

AGENDA FOR
BOARD OF SCHOOL TRUSTEES
REGULAR MEETING

Elkhart Community Schools
Elkhart, Indiana

September 11, 2018

CALENDAR

Sep	11	5:30 p.m.	Executive Session, J.C. Rice Educational Services Center
Sep	11	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
Sep	18	7:00 a.m.	Special Board Meeting, J.C. Rice Educational Services Center
Sep	18	Immediately following	Public Work Session, J.C. Rice Educational Services Center
Sep	25	5:30 p.m.	Public Work Session, J.C. Rice Educational Services Center
Sep	25	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
Oct	9	5:30 p.m.	Public Work Session, J.C. Rice Educational Services Center
Oct	9	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center

- A. CALL TO ORDER/PLEDGE
- B. THE ELKHART PROMISE
- C. INVITATION TO SPEAK PROTOCOL
- D. GIFT ACCEPTANCE - The administration recommends Board acceptance with appreciation of recent donations made to Elkhart Community Schools.
- E. MINUTES
 - August 14, 2018 – Regular Board Meeting (*revised*)
 - August 28, 2018 – Public Work Session
 - August 28, 2018 – Regular Board Meeting
- F. TREASURER'S REPORT
 - Consideration of Claims
 - Fundraisers - The Business Office recommends Board approval of proposed school fundraisers in accordance with Board Policy.
- G. UNFINISHED BUSINESS
 - Board Policy 5771 – Search and Seizure - The administration presents revisions to Board Policy 5771 – Search and Seizure with suggested changes from the August 14th and 28th regular meetings.

Administrative Regulation JFG-2 – Personal Search - The administration presents revisions to Administrative Regulation JFG-2 – Search and Seizure as initially presented at the August 14th regular meeting.

H. NEW BUSINESS

Board Policy 3141.01A – Suspension and Dismissal of Professional Staff Members (Administrators) – The administration presents revisions to Board Policy 3141.01A – Suspension and Dismissal of Professional Staff Members (Administrators) for initial consideration.

Board Policy 3220.01 – Teacher Appreciation Grant – The administration presents revisions to Board Policy 3220.01 – Teacher Appreciation Grant, and asks to waive 2nd reading.

Administrative Regulation CC – Organizational Chart - The administration presents revisions to Administrative Regulation CC – Organizational Chart for initial review.

Teacher Appraisal Plan for the 2018-2019 School Year – The administration presents the Teacher Appraisal Plan for review.

Grants – The administration seeks Board approval for the submission of grants as recommended by the administration.

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

I. PERSONNEL

Conference Leaves - It is recommended 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.

J. INFORMATION AND PROPOSALS

From Audience

From Superintendent and Staff

From Board

K. ADJOURNMENT



ELKHART AREA CAREER CENTER

ELKHART
COMMUNITY SCHOOLS

INTERNAL MEMO

TO: MR. MOW
BOARD OF SCHOOL TRUSTEES

FROM: DR. WILLIAM E. KOVACH

DATE: AUGUST 29, 2018

RE: DONATION APPROVAL - EACC

Vaughn & Marla Schroeder have donated a 1983 Ford F250, VIN# 2FTHF2519DCA79682 with an owner estimated approximate value of \$750.00 to be used in our Diesel Service Technology class.

Pete Lestinsky, our Diesel Technology instructor, reports this vehicle will be useful in his class as it will be used by students for training purposes.

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:

Vaughn & Marla Schroeder
1328 E. Indiana Ave.
Elkhart IN 46516-4820



ELKHART AREA CAREER CENTER

ELKHART
COMMUNITY SCHOOLS

INTERNAL MEMO

TO: MR. MOW
BOARD OF SCHOOL TRUSTEES

FROM: DR. WILLIAM E. KOVACH *W Kovach*

DATE: AUGUST 29, 2018

RE: DONATION APPROVAL - EACC

Tom's Auto Salvage, Inc. has donated a Cummins diesel engine, transmission, steer axle, drive axle, and cab to our Diesel Technology class. The total of all items have an owner estimated approximate value of \$5,000.00.

Pete Lestinsky, our Diesel Technology instructor, states these items will be useful in our Diesel class and will be used by students for training purposes.

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:

Tom's Auto Salvage, Inc.
Attention: James and Christine Goldsborough
29332 County Road 10 W
Elkhart IN 46514



STUDENT SERVICES

PHONE: 574-262-5540



ELKHART COMMUNITY SCHOOLS

J.C. RICE EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD • ELKHART, IN 46514
PHONE: 574-262-5500

DATE: August 27, 2018

TO: Mr. Mark Mow, Interim Superintendent
Board of School Trustees

FROM: Anthony England, Assistant Superintendent of Student Services *TE*

RE: Donation

We recently received a donation of approximately 800 backpacks with school supplies inside that were donated to us by WNDU's Pack-A-Backpack program.

These backpacks are being distributed through our school social workers and were also made available to the public in our administration office.

Please send a letter of acknowledgement and appreciation to:

WNDU
ATTN: Janelle Frick
54516 State Road 933
South Bend, IN 46637

In addition to WNDU, we also had a donation of approximately 180 backpacks from Natasha Fisel and her family and friends. These also had school supplies inside and are being distributed by our social workers.

Please send a letter of acknowledgement and appreciation to:

Natasha Fisel and family
18773 Centerville Constantine Road
Constantine, MI 49042



ELKHART MEMORIAL HIGH SCHOOL

2608 CALIFORNIA ROAD • ELKHART, IN 46514

PHONE: 574-262-5600



ELKHART COMMUNITY SCHOOLS

J.C. RICE EDUCATIONAL SERVICES CENTER

2720 CALIFORNIA ROAD • ELKHART, IN 46514

PHONE: 574-262-5500

DATE: September 5, 2018

TO: Mr. Mark Mow
Board of School Trustees

FROM: Jacquie Rost, Athletic Director

RE: Donation Approval

We are in receipt of an extracurricular donation in the amount of \$500.00 for the girls/boys track team. This donation will go towards the purchase of team sweats, team shirts, shoes, equipment, and other miscellaneous costs associated with this program.

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:

The Sarah Crane Foundation
54921 David Drive
Elkhart, IN 46514



WEST SIDE MIDDLE SCHOOL
101 SOUTH NAPPANEE STREET • ELKHART, IN 46514
PHONE: 574-295-4815



ELKHART COMMUNITY SCHOOLS
J.C. RICE EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD • ELKHART, IN 46514
PHONE: 574-262-5500

To: Mr. Mow
From: Kristie Stutsman 
Date: August 28, 2018
RE: Donation from NIVA Volleyball

West Side Middle School would like to graciously acknowledge the donation of \$2000.00 from Northern Indiana Volleyball Association (NIVA). This donation will assist the volleyball and athletic programs at West Side Middle School.

I am requesting approval from the Board of School Trustees to accept this donation and that a letter of acknowledgement and appreciation be sent to the following people:

Ms. Adria Anderson
10100 Billet Ct.
Granger, IN 46530

Ms. Jacquie Rost
51890 Copperfield Ct
Granger, IN 46530

MINUTES
OF THE REGULAR MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana
August 14, 2018

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

Place/Time

Board Members Present:	Karen S. Carter Douglas K. Weaver Jeri E. Stahr	Susan C. Daiber Rodney J. Dale Glenn L. Duncan Carolyn R. Morris
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Roll Call

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

Call to Order

Rod Roberson, director of co-curricular programming, recited the Elkhart Promise.

The Elkhart Promise

Mrs. Carter discussed the invitation to speak protocol.

By unanimous action, the Board accepted with appreciation the following donations made to Elkhart Community Schools (ECS): \$7,000 from William and Elaine Marohn to Pierre Moran to be used in Tamara Tidey’s classroom to purchase collaboration tables and chairs; and \$1,000 from Special Olympics Indiana to be used for expenses for unified track meets.

Gift Acceptance

By unanimous action, the Board approved the minutes for the July 24, 2018 – Regular Board Meeting.

Approval of Minutes

By unanimous action, the Board approved payment of claims totaling \$9,266,204.25 as shown on the August 14, 2018, claims listing. (Codified File 1819-11)

Payment of Claims

President Carter opened the public hearing on land disposition by exchange.

Public Hearing on Land Disposition by Exchange

Kevin Scott, chief financial officer, explained the proposed land swap of 3.79 acres located on West Bristol Street and owned by the district (currently housing diesel tech) for 5.65 acres of unimproved land directly adjacent to district owned property known as the Annex.

President Carter opened the floor for public comment, with no comments from the audience members, President Carter declared the hearing closed.

By unanimous action, the Board adopted a resolution of the School Board Approving Possible Exchange of Real Property. (Codified File 1819-12)	Resolution
By unanimous action, the Board approved proposed school fundraisers in accordance with Board policy. The funds raised through the listed activities are deposited into each school's extra-curricular fund. (Codified File 1819-13)	Fundraisers
By unanimous action, the Board approved an extra-curricular purchase request from Memorial for a slushy machine in the amount of \$1,599.99 for use in the concession stands.	Extra-Curricular Purchase
The Board was presented proposed revisions to Board Policy 5771 - Search and Seizure, for initial consideration. Following questions from the Board and audience members, Doug Thorne, district counsel/chief of staff, stated paragraphs E and F will be revised to address concerns.	Board Policy 5771
The Board was presented proposed revisions to Administrative Regulation JFG-2 - Personal Search, for initial consideration.	Administrative Regulation JFG-2
The Board was presented new Board Policy 6605 - Crowdfunding, for initial consideration. After lengthy discussion, a decision was made to create a committee to review the particulars of the policy and return at a future meeting with revisions to the policy and associated administrative regulation.	Board Policy 6605
The Board was presented new Administrative Regulation KII - Crowdfunding, for initial consideration.	Administrative Regulation KII
By unanimous action, the Board approved proposed revisions and waived second reading of Board Policy 3422.07S - Executive Assistants' Salary Schedule with noted change of effective date.	Board Policy 3422.07S
By unanimous action, the Board approved proposed revisions and waived second reading of Board Policy 3422.12S - Employees in Miscellaneous Positions Compensation Plan.	Board Policy 3422.12S
By unanimous action, the Board approved proposed revisions and waived second reading of Board Policy 3422.15S - Permanent Substitute Teachers' Compensation Plan.	Board Policy 3422.15S
The Board was presented the proposed Board of School Trustees meeting schedule for 2019 for initial consideration.	2019 Board Meeting Schedule
By unanimous action, the Board approved a School Services Secondary Agreement with The Crossing for 2018-2019. Tony England, assistant superintendent of student services, stated the change to the contract involves a per enrolled student fee as opposed to a group fee in previous years. (Codified File 1819-14)	Agreement - The Crossing

By unanimous action, the Board approved submission of the following grants to the Indiana Department of Education: Non English Speaking Program (NESP) for \$592,732.50; Title II, Part A Supporting Effective Instruction for \$514,174.67; Title III Immigrant Influx for \$16,076.35; and Title II (English Language Learners) for \$272,136.00. (Codified File 1819-15)

Grants

By unanimous action, the Board approved conference leave requests in accordance with Board policy for staff members as recommended by the administration on the August 14, 2018 listings. (Codified File 1819-16)

Conference Leaves

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

Personnel Report

Administrative appointment of Lindsay Cox, supervisor of special services at ESC, effective August 9, 2018.

Administrative Appointment

Employment of the following forty-two (42) certified staff members for the 2018-2019 school year:

Certified Employment

- Ashley Arms - grade 2 at Osolo
- Chelsea Atchison - grade 4 at Pinewood
- Sarah Bainbridge - young adult program/special education at Memorial
- Cami Berkey - college and career readiness at West Side
- Michelle Bohlmann - grade 4 at Eastwood
- Jaime Borkholder - grade 6 at Hawthorne
- Kendall Boyd - grade 1 at Roosevelt
- Lindsey Brander - dean of behavior at Pierre Moran
- Angela Brown - special education at Central
- Heather Burton - grade 5 at Roosevelt
- Kristina Charleston - language arts at West Side
- Laura Corwin - math at Memorial
- Marie Cossin - grade 6 at Daly
- Crystal Davis - physical education at West Side
- Pamela Duff - Spanish at Central
- Alicia Elbert - grade 4 at Eastwood
- Matthew Gish - art at Pinewood
- Anthony Gouin - machine trades at EACC
- Nakeyta Hardy - grade 3 at Bristol
- Jennifer Henry - math at Pierre Moran
- Carmen Hiatt - grade 4 at Daly
- Brandi Holycross - grade 1 at Feeser
- Mackinzie Kempton - grade 5 at Daly
- Ashley Kiehl - grade 5 at Daly
- Melissa LaPlace - art at Roosevelt
- Michelle McClintic - grade 4 at Pinewood
- Trista McIntosh - grade 2 at Roosevelt
- Jessica McIntyre - grade 1 at Daly
- Sarah Oman - kindergarten at Bristol
- Samantha Peterson - grade 3 at Cleveland
- Cassandra Pratt - kindergarten at Hawthorne

Alexandria Roskos - physical education at Beck
 Sidney Shafer - social studies at Memorial
 Jolynn Shull - science at Central
 Yoketha Sims - Air Force JROTC at Central
 Hilary Singrey - grade 6 at Monger
 Karen Sproul - pre-K at Hawthorne
 Gina Stone - intervention at Roosevelt
 Jennifer Tashijan - language arts at North Side
 John Tomac - social studies at Central
 Kelly Tooker - art at West Side
 Nancy Whittaker - health occupations at EACC

Resignation of the following twenty-four (24) certified staff members effective on the dates indicated:

Jacob Balch - business at Central, 6/8/18
 Julie Clarke - grade 3 at Bristol, 6/8/18
 Jill Coffman - grade 1 at Feeser, 6/8/18
 Tina Davidhizer - math at Memorial, 6/8/18
 Emily Fell - FACS at West Side, 6/8/18
 Melissa Forbes - Spanish at Central, 6/8/18
 Lindsay Gagyí - grade 2 at Daly, 6/8/18
 Hillary Harder - music at Roosevelt, 6/8/18
 Bibi Hardict - academic dean at Monger, 6/15/18
 Andrea Herron - FACS at Central, 6/8/18
 Peter Hoffman - science at Central, 6/8/18
 Kathleen MacFarlane - grade 1 at Roosevelt, 6/8/18
 Shaun McAllister - physical education at Beck, 6/8/18
 Dionne McKaskle - grade 4 at Pinewood, 6/8/18
 Rachael Meyers - FACS at Memorial, 6/8/18
 Alia Munley - art at Memorial, 6/8/18
 Linda Ogle - special education at Memorial, 6/8/18
 Kaitlin Putt - speech pathologist at Bristol, 6/8/18
 Summer Runyan - early college counselor at Memorial, 6/15/18
 Marilyn Torres - language arts at West Side, 6/8/18
 Julie Willard - math at Memorial, 6/8/18
 Shannon Wingard - grade 6 at Beck, 6/8/18
 Ileana Yoder - kindergarten at Daly, 6/10/18
 Joshua Yoder - math at West Side, 6/8/18

Rescinded professional leave for certified staff member Susan Fritschi, grade 1/2 split at Feeser.

Retirement of certified employee, Peggy Powell, Kindergarten at Feeser with 22 years of service.

Certified
Resignation

Rescinded
Leave

Certified
Retirement

<p>Employment of the following two (2) classified employees who have successfully completed their probationary period on dates indicated: Michael Kutz - custodian at Beck, 8/6/18 Billy Sanders - custodian at Pinewood, 8/13/18</p>	<p>Classified Employment</p>
<p>Retirement of the following two (2) classified employees effective on the dates indicated, with years of service in parenthesis: Bobbie Gullota - paraprofessional mild intervention at Pinewood, 6/8/18, (19) Marilyn Vela - custodian at Beardsley, 8/3/18, (17)</p>	<p>Classified Retirement</p>
<p>Resignation of the following twenty-four (24) classified employees effective on the dates indicated: Claudine Anderson - vet paraprofessional at EACC, 6/8/18 Madison Bartley - intense paraprofessional at Memorial, 6/8/18 Cordelia Brown - food service at Central, 6/8/18 Sheila Brown - instructional paraprofessional at Central, 6/8/18 Marla Burton - bus helper at Transportation, 6/8/18 Jenna Carper - mild intervention paraprofessional at Pierre Moran, 6/8/18 Rachael Chigwada - food service at Cleveland, 6/8/18 Timothy Gallagher - bus driver at Transportation, 6/8/18 Victor Gaucin - bus driver at Transportation, 6/8/18 Donald Lowe - bus driver at Transportation, 6/8/18 Rebecca Mathes - cafeteria manager at Cleveland, 8/22/18 Carla Moore - food service at Daly, 6/8/18 Elizabeth Niemeyer - lunch paraprofessional at Pinewood, 6/8/18 Alma Parnell - technology paraprofessional at Cleveland, 6/8/18 Kristin Thalheimer - food service at Memorial, 6/8/18 Michelle Ware - secretary at Pierre Moran, 6/8/18</p>	<p>Classified Resignation</p>
<p>Termination of classed employee Lavette Getter, lunch paraprofessional at West Side, in accordance with Board Policy 3139.01s effective 6/8/18.</p>	<p>Classified Termination</p>
<p>An audience spoke regarding lack of homework from Beck and filters for student Ipads. In response, Jason Inman, director of technology, stated the Ipads have an Umbrella filter for adult content.</p>	<p>From the Audience</p>
<p>An audience member spoke concerning the rate teachers are leaving the district, a potential referendum, need for improved benefits, wages and cultural training.</p>	<p>From the Audience</p>

The meeting adjourned at approximately 8:05 p.m.

APPROVED:

Karen S. Carter, President

Douglas K. Weaver, Vice President

Jeri E. Stahr, Secretary

Susan C. Daiber, Member

Rodney J. Dale, Member

Glenn L. Duncan, Member

Carolyn R. Morris, Member

Adjournment

Signatures

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

Elkhart Community Schools
Elkhart, Indiana

August 28, 2018

J.C. Rice Educational Services Center, 2720 California Road, Elkhart – at
5:30 p.m.

Place/Time

Board Members
Present:

Karen S. Carter
Douglas K. Weaver
Jeri E. Stahr

Susan C. Daiber
Rodney J. Dale
Glenn L. Duncan
Carolyn R. Morris

Roll Call

ECS Personnel
Present:

Tony England
Mark Mow

Kevin Scott
Doug Thorne

The Board heard a report from Kevin Scott, Chief Financial Officer, on the
2019 budget.

Topics
Discussed

The meeting adjourned at approximately 6:10 p.m.

Adjournment

APPROVED:

Signatures

Karen S. Carter, President

Susan C. Daiber, Member

Douglas K. Weaver, Vice President

Rodney J. Dale, Member

Jeri E. Stahr, Secretary

Glenn L. Duncan, Member

Carolyn R. Morris, Member

MINUTES
OF THE REGULAR MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana
August 28, 2018

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

Place/Time

Board Members Present:	Karen S. Carter Douglas K. Weaver Jeri E. Stahr	Susan C. Daiber Rodney J. Dale Glenn L. Duncan Carolyn R. Morris
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Roll Call

President Karen Carter called the regular meeting of the Board of School Trustees to order.

Call to Order

The colors were presented by Boy Scout Troop 747. The scouts led the Pledge of Allegiance.

Pledge

Vice president, Doug Weaver, recited the Elkhart Promise.

The Elkhart Promise

Mrs. Carter discussed the invitation to speak protocol.

By unanimous action, the Board accepted with appreciation the following donations made to Elkhart Community Schools (ECS): \$12,500 from Patrick Industries for renovations to Rice Field and North Side Gym; hygiene products, food and clothing valued at \$500 from Jennifer and Darrell Higgins, for Pinewood families in need; a transmission (donor valued at \$1,343) from Subaru of America to the automotive technology classes at the Elkhart Area Career Center (EACC); a 1985 Mercedes (owner estimated value of \$3,500) from William and Dona Kovach to the diesel service technology classes at the EACC; and a trailer with 4 bays for hauling racing shells, two 8+ racing shells, and one 4+ racing shell with owner estimated values of \$2,500, \$900, and \$700, respectively, from the Elkhart Education Foundation.

Gift Acceptance

By unanimous action, the Board approved the following minutes:
August 14, 2018 - Regular Board Meeting
August 21, 2018 – Public Work Session

Approval of Minutes

By unanimous action, the Board approved payment of claims totaling \$6,894,413.43 as shown on the August 28, 2018, claims listing. (Codified File 1819-17)

Payment of Claims

The Board received a financial report from Kevin Scott, chief financial officer, for the period January 1 – July 31, 2018.

Financial Report

Mr. Scott reported a fund loan was made on 7/31/18: \$333,000 from Fund 200 Debt Service to Fund 0250 Pension Debt.

Fund Loans

By unanimous action, the Board adopted a resolution authorizing the use of the design/build method of contracting for the proposed 2018 Elkhart Area Career Center Annex Building Project. Mr. Scott explained the design/build method expedites the process and time is of the essence for the building project.

Resolution

By unanimous action, the Board approved extra-curricular purchase requests from West Side Middle School for a storage rack for string basses in the amount of \$919.00; and from Memorial High School to purchase speakers for the choir/orchestra room in the amount of \$1,387.79.

Extra-Curricular
Purchase
Requests

Mr. Scott provided the monthly insurance update. The Board thanked Mr. Scott for including the additional information requested at the July 24th regular meeting including cost per employee per month.

Insurance
Update

Jeff Komins, energy education specialist/elementary activities, reviewed the current energy audit report. Mr. Komins stated overall cost avoidance has improved in 2018. He anticipates surpassing the ten million dollar amount by the end of September for cost avoidance since the inception of the plan in 2009. Additional LED lighting, motion detectors and creative scheduling are being used to reduce continuing increases in utility costs.

Energy
Education
Report

Dr. Bob Woods, director of elementary instruction, reported the results of the auction of surplus items conducted by Bartel & Company held on Saturday, August 18th. Gross sales were \$13,154.50, after expenses net proceeds were \$8,419.50.

School Auction
Summary

By unanimous action, the Board tabled Board Policy 5771 – Search and Seizure, to clarify Paragraph B regarding notification of a parent or guardian within 24 hours. The revised policy and associated administrative regulation will be presented at a future Board meeting.

Board Policy
5771

By unanimous action, the Board approved the Board of School Trustees meeting schedule for 2019. It was recommended a discussion regarding the location of meetings take place at a future work session. (Codified File 1819-18)

2019 School
Board Schedule

Dr. Brad Sheppard, assistant superintendent of instruction, reported on the Notice received from the Indiana State Board of Education stating Roosevelt Elementary School received the lowest designation of school improvement, based on student performance during the 2016-2017 school year. Mrs. Dee Wappes, principal of Roosevelt, outlined the school's improvement plan in response to the Notice. Mrs. Wappes stated changes for the better include: a new administrative team; a staff who wants to be at Roosevelt; guaranteed viable curriculum; collaboration built into the schedule; and partnerships. In order to build consistency, a new mission statement – all students will learn at or above grade level; a new vision – to develop our capacity to function as a professional learning community; new values and goals are also being created. Mrs. Wappes added River Oaks Church has 'adopted' the Roosevelt community, including mentoring, hosting movie nights, and welcoming students on opening day.

Public Hearing

In response to an audience question, Mrs. Wappes replied a public meeting to update parents on the school improvement plan is scheduled for Wednesday, September 5th.

In compliance with the Notice, all audience members were requested to sign-in.

By unanimous action, the Board approved the School Improvement Plan for Roosevelt Elementary School. (Codified File 1819-19)

The Board reviewed the following new course offerings: Everyone Can Code MS7494 and ACP (Advanced College Project) L202 – DC0463 for the 2018-2019 school year. (Codified File 1819-20)

New Course Offerings

By unanimous action, the Board approved submission of a High Ability Grant to the Indiana Department of Education for \$84,198 from the District; and a Pets in the Classroom Grant to the Pet Care Trust for the cost of a selected pet from Pierre Moran. In response to Board inquiry, Mr. Thorne stated the grant is not in conflict with Board policy regarding animals in the classroom. (Codified File 1819-21)

Grant Submission

By unanimous action, the Board confirmed Elkhart Education Foundation Innovative Teaching grants as reported by EEF Executive Director, Ashley Molyneaux: Memorial – Spanish class for \$540 for free voluntary reading library; Memorial – art \$3,599.80 'digital' drawing boards; Monger – Kindergarten \$1,000 for supplies for self regulation activities; Memorial – \$1,000 for GENESIS online platform: West Side – social studies \$760.88 for Defenders Throughout History; Cleveland – K-6 \$1,600 for Learning Through Sensory Play; Cleveland – Kindergarten \$3,496.70 for Kindergarten is Magical; Beck – all grades \$2,500 for Makerspace Magic; Memorial – technology \$3,500 for a Student Technology Service Hub; Central – math \$3,000 for flexible seating; machine; and North Side agri-science \$1,200 for a garden project. (Codified File 1819-22)

Grant Confirmation

By unanimous action, the Board approved conference leave requests in accordance with Board policy for staff members as recommended by the administration on the August 28, 2018 listings. (Codified File 1819-23)

Conference
Leaves

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

Personnel
Report

Administrative transfer of certified staff member, Kevin Beveridge, assistant principal supervisor of instruction at Roosevelt, effective 8/20/18.

