

Revised 2/7/2025

NOTICE OF EXECUTIVE SESSION
OF THE
BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana

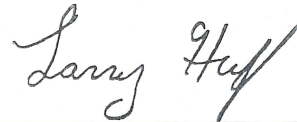
Date: Tuesday, February 11, 2025

Time: ~~6:00 p.m.~~ 5:00 p.m.

Purpose: Reference Indiana Code Section 5-14-1.5-6.1-(b)-

(6) With respect to any individual over whom the governing body has jurisdiction.

Location: J.C. Rice Educational Services Center
2720 California Road
Elkhart, Indiana 46514



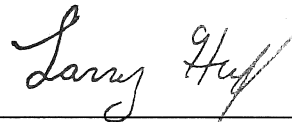
Superintendent of Schools

Posted and electronically delivered
to News Media on Friday, February 7, 2025
and electronically delivered to Board Members
and School Attorney on Friday, February 7, 2025.

PUBLIC WORK SESSION
OF THE
BOARD OF SCHOOL TRUSTEES
Elkhart Community Schools
Elkhart, Indiana

NOTICE OF MEETING CANCELLATION

Date: Tuesday, February 11, 2025
Time: 6:00 p.m.
Location: J.C. Rice Educational Services Center
2720 California Road
Elkhart, Indiana 46514



Superintendent of Schools

Posted and electronically delivered
to News Media on Tuesday,
February 4, 2025 and electronically
delivered to Board Members and School
Attorney on Tuesday, February 4, 2025.

AGENDA FOR
BOARD OF SCHOOL TRUSTEES
REGULAR MEETING

Elkhart Community Schools
Elkhart, Indiana

February 11, 2025

CALENDAR

Feb	11	5:00 p.m.	Executive Session, J.C. Rice Educational Services Center
Feb	11	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
Feb	25	6:00 p.m.	Public Work Session, J.C. Rice Educational Services Center
Feb	25	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center

- A. CALL TO ORDER
- B. THE ELKHART PROMISE
- C. INVITATION TO SPEAK PROTOCOL
- D. PUBLIC COMMENT
- E. MOMENT OF PRIDE
- F. EXCELLENCE OF ELKHART
- G. CONSENT ITEMS:

- Minutes – January 28, 2025 – Board Work Session
- Minutes – January 28, 2025 – Regular Board Meeting
- Minutes – January 29, 2025 – Special Board Meeting
- Claims
- Fundraisers
- Extra-Curricular Purchases
- Gift Acceptances
- Conference Leaves
- Overnight Trip Requests
- Grants
- Contracts
- Personnel Report

- H. OLD BUSINESS

Board Policy 7540.03 – Student Technology Acceptable Use and Safety – The administration presents proposed revisions to Board Policy 7540.03 – Student Technology Acceptable Use and Safety for final consideration.

I. NEW BUSINESS

Board Policy 3120.08CS – Employment of Personnel for Extracurricular Activities – The administration presents proposed revisions to Board Policy 3120.08CS – Employment of Personnel for Extracurricular Activities for initial consideration.

Board Policy 3422.01ACS – Drug-Free Workplace – The administration presents proposed revisions to Board Policy 3422.01ACS – Drug-Free Workplace for initial consideration.

Board Policy 5340.01 – Student Concussions and Sudden Cardiac Arrest – The administration presents proposed revisions to Board Policy 5340.01 – Student Concussions and Sudden Cardiac Arrest for initial consideration.

Board Policy 5410 – Promotion, Placement and Retention – The administration presents proposed revisions to Board Policