

AGENDA FOR
BOARD OF SCHOOL TRUSTEES
REGULAR MEETING

Elkhart Community Schools
Elkhart, Indiana

May 28, 2013

CALENDAR

May	28	5:30 p.m.	Public Work Session, J.C. Rice Educational Services Center
May	28	immediately following	Executive Session, J.C. Rice Educational Services Center
May	28	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
May	30	7:00 p.m.	GED Commencement, Memorial Auditorium
June	2	1:00 p.m.	Central High School Commencement, Rice Field/North Side Gym
		5:00 p.m.	Memorial High School Commencement, Charger Field/North Side Gym
June	11	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
June	18	7:00 a.m.	Public Work Session, J. C. Rice Educational Services Center
June	25	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- 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
Hoosier Science Fair Winners
- H. MINUTES
 - May 14, 2013 – Public Work Session
 - May 14, 2013 – Regular Board Meeting
 - May 21, 2013 – Public Work Session

I. TREASURER'S REPORT

Consideration of Claims

Financial Report – January 1, 2013 – April 30, 2013

Meal Prices – The administration recommends Board approval of meal prices for the 2013-2014 school year.

J. OLD BUSINESS

Administrative Regulation JFC-(1) – The administration presents proposed revisions to Administrative Regulation JFC-(1), Guidelines for Good School Order, as initially presented at the Board's May 14th meeting.

Administrative Regulation JFC-(2) – The administration presents proposed revisions to Administrative Regulation JFC-(2), Rules for Student Conduct, as initially presented at the Board's May 14th meeting.

Administrative Regulation JFCA– The administration presents proposed revisions to Administrative Regulation JFCA, Guidelines for Secondary School Athletics, as initially presented at the Board's May 14th meeting.

K. NEW BUSINESS

Grant Application – The administration seeks Board confirmation of the submission of the Perkins Basic Grant for the Elkhart Area Career Center.

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



inspiring. excellence.

BEARDSLEY ELEMENTARY SCHOOL
Elkhart Community Schools
1027 McPherson Street, Elkhart, IN 46514-3571
(574) 262-5575 / 5576 fax
www.elkhart.k12.in.us

DATE: May 21, 2013

TO: Dr. Rob Haworth
Board of School Trustees

FROM: Valerie Priller

RE: Donation Approval

The First Presbyterian Church presented a gift of \$563.00 to be used for the children at Beardsley School in second grade to attend the Pottawatommi Zoo on an end of the year fieldtrip and to pay for buses. We appreciate their generosity and kindness.

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:

First Presbyterian Church
200 East Beardsley Avenue
Elkhart, In 46514



inspiring. excellence.

J. C. RICE EDUCATIONAL SERVICES CENTER
Elkhart Community Schools
2720 California Road, Elkhart, IN 46514-1220
(574) 262-5500
www.elkhart.k12.in.us

May 13, 2013

To: Board of School Trustees
Dr. Haworth

From: Robert Woods

Subject: Donation

KIK Custom Products has made a donation of name tag/mailing labels to the Elkhart Community Schools which have a value of \$10,000.

We are using the labels for our mailings and would appreciate a letter of thank you being sent to KIK Custom Products for this generous contribution to our school system.

The address of this company is; 2730 Middlebury Street, Elkhart, 46516. The contact person is Justin Werling.

**ELKHART CENTRAL H. S. ATHLETIC DEPARTMENT
BRIAN BUCKLEY, ATHLETIC DIRECTOR
#1 BLAZER BLVD. * ELKHART IN 46516
574-295-4720 * 574-295-4726 Fax**

DATE: May 17, 2013

**TO: Dr. Rob Haworth
Board of School Trustees**

**FROM: Brian Buckley
Elkhart Central Athletic Department**

RE: Donation Approval

An anonymous donation in the amount of \$2,300.00 has been given to the Elkhart Central High School football team. These funds will be used for the purchase of football equipment.

I am requesting approval from the Board of School Trustees to accept this donation.



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

May 14, 2013

J. C. Rice Educational Services Center, 2720 California Rd, Elkhart - 5:30 p.m.

Time/Place

Board Members
Present:

Jeri E. Stahr
Carolyn R. Morris

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

Roll Call

Absent:

Dorisanne H. Nielsen

ECS Personnel Present:

Tony Gianesi
Shawn Hannon
Doug Hasler
Rob Haworth

Thomas Neat
Brad Sheppard
Bob Woods

Board members received reports on ISTEP+ testing irregularities; failure of the chiller at Mary Feeser Elementary; the communication plans to inform parents of transportation and elementary boundary changes; the coordination of moving supplies and furniture between elementary schools; and future calendar events.

Topics
Discussed

The meeting adjourned at approximately 6:45 p.m.

Adjournment

APPROVED:

Signatures

Jeri E. Stahr, President

Karen S. Carter, Member

-absent-
Dorisanne H. Nielsen, Vice President

Susan C. Daiber Member

Carolyn R. Morris, Secretary

Glenn L. Duncan, Member

Douglas K. Weaver, Member

MINUTES
OF THE REGULAR MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana
May 14, 2013

J. C. Rice Educational Services Center, Elkhart - 7:00 p.m.

Board Members Present:	Jeri E. Stahr Carolyn R. Morris	Karen S. Carter Susan C. Daiber Glenn L. Duncan Douglas K. Weaver
Absent:	Dorisanne H. Nielsen	

Place/Time

Roll Call

President called the regular meeting of the Board of School Trustees to order. The pledge of allegiance was recited.

Call to Order/Pledge

Ms. Stahr discussed the invitation to speak protocol.

Protocol

Superintendent's Student Advisory Council (SSAC) representatives were welcomed and introduced from both high schools. Marbella Chavez of Central reported the goal of 15,000 Service Project X community service hours has been reached; sectionals are beginning this week for spring sports; and on behalf of Central students she asked to add 5 more LARP teams and extra footballs and soccer balls for the May 24th celebration. Superintendent Haworth said yes the extra teams will be added and he will make sure the extra footballs and soccer balls will be provided. Haley Stouder of Memorial reported Service Project X community service hours total over 18,000 to date; National Honor Society under the leadership of teacher Jeff Miller, contributed 2,745 hours; the boys and girls track team under the leadership of coach Adam Homo completed over 1,000 hours; and Coach Mark Barnhizer and the boys basketball team completed over 526 hours.

SSAC Representatives

By unanimous action, the Board accepted with appreciation donations made to Elkhart Community Schools (ECS): a check for \$4,500.00 from Dana Homo to Memorial Athletic Department to be used for new track uniforms; a check for \$1,000.00 from Mr. and Mrs. Matt Stemm to be used for Memorial Athletics; and a Knilling Viola by an anonymous donor to ECS music program.

Gift Acceptance

JeNeve Adams, Memorial Assistant Principal, reported on junior Taylor Bontrager's National Scholastic Arts Award. Taylor's photograph was chosen from over 200,000 pieces of art submitted; she received a medal and her artwork is on display at Carnegie Hall. Ms. Adams also introduced Danny Daher as the state runner up in the high school forensics state speech tournament radio broadcasting division. This is Danny's third year competing. Board member Sue Daiber presented them with certificates.

Student Recognition

Brad Sheppard, supervisor of curriculum and instruction, explained the Art Gallery in the J. C. Rice Educational Services Center, each year a student piece of artwork is purchased and added to the gallery. Sarah Sundberg and her artwork were introduced as this year's selection. Board member Doug Weaver presented her with a check.

Andy Wood, principal at Roosevelt K-2 primary, reported students at Roosevelt are being taught that it matters how you treat people. Mr. Wood explained in the Olweus Bully Prevention program the bully circle has a "defender" who is a witness to bullying and does something to stop the bullying. Students who are witnessed being defenders are entered into a monthly drawing for a t-shirt. Mr. Wood and Paula Grandison, assistant principal introduced the students: Salah Ali, Tyshawn Hixson, Steven Jackson, Evelyn Lazaro, Khyran McNeal, Deaija Owens, Emily Reynoso, Ja'shaun Robinson, and Mary Smith. Board member Carolyn Morris presented them with certificates.

By unanimous action, the Board approved minutes of its April 23, 2013 public work session, its April 23, 2013 regular Board meeting, and its May 7, 2013 special meeting.

Approval of Minutes

By unanimous action, the Board approved payment of claims totaling \$6,505,520.42 as shown on the May 14, 2013, claims listing. (Codified File 1213-108)

Payment of Claims

By unanimous action, the Board approved the payment for the Washington D.C. Trip for \$1,009.35 to be paid of out of the extracurricular fund for Pierre Moran Middle School.

Extra Curricular Purchase

Doug Hasler, executive director of Support Services, reported the following fund loans were made on April 30, 2013: \$200,000.00 from Transportation Bus Replacement fund to the Transportation Operating fund; \$150,000.00 from Debt Service Fund to the Transportation Operating fund; and \$550,000.00 from General fund to Capital Projects Fund.

Fund Loan

By unanimous action, the Board awarded the bid for the Memorial High School freezer and cooler relocation project to Datena Construction of Elkhart, IN as the lowest and best, most responsive and most responsible bidder in the amount of \$84,428.00. The project includes the relocation of the existing freezers (2) and cooler (1) to create space for the new Commissary Building and will be funded through lease-rental bonds. (Codified File 1213-109)

Bid Award

By unanimous action, the Board approved proposed revisions to Board Policy GCBA, administrative salary schedule, as initially presented at the April 23rd Board meeting.

Board Policy GDBA-12

By unanimous action, the Board approved proposed revisions to Administrative Regulation JEA-1, Kindergarten Early Entrance Procedure and Application Form, as initially presented at the April 23rd Board meeting.

Administrative Regulation JEA-1

The Board heard proposed revisions to Administrative Regulation JFC-(1), Guidelines for Good School Order, for initial Board consideration. In response to Board inquiry, Doug Hasler, executive director of support services, reported most of the changes are grammatical but the change to the electronic devices section is intended to provide flexibility to use devices in school.

Administrative Regulation JFC-(1)

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

Administrative Regulation JFC-(2)

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

Administrative Regulation JFCA

By unanimous action, the Board approved proposed changes to the 2013-2014 Board of School Trustees meeting schedule as approved at the April 9th Board meeting. (Codified File 1213-110)

Revised 2013-2014 Board Meeting Schedule

By unanimous action, the Board approved the submission of the following grants to the United Way: Math and Reading Boost Grant in the amount of \$3,000.00 for Daly Elementary; Reading Camp Grant in the amount of \$2,000.00 for Daly Elementary; and Creative Schools Grant in the amount of \$1,500.00 for Riverview Elementary. Dr. Haworth reported the administration is working hard to eliminate the submission of grants before seeking Board approval. (Codified File 1213-111)

Grant Applications

By unanimous action, the Board approved overnight trip requests for members of Central High School speech team members to travel to Philadelphia, PA on May 23, 2013 and return on May 27, 2013, to compete in the NCFL National Speech and Debate Tournament; members of the Skills USA team to travel to Kansas City, KS on June 24, 2013 and return on June 29, 2013, to compete in the National Skills USA Technical contest; members of the Memorial High School volleyball team to travel to West Lafayette, IN on July 19-21, 2013 to attend a team camp at Purdue University; members of the Memorial High School varsity volleyball team to travel to Cassopolis, MI on August 9-10, 2013 to participate in team building at Camp Friedenswald; and members of the Memorial High School varsity volleyball team to travel to Muncie, IN on September 27-28, 2013 to compete in Muncie Central volleyball tournament.

Overnight Trip Requests

By unanimous action, the Board approved conference leave requests in accordance with Board policy for staff members as recommended by the administration on the May 14, 2013 listing. (Codified File 1213-112)

Conference Leaves

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

Personnel Report

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

Certified Retirement

Debra Bowers - second grade at Bristol (28)
Laura Bultemeier - science at Pierre Moran, (20)
Patricia Virrill - fourth grade at Feeser, (41)

Resignation of Jessica Saiya, intervention teacher at Beck effective 5/31/13

Certified Resignation

Maternity leave of absence for April Kauffman, fifth grade at Bristol, beginning 5/24/13 pm and ending on 5/31/13

Maternity Leave of Absence

Rescinding of the retirement of Judith McCullough, language arts at Central

Rescinding of Retirement

Regular employment for the following three (3) classified employees who have successfully completed their probationary periods, on dates indicated:

Classified Employment

Donna Bellino- paraprofessional at Woodland, 4/26/13
Heather Erlacher - secretary at Career Center, 5/14/13
Jet Fites - paraprofessional at Memorial, 4/25/13
Rebecca Rea- paraprofessional at Eastwood, 5/7/13

Resignation of the following five (5) classified employees effective on dates indicated:

Classified Resignation

Stephanie Haydt - custodian at Building Services, 5/31/13
Dianne Masini - bus driver at Transportation, 4/29/13
Steve Powell - custodian at Woodland, 5/1/13
David Richards - food service at Memorial, 5/17/13
Ilene Willard - secretary at Career Center, 6/3/13

Retirement of the following five (5) classified employees effective on dates indicated with years of service in parenthesis:

Classified Retirement

Susan Adams - paraprofessional at Career Center, 6/1/13; (13)
Betty Denman - bus driver at Transportation, 4/26/13; (22)
Steven Dolby - head mechanic at Transportation, 5/31/13; (30)
Vicki Ellis - paraprofessional at Eastwood, 5/30/13; (20)
Nancy Shreiner - bus driver at Transportation, 5/30/13; (25)

Dr. Haworth reported on upcoming events from: Action Planning session, May 21st at Ivy Tech; retirement celebration for John Hutchings, director of Student Services, May 16th from 3-5 pm; Service Project X celebration downtown Elkhart, May 24th; and retirement celebration for Assistant Superintendent Dr. Thomas Neat, May 29th from 3-5 p.m.

From the
Superintendent

APPROVED:

Signatures

Jeri E. Stahr - President

-absent-

Dorisanne H. Nielsen - Vice President

Carolyn R. Morris - Secretary

Karen S. Carter - Member

Susan C. Daiber - Member

Glenn L. Duncan - Member

Douglas K. Weaver - Member

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

Elkhart Community Schools
Elkhart, Indiana

May 21, 2013

Ivy Tech Community College, Elkhart Campus – 8:30 a.m.

Board Members Present: Jeri E. Stahr
Carolyn R. Morris
Karen S. Carter
Susan C. Daiber
Glenn L. Duncan
Douglas K. Weaver
Absent: Dorisanne H. Nielsen

Board members along with community members, and Elkhart Community School's staff representatives heard reports on curriculum and technology, unique offerings and communication/marketing.

Following each presentation, table discussions were facilitated and responses were collected to distribute to attendees.

The meeting adjourned at approximately 11:00 a.m.

APPROVED:

Jeri E. Stahr, President

Karen S. Carter, Member

-absent-
Dorisanne H. Nielsen, Vice President

Susan C. Daiber Member

Carolyn R. Morris, Secretary

Glenn L. Duncan, Member

Douglas K. Weaver, Member

Time/Place

Roll Call

Topics
Discussed

Adjournment

Signatures

May 16, 2013

To: Rob Haworth & Board of School Trustees
From: Pam Melcher
Re: Recommendation for School Meal Price Increase

In order to continue to be in compliance with the "Healthy, Hunger-Free Kids Act" that was passed in January of 2011 the Food Service Department of Elkhart Community Schools continues to increase serving size of fruits and vegetables, offer vegetables from the five vegetable sub groups and offer products that fit in calorie, fat and sodium ranges.

The USDA also requires schools to meet the paid equity requirements. Schools need to continue to work towards the goal of full pay meal prices to be equal to the free meal reimbursement rate minus the paid meal reimbursement rate. I will be recommending your approval of the 2013-2014 pricing listed below in the May 28th Board meeting. If you have any questions concerning this proposed pricing prior to Tuesday night, please contact me at 262-5551.

<u>Breakfast</u>	<u>2012/2013</u>	<u>2013/2014</u>
Elementary	\$1.35	\$1.40
Secondary	\$1.60	\$1.65
Reduced	\$0.30	\$0.30
Elementary Staff	\$1.95	\$2.00
Secondary Staff	\$2.30	\$2.35 Middle School \$2.40 High School

<u>Lunch</u>	<u>2012/2013</u>	<u>2013/2014</u>
Elementary	\$2.25	\$2.30
Secondary	\$2.50	\$2.55 Middle School \$2.60 High School
Reduced	\$0.40	\$0.40
Elementary Staff	\$3.05	\$3.10
Secondary Staff	\$3.45	\$3.50 Middle School \$3.55 High School

GUIDELINES FOR GOOD SCHOOL ORDER

Section 1. **General Responsibilities**

A. **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** (5) 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.

- j. 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-ex³.
- 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 students 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 28, 2013**

Proposed Revised Administrative Regulation*(as proposed during the 5/14/13 BST meeting)***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**, ~~paggers~~, **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 28, 2013**

Proposed Revised Administrative Regulation
(as proposed during the 5/14/13 BST meeting)

GUIDELINES FOR SECONDARY SCHOOL ATHLETICS

A. PURPOSE AND PHILOSOPHY

1. **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 28, 2013



DATE: May 21, 2013
TO: Dr. Rob Haworth
Board of School Trustees
FROM: William E. Kovach
RE: Grant Confirmation

This year will be the sixth year of the five-year Basic Grant Local Plan that was approved for each area CTE district effective July 1, 2008. The Elkhart Area Career Center has applied for the Perkins Basic Grant for the 2013-2014 school year. This grant begins on July 1, 2013 and will end on June 30, 2014.

The proposed Perkins allocation for our CTE District 8 is \$816,285.00. A copy of the grant application is attached which shows the allocation of funds.

I am requesting approval from the Board of School Trustees to confirm approval of the FY 13 Perkins Basic Grant submitted on May 17, 2013.

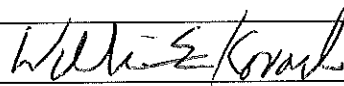

2013-2014 Application for Indiana Basic Grant Amendments and Budget

Application Part I	Contact Information
Application Part II	Activities/Program Descriptions and Budgets
Application Part III	Summary Budget
Application Part IV	Consortia Approval of District Local Plan

Part I. Contact Information

By their signatures, the undersigned individuals attest that they shall abide by all state and federal regulations. The eligible recipient hereby assures, certifies and agrees to operate and perform the activities and programs in the Local Plan Amendments & Budget in accordance with all the terms and conditions of the application and criteria affecting such programs – including meeting the nine required uses of these funds Information and Instructions Appendix B) and addressing each of the Basic Grant Student Performance Indicators (Information and Instructions Appendix D).

The signatures of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Plan Amendments & Budget Application is current, accurate, and complete, and attest that they participate in the development of the documentation and supports it.

Area CTE District Name:	Elkhart Area Career Center	ER #	2305
Address	2424 California Rd.	City	Elkhart
CTE Director Name	William E. Kovach	District #	8
Signature		Date	5/17/13
Grant #	14-4700-2305	CFDA #	84.048
Reporting Period From	July 1, 2013	To	June 30, 2014
Signature of Chief Administrator		Date	5/17/13
Contact Person	William E. Kovach	Phone	574-262-5732
E-mail	wkovach@elkhart.k12.in.us	Fax #	574-262-5801

Part II. Basic Grant Activities/Programs Description and Budget (2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	1
Activity/Program Title:	Career Guidance and Counseling

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
 New activity/program - Complete the box below.
 Eliminated activity/program - Use description to explain what activity will be eliminated and why.
 Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Career Guidance and Counseling
Expected Outcomes (in numbers or %)	Our two guidance counselors will counsel 1000 career center enrolled students and maintain clear communication with counselors from our 16 sending schools to promote our 26 CTE capstone programs.
Activity Evaluation Method:	Placement, graduation, and completion data from the core indicators
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	Currently our district has reached our core indicator goals set by us, the state, and the federal government. We are striving for continuous improvement in our completion, placement, and graduation core indicators, and the counselors help us reach these goals.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	<input type="checkbox"/> 1S1 \$ _____ <input type="checkbox"/> 1S2 \$ _____ <input type="checkbox"/> 2S1 \$ _____ <input checked="" type="checkbox"/> 3S1 \$16,666 _____ <input checked="" type="checkbox"/> 4S1 \$16,667 _____ <input checked="" type="checkbox"/> 5S1 \$16,667 _____ <input type="checkbox"/> 6S1 \$ _____ <input type="checkbox"/> 6S2 \$ _____