Administrative
Transfer

Employment of the following seven (7) certified staff members for the 2018-2019 school year:

Certified
Employment

Alyssa Anderson - Kindergarten at Osolo
Jennifer Beck - math at West Side
Nicolai Hyer - social studies at Memorial
Julie Jerzak - business education at Central
Leah Michel - grade 4 at Hawthorne
Michelle Tibbs - early college at Memorial
Brandon Whitsit - social studies at Memorial

Resignation of the following eleven (11) certified staff members effective on dates indicated:

Certified
Resignation

Margaret Agnew - grade 4 at Hawthorne, 8/17/18
David Delgado - AF JRROTC at Central, 8/31/18
Lance Carter - math at Memorial, 6/8/18
Angela Irwin - grade 3 at Woodland, 8/15/18
Michael McCauley - math at West Side, 6/8/18
Adam Meyers - social studies at Memorial, 6/8/18
Jennifer Mohrbach - grade 2 at Daly, 6/8/18
Sidney Shafer - social studies at Memorial, 8/22/18
Corey Sheets - Kindergarten/grade 1 at Osolo, 8/24/18
Heather Walker - language arts at Memorial, 6/8/18
Bryon Whitten - social studies at Memorial, 6/8/18

Maternity leave for certified staff member, Brenda Cruz, ENL at North Side, beginning 10/8/18 and ending 11/2/18.

Maternity
Leave

Resignation of the following eighteen (18) classified employees effective on the dates indicated:

- Jacqie Abbott - paraprofessional at EACC, 6/8/18
- Bianca Avendano - bus driver at Transportation, 6/8/18
- Debra Baker - paraprofessional at Hawthorne, 6/8/18
- Sierra Coulahan - paraprofessional at Daly, 9/4/18
- Kimberly Craig - food service at Beardsley, 6/8/18
- Robin Creer - bus driver at Transportation, 6/8/18
- Hannah Efsits - paraprofessional at West Side, 6/8/18
- Luella Hanks - paraprofessional at North Side, 6/8/18
- Jessica Leng - food service at North Side, 6/8/18
- Gary McDaniel - maintenance at Building Services, 8/3/18
- Jason Paulson - custodian at Building Services, 9/4/18
- Heather Rhodes - food service at Memorial, 8/29/18
- Casey Ruble - bus driver at Transportation, 6/8/18
- Sanara Warren - bus driver at Transportation, 8/17/18
- Nancy Whittaker - paraprofessional at EACC, 6/8/18
- Sue Williams - paraprofessional at Daly, 6/8/18
- Deidre Wright - bus driver at Transportation, 6/8/18
- Karen Young - paraprofessional at Beck, 6/8/18

Unpaid leave for classified employee, Anita Byrd, food service at Beardsley, beginning 8/22/18 and ending 6/5/19.

The Board thanked Boy Scout troop 747 for attending the meeting and asked each scout to introduce themselves.

The Board thanked Ashley Molyneaux for all of the work that went in to hosting the Kick-Off and the continued support provided by the Elkhart Education Foundation.

Classified
Resignation

Unpaid Leave

From the Board

From the Board

The meeting adjourned at approximately 8:15 p.m.

APPROVED:

Karen S. Carter, President

Douglas K. Weaver, Vice President

Jeri E. Stahr, Secretary

Susan C. Daiber, Member

Rodney J. Dale, Member

Glenn L. Duncan, Member

Carolyn R. Morris, Member

Adjournment

Signatures

Elkhart Community Schools
Proposed School Fundraising Activities
September 11, 2018, Meeting of Board of School Trustees

School/Organization	Fundraising Activity Description/Purpose	Date(s) of Activity	Date Submitted	Sponsor(s)
North Side, Pierre Moran and West Side Bands	Students will conduct a brochure sale utilizing the same company used in the past that offers candies, cookies and candles. Proceeds will be used to purchase reeds, oil, stops, shirts, etc.	9/13/2018 - 9/27/2018	8/18/2018	Tim Carnall, Sandy Carnall, Carus Shaffer,
West Side Creative Dramatics	Students will conduct a brochure sale utilizing the same company used in the past that offers candies, cookies and candles. Proceeds will be used to purchase costumes, props and paint for musicals.	9/13/2018 - 9/27/2018	8/29/2018	Stephanie Rappatta
AFJROTC	An email based fundraising campaign through Snap-raise will be held. All work is done electronically so no students will be going door to door. Proceeds will be used towards Raider team training, equipment, team travel and the Military Ball.	9/24/2018	9/3/2018	Jeffrey Dorman
Memorial Wrestling	Team members will sell Texas Roadhouse gift cards. Proceeds will offset the cost of out of town or over night stays and help fund a scholarship offered to one wrestler each year.	10/29/2018 - 11/23/2018	9/4/2018	Brian Weaver
Central Student Council	A Give Back Night will be hosted at the Elkhart Hacienda. Proceeds will be used to provide prizes, drinks, snacks and decorations for the many school events they host.	10/3/2018	8/28/2018	Erin Cisneros
EACC Cosmetology	Students will sell Pink Hair Extensions for Breast Cancer Awareness. \$1.00 of each extension will go to student's SkillsUSA membership, \$1.00 will pay for cost of hair and \$3.00 will go to United Cancer Services of Elkhart County.	9/19/2018 - 10/17/2018	9/6/2018	Tracy Plank-Teegarden & Amy Stutzman
	Please note the following fundraiser is presented for confirmation only.			
Memorial Girls Basketball	A Port -a-Pit chicken sale was held. Proceeds will be used to purchase equipment and outside training.	8/21/2018	9/4/2018	Brent Curry

policy

**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

STUDENTS

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(includes suggestions made during the 8/28/18 BST meeting)

SEARCH AND SEIZURE

The Board recognizes its obligation to balance the privacy rights of its students with its responsibility to provide student, faculty, and authorized visitors with a safe, hygienic, and alcohol/drug-free learning environment.

In balancing these competing interests, the Board directs the Superintendent to utilize the following principles:

A. **School Property**

School facilities such as lockers and desks are school property provided for student use subject to the right of the Superintendent and his/her designee to enter the facility as needed and inspect all items in the facility searched. Students shall not have an expectation of privacy in any facility provided by the school and shall not be permitted to deny entry to a Corporation administrator by the use of a lock or other device.

B. **Student Person and Possession**

Prior to a search of a student's person and personal items in the student's immediate possession, consent of the student shall be sought by an administrator. If the student does not consent, such a search shall be permitted based only upon the administrator's own reasonable suspicion to believe the search will produce evidence of a violation of a law, school rule, or a condition that endangers the safety or health of the student or others. Searches of the person of a student shall be conducted and witnessed by a person of the same gender as the student and shall be conducted in a private place. The administrator responsible for conducting a search of a student's person shall, as soon as reasonably possible, attempt to notify the student's parent or guardian of the search by telephone, on the same day as the search. A searched student's parent or guardian shall be notified. A parent or guardian of a student who has been subjected to a search shall be mailed written notification of the search within twenty-four (24) hours if possible whenever the

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STUDENTS

*Proposed Revised 5771/page 2 of 4
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administration is unable to provide notification by telephone.

Searches, pursuant to this policy, shall also be permitted in all situations in which the student is under the jurisdiction of the Board as defined by I.C. 20-33-8-14.

Permission for a student to bring a vehicle on school property shall be conditioned upon consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of law, a school rule, or a condition that endangers the safety or health of the student driver or others. The student shall have no expectation of privacy in any vehicle or in the contents of any vehicle operated or parked on school property.

The Superintendent may request the assistance of a law enforcement agency in implementing any aspect of this policy. Whenever law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the Superintendent, the search shall be conducted by the law enforcement officers in accordance with the legal standards applicable to law enforcement officers and law enforcement agency policies.

C. Breath Test Instruments

Administrators are authorized to arrange for the use of breath-test instruments for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

D. Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs or devices such as bombs on school property under the conditions established in the Superintendent's administrative guidelines.

E. Use of Metal Detectors for a {Reasonable Suspicion} Search

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ELKHART COMMUNITY SCHOOLS**

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(includes suggestions made during the 8/28/18 BST meeting)

When the school administration has reasonable suspicion to believe weapons are in the possession of an identified student, the administration is authorized to use a mobile metal detector to search the student. Any search of a student's person as a result of the activation of the detector will be conducted in private and in accordance with the policy on personal searches. Only school personnel who have been trained in the usage of metal detectors, law enforcement officers assigned to the school corporation, or school resource officers shall operate the metal detectors under the direction of the administration.

F. Use of Metal Detectors for Random Checks (Administrative Search)

In view of the escalating school violence, the potential presence of weapons in our schools, and the school corporation's duty to maintain a safe learning environment, the Board of School Trustees authorizes the use of metal detectors to check a student's person or personal effects. Only school personnel who have been trained in the usage of metal detectors, law enforcement officers assigned to the school corporation, or school resource officers shall operate the metal detectors under the direction of the administration.

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner. Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

~~If a school official or a law enforcement officer has reasonable suspicion to believe a particular student is in possession of an illegal or unauthorized metal containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects.~~

Notice of the Board policy and procedures on the use of metal detectors will be sent to parents and students and posted on the websites of the school corporation and of each middle and high school.

The Superintendent shall develop procedures for implementing this

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(includes suggestions made during the 8/28/18 BST meeting)

policy. The metal detector checks will be done only in accordance with the provisions of the Board policy and procedures by school personnel or law enforcement officers under the supervision of the school administrator

Anything found in the course of a search or check pursuant to this policy which constitutes evidence of a violation of a law or a school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items of value shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The building administrator shall promptly record in writing the following information for each search pursuant to this policy:

- A. the information upon which the search was based
- B. the time, date, location, students, or places searched, and persons present
- C. a description of any item seized and its disposition
- D. the time and date of notice to the parent or guardian in the case of the search of the person of a student

The Superintendent shall prepare administrative guidelines to implement this policy.

I.C. 20-33-8-32
U.S. Constitution, 4th Amendment

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~~January 1, 2017~~ September 11, 2018

PERSONAL SEARCH

The principal, or another member of the school staff designated by the principal and acting at the direction of the principal, may search the person of a student who is on school property, or at a school-sponsored activity, if the staff member has reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating either the law or school rules. Searches of the person of a student shall be limited to:

1. Searches of the pockets of a student's clothing;
2. Searches of any object in the possession of the student, such as a purse, briefcase, bookbag, or similar object;
3. A "pat down" of the exterior of a student's clothing; and/or
4. Searches of outer garments, such as a hat, coat, jacket or footwear.

Searches of the person of a student which require removal of clothing other than outerwear such as a hat, coat, jacket or footwear shall not be conducted by school personnel.

In the event a student refuses to permit such a search, such refusal shall create a presumption, admissible in any suspension or expulsion proceeding, that the student has violated the school rule requiring that students submit to reasonable searches by authorized staff members, which violation shall be considered grounds for suspension or expulsion proceedings. Prior to the admission into evidence of any such presumption, the hearing officer or panel must hear evidence of reasonable cause and make a finding that reasonable cause for the search existed. If not rebutted to the satisfaction of the hearing officer or panel, the presumption shall be sufficient to support a suspension or expulsion recommendation.

Personal searches of a student shall be conducted in a manner which is consistent with a balancing of the student's expectation of privacy as against the school's obligation to discover and eliminate illegal and/or prohibited items, protect the health, safety and welfare of students and school personnel, and generally promote good school order and educational purposes. In deciding to make a personal search, and in determining the extent of such a search, factors taken into consideration may include the following:

1. The student's age, history and school record;
2. The prevalence and seriousness of the perceived problem in the school;
3. The perceived need for a search without delay;
4. The probative value and reliability of the information justifying the search;
and

5. The school official's prior experience with the student.

A "pat down" search conducted by school officials of the person of a student shall be done in a private room by an official of the same sex as the student being searched. At least one, but not more than three, additional adults of the same sex as the student being searched shall witness, but not participate in, the search. The administrator responsible for conducting the search shall, as soon as reasonably possible, attempt to notify the student's parent or guardian of the search by telephone, on the same day as the search. A parent or guardian of a student who has been subjected to a search shall be mailed a written notification of the search within twenty-four (24) hours whenever the administration is unable to provide notification by telephone. ~~The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.~~—NOTE: The requirements described in this paragraph do not apply to searches of objects in the student's possession such as book bags or purses nor shall they apply to searches of coats, hats, footwear and other outer garments.

