
OVERNIGHT TRIP REQUEST

School: Memorial H.S.

Class/Group: Volleyball - Varsity team

Number of Students: 12-14

Date/Time Departing: Friday, Sept. 27<sup>th</sup> (after school)

Date/Time Returning: Saturday, Sept. 28<sup>th</sup> (late p.m.)

Destination: Muncie Central H.S. Muncie IN  
City State

Overnight facility: Hotel in Muncie

Mode of transportation: school mini bus

Reason for trip: Competing in Muncie Central  
Varsity volleyball tournament  
on Sat, Sept. 28<sup>th</sup>

Names of chaperones: Jacquie Rost Adrienne Freiburger  
John Hinsehoot Lisa Baker

Cost per student: 0 (Hotels paid through)

Describe Plans for Raising Funds or Funding Source: N/A (donations; camp \$)

Plans to defray costs for needy students: N/A

Are needy students made aware of plans? N/A

Signature of Teacher/Sponsor: Jacquie Rost

Signature of Principal: [Signature] Date: 4/29/13

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Send to Assistant Superintendent for Instruction for approval and for submission to Board of School Trustees

Approval of Assistant Superintendent: [Signature]

Date: 5-1-13

Approval by Board: \_\_\_\_\_

(All overnight trips require prior approval by Board Policy IICA.)

**ELKHART COMMUNITY SCHOOLS**  
**Elkhart, Indiana**

DATE: May 9, 2013  
 TO: Dr. Robert Haworth, Superintendent  
 FROM: Thomas L. Neat *T. Neat*  
 RE: **Conference Leave Requests**  
**May 14, 2013 - Board of School Trustees Meeting**

**The following requests for excused absences are recommended for approval:**

| 2012 - 2013 CONFERENCES  | EXPENSES   | SUBSTITUTE |
|--|------------|------------|
| <p><b>SELF REGULATION: EFFECTIVE STRATEGIES FOR CHILDREN WITH ADHD, AUTISM, LEARNING DISABILITIES, OR SENSORY DISORDERS</b></p> <p>The conference will provide the tools necessary to design programs for students, staff, and parents which will assist students with behavioral issues directly related to their sensory processing disorders.</p> <p>South Bend, IN<br/>           May 17, 2013 (1 day's absence)<br/>           ANN HERSCHBERGER - TIPTON (0-0)</p>  | \$199.00   | \$0.00     |
| <p><b>INDIANA ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION DISTRICT (IACED) SUMMER CONFERENCE</b></p> <p>This is an annual professional development conference covering topics such as A-F Accountability; Common Core; Evaluation Tools; Teacher Evaluation; Keeping Up with the Paper Work; Funding, Budgets, and Professional Development; Data Driven Decision Making Next Steps; Marketing and Recruitment; Stress, the Job, and Deadlines; and Project Lead The Way.</p> <p>Nashville, IN<br/>           June 10 - 12, 2013 (3 day's absence)<br/>           BRENDA EMERSON - EACC (1-0)<br/>           BILL KOVACH - EACC (1-5)</p> | \$1,540.56 | \$0.00     |
| <p><b>CENERGISTIC 2013 SUMMER NATIONAL TRAINING CONFERENCE</b></p> <p>This conference will provide the required continuing education and training in accordance with the Energy Cost Avoidance Program contract.</p> <p>Schaumburg, IL<br/>           June 24 - 26, 2013 (3 day's absence)<br/>           TED FOLAND - ESC (0-0)</p>   | \$360.00   | \$0.00     |
| <p><b>NATIONAL SKILLS USA CONTEST</b></p> <p>Accompanying students to the National Skills USA Competition.</p> <p>Kansas City, MO<br/>           June 24 - 29, 2013 (0 day's absence)<br/>           JON CHEVALIER - EACC (1-0)<br/>           NICOLE DYER - EACC (1-0)</p>  | \$1,890.00 | \$0.00     |

| <b>2012 - 2013 CONFERENCES</b>  | <b>EXPENSES</b>     | <b>SUBSTITUTE</b>  |
|---|---------------------|--------------------|
| JUDY GABLE - EACC (0-0)<br>MARK HUCKLEBERRY - EACC (0-0)<br>LAURIE HUND-SCHIEBER - EACC (0-0)<br>AMBER KOSAR - EACC (0-0)<br>WILLIAM KOVACH - EACC (2-8) <i>5 DAYS ABSENCE</i><br>TRACY PLANK-TEEGARDEN - EACC (0-0)<br>JUSTIN WIARD - EACC (1-0)   |                     |                    |
| <b>2013 NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION ANNUAL CONFERENCE</b><br>This association is well established, and the conference will provide relevant sessions regarding traditional media, social media, branding, etc.<br>San Diego, CA<br>July 8 - 10, 2013 (3 day's absence)<br>SHAWN HANNON - ESC (0-0) | \$2,994.00          | \$0.00             |
| <b>TOTAL</b>  | <b>\$6,983.56</b>   | <b>\$0.00</b>      |
| 2012 YEAR-TO-DATE GENERAL FUNDS   | \$9,328.39          | \$1,615.00         |
| 2013 YEAR-TO-DATE GENERAL FUNDS   | \$6,635.55          | \$1,105.00         |
| 2012 YEAR-TO-DATE OTHER FUNDS   | \$102,003.59        | \$12,290.00        |
| 2012 YEAR-TO-DATE ADJUSTMENTS   | (\$487.05)          | (\$170.00)         |
| 2013 YEAR-TO-DATE OTHER FUNDS   | \$47,666.28         | \$6,035.00         |
| 2013 YEAR-TO-DATE ADJUSTMENTS   | \$0.00              | \$0.00             |
| <b>GRAND TOTAL</b>  | <b>\$165,146.76</b> | <b>\$20,875.00</b> |