Activity/Program Number: Career guidance and Counseling/1

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)	\$35,000	2,7,8,9	
Budget Notes:			
2. Fringe Benefits	\$10,500		
Budget Notes:			
3. Staff Travel	\$		
Budget Detail/Notes			
4. Contractual Services	\$		
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$4,500		
Budget Detail/Notes			
7. Other (please specify)	\$		
Budget Detail/Notes			
Total	\$50,000		

Part II. Basic Grant Activities/Programs Description and Budget (2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	2
Activity/Program Title:	Special Needs Coordinator

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
 New activity/program - Complete the box below.
 Eliminated activity/program - Use description to explain what activity will be eliminated and why.
 Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Special Needs Coordinator
Expected Outcomes (in numbers or %)	Our special needs coordinator will work directly with over 200 special needs students at our career center next school year to make sure that IEPs are followed, accommodations are made, and that appropriate placements and support are provided to these students. The special needs enrollment is approximately 16-20% of our overall enrollment depending on the school year. Our coordinator also works with our 16 sending schools to appropriately place future students and attend case conferences.
Activity Evaluation Method:	Improvement and success for our special populations' students in our programs. A higher percentage of our special populations' students should complete our programs and earn certifications and college credit.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	All core indicators were met except 1S1 and 1S2. Once our students are at the career center, our special needs coordinator will provide supports for students in integrating numeracy and literacy in their programs.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	(X) 1S1 \$10,000 _____ (X) 1S2 \$10,000 _____ () 2S1 \$ _____ () 3S1 \$ _____ () 4S1 \$ _____ () 5S1 \$ _____ (X) 6S1 \$5,000 _____ (X) 6S2 \$5,000 _____

Activity/Program Number: Special Needs Coordinator/2

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)	\$30,000	5, 6, 7, 8, 9	
Budget Notes:			
2. Fringe Benefits	\$10,000		
Budget Notes:			
3. Staff Travel	\$		
Budget Detail/Notes			
4. Contractual Services	\$		
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)	\$		
Budget Detail/Notes			
Total	\$40,000		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	3
Activity/Program Title:	Education to Careers Coordinator

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Education to Careers Coordinator
Expected Outcomes (in numbers or %)	Our education-to-careers coordinator places approximately 300 of our 1000 career center students in paid and unpaid internships and coordinates with our content teachers to make sure experiential learning and internships follow state guidelines. Our education-to-careers coordinator also works with our post-secondary partners to complete articulation agreements. We look to provide over 6000 hours of college credit this coming school year.
Activity Evaluation Method:	The education-to-careers coordinator will improve technical skills attainment, school completion, graduation, and placement.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	The education-to-careers coordinator provides support and direction for many of our students. By providing internships and other work-based learning opportunities the highlighted core indicators should be improved.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	<input type="checkbox"/> 1S1 \$ _____ <input type="checkbox"/> 1S2 \$ _____ <input checked="" type="checkbox"/> 2S1 \$10,000 _____ <input checked="" type="checkbox"/> 3S1 \$10,000 _____ <input checked="" type="checkbox"/> 4S1 \$10,000 _____ <input checked="" type="checkbox"/> 5S1 \$9,000 _____ <input type="checkbox"/> 6S1 \$ _____ <input type="checkbox"/> 6S2 \$ _____

Activity/Program Number: Education to Careers Coordinator/3

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)	\$30,000	1, 2, 3, 5, 6, 7, 8, 9	
Budget Notes:			
2. Fringe Benefits	\$9,000		
Budget Notes:			
3. Staff Travel	\$		
Budget Detail/Notes			
4. Contractual Services	\$		
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)	\$		
Budget Detail/Notes			
Total	\$39,000		

Part II. Basic Grant Activities/Programs Description and Budget (2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	4
Activity/Program Title:	Support Services/Special Needs

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Support Services/Special Needs
Expected Outcomes (in numbers or %)	Support staff members support our students in a number of ways including coordinating, offering, and supporting students throughout the process of offering ECAs to our completers, working on follow-up placement data, supporting our non-traditional participators, and assisting in the classrooms to support students with special needs. 2S1 reach 90%. Placement should reach a 79% AUL.
Activity Evaluation Method:	Technical skill attainment and placement are a major focus for our school. We intend to maintain our positive core indicator status in these areas.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	Our support staff are skilled in assisting students with special needs as well as assisting them in literacy and numeracy for college and career readiness.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	(X) 1S1 \$28,226 _____ (X) 1S2 \$28,226 _____ (X) 2S1 \$28,226 _____ (X) 3S1 \$28,226 _____ (X) 4S1 \$28,226 _____ (X) 5S1 \$28,226 _____ (X) 6S1 \$28,226 _____ (X) 6S2 \$28,232 _____

Activity/Program Number: support services/Special Needs/4

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)	\$180,965	1, 3, 8, 9	
Budget Notes:			
2. Fringe Benefits	\$44,849		
Budget Notes:			
3. Staff Travel	\$		
Budget Detail/Notes			
4. Contractual Services	\$		
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)	\$		
Budget Detail/Notes			
Total	\$225,814		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	5
Activity/Program Title:	Curriculum Development

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Curriculum Development
Expected Outcomes (in numbers or %)	To improve rigor, increase relevance, and make every assignment matter within each program. We are striving to offer college credit offered in every program.
Activity Evaluation Method:	Numeracy, literacy, technical skill attainment, and completion are of utmost importance. We are using Technology Centers That Work (TCTW) as our vehicle for continuous improvement. The key practices and support systems they put in place are integral in helping our career center reach the goals we have set and the goals set for the core indicators.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	We are one year into a numeracy plan that integrates math for college and career readiness. Our pre and post tests will show growth in this area. We are also implementing test-taking strategies and prep for the Accuplacer college entrance exam. The next goal, which has been started, is embedding math within the CTE programs. We are hiring a new literacy specialist this school year and intend on improving in areas such as reading comprehension, writing for various purposes, and integrating English into our programs. Another area we are exploring is college and career readiness.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	<input checked="" type="checkbox"/> 1S1 \$14,500 _____ <input checked="" type="checkbox"/> 1S2 \$14,500 _____ <input checked="" type="checkbox"/> 2S1 \$14,500 _____ <input checked="" type="checkbox"/> 3S1 \$14,500 _____ <input type="checkbox"/> 4S1 \$ _____ <input checked="" type="checkbox"/> 5S1 \$14,500 _____ <input type="checkbox"/> 6S1 \$ _____ <input type="checkbox"/> 6S2 \$ _____