The student shall be given the opportunity to be present during a search of property or objects in his or her immediate possession.

When items are seized or confiscated as a result of the search of a student's person or of objects in the possession of a student, each item seized shall be identified (tagged) and not co-mingled with any other items. A receipt shall be issued to the student or lawful custodian of the student from whom the items were seized.

USE OF METAL DETECTORS -- PROCEDURES

The following procedures for the use of metal detectors in the schools are developed pursuant to Board policy on the Use of Metal Detectors. The Superintendent may modify or expand these procedures in any manner consistent with the Board's policy.

A notice will be posted in a central location at each middle and high school stating weapons are not permitted at school and students may be required to submit to a metal detector check. In addition, the metal detector policy and these procedures will be included in the student handbooks for each middle and high school. Notice of the Board policy and procedures on the use of metal detectors will be sent to parents and students of each middle and high school on a regular basis throughout the school year. A notice must be sent out before the beginning of school and at least once per semester during the school year. The superintendent will determine the specific dates when the notice will be sent out throughout the school year.

Metal Detector Random Checks

- A. A principal, with the approval of the Superintendent, may decide to conduct a random metal detector check on all students before entering the school at the beginning of the school day, or he or she may select a group of students to be checked at random on a neutral, nondiscriminatory basis. The group selected for a random check may be a classroom(s), a bus(es), or any other group of students determined by the principal in accordance with these procedures and

board policy. Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

B. Before conducting ~~the~~ a random metal detector checks, the participating administrator or law enforcement officer ("officer") will explain the scanning process to students, emphasizing the checks are intended to maintain safe schools.

C. An administrator or officer will escort each student with his or her personal effects into a designated area to proceed with the metal detector check. An adult will closely observe students to make sure no objects are removed from pockets or personal effects.

D. The administrator or officer will ask the student to remove all metal-containing objects from his or her clothing and personal effects. The administrator or officer will then scan the student without touching his or her body and scan the outside of the student's personal effects. The metal detector scan of the student's person will be done by an adult who is the same sex as the student. If the student refuses to cooperate, the administrator or officer may proceed with the check in the presence of another adult.

E. If the metal detector is activated during the scanning of the student's effects, the administrator or officer will ask the student to open the bag, purse, etc., and the officer will proceed to look for weapons. If the metal detector is activated during the scanning of the student's person, the student will be given a second opportunity to remove any metal-containing object from his person. A second scan will be conducted and if the metal detector is activated again, an administrator or officer of the same sex will conduct a pat-down search of the student's outer clothing in the area where the metal detector was activated. The pat-down search will be done in a private room or area and in the presence of an adult witness, when feasible. If the administrator or officer feels an object on the student's person, the student will be given an opportunity to remove the object. If he or she refuses, the administrator or officer will remove the object from the student in the presence of an adult witness of the same sex.

Metal Detector ~~Checks~~ Search of Individual Students

Before conducting a metal detector ~~check~~ search of an individual student, the administrator or officer must have individualized reasonable suspicion the student is in possession of an illegal or unauthorized metal-containing object or weapon. The provisions of the Board policy regarding personal searches and the use of metal detectors shall be followed under these circumstances.

If a properly conducted search yields a weapon or any other illegal material, it shall be turned over to the proper legal authorities for disposition.

~~NOTE: The use of metal detectors or similar devices to scan objects in the possession of a student is not considered to be a personal search and is not subject to this regulation.~~

| ~~May, 1994~~ September 11, 2018

policy

**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

PERSONNEL
Proposed Revised 3141.01A/page 1 of 2

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS (ADMINISTRATORS)

Section 1. Notification of Dismissal

An administrator will be notified in writing on or before May 1 of each year if such administrator's contract is not to be renewed for the following year, or if his or her salary is to be reduced. An assistant superintendent, principal, or assistant principal shall be informed of consideration of non-renewal of his or her contract at least thirty (30) days prior to ~~February~~ March 1. Any administrator not so notified on or before the above date will be given a contract of at least an equivalent salary as such administrator's employment contract stipulates.

Section 2. Grounds for Dismissal

An administrator may have his or her contract cancelled or non-renewed as provided by law.

Section 3. Change in Assignment

- A. An administrator will be notified in writing on or before May 1 of each year of any substantial change in assignment.
- B. An administrator who is reassigned to a classroom teaching position shall be entitled to advanced salary credit status and an allowance equal to that provided for certified staff members with master's degrees for each six semester hours of graduate credit outside the master's degree program up to a maximum of 66 semester hours. Said determination for advanced credit status shall be approved by the Superintendent of Schools at the time of reassignment.

Section 4. Grant of Authority to Suspend

The Superintendent shall have the specific authority to suspend any classified or certified employee from duty, with or without pay; provided, that if such suspension is of a certified employee, and is one without pay, the Superintendent shall notify the Board of School trustees at the next regularly scheduled public meeting and submit said suspension to the Board for ratification.

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**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

PERSONNEL
Proposed Revised 3141.01A/page 2 of 2

Section 5. Causes for Suspension

Suspension, with or without pay, of any administrator may be put into effect by the Superintendent or designee for incompetency, insubordination, neglect of duty, immorality, or any other cause which the Superintendent or designee determines to be a proper cause.

Section 6. Administrative Leave

The Superintendent, or his/her designee, shall have the authority to place an administrator on administrative leave with pay pending an investigation into possible misconduct. The Board of School Trustees shall receive timely notification of such action from the Superintendent, or his/her designee; who shall seek confirmation of the action taken, at the next regularly scheduled board meeting.

Section 7. Other Discipline

Any administrative employee may be disciplined by the Superintendent or an administrative supervisor. Progressive discipline shall normally be used as follows:

1. discussion/counseling,
2. written notice,
3. suspension,
4. recommended contract cancellation/non-renewal, or dismissal.

However the employer may use alternative disciplinary measures at any step including suspension and dismissal, as the employer deems appropriate.

| ~~January 1, 2017~~ **September 11, 2018**

policy

BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS

PROFESSIONAL STAFF
Proposed Revised 3220.01/page 1 of 2

TEACHER APPRECIATION GRANTS

The Board of School Trustees adopts this policy for the purpose of determining the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September ~~15th of each year~~14, 2018.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. rated as Effective or Highly Effective on their most recent performance evaluation; and
- C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

policy

**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

PROFESSIONAL STAFF
Proposed Revised 3220.01/page 2 of 2

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

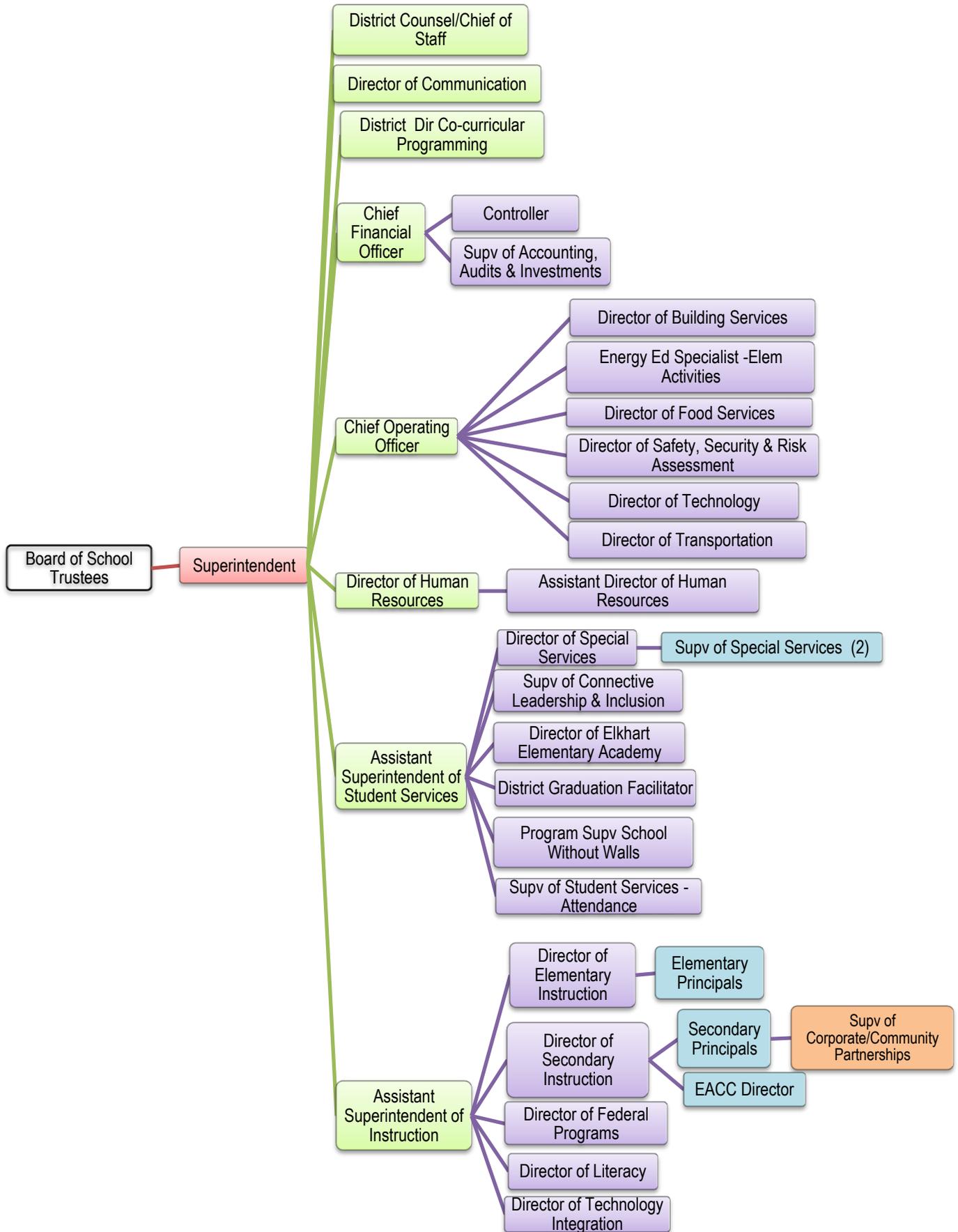
This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-43-10-3.5

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| ~~September 12, 2017~~ September 11, 2018

Proposed Revised Administrative Regulation





ELKHART
COMMUNITY SCHOOLS

Teacher Appraisal Plan

Initial Implementation

2017 – 2018

Revised

2018-2019

I.O Intent/ Philosophy/Beliefs

The Elkhart Promise from the Elkhart Community Schools (ECS) Strategic Plan: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.

Goal Two of the ECS Strategic Plan: Ensure a Highly Effective Staff

ECS will create and maintain a climate and a culture which attracts and retains highly effective staff members by: (1) Instituting measures that improve workplace climate and culture; (2) Strengthening recruitment and retention of staff; and (3) Strengthening professional development and evaluation.

Action Steps from the ECS Strategic Plan: (a) Create an evaluation system designed to improve staff performance; (b) Research and implement effective teaching strategies, efficient curriculum formats and digital content applications for all subjects; and (c) Institute a professional development program for all certified and classified staff.

Belief Statement from the Instructional Leadership Department:

We are responsible for the learning and well- being of all students.

Vision Statement Established by the ECS Evaluation Committee:

Better Ourselves to Better Our Students

Priorities for the appraisal system established by the ECS Evaluation Committee:

- Must produce high quality learning experiences for our students
- Must maximize the continuous professional development of teachers
- Must be research-based and promote consistent comparisons across the district
- Must encourage professional collaboration toward common goals
- Must produce scores that differentiate levels of teacher effectiveness
- Must use clear language and offer helpful exemplars for each level of performance
- Must use the highest quality student outcome data available
- Must permit the submission of artifacts by the teacher
- Must provide measures that are relevant to all teaching assignments
- Must reinforce ongoing dialogue, self-reflection, and improvement
- Must allow for differentiated requirements based on teacher need
- Must acknowledge the complexity of the learning environment and the students
- Must be logical, reasonable, transparent, and motivating

“The purpose of the teacher evaluation is to accelerate professional growth and development that leads to instructional improvement and greater success for students. It is not to create anxiety and concerns about job security among our valuable teachers.”