*(Figures in parentheses are the number of conferences & the number of absence days previously approved for the current school yr.)*



Date: May 14, 2013  
To: Dr. Robert Haworth  
From: Mr. W. Douglas Thorne  
Subject: Personnel Recommendations

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**Certified**

- a. **Retirement** – We report the retirement of the following employees at the end of the 2012-13 schools year:

|                         |                             |                            |
|-------------------------|-----------------------------|----------------------------|
| <b>Debra Bowers</b>     | <b>Bristol/Grade 2</b>      | <b>28 Years of Service</b> |
| <b>Laura Bultemeier</b> | <b>Pierre Moran/Science</b> | <b>20 Years of Service</b> |
| <b>Patricia Virrill</b> | <b>Feeser/Grade 4</b>       | <b>41 Years of Service</b> |

- b. **Resignation** – We report the resignation of the following employee:

|                      |                           |
|----------------------|---------------------------|
| <b>Jessica Saiya</b> | <b>Beck/ Intervention</b> |
| Began: 8/18/08       | Resign: 5/31/13           |

- c. **Maternity Leave** – We recommend a maternity leave for the following employee:

|                       |                        |
|-----------------------|------------------------|
| <b>April Kauffman</b> | <b>Bristol/Grade 5</b> |
| Begin: 5/24/13 pm     | End: 5/31/13           |

- d. **Rescinding a Retirement** – We report the rescinding of a retirement for the following employee:

|                          |                              |
|--------------------------|------------------------------|
| <b>Judith McCullough</b> | <b>Central/Language Arts</b> |
|--------------------------|------------------------------|

**Classified**

- a. **New Employees** - We recommend regular employment for the following classified employees:

|  |   |
|--|---|
| <b>Donna Bellino</b><br>Began: 2/11/13   | <b>Woodland/Paraprofessional</b><br>PE: 4/26/13 |
| <b>Heather Erlacher</b><br>Began: 3/4/13 | <b>Career Center/Secretary</b><br>PE: 5/14/13   |
| <b>Jet Fites</b><br>Began: 2/12/13       | <b>Memorial/Paraprofessional</b><br>PE: 4/25/13 |
| <b>Rebecca Rea</b><br>Began: 2/26/13     | <b>Eastwood/Paraprofessional</b><br>PE: 5/7/13  |

**b. Resignation** – We report the resignation of the following classified employees:

|  |   |
|--|---|
| <b>Stephanie Haydt</b><br>Began: 8/25/04 | <b>Building Services/Custodian</b><br>Resign: 5/31/13           |
| <b>Dianne Masini</b><br>Began: 8/16/11   | <b>Transportation/Bus Driver</b><br>Resign: 4/29/13             |
| <b>Steve Powell</b><br>Began: 3/4/09     | <b>Woodland/Custodian</b><br>Resign: 5/1/13                     |
| <b>David Richards</b><br>Began: 11/28/11 | <b>Memorial/Misc Food Svc Rec/Sup Sub Dr</b><br>Resign: 5/17/13 |
| <b>Ilene Willard</b><br>Began: 8/17/95   | <b>Career Center/Secretary</b><br>Resign: 6/3/13                |

**c. Retirement** – We report the retirement of the following classified employees:

|   |  |
|---|--|
| <b>Susan Adams</b><br>Began: 2/28/00    | <b>Career Center/Paraprofessional</b><br>Retire: 6/1/13<br>13 Years of Service |
| <b>Betty Denman</b><br>Began: 2/4/91    | <b>Transportation/Bus Driver</b><br>Retire: 4/26/13<br>22 Years of Service     |
| <b>Steven Dolby</b><br>Began: 1/31/83   | <b>Transportation/Head Mechanic</b><br>Retire: 5/31/13<br>30 Years of Service  |
| <b>Vicki Eillis</b><br>Began: 9/8/92    | <b>Eastwood/Paraprofessional</b><br>Retire: 5/30/13<br>20 Years of Service     |
| <b>Nancy Shreiner</b><br>Began: 1/14/88 | <b>Transportation/Bus Driver</b><br>Retire: 5/30/13<br>25 Years of Service     |