Activity/Program Number: Curriculum Development/5

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)	25,000	1, 2, 3, 4, 5, 6, 7, 8, 9	
Budget Notes:			
2. Fringe Benefits	7,500		
Budget Notes:			
3. Staff Travel	\$10,000		
Budget Detail/Notes			
4. Contractual Services	\$30,000		
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)			
Budget Detail/Notes			
Total	\$72,500		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	6
Activity/Program Title:	Travel

Check if Activity or Program Is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Travel
Expected Outcomes (in numbers or %)	Through strong professional development activities in and out of state we look to increase our language arts (1S1) achievement and math integration achievements (1S2) to reach 55% and 69% respectively. In addition, we are striving for 90% achievement in technical skill attainment (2S1).
Activity Evaluation Method:	Our CTE teachers and administrators are now members of Tech Centers That Work (TCTW) which is used as our school improvement vehicle. We also are incorporating the Common Core State Standards (CCSS) into our curricula throughout the career center (6S2). Also, to improve our academic integration, we are implementing a school-wide plan to implement math in CTE programs. These programs, plus the state and national conferences available for professional development, will allow us to improve in 1S1, 1S2, 2S1, and 3S1.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	We are one year into a numeracy plan that integrates math for college and career readiness. Our pre and post tests will show growth in this area. We are also implementing test taking strategies and prep for the Accuplacer college entrance exam. The next goal, which has been started is embedding the math within the CTE programs. We are hiring a new literacy specialist to start this school year and intend on improving areas such as reading comprehension, writing for various purposes, and integrating English into our programs. Another area we are exploring is college and career readiness.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	(X) 1S1 \$10,000 _____ (X) 1S2 \$10,000 _____ (X) 2S1 \$10,000 _____ (X) 3S1 \$10,000 _____ () 4S1 \$ _____ () 5S1 \$ _____ () 6S1 \$ _____ () 6S2 \$ _____

Activity/Program Number: Travel/6

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)			
Budget Notes:			
2. Fringe Benefits			
Budget Notes:			
3. Staff Travel	40,000	1, 2, 5, 7, 8	
Budget Detail/Notes			
4. Contractual Services			
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)			
Budget Detail/Notes			
Total	40,000		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	7
Activity/Program Title:	Contracted Services

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Travel
Expected Outcomes (in numbers or %)	Through our partnerships, curriculum development, and professional development we look to see 90% of our programs with articulated college credit and 80% of our programs offering statewide accepted and nationally recognized industry certifications.
Activity Evaluation Method:	Using TCTW we plan to show improvement in numeracy, literacy, technical skills attainment, completion, graduation, and placement. Nontraditional participation and completion are also areas that will also be improved.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	By incorporating Tech Centers That Work (TCTW) as our continuous school improvement vehicle, we will look to improve 1S1, 1S2, 3S1, 4S1, 5S1, 6S1, and 6S2. We will also be contracting a curriculum specialist to help us improve our curriculum frameworks and incorporate the common core state standards into our CTE classes.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	(X) 1S1 \$10,000 _____ (X) 1S2 \$10,000 _____ (X) 2S1 \$10,000 _____ (X) 3S1 \$10,000 _____ (X) 4S1 \$10,000 _____ (X) 5S1 \$10,000 _____ (X) 6S1 \$10,000 _____ (X) 6S2 \$10,000 _____

Activity/Program Number: Contracted Services/7

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)			
Budget Notes:			
2. Fringe Benefits			
Budget Notes:			
3. Staff Travel			
Budget Detail/Notes			
4. Contractual Services	80,000	4, 5, 8	
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)			
Budget Detail/Notes			
Total	80,000		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	8
Activity/Program Title:	Equipment

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
- New activity/program - Complete the box below.
- Eliminated activity/program - Use description to explain what activity will be eliminated and why.
- Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	Equipment
Expected Outcomes (in numbers or %)	We look to reflect industry standards throughout our buildings and our programs. We have created a rotation for equipment purchases. Six programs have the opportunity to update their equipment every four years. We also run a rotation cycle with our computer hardware that includes a three to six year cycle depending on technological need.
Activity Evaluation Method:	We recognize that equipment purchases are necessary and important to meet the needs of industry and to support our students in their endeavors. Our continued improvement in our core indicators will help support this activity and be the evaluative tool.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	By purchasing updated equipment for our programs as directed by our advisory boards and the industry, we look to improve placement (5S1) to give our students a leg up on the competition in the various industries locally and globally.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	<input type="checkbox"/> 1S1 \$ _____ <input type="checkbox"/> 1S2 \$ _____ <input checked="" type="checkbox"/> 2S1 \$100,000 _____ <input type="checkbox"/> 3S1 \$ _____ <input type="checkbox"/> 4S1 \$ _____ <input checked="" type="checkbox"/> 5S1 \$145,971 _____ <input type="checkbox"/> 6S1 \$ _____ <input type="checkbox"/> 6S2 \$ _____

Activity/Program Number: Equipment/8

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)			
Budget Notes:			
2. Fringe Benefits			
Budget Notes:			
3. Staff Travel			
Budget Detail/Notes			
4. Contractual Services			
Budget Detail/Notes			
5. Equipment	\$245,971	3, 4, 6, 7, 8, 9	
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$		
Budget Detail/Notes			
7. Other (please specify)			
Budget Detail/Notes			
Total	245,971		

Part II. Basic Grant Activities/Programs Description and Budget

(2 pages) Copy and submit Part II for each new, continuing or eliminated activity.

Activity/Program Number:	9
Activity/Program Title:	School Improvement

Check if Activity or Program is:

- Continuation of 2011-12 activity/program - Complete the box below.
 New activity/program - Complete the box below.
 Eliminated activity/program - Use description to explain what activity will be eliminated and why.
 Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary	
Activity or Program Description	School Improvement
Expected Outcomes (in numbers or %)	Our overall school will improve as a result of working with Technology Centers That Work (TCTW). Our goals are to increase our core indicator results, provide rigorous and relevant curriculum, create assignments that matter, and develop authentic projects for students to problem solve.
Activity Evaluation Method:	Our TCTW survey and assessment as well as our core indicators will be the evaluations we use to show growth.
If program or activity is to be eliminated, give a brief explanation	
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	TCTW will help us incorporate key practices to improve 1S1, 1S2, 3S1, 4S1, 5S1, 6S1, and 6S2. The school improvement model is an all encompassing program that will help us redirect our focus.
Core/Performance Indicators impacted by this activity (Check all that apply and enter estimated dollar amount to be used - required for Improvement Plans)	<input checked="" type="checkbox"/> 1S1 \$3290 _____ <input checked="" type="checkbox"/> 1S2 \$3285 _____ <input type="checkbox"/> 2S1 \$ _____ <input checked="" type="checkbox"/> 3S1 \$3285 _____ <input checked="" type="checkbox"/> 4S1 \$3285 _____ <input checked="" type="checkbox"/> 5S1 \$3285 _____ <input checked="" type="checkbox"/> 6S1 \$3285 _____ <input checked="" type="checkbox"/> 6S2 \$3285 _____