Elkhart Community Schools Teacher Appraisal Plan

2.0 Strategic Communication Plan

2.1 Communication Structures

The process of recreating this plan began in the fall of 2015 with the reestablishment of the ECS Evaluation Committee made up of equal numbers of administrators and teachers. The teacher representation from the Elkhart Teachers Association (ETA) meets the percent distribution required in IC 20-29-5-7. The following individuals have participated in this process at varying degrees since that time:

Chelli Allen	1 st Grade Teacher, Osolo Elementary
Deb Bachman	2 nd Grade Teacher, Osolo Elementary
Lisa Baugh	3 rd Grade Teacher, Monger Elementary
LaTosha, Andrews-Bonds	Assistant Principal, previously ELA Teacher, EMHS
Kim Boynton	Director of Professional Growth (Facilitator)
Mike Clemons	5 th Grade Teacher, Beardsley
Barb Cripe	Principal, Riverview Elementary
Kevin Dean	Principal, Feeser Elementary
Rod Donigan	Business Teacher, Elkhart Memorial High School
Charlene Flowers	Special Education, Early Childhood
Stephanie Grimes	5 th Grade Teacher, Cleveland
Jenny Hinman	Assistant Principal, Bristol Elementary
Alex Holtz	ETA President, Math Department Chair, Elkhart Memorial High School
Sara Jackowiak	Principal, North Side Middle School
Stephanie Kimmerly	Academic Dean, Eastwood
Dr. Dawn McGrath	Deputy Superintendent (Facilitator)
Wes Molyneaux	Director of Technology Integration
Josh Nice	Principal, Daly Elementary
Jessica Ramirez	Special Education, North Side Middle School
Lisa Regan	Interventionist, Daly Elementary
Chris Scalise	Assistant Principal, Beardsley
Frank Serge	Principal, Central High School
Skip Smeltzer	Assistant Principal, Elkhart Memorial High School
Jaime Stith	Auto Services Instructor, Elkhart Area Career Center
Doug Thorne	District Counsel/Chief of Staff (Consultant)
Jennifer Wakeman	Instructional Strategist, Woodland Elementary
Kris Weimer	Music Teacher, Pinewood
Kurt Weimer	Band Director, Elkhart Memorial High School/West Side Middle School

The district contracted with [INTASS](#) (Indiana Teacher Appraisal and Support System) and in so doing, received ongoing support and meeting facilitation from [Dr. Sandi Cole](#), Director of the Center on Education and Lifelong Learning (CELL) at IU Bloomington and [Dr. Hardy Murphy](#), Executive Director of the Indiana Urban Schools Association and Research Scientist at CELL and the IUPUI School of Education. Through this relationship, ECS representatives have regularly attended INTASS Consortium meetings in Indianapolis and have reported to ECS information regarding happenings at the state level.

Elkhart Community Schools Teacher Appraisal Plan

This document has been created as a living document of the processes and provide an ongoing reference to communicate all of the components of the ECS Evaluation Plan. In addition, the following communication structures are in place:

Communication District-wide: Informational videos will be created at each step of the process, beginning with [the first one](#) created February 2017. A subcommittee has been established to oversee ongoing communication through multiple media formats. Examples of notable teacher accomplishments will be featured in the weekly district newsletter.

Communication with Building Administrators: Administrative representatives of the ECS Evaluation Committee have been reporting out monthly at the district-wide administrative meetings during the 2016-17 school year and will continue to do so as a standing agenda item at the monthly meetings.

Communication with Teachers: The draft copy of the plan was presented at district level discussion with the ETA on March 20, 2017, and again on April 17, 2017. The team scheduled outreach meetings for all buildings to be sure that the details of the plan are understood at each building. A survey of support will be conducted prior to May 17th when the voting by the certified staff will be closed. Once reviewed by the Board of School Trustees prior to the end of June 2017, the plan will be distributed to all teachers as a link on the ECS website. Additionally the plan will become a component of the handbook. Each year, an evaluation meeting will be held within the first month of school at each building involving all stakeholders. Teachers will regularly receive information from the ECS Evaluation Committee regarding ongoing priorities and training opportunities. Buildings will submit feedback from subsequent conversations through their principals and ETA representatives. At the secondary level, department chairs will engage in discussions on best practice. A calendar of professional development events will be provided to all.

Communication with New Teachers: New teachers will receive initial training and ongoing support in learning the expectations for performance and the processes associated with the appraisal system.

Communication with the Community: The proposed Teacher Appraisal System design was introduced to the Board of School Trustees at the work session on March 28, 2017. The document will be posted on the website with a link for input from the community. An explanation, pursuant to I.C. 20-28-11.5-4, of the finalized plan will be provided to the Board May 23, 2017 and during the month of June. Following the review of the plan by the Board of School Trustees, this plan will be submitted to the IDOE by the July 1, 2017 deadline. Subsequent adjustments in the plan will be made electronically and included in ongoing communications.

2.2 Processes for Stakeholder Feedback

Continuous Feedback: Once the plan is adopted, a standing committee that includes an administrative and teacher representative from each building will meet quarterly to check the benchmarks of the plan, evaluate the fidelity of implementation, and make recommendations for improvements. Annual stakeholder events will be held where parents and community members are welcomed to attend and give feedback.

Evaluator Calibration: After the first year of implementation and every subsequent year, the evaluation data will be aggregated by buildings and presented internally to inform adjustments to professional development and administrative support.

3.0 Legislative Components

IC 20-28-11.5-4 (c)(1): All employees in positions that require a teaching license from the Indiana Department of Education (IDOE) will be evaluated annually through the use of this system. This includes the superintendent, district administrators, building administrators, classroom teachers, academic and professional coaches, interventionists, psychologists, counselors, speech language pathologists and other specialized certified staff.

The Board of School Trustees reviews the Superintendent's performance quarterly during an executive session of the Board. Annually, the Board prepares a written evaluation of the Superintendent's performance. The Board and the Superintendent jointly develop annual performance standards/goals for the Superintendent. These goals are written as a resolution to be approved by the Board in its regular course of business.

District and building administrators are evaluated annually by the Superintendent or a designee. Evaluations of these administrators include the development of performance goals based upon student performance data.

IC 20-28-11.5-4 (c)(2): Student achievement and growth significantly informs the final evaluation rating in that it makes up 35% of the evaluation as explained in section 5.0.

IC 20-28-11.5-4 (c)(2)(A), 511 IAC 10-6-4(b)(1): Individual Growth Measures (IGM) are used as the primary measure of student learning for individual teachers of grades 4 – 8. IREAD results are required for teachers of grade 3. Mandatory state assessments that produce results other than IGMs for grades 4 – 8 are incorporated in school grades which may be identified in the school goal component of the summative rating. The requirement of incorporating mandatory state assessments as one component of the student learning measure is met by these conditions as explained in section 5.0 and 7.0.

IC 20-28-11.5-4 (c)(2)(B)&(C), 511 IAC 10-6-4(b)(2)&(3): Where a state assessment does not exist, an assessment developed or procured by the corporation that is used for common grades or subjects shall be used as a measure of student learning. All educators will have student assessment data tied to final evaluation ratings as explained in section 7.0.

IC 20-28-11.5-4 (c)(3): The Danielson rubric has been identified for use in observing all certified staff. This rubric provides detailed descriptions of each indicator in four domains as explained in section 4.1.

IC 20-28-11.5-4 (c)(4), 511 IAC 10-6-2(c): The summative scoring process yields placement into the four required performance categories as explained in section 4.3 and 9.0.

IC 20-28-11.5-4 (c)(6), 511 IAC 10-6-4(c): The process of identifying negative impact in the summative rating has been defined as 90% or more of students failing to show achievement or progress. If the teacher's other summative data yield a summative rating score in the Effective or Highly Effective range, the summative score would then be adjusted to Needs Improvement.

IC 20-28-11.5-4 (c)(4): There is a process for scoring student learning measures that uses a percentage weighting system for all components and produces a summative score that places teachers into one of the four performance categories as explained in section 5.0.

IC 20-28-11.5-4 (c)(5), 511 IAC 10-6-5: A process and timeline for delivering feedback on evaluations has been defined. Evaluations have been linked to professional development as explained in section 4.3,6.

Elkhart Community Schools Teacher Appraisal Plan

IC 20-28-11.5-4 (e)(1,2): This written evaluation plan will be explained to the Board of School Trustees in a public meeting each spring. This plan has been developed with representatives of the Elkhart Teachers' Association (ETA) and will be presented to them in final form by the Superintendent's team prior to the presentation to the Board.

IC 20-28-11.5-5(b), 511 IAC 10-6-3: All evaluators will receive ongoing training as explained in section 11.0. Only trained individuals with administrative licenses will be permitted to evaluate teachers. Building principals are ultimately responsible for creating the summative annual report and assuring the occurrence of the annual evaluation meeting. The district has incorporated mechanisms to assess evaluator's improvement in collecting and using evidence and ensures that evaluators will receive ongoing evaluator training as explained in section 4.6 and 4.7

IC 20-28-11.5-6(a): Ongoing feedback is provided to teachers within five (5) business days of an observation through the employee's access to the Standard for Success (SFS) software system. Employees may request a conference with their evaluator to review the results. Completed summative evaluations are delivered to employees within seven (7) business days from the completion of the evaluation following the receipt of scores from the state as explained in section 4.3

IC 20-28-11.5-6(b): Teachers who receive a final evaluation of ineffective or improvement necessary will be assigned a remediation plan at the time of the evaluation conference. The plan will include how employee license renewal credits and/or professional growth points (PGPs) will be incorporated into the action plan as explained in section 11.0

IC 20-28-11.5-6(c): Any teacher rated as ineffective may request a conference with the Superintendent as explained in section 4.3

IC 20-28-11.5-7(c)&(d): Prior to the end of the school year, Human Resources will prepare a report for each building principal listing any employee rated as ineffective in the past three years. Building principals will be intentional in avoiding situations where a student will be assigned to a series of teachers with ratings of ineffective. If the assignment to an ineffective teacher for a third year is unavoidable, the Building Principal will be provided assistance from the Human Resources Department on informing parents in writing.

4.0 Processes for Classroom Observations/Walkthroughs
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4.1 High Quality Rubric

By consensus of the ECS Evaluation Committee, the Danielson rubric is recommended for adoption. This rubric is structured into the following four domains:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

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4.2 Evaluators

By August of each year, the superintendent will approve the assignment of every certified employee in the district to a primary evaluator and in some cases, one or more additional qualified evaluators.

Administrators, Assistant Administrators, and Academic Deans with administrative licensure may serve as evaluators in the process. Academic Deans without licensure should not participate in walkthroughs and evaluations, nor in the gathering of evidence. Academic Deans with administrative licensure may participate in evaluations once trained and in consultation with the principal.

Certified employees who have an ongoing rating of Needs Improvement or Ineffective are to be evaluated only by Administrators.

4.3 Observation and Timeline Procedures

All certified employees of ECS are required to be evaluated on an annual basis pursuant to the procedures of this staff performance evaluation plan. Certified employees providing direct instruction to students are to receive the following during each evaluation cycle:

Walkthroughs

Evaluators are required to complete a minimum of one walkthrough each semester for each teacher who the administrator is expected to evaluate. Employees who were found to be highly effective on the past two annual evaluations may elect to reduce this number to one walkthrough for the year.

A walkthrough should last at least five minutes and involve the collection of evidence related to the Danielson rubric as provided within the Standard For Success (SFS) software system. Only those indicators relevant to what was observed, strong or weak, need be indicated.

With SFS, each employee receives notice whenever his/her SFS account changes. A copy of the walkthrough report should be available with SFS for the teacher within five (5) working days following the walkthrough.

Both the evaluator and the employee receiving the walkthrough may request a conference to discuss the content of the walkthrough report. However, a post walkthrough conference is not a requirement of this plan.

Formal Observations

Each employee must receive at least one formal observation each semester from the employee's evaluator. Employees who were found to be highly effective on the past two annual evaluations may elect to reduce this number to one observation and one walkthrough for the year. During the transition to this system, this option will include designations from the previous evaluation system.

An observation should last at least 30 minutes and involve the collection of evidence related to the Danielson rubric as provided in the Standard For Success (SFS) software system.

Each employee receives notice whenever his/her SFS account changes. A copy of the formal observation should be available with SFS for the teacher within five (5) working days following the observation.

The evaluator must offer, within five (5) working days following the observation, to schedule a conference with the employee following the observation to discuss the content of the observation. This

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conference must take place within five (5) working days following the receipt of the request to schedule a conference.