Activity/Program Number: School Improvement/9

Proposed Budget

Enter the budget for this activity. Enter total of all activity/program budgets on Summary Budget

Amount and Type of Expense	Budgeted Amount	Required Usage Categories (list number(s) being met)	Permissive Usage Categories
1. Personnel (Salaries)			
Budget Notes:			
2. Fringe Benefits			
Budget Notes:			
3. Staff Travel			
Budget Detail/Notes			
4. Contractual Services	\$15,000	1, 2, 3, 4, 5, 6, 7, 8, 9	
Budget Detail/Notes			
5. Equipment	\$		
Budget Detail/Notes			
6. Materials/Supplies/Communication	\$8,000		
Budget Detail/Notes			
7. Other (please specify)			
Budget Detail/Notes			
Total	\$23,000		

Part III. Summary Budget for 2013-14

The two tables on this form ask for the same information but is organized in two ways, by Activity/Program and by Budget Type. Number and list below the names of the activities or programs proposed for the 2013-14 school year, as well as those included in your school improvement plan, and a proposed budget for each. Complete and submit only ONE copy of this page summarizing all Program/Activity requests. Totals for both tables below should be identical.

Total by Activity/Program

Activity #	Name of CTE Activity or Program	Proposed Budget
1	Career Guidance and Counseling	\$50,000
2	Special Needs Coordinator	\$40,000
3	Education to Careers Coordinator	\$39,000
4	Support Services/Special Needs	\$225,814
5	Curriculum Development	\$72,500
6	Travel	\$40,000
7	Contracted Services	\$80,000
8	Equipment	\$245,971
9	School Improvement	\$23,000
		\$
		\$
		\$
		\$
		\$
		\$
		\$
	Administration (no more than 5%)	\$
TOTAL		\$816,285

Total Category I by Budget Type

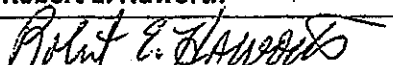
Amount and Type of Expense	Proposed Budget
1. Administration	\$0
2. Personnel (Salaries)	\$300,965
3. Fringe Benefits	\$81,849
4. Staff Travel	\$50,000
5. Contractual Services	\$125,000
6. Equipment	\$245,971
7. Materials/Supplies/Communication	\$12,500
8. Other (please specify)	\$0
	\$
TOTAL	\$816,285

Part IV. Consortium Approval of District Local Plan

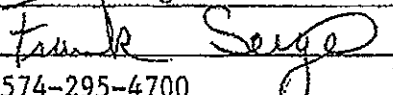
Each District should review their plans for the use of the Perkins funds with the authorized representative of each of the consortium's members and provide documentation of the review. The documentation can be one of the following:

- Minutes of the consortium meeting showing consortium members present to review the District's programs, with signatures of members present.
- Consortium members' signatures on Part IV of Application

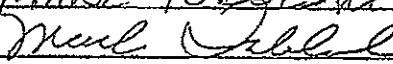
Consortium Member

Name:	Robert E. Haworth	Superintendent
Signature:		Elkhart Community Schools
Phone:	574-262-5516	rhaworth@elkhart.k12.in.us

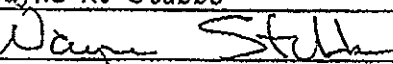
Consortium Member

Name:	Frank Serge	Principal
Signature:		Elkhart Central High School
Phone:	574-295-4700	fserge@elkhart.k12.in.us

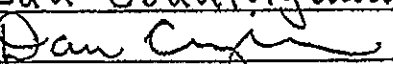
Consortium Member

Name:	MARK TOBOLSKI	Principal
Signature:		Elkhart Memorial High School
Phone:	574-262-5605	mtobolski@elkhart.k12.in.us

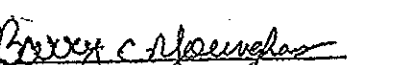
Consortium Member

Name:	Wayne R. Stubbs	Superintendent
Signature:		Concord Community Schools
Phone:	574-875-5161	wstubbs@concord.k12.in.us

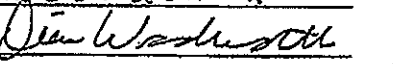
Consortium Member

Name:	Dan Cunningham	Principal
Signature:		Concord High School
Phone:	574-875-6524	dcunning@concord.k12.in.us

Consortium Member

Name:	Barry Younghans	Principal
Signature:		Goshen High School
Phone:	574-533-8651	byounghans@goshenschools.org

Consortium Member

Name:	Diane Woodworth	Superintendent
Signature:		Goshen Community Schools
Phone:	574-533-8631	dwoodworth@goshenschools.org

Consortium Member

Name:	JEFF ZIEGLER	Title:	Principal
Signature:	<i>Jeff Ziegler</i>	School Name:	Jimtown High School
Phone:	(574) 295-2343	E-mail:	jziegler@baugo.org

Consortium Member

Name:	Jim DuBois	Title:	Superintendent
Signature:	<i>Jim DuBois</i>	School Name:	Baugo Community Schools
Phone:		E-mail:	jdubois@baugo.org

Consortium Member

Name:	Terry E. Barker	Title:	Superintendent
Signature:	<i>Terry E. Barker</i>	School Name:	School City of Mishawaka
Phone:	574-254-4537	E-mail:	barkert@mishawaka.k12.in.us

Consortium Member

Name:	JEROME CALDERONE	Title:	Principal
Signature:	<i>Jerome Calderone</i>	School Name:	Mishawaka High School
Phone:	574-254-7300	E-mail:	calderonej@mishawaka.k12.in.us

Consortium Member

Name:	GERALD D. RASLER	Title:	Principal
Signature:	<i>Gerald D. Rasler</i>	School Name:	Northridge High School
Phone:	574-825-2142	E-mail:	raslerg@mcsin-k12.org

Consortium Member

Name:	David L. Mangel	Title:	Principal
Signature:	<i>David L. Mangel</i>	School Name:	NorthWood High School
Phone:	574-773-4127	E-mail:	dmangel@wanee.org

Consortium Member

Name:	Jerry L. Thacker	Title:	Superintendent
Signature:	<i>Jerry L. Thacker</i>	School Name:	Penn-Harris-Madison School Corporation
Phone:	574-258-9535	E-mail:	jthacker@phm.k12.in.us

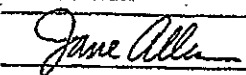
Consortium Member

Name:	Brian Cory	Title:	Principal
Signature:	<i>Brian Cory</i>	School Name:	Westview High School
Phone:	260-768-4146	E-mail:	coryri@westview.k12.in.us

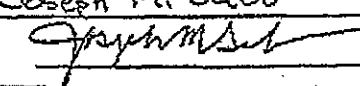
Consortium Member

Name:	Bruce D. Jennings	Title:	Principal
Signature:	<i>Bruce D. Jennings</i>	School Name:	Bremen High School
Phone:	574-546-3511	E-mail:	bjennings@bps.k12.in.us

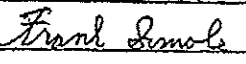
Consortium Member

Name:	Jane Allen	Title:	Superintendent
Signature:		School Name:	Middlebury Community Schools
Phone:	574-825-9425	E-mail:	allenj@mcsin-k12.org

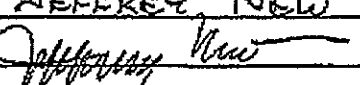
Consortium Member

Name:	Joseph M. Sabo	Title:	Superintendent
Signature:		School Name:	Wa-Nee Community Schools
Phone:	574-773-3131	E-mail:	sabo@wanee.org

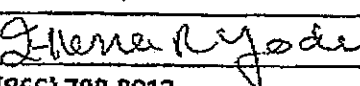
Consortium Member

Name:	Frank Smole	Title:	CTE Advisory Member
Signature:		School Name:	
Phone:	1-574-293-9057	E-mail:	smolef@maplenet.net

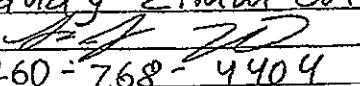
Consortium Member

Name:	JEFFREY NEW	Title:	CTE Advisory Member
Signature:		School Name:	
Phone:	774-294-5571	E-mail:	

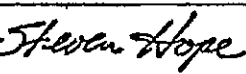
Consortium Member

Name:	Ellona Yoder	Title:	CTE Advisory Member
Signature:		School Name:	
Phone:	(866) 700-8013	E-mail:	yodere@careeranalysis.org

Consortium Member

Name:	Kandy Zimmerly	Title:	Superintendent
Signature:		School Name:	Westview School Corporation
Phone:	260-768-4404	E-mail:	zimmerlyr@westview.k12.in.us

Consortium Member

Name:	Steven Hope	Title:	Principal
Signature:		School Name:	Penn High School
Phone:	574-258-9545	E-mail:	shope@phm.k12.in.us

Consortium Member

Name:		Title:	
Signature:		School Name:	
Phone:		E-mail:	

Consortium Member

Name:		Title:	
Signature:		School Name:	
Phone:		E-mail:	

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana

DATE: May 22, 2013
 TO: Dr. Robert Haworth, Superintendent
 FROM: Thomas L. Neat *T. Neat*
 RE: **Conference Leave Requests**
May 28, 2013 - Board of School Trustees Meeting

The following requests for excused absences are recommended for approval:

2012 - 2013 CONFERENCES	EXPENSES	SUBSTITUTE
INDIANA ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION DISTRICT (IAC TED) SUMMER CONFERENCE 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. Nashville, IN June 10 - 12, 2013 (3 day's absence) DAVID BENAK - ESC/EACC (0-0)	\$666.50	\$0.00
WORKPLACE SPECIALIST INSTRUCTOR TRAINING Mr. Kovach serves as a Northern Workplace Specialist Trainer through Ball State. Mr. Kovach will be training new workplace specialist teachers, including the Elkhart Area Career Center teachers, throughout the school year helping them to transition into successful teachers in CTE. Muncie, IN June 19, 2013 (1 day's absence) BILL KOVACH - EACC (3-13)	\$197.15	\$0.00
HIRE TECHNOLOGY TRAINING Hire Technology is a two year turn-key Advanced Manufacturing and Logistics (AML) program delivered through Indiana high schools and career centers. The program facilitates student achievement by including contextualized math and science concepts to reinforce key academic STEM concepts while promoting the development of the applied problem solving skills demanded by AML industry members. This training is required in order for the EACC to offer 15 credit hours through Ivy Tech. Indianapolis, IN July 14 - 19, 2013 (0 day's absence) SCOTT SASSAMAN - EACC (0-0)	\$699.96	\$0.00
TOTAL	\$1,563.61	\$0.00

2012 - 2013 CONFERENCES	EXPENSES	SUBSTITUTE
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	\$49,229.89	\$6,035.00
2013 YEAR-TO-DATE ADJUSTMENTS	\$0.00	\$0.00
GRAND TOTAL	\$166,710.37	\$20,875.00

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



Date: May 28, 2013
To: Dr. Robert Haworth
From: Mr. W. Douglas Thorne
Subject: Personnel Recommendations

Certified

- a. The following **sixty first year** teachers have been evaluated and are recommended for continuous employment as probationary teachers:

Beardsley

Tracy Gunn
Amy Mathews
Kimberlee Stephens

Beck

Malia Jaynes
Sondra Nunemaker
Hannah Rohrer

Bristol

Carol Freihofer

Cleveland

Ashley Stevens

Daly

Kristen Becraft
Christopher Harmon
Nicole Hughes
Scott Liggett

Feeser

Jason Brewer

Hawthorne

Shane Betzer
Lashawndra Gates
Kristina Violi

Monger

Amy Marshall

Osolo

Lauren Carver

Riverview

Cherise Richards
Sara Rothchild

Roosevelt

Amanda Balk
Angela Balmer
Hannah Cramer
Allison Gleissner
Justin Higgins
Aanika Papet
Aaron Nicks
Elizabeth Signor
Holly Stanfill
Tara Torok
Emily Zitkus

Woodland

Heather Carlson
Phillip Whybrew
Karin Wirick

North Side

Stephanie Noble
David Pedler
Tim Pedley

Pierre Moran

Jamie Balyeat
Abigail Beckman

Pierre Moran (cont'd)

Rosalie Bickel
Mariana Cortez
Stacy Fann
Izamar Garcia
Angela Pippenger

Memorial

Denise Downing
Camille Evans
John Himschoot
Cherri Jackson
Karla Moore
William Roggeman
Kyle Sears
Heather Walker
Rebecca Yoder

Central

Scott Garner
Troy Noble
Sherwin Simon

Career Center

Nicole Dyer

Tipton

David Bird
Lucas Saleh

ESC

Shanter Alexander

- b. The following **thirty eight second year** teachers have been evaluated and are recommended for continuous employment as probationary teachers:

Beardsley

Sarah Felder
Andrea Washington

Daly

Natalie Blair
Sherri Holston

Hawthorne

Naomi Baumgartner
Tiffany Mason

Monger

Corry Wichman

Osolo

Kaleigh Seiler

Pinewood

Megan Fitz

Riverview

Esther Maddimadugu

Roosevelt

Jerry Schultz

North Side

Stephanie Doncilovic
Lora Falkowsky
Stephanie Timko
Zachariah Whickcar

Pierre Moran

Emily Davidson
Carla Ray
Carus Shaffer
Michael Lambdin

West Side

Kelsey Deckard
Stephanie Green
Heather Hall
Sarah Pattee
Joyce Wohead

Memorial

Russell Emery
Bonita Gingrich
Jacob Robaska
Kathryn Lane
Teresa Hill
Andre Tchakerian