Summative Performance Rating

The summative performance rating includes a review of all of the components measured by the evaluation rubric. Within the timeframe of a school year, all indicators must have at least one rating. This includes performance data collected during walkthroughs and observations and artifacts submitted by the teacher. Considering the patterns of evidence collected for each indicator over the course of the year, the evaluator will use his/her judgment to assign a final score for each domain on the rubric. The software will multiply the ratings by the weights associated with the domains and produce a score for the portion of the evaluation associated with the rubric score.

Final Annual Evaluation

The SFS software combines the final rubric score with outcome measures to determine a final effectiveness rating that places each employee in one of four categories: (1) Highly effective; (2) Effective; (3) Improvement Necessary; and (4) Ineffective. State regulations only require using these designations when reporting this as final data. The categorical terminology is not associated to feedback prior to the final evaluation.

All certified employees must receive a written final evaluation from the employee's evaluator at the conclusion of each school year and must participate in a final conference. The final conference may include conversation and negotiating regarding the final rating, which can be adjusted by the administrator. This meeting must take place prior to the last contracted day for the employee.

The placement in one of the four categories is dependent on having all of the components of the evaluation completed. In the event that there is a delay in receiving assessment results from the state, the final conference will include all components except for those dependent on this data. If the results arrive while staff is off contract, the meeting will be held at a mutually agreeable time once the calculations are complete.

A teacher who receives a summative rating of ineffective is entitled to a private conference with the superintendent or superintendent's designee. A request for this meeting must be filed in writing no later than five (5) days after receiving notice of receiving a rating of ineffective. The meeting will be scheduled within ten (10) days of receipt of the letter.

4.4 Evidence

Evidence includes observation notes, discussion points, student data, and artifacts. Evidence should be relevant and associated with appropriate rubric indicators and should be considered by the evaluator in determining the rubric scores.

During the first month of school, each employee shall prepare Student Learning Objectives (SLOs) for review and approval by their evaluator to be treated as evidence for conference discussions and be included in calculations of the final score. The identification of assessment data shall meet the requirements established by the Indiana General Assembly and the State Board of Education.

Artifacts may be presented and reviewed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development

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documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature). Evidence related to specific areas of teaching such as counseling, art, music, physical education, instructional coaches, etc. may be developed and used to provide feedback on teachers' performance.

4.5 Conferences between evaluators and employees

All conferences will be documented in the software as a conference record or artifact. The timeline for when conferences should occur is offered in section 6.0.

Initial Conferences

During the first two weeks of school, each employee shall receive information on how to identify student outcome measures, also called Student Learning Objectives (SLOs). Within the first month of school, each employee will prepare a proposal identifying the SLO plan and target achievement or progress scores relevant to the assessment instruments.

The identification of assessment data shall meet the requirements established by the Indiana General Assembly and the State Board of Education. Primary evaluators will schedule meetings with each employee to review SLO proposals and establish student learning goals for the upcoming year. This student data will be treated as evidence for conference discussions throughout the year and be included in calculations of the final score. The SLO plan will be determined by October 1st of each year. The principal has the authority to adjust the SLO plan in cases where there are significant events during the school year which impact the fairness or validity of the established goal.

Post Conferences

As noted before, teachers will receive notice that copies of reports are available in SFS. Observations should be made available to the employee within five (5) working days of the observation. The evaluator must offer to schedule a post observation conference within five (5) working days following the observation. Post observation conference meetings will be held within five (5) working days following a meeting request. A conference to discuss the final summative rating must be held within seven (7) working days following the calculation of a final summative rating.

4.6 Evaluator Training

Education and Initial Implementation

Spring 2017: Teachers will be provided with information about the approved teacher evaluation system utilizing videos, FAQs, and additional resources aligning to the evaluation plan and implementation.

Summer 2017: All evaluators who will conduct teacher evaluations will participate in mandatory two-day training with monthly blended learning follow-up sessions during the school year to support evaluator professional growth and implementation with fidelity.

Monthly Professional Growth Opportunities for Evaluators will include:

- In depth study of the Danielson rubric, 4 domains, and components of each domain
- Practice with exemplars of strong, effective, and highly effective instruction

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- Goal setting and alignment of evidence to a rating
- Holding an effective conference to support professional growth
- Available educational resources to support teacher professional growth and development

Sustainability and Fidelity

Ongoing: Summer professional development each year to support sustained fidelity related to the teacher evaluation system. Coaching opportunities will be established as well which do not produce official ratings.

Director of Data and Assessment will conduct three trainings per year to support data analysis related to instructional practice.

All evaluators are expected to provide recommendations for improvement on both walkthroughs and observations whenever an individual proficiency is marked as improvement necessary or ineffective. These recommendations must be documented in the system. These recommendations may include (1) a simple suggestion; (2) a plan for the teacher to observe an instructor in other classroom or another building; (3) the identification of a training video to be watched; (4) the assignment to a classroom management consultant; or (5) the requirement to attend a particular professional development activity.

Administrators will be scheduled to evaluate teachers from other buildings as part of the training process. These evaluations will serve as a learning tool rather than as an official score.

4.7 Fidelity of Implementation

During the summer of 2017 and every summer following, the district office will prepare a summary of the number of trained evaluators projected to be in place at each location and an estimate of their capacity. This will include time required by primary evaluator per teacher, time to prepare/review SLO proposals, time to collect performance data, and time to conduct conferences. Based on this information, adjustments will be made to assure feasibility of the process.

Once ratings are complete each year, data from each school will be gathered and analyzed to identify trends and engage in the continual improvement of the evaluation plan. Concurrent ratings produced by evaluator partners will be calibrated periodically throughout the year as a source of analytics to advance the inter-rater reliability.

4.8 Meaningful Dialogue and Feedback

Reflecting on the purpose of this system, the most important function is the meaningful dialogue and feedback involved in the process of improving professional practice. As evaluators use the rubric to associate objective scores to subjective events, it is expected that evaluators will cite evidence and supply clear explanations in the comments section.

The SFS system allows for teachers to enter information as well. Teachers may provide artifacts to support ratings and may request additional conferences for the purpose of continuing the dialogue and sharing information not necessarily captured in the formal evaluation process.

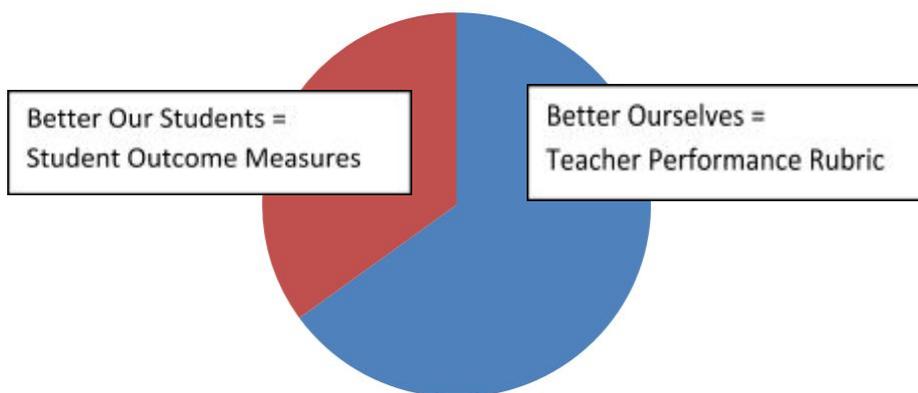
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Self-evaluations and student/family input are additional valuable tools to establishing a framework for the conversations. These types of evaluations are not a mandatory component of this process but are encouraged to enhance conversations with their evaluators.

5.0 Weights and Measures

The philosophy and beliefs established by the ECS Evaluation Committee gives us a strong rationale for a thoughtful system of weighted measures:

Better Ourselves to Better our Students



Better our Students		Better Ourselves	
Student Outcomes	Percent	Danielson’s Domains	Percent
Primary Measure	11%	1: Planning and Preparation	10%
Secondary Measure	9%	2: Classroom Environment	20%
Division Goal (Grade/Subject)	8%	3: Instruction	25%
School Goal	7%	4: Professional Responsibilities	10%
TOTAL	35%	TOTAL	65%

Please see section 10 regarding how this plan can be adapted based on any latitude granted by the State to alter the weight of the state testing requirements as figured into the primary measure.

Student Outcomes

Please see section 7.0 for the identification of specific student outcome measures, updated 9/15/17.

Primary Measure: As required by state law and the administrative code, Individualized Growth Measure (IGM) data from the state must be used in the evaluation of teachers in grades 4 - 8 at a proportion that is greater than any other student outcome data. Similarly, since IREAD is required by the state, IREAD results are required for teachers of grade 3. If teachers teach multiple courses, like Biology and general science, they may pick the subject on which they would like to focus. Teachers with assignments that are not aligned to required tests will be required to use instruments that offer the greatest validity given the circumstances of the subject. Additionally, it is always an option for a teacher to select ISTEP or some other team-based goal even if the test does not measure the actual standards of the course that they teach. (For example, a PE teacher may choose ISTEP as their measure.)

Secondary Measure: A secondary measure gives another way to represent the impact of a teacher on the performance of their students. In cases where student performance measures are less traditional,

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the teacher may determine that a single measure could be used to represent the primary and secondary measures combined at the rate of 20%. If there are multiple options in the primary SLO, it is an assumption that the primary that is not chosen could be used as the secondary choice even if it is not listed in that column.

Division Goal (Grade/Subject): This goal will represent the effectiveness of a particular team. In elementary, this would likely be a grade level Professional Learning Community (PLC). In middle and high school, it may be the department, the interdisciplinary PLC, the “pathway” staff, or some other reasonable collaborative group of professionals. These groupings will be determined by the principal with input from the teaching staff. The goals selected for these groups will apply to all in the group.

It is projected that every teacher reasonably belongs to a division team. However, should the teacher and administrator agree that a division team is unworkable due to very specialized teaching assignments that conceptually do not function in an interrelated manner, the percentage allocated for the division goal may be added to the primary measure for a total of 19% or a new secondary goal may be created.

School Goal: This goal will represent the effectiveness of the entire school program and will be determined by the School Improvement Plan (SIP) team or a similar building leadership team made up of at least as many teachers as administrators. A school goal may be associated with the school accountability grade, a school-wide pass rate on a valid test, graduation rate, or some metric that represents substantively the focus of the school programming strongly aligned with the strategic plan.

The recommendations of the Evaluation Oversight Committee were accepted September 15, 2017.

Revisions have been added to the chart in 7.0. These include giving the authority to the teacher to have the final say in their primary and secondary student outcomes. It should be noted that the evaluator maintains the authority to use goal setting practices as evidence in evaluating the teacher through the Danielson rubric. These are examples of ways goal setting may be evaluated based on that evidence:

1b Demonstrating Knowledge of Students: The primary/secondary student outcomes promote the belief that all students are capable of high achievement.

1c Setting Instructional Outcomes: The teacher established instructional outcomes that take into account individualized student needs.

3a Communication with Students: The teacher assures that high achievement is accessible to all students.

4a Reflecting on Teaching: The teacher uses past reflections on student outcomes to plan for high student achievement as evidenced in their primary/secondary goals.

4d Participating in a Professional Learning Community: The student outcomes were set in alignment with the high expectations promoted by their PLC.

4e Growing and Developing Professionally: The teacher seeks and integrates feedback from supervisor and colleagues.

4f Showing Professionalism: The teacher ensures that all students, particularly those traditionally underserved, are considered in setting their goals.

Danielson Rubric

It was determined that the most important domain represented in the rubric involves the indicators that measure instruction. Therefore, this domain was given a weight of 25%. The classroom environment was also considered to be fundamental in impacting all other aspects of the evaluation and was therefore weighted at 20%. The remaining domains were considered important at 10% each but were seen as areas that would manifest in the instruction and environment domains as well as in the interdependent cycle of student outcomes and therefore did not require the same statistical emphasis as the second and third domains of the Danielson Rubric.

6.0 Timelines/Protocols

The adoption of the plan revised from the 2012 version included the following events:

November 19, 2015: The Indiana Department of Education visited with the leadership team to identify areas of improvement needed based on a review of the Evaluation Plan and onsite monitoring.

Fall 2015 - An INTASS Committee was established the fall of 2015 and met on the following full days to develop the components of the plan:

December 3, 2015: Planning Meeting

March 24, 2016: Kick-Off Training, Analysis of Current Structure/Action Plan priorities

November 15, 2016: Core Values, Belief Statement, Purpose

February 14, 2017: Communication Plan

March 14, 2017: Rubric Decision, Assessments by Assignment

April 11, 2017: Weights and Protocol, Review of Entire Draft of Plan

February 21, 2017 - A subgroup of administrator and teacher representation from the larger INTASS group participated in software vendor review. A rubric of selection criteria was completed by each participant to provide input for informing the recommendation of using SFS to manage the process.

April 13, 2017 - All committee members received [this link](#) to the draft Evaluation Plan to insert comments in the relevant sections in preparation for finalizing the draft.

April 17, 2017 - The PRG (Professional Relations Group or district discussion group with the ETA) met at to discuss any last minute comments that need attention prior to finalizing the plan.

April 18, 2017 - The Communications Subcommittee planned for the widespread distribution of the plan.

April 19, 2017 - The communications was discussed at the Building Administrative meeting.

May 3, 2017 - Support was offered to schools that did not have representatives working on the INTASS committee.

May 10th - Plan was explained at the early release meetings in each building and the voting was initiated.

May 17th - Voting closed - 92.6% approval by certified staff

May 23rd - The final plan was shared with the Board.

July 1st - Plan submitted to the IDOE

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Timelines and Protocols going forward:

- ✓ Every August:
 - District office produces a document to align every employee to one or more evaluator
 - District office will prepare a summary of the number of trained evaluators projected to be in place at each location and an estimate of their capacity.
- ✓ First two weeks of school year: Employees shall receive information on how to identify student outcome measures, also called Student Learning Objectives (SLOs).
- ✓ First month of the school year: Each employee shall prepare Student Learning Objectives for review and approval by their evaluator.
- ✓ Before October 1st: Each primary evaluator will schedule meetings including each employee to review SLO proposals and establish student learning goals for the upcoming year.
- ✓ October 1: SLO plans will determined for that school year.
- ✓ Within five (5) working days of an observation or walk through: Ratings must be available in SFS and a conference must take place.
- ✓ At the conclusion of each school year, prior to last contracted days of employee: All certified employees must receive a written final evaluation from the employee's evaluator and must participate in a final conference. Exceptions apply if data is late from state.
- ✓ After receiving a summative rating of ineffective: request for a private conference with superintendent must be filed no later than five (5) days following receipt and the meeting will be scheduled within ten (10) days of the request.
- ✓ Not more than 90 days in length: remediation plan

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7.0 System for Measuring Student Learning

Grades	Area	Primary Measure	Suggested Secondary Measure Choices
Pre-K	SPED	ISTAR-KR	CBM, Behavior Data, VB Mapp data, NMC (no mode of communication), Communication Plan data, Specific indicator on ISTAR-KR
K-2	GenEd/SPED/ Interventionist	NWEA	DIBELS, F-P Benchmark, CBM, IXL, Moby Max, MyON, SRI, System 44, Read 180, Wilson, CBM, Read Well, Behavior Data
K-2	ENL	Access	DIBELS, NWEA, SRI, CBM, F-P Benchmark, IXL, Moby Max, MyON, High ability for all, Readwell, System 44, Read 180, Wilson, CBM, Read Well, Behavior Data
K-5	Art, Music	District Assessment, Individualized Pre-Test/Post-Test	NWEA, ISTEP, district assessments, performance tests, district assessments, ISSMA Organizational rubric for music
K-5	PE/Health	Growth or achievement in physical fitness	Growth or achievement in physical fitness
K-6	SPED - Intense Interventions	ISTAR	CBM, Behavior Data, VB Mapp data, NMC (no mode of communication), Communication Plan data, Specific indicator on ISTAR-KR
3	GenEd/ENL/ Sped	IREAD	ISTEP, NWEA, ACCESS, SRI, CBM, F-P Benchmark, IXL, DIBELS, Moby Max, MyON, System 44, Wilson, Read Well, Failure Free Reading
4-6	Gen Ed/ Sped/ENL/ Interventionist	ISTEP	Access, DIBELS, NWEA, SRI, CBM, F-P Benchmark, IXL, Moby Max, MyON, Star Math, Wilson, Read Well, Failure Free Reading, Behavior Data
6	Art/PCC/Business	District Assessment	ISTEP, NWEA
6	Music	District Assessment	ISSMA Organizational rubric, NWEA, ISTEP, district assessments, performance tests
6-8	Counselors	ISTEP Growth (IGM)	NWEA, SRI, Division/School Goal
9-12	Counselors	Graduation Rate or Division/School Goal	Participation rate in SAT, ACT, Post Secondary Education, WEC, Core 40 or Technical Honors
6-8	ENL	ISTEP	Access, NWEA, Access, Classroom Tests, Skills Navigator
6-8	Language Arts	ISTEP LA	NWEA, CBM (Window Tests), SRI, Skills Navigator, Classroom Assessments
6-8	Math	ISTEP Math	NWEA, CBM (Window Tests), IXL, Classroom Assessments

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6-8	Reading	ISTEP E/LA	NWEA, SRI, Classroom Assessments, Skills Navigator
6-8	SPED - Intense Interventions	ISTEP, ISTAR	NWEA, SRI, Skills Navigator, Unique Learning, IXL
6-8	Computer	ISTEP	Classroom Assessments, NWEA
6-8	PE/Health	Growth or achievement in physical fitness	Growth or achievement in physical fitness
7	Humanities	ISTEP ELA and SS	NWEA, Classroom Assessments
7-8	Science	ISTEP	NWEA, Classroom Assessments, District Assessments (Ag Final)
7-8	Art	Unit/Classroom Assessments (Pre/Post),	ISTEP, NWEA, Classroom tests
7-8	Music	Pre/Post Playing tests	ISSMA Rubrics, NWEA, ISTEP
7-8	Science	ISTEP	NWEA, Agriculture Assessment, Classroom Assessments
7-8	Social Studies	ISTEP ELA and/or SS	NWEA, Classroom Assessments
8-10	Biology**	ISTEP	Biology Final, NWEA, Classroom Tests
9-10	Math and English	ISTEP	Final Exam
9-12	Algebra, English, Biology	ISTEP	AP Exam, ACP, Final Exam
9-12	ENL	ACCESS	AP Exam, ACP, Final Exam, Dual Credit
9-12	Subject Specific	Final Exam, AP Exam, ACP Exam	Pass rate
9-12	Trade & Ind Career	Industry Certifications/Dual Credits	Pass rate, scholarships
11-12	Math & English	Dual Credit, ISTEP Re-testers	Final Exam, AP Exam, ACP Exam
9-12	PE/Health	Growth or achievement in physical fitness	Growth or achievement in physical fitness; Capstone project
9-12	SPED	LRE rate	High School Completion Rate, ISTAR
K-12	Speech Pathologist	ISTEP or NWEA	NWEA, SRI, Skills Navigator, Unique Learning, IXL
K-12	Media Specialists	Division/School Goal	NWEA Reading or additional Division/School Goal
PreK-12	Building/District Coach	Combination of Primary Measures	Combination of Secondary Measures

7.2 Criteria for Selection and Development of Measures

During the first year of implementation, the measures that have been used previously are listed above as a starting point. In subsequent cycles, the Oversight Committee, with the assistance of the Instructional Cycle Committees, will refine the identification of student outcome measures. The chart presented here was reviewed by the Evaluation Oversight Committee on August 29, 2017 as well as a subcommittee of PE teachers on September 5, 2017. Recommendations were made to the

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superintendent and accepted September 15, 2017. Those changes have been included in the chart above. Additional meetings are planned September 19, 2017 for Speech Language Pathologists and September 22, 2017 for School Psychologists. The recommendations from these meetings will continue to be submitted to the superintendent for his consideration.

7.3 Process for Selection and Development of Measures

[This link](#) to the IDOE set of examples is a helpful reference to assist teachers in developing their student learning objective plans. This process will be further developed in future renditions as follows:

1. State Assessments
2. Common District Assessments
3. Common Building Assessments
4. Classroom Assessments

8.0 System for Collecting, Reporting, and Storing Data

8.1 Infrastructure

Standard for Success (SFS) assists schools with building effective teacher evaluation programs. SFS supports ongoing communication for the teacher evaluation process. Teacher evaluation, technology, and expertise are combined within the platform. Key components of the SFS system include:

- Fosters growth: SFS streamlines the evaluation process to ensure more time is spent on supporting staff professional growth.
- Student data, goal setting, and learning objectives: SFS provides a platform for setting customized student learning objectives.
- Transparency: Time-stamped information housed within the platform provides transparent and accurate information to promote communication and professional growth discussion.
- Security and Confidentiality: Maintain data security and data backups and ensure people can access information necessary to complete specific evaluation tasks.

Standard for Success supports the teacher evaluation process using:

- Evaluation Organization: Email, forecasted due dates and summary page
- Daily communication for staff and administrators

8.2 Data Validation

District analysis ratings will be done using SFS to disaggregate data across schools, evaluators, and other data fields. Results will be reported to the DOE according to requested formats/timelines. Data will be compared across school years. Teachers will sign off on the accuracy of any information they have entered.

8.3 Data Reporting

Results will be reported to the DOE according to requested formats/timelines.

8.4 Assessment Security Procedures

Administrators need access to past evaluations when teachers move from one ECS school to another. Standard for Success provides a platform to maintain data security and data backups. In addition protocols ensure only designated individuals have access to staff based on evaluative need.

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9.0 Converting Measure Scores to Summative Teacher Ratings

Standard for Success software provides a structure for the results of the teacher ratings and the SLO plan to be entered and tabulated into summative teacher ratings for final evaluations and submission to the State. The following ranges will be utilized:

Highly Effective = 3.60 - 4.00
Effective = 2.80 - 3.59
Needs Improvement = 2.00 - 2.79
Ineffective = 0 - 1.99

As an example of how a final rating is calculated, please reference the percentage chart in Section 5.0 which is the framework for the figures below. The weight associated with each component is multiplied by the rating in each area to get the respective values.

The student outcome ratings come from the rating associated with the goals set in each area. The ratings for the Danielson Domains come from the summative evaluation negotiated at the conclusion of the year.

The values in the column on the far right are added to get the total score. In this example, the values total 2.94 which falls in the “Effective” range from the table above.

Student Outcomes	Weight	X	Rating	=	Value
Primary Goal	11%	X	3	=	0.33
Secondary Goal	9%	X	4	=	0.36
Division Goal	8%	X	2	=	0.16
Building Goal	7%	X	1	=	0.07
Danielson’s Domains	Weight	X	Rating	=	Value
Domain 1	10%	X	3.2	=	0.32
Domain 2	20%	X	2.8	=	0.56
Domain 3	25%	X	3.4	=	0.85
Domain 4	10%	X	2.9	=	0.29
	100%			=	2.94

IO.O Oversight Process

An Oversight Committee that includes an administrative and teacher representative from each building will meet quarterly once this plan is adopted. The committee will check the benchmarks of the plan and evaluate the fidelity of implementation. This group will address anomalies and inconsistencies and make recommendations to the superintendent for improvement. The committee will review the effectiveness of the entire program on an annual basis and make recommendations to PRG regarding the weighting of each domain, the individual components of those domains, and the ranges assigned to final ratings.

As an example of the role of the Oversight Committee, consider the circumstance described in HB1003 where the state regulators allow minimizing the weight of the IGM from ISTEP+ during the transitions to ILEARN, the new high stakes assessment. The Oversight Committee may determine that the Primary Measure (ISTEP/ IGM) could be 7%, the School Goal 8%, the Division Goal 9%, and what we called Secondary Measure be 11% for the 2017-18 school year. The provision of the Oversight Committee gives the plan the flexibility it needs to adapt to evolving regulations, political latitude, and general improvement of the plan during the course of implementation.

II.O Professional Development

See Section 4.6 for Evaluator Training details

Phase I for Employees being Evaluated: Education and Initial Implementation

Spring 2017: Teachers will be provided with information about the approved teacher evaluation system utilizing videos, FAQs, and additional resources aligning to the evaluation plan and implementation.

Fall 2017: Institute a process for teachers to self-reflect to identify growth needs and request access to professional development to support effective implementation of the teacher evaluation tool.

If a certificated employee receives a summative rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include how employee license renewal credits and/or professional growth points (PGPs) will be incorporated into the action plan as well as other recommendations provided through dialogue, visits to other classrooms, training videos, access to consultants, and attendance at particular professional development activities.