Central

Jacob Balch
Sasha Edwards
Matthew Miles
Kara Oxner
James Smith

Career Center

Judith Bridges
Carrie Clark
Kathleen Overholt

- c. The following **twenty five third year** teachers have been evaluated and are recommended for continuous employment as probationary teachers:

Beardsley

Ashley Morris

Beck

Jennifer Labash

Bristol

Maria Schroeder

Daly

Lauren Sheeley

Feeser

Eric Chandler

Hawthorne

Teresa Kuruda

Monger

Kimberly Varga

Pinewood

Monica Kegerreis

Riverview

Sarah Wise

Roosevelt

LaTisha Rhoades
Renee Ruocco

Pierre Moran

Heather Clear
Kathryn Landin
Diego Mendoza

West Side

Brittany Choler
Shannon Lovely

West Side (cont'd)

Carly Martin

Memorial

Brenda Butler
Jean Clements
Raul Hernandez

Central

Amy Amacher
Dorothy Overgaard
Jason Yoder Rupp

Career Center

Justin Wiard

ESC

Meg Brewer

- d. The following **thirty four fourth year** teachers have been evaluated and are recommended for continuous employment as established teachers:

Beardsley Molly Bush	Woodland Brice Hartman Jennifer Loupee Todd Neuenschwander	Central Kathleen Barrier Peter Hoffman Catherine Mangones Maegan Schmidt Emily Schieber Scott Sekal Rocky Sites
Beck Shaun McAllister Kristy Turner	North Side Kathleen Bertrand Matthew Jerlecki Jessica Ramirez Brandon Squibb	Career Center Mark Huckleberry John Kraus Nakara Murray
Daly Laura Reverman	Pierre Moran Daniel Farison Jacquelyn Kindig	Tipton Kelly Blair Faith Ngeruwathana
Hawthorne Jennifer Barth	West Side Lindsay Cox Grant Choler Deborah Gilles	ESC Melissa Fisher
Pinewood Mirlym Milfort	Memorial Whitney Goeglein	
Roosevelt Ashley McQueen-Ghaffar Helenia Robinson		

- e. The following **thirty five** teachers have been employed by the Elkhart Community schools for a period no less than five consecutive years. It is recommended that these teachers be given a contract for the 2013-14 school year. This means, if approved, each of these teachers will have indefinite status with the Elkhart Community Schools upon signing a sixth contract as established teachers:

School	Teacher	Degree	Elkhart Exp	Total Exp
<i>Beardsley</i>	Charissa Barnes Amanda Tugmon	Masters Bachelors	5 5	5 5
<i>Beck</i>	Stephanie O'Brien	Masters	5	5
<i>Pinewood</i>	Britny Jimenez	Bachelors	5	5
<i>Riverview</i>	Maria Hernandez W. Douglas Hunnings	Bachelors Bachelors	5 5	5 5
<i>Roosevelt</i>	Natasha Diener Dario Garza Heidi Miller	Bachelors Masters Bachelors	5 5 5	5 10 6
<i>Woodland</i>	Stacie Back	Bachelors	5	5
<i>North Side</i>	Kathleen Bain	Bachelors	5	5
<i>Pierre Moran</i>	Marilyn Cregier	Masters	5	8

<i>West Side</i>	Brenda Cruz	Bachelors	5	5
	Kristopher Gravender	Bachelors	5	9
	Michael McCauley	Bachelors	5	5
	Lisa McKee	Bachelors	5	5
	Chad O'Brien	Masters	5	8
	Garvin Roberson	Bachelors	5	5
	Sara Smith	Bachelors	5	6
<i>Memorial</i>	Kyle Davis	Masters	5	5
	Sherri Greenfield-Ludwig	Bachelors	5	5
	Twyla Kendrick	Masters	5	10
<i>Central</i>	Katrina Barnhydt	Masters	5	5
	Matthew Erlacher	Bachelors	5	5
	Emily Guzman	Masters	5	10
	Karen Kijak	Masters	5	5
	Paul McClelland	Bachelors	5	5
	Lisa Munoz	Bachelors	5	5
	Jesse Olson	Bachelors	5	5
	Jeremy Ruff	Bachelors	5	5
	Stephanie Ruff	Bachelors	5	7
	Stephanie Scheimann	Masters	5	10
	Jessica Schibley	Bachelors	5	5
	Brittany Townsley	Bachelors	5	6
<i>Career Center</i>	Jon Chevalier	Bachelors	5	10

Classified

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

Sheila Brown Began: 3/12/13	Central/Paraprofessional PE: 5/23/13
Corina Gonzalez Began: 3/11/13	Pinewood/Food Service PE: 5/22/13
Erin Libey Began: 3/7/13	Pierre Moran/Food Service PE: 5/20/13
Deborah Lytell Began: 3/4/13	Bristol/Paraprofessional PE: 5/13/13
Debbra Pletcher Began: 3/13/13	Pierre Moran/Secretary PE: 5/22/13
Alisha Rocha Began: 3/12/13	Osolo/Paraprofessional PE: 5/21/13

Erica Shaffer
Began: 3/7/13

Pinewood/Paraprofessional
PE: 5/17/13

Mikel Weaver
Began: 3/19/13

Pierre Moran/Custodian
PE: 5/20/13

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

Angela Anderson
Began: 9/20/07

Pierre Moran/Paraprofessional
Resign: 5/14/13

Paul Boers
Began: 1/22/13

Roosevelt/Paraprofessional
Resign: 5/30/13

Bartiscia Holmes
Began: 4/17/12

Memorial/Secretary
Resign: 5/31/13

Kelley Hunnings
Began: 8/14/12

Riverview/Paraprofessional
Resign: 5/30/13

Trisha Hutchison
Began: 8/15/07

Memorial/Paraprofessional
Resign: 5/30/13

Cheryl Kennedy
Began: 8/25/04

Transportation/Bus Driver
Resign: 5/30/13

Penny Patton
Began: 9/19/95

Daly/Paraprofessional
Resign: 5/30/13

Robin Pedzinski
Began: 10/31/05

North Side/Paraprofessional
Resign: 5/30/13

Jacquelyn Snellenberger
Began: 8/16/06

Memorial/Secretary
Resign: 5/30/13

Heather Turner
Began: 11/27/12

Bristol/Paraprofessional
Resign: 5/30/13

Jennifer Wagoner
Began: 11/8/06

Memorial/Food Service
Resign: 5/31/13