Phase II for Employees being Evaluated: Sustainability and Fidelity

Employees will be provided with the following resources using various medium such as videos, digital resources, Canvas, work with Professional Learning Communities (PLC), peer-to-peer observation, and participation in district professional development. The topics will include but not be limited to:

- In depth study of the Danielson rubric, 4 domains, and components of each domain
- Models and details aligned to the components of the rubric

Elkhart Community Schools Teacher Appraisal Plan

- Practice with exemplars of strong, effective, and highly effective instruction
- Alignment of evidence to a rating
- Key instruction and evaluation vocabulary and terminology
- Organization of available educational resources to support teacher professional growth

In addition, teachers will be provided with quarterly newsletters containing information and updates related to the evaluation process, best practice in evaluation, professional development opportunities, and opportunities for input to the Oversight Committee regarding the evaluation system and process.

A system for registering for professional growth opportunities is under development. Employees will be given a link that brings them to a screen similar to this one:

Use the checkboxes below to filter the sessions

All Online In Person

CURRENT USER: dmcgrath@elkhart.k12.in.us

YOUR REGISTRATIONS

No registrations

UPCOMING WORKSHOPS

To register for a workshop, fill in your name information and then click on the button next to each session title. Click **Register** when you're finished.

First Name	Last Name	Administration
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Training 1: Tools of the Mind Kindergarten 6/27/2017, 8:30

Training 1: Kindergarten teachers and support staff in participating Tools of the Mind schools. This training is for staff in Year 1 of Tools of the Mind Kindergarten implementation.

PLC at J.C. Rice Administration Building | 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 2b Establishing a Culture for Learning, 2c Managing Classroom Procedures, 2d Managing Student Behavior, 2e Organizing Physical Space, 3a Communicating with Students, 3c Engaging Students in Learning, 3d Using Assessment in Instruction | In Person | Seats: -1

REGISTER

What is the title of the grant?	What is the name of the granting agency/entity?	Please list school/entity applying.	Individual/contact applying for the grant?	What is the amount applied for?	How will the grant funds be used and who will oversee the management of the grant?	Please explain how the grant funds will be used to support the district vision, focus, and goals.	Please outline the grant budget for the funds requested.	What is the grant submission deadline?
2018-19 Indiana Online Only Distance Education	Department of Workforce Education/Adult Education	Elkhart Adult Education	Darcey Mitschelen	\$200,000	Administration of a statewide "online only" distance education program. Darcey Mitschelen will oversee the grant.	Although the grant is for programming across Indiana, it will also provide access to a greater number of Elkhart adult students who, for whatever reason, are unable to attend face-to-face classes, but still desire to earn a diploma or expand English skills. And, in doing so, has a direct effect on K-12 parent involvement and ultimately, in student success.	\$90,000 On-Line Program (Apex) \$10,000 Materials (print) \$30,000 Supportive Services (tutoring, training, counseling) \$50,000 Teacher/Instructor Wages/Benefits \$20,000 Administration \$200,000 Total	9/17/2018

ELKHART COMMUNITY SCHOOLS
OVERNIGHT TRIP REQUEST

School: Elkhart Memorial High School
Class/Group: Wrestling
Number of Students: 14-16
Date/Time Departing: December 14, 2018 / 5:00pm
Date/Time Returning: December 15, 2018 / 9:00pm
Destination: Yorktown High School Yorktown IN
City State
Overnight Facility: Holiday Inn Express / Muncie Indiana
Mode of transportation: Mini-Bus
Reason for trip: Wrestling Tournament @ Yorktown High School

Name of chaperones: Brian Weaver, Nick Corpe, Dan Coulahan, Derek Weldy

Cost per student: \$30.00 Max

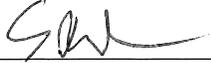
Describe Plans for Raising

Funds of Funding Source: We will be selling Texas Roadhouse Gift Cards to try and help offset the cost per wrestler.

Plans to defray costs
for needy students: Boosters / EEF / or Club Funds

Are needy students
made aware of plans? Yes

Signature of
Teacher/Sponsor: 

Signature of Principal:  Date: 8/31/18

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

Approval of Assistant Superintendent: _____ Date: _____

Approval by Board: _____

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

ELKHART COMMUNITY SCHOOLS
OVERNIGHT TRIP REQUEST

School: Elkhart Memorial High School
Class/Group: Wrestling
Number of Students: 14 Max (Depending on Semi-State Qualifiers)
Date/Time Departing: February 8, 2019 / 5:00pm
Date/Time Returning: February 9, 2019 / 9:00pm
Destination: Fort Wayne - Memorial Coliseum Fort Wayne Indiana
City State
Overnight Facility: Holiday Inn Express / Fort Wayne Indiana
Mode of transportation: Mini-Bus
Reason for trip: IHSAA Semi-State Wrestling Finals @ Allen County War Memorial Coliseum

Name of chaperones: Brian Weaver, Nick Corpe, Dan Coulahan, Derek Weldy

Cost per student: N/A

Describe Plans for Raising
Funds of Funding Source: N/A

Plans to defray costs
for needy students: N/A

Are needy students
made aware of plans? Yes

Signature of
Teacher/Sponsor: 

Signature of Principal:  Date: 8/31/18

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

Approval of Assistant Superintendent:  Date: 9-4-18

Approval by Board: _____

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

ELKHART COMMUNITY SCHOOLS

Elkhart, Indiana

DATE: September 6, 2018
 TO: Mr. Mark T. Mow, Interim Superintendent
 FROM: Dr. Bradley Sheppard *Bradley Sheppard*
 RE: **Conference Leave Requests**
September 11, 2018 - Board of School Trustees Meeting

The following requests for excused absences are recommended for approval:

2018 - 2019 CONFERENCES	EXPENSES	SUBSTITUTE
<p>2018 NASW INDIANA ANNUAL CONFERENCE</p> <p>This conference will provide advance professional social work practice, will increase knowledge for social workers to ethically engage in advocacy and enhance their role in alleviating community violence.</p> <p>Indianapolis, IN</p> <p>September 30 - October 2, 2018 (2 day's absence)</p> <p align="center">NATALIE BICKEL - ESC (1-3)</p>	\$837.76	\$0.00
<p>QUANTITATIVE REASONING WORKSHOP</p> <p>This conference will provide information regarding the MA123 Quantitative Reasoning course. We will gather insight into the intended learning outcomes for the course, the resources available and best practices to create a student-centered curriculum.</p> <p>Indianapolis, IN</p> <p>October 26, 2018 (0 day's absence)</p> <p align="center">KATE DEAN - CENTRAL (0-0) JENA NELSON - CENTRAL (0-0)</p>	\$127.20	\$0.00
<p>NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS NATIONAL CONFERENCE</p> <p>We will be presenting at the conference. The conference will also provide opportunities to learn about effective practices, innovation, research, and policy in concurrent and dual enrollment classes.</p> <p>San Antonio, TX</p> <p>November 4 - 6, 2018 (2 day's absence)</p> <p align="center">REGINA ROBERSON - CENTRAL (1-3) AMY STINE - CENTRAL (1-3)</p>	\$3,150.00	\$190.00
<p>INTERNATIONAL BULLYING PREVENTION ASSOCIATION CONFERENCE</p> <p>This conference will help in our bully prevention efforts. New ideas and programs will be presented as well as best practice programs.</p> <p>San Diego, CA</p> <p>November 5 - 8, 2018 (4 day's absence)</p> <p align="center">JILL BALCOM - BRISTOL (2-5) MISSIE DICKERSON - CENTRAL (1-3) ANTHONY ENGLAND - ESC (1-3) DONNA GILDEA - ELKHART ACADEMY (0-0)</p>	\$12,979.00	\$380.00

TODD KELLY - ESC (0-0) VERONICA MCFERSON - PIERRE MORAN (0-0) JAMI PRESSWOOD - WEST SIDE (0-0) MARY WISNIEWSKI - NORTH SIDE (0-0)		
MIDWEST INTERNATIONAL BAND AND ORCHESTRA CLINIC This conference will provide best practices for teaching orchestra by attending clinics taught by nationally-renowned educators. Chicago, IL December 20 - 21, 2018 (2 day's absence) KYLE MILLER - PIERRE MORAN (1-3) KYLE WEIRICH - CENTRAL (0-0)	\$1,450.00	\$0.00
FOR CONFIRMATION ONLY: (RECEIVED TOO LATE FOR PRIOR APPROVAL)	EXPENSES	SUBSTITUTE
INDIANA UNIVERSITY GROUPS RECOMMENDERS WORKSHOP This is a required conference for Groups Recommenders. The Groups Program is a Bridge Program that allows first generation, low income and at risk students to attend Indiana University in Bloomington. Bloomington, IN September 5 - 7, 2018 (2 day's absence) CAMILLE EVANS - MEMORIAL (0-0)	\$422.98	\$0.00
	\$18,966.94	\$570.00
2017 YEAR-TO-DATE GENERAL FUNDS	\$23,813.84	\$1,805.00
2018 YEAR-TO-DATE GENERAL FUNDS	\$20,417.66	\$760.00
2017 YEAR-TO-DATE OTHER FUNDS	\$262,471.70	\$18,360.00
2017 YEAR-TO-DATE ADJUSTMENTS	(270.00)	\$0.00
2018 YEAR-TO-DATE OTHER FUNDS	\$184,291.76	\$4,750.00
2018 YEAR-TO-DATE ADJUSTMENTS	\$0.00	\$0.00
GRAND TOTAL	\$490,724.96	\$25,675.00

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



HUMAN RESOURCES

**ELKHART
COMMUNITY SCHOOLS**

INTERNAL MEMO

TO: MR. MARK MOW
FROM: MS. CHERYL WAGGONER
DATE: SEPTEMBER 11, 2018

PERSONNEL RECOMMENDATIONS

CERTIFIED

- a. **New Certified Staff** – We recommend the following new certified staff for employment in the 2018-19 school year:

Heather Basse	Elkhart Academy/Counselor
Ashley Hutchison	Feeser/Grade 1
Erin Tepe	Riverview/Intervention (temporary contract)
Stevi Weaver	Central/FACS

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

Heather Basse Began: 8/20/18	Elkhart Academy/Counselor Resign: 9/14/18
Melissa Cadotte Began: 8/19/02	Osolo/Grade 4 Resign: 9/7/18
Melissa Johnson Began: 8/23/04	Central/Math Resign: 6/8/18
Aliya Jojo Began: 8/12/13	Pierre Moran/Science Resign: 6/8/18

CLASSIFIED

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

Amber Brandys Began: 1/8/18	Pierre Moran/Paraprofessional Resign: 6/8/18
Kayle Foley Began: 8/18/17	Transportation/Bus Driver Resign: 8/31/18

Helen Hardin
Began: 1/24/17

Osolo/Food Service
Resign: 9/5/18

Stefani Jenkins
Began: 8/14/17

Central/Food Service
Resign: 8/27/18

Annette Johnson
Began: 4/26/18

North Side/ Food Service
Resign: 6/8/18

Paul Kitt
Began: 6/27/13

Daly/Custodian
Resign: 8/31/18

- b. **New Hires** – We recommend regular employment of the following classified employees:

Carol Alarcon
Began: 7/16/18

Tech Services/Desk Coordinator
PE: 9/7/18

Anita Bates
Began: 5/1/18

Monger/Food Service
PE: 9/4/18

Michael Chastain
Began: 7/9/18

Beardsley/Custodian
PE: 9/3/18

Ruthann Edwards
Began: 4/30/18

Memorial/Food Service
PE: 9/4/18

Carolyn Hacker-Farrow
Began: 5/7/18

Daly/Paraprofessional
PE: 9/10/18

Melanie Kujawski
Began: 7/6/18

ESC/Secretary
PE: 8/30/18

Susan Terry
Began: 7/9/18

Osolo-Feeser/Custodian
PE: 9/3/18

- c. **Revision** - We recommend the revision of the resignation date reported on August 28, 2018, Board Report of the following employee:

Sierra Coulahan
Began: 1/30/18

Daly/Paraprofessional
Resign: 8/31/2018

- d. **Unpaid Leave Request** – We recommend an unpaid leave of the following employee

Dinorah Kuehne
Begin: 8/23/18

Pinewood/Paraprofessional
End: 11/20/18



Rick Newman
Begin: 9/20/18

Central/Custodian
End: 1/31/19

Theresa Lee
Begin: 10/19/18

Pinewood/Food Service
End: 10/31/18

Monzella Smith
Begin: 8/27/18

Beardsley/Paraprofessional
End: 9/21/18

- e. **Medical leave** - We recommend an unpaid medical leave of the following employee:

Sarah Gurka Cooke
Begin: 8/31/18

West Side/Technical Assistant
End: 11/20/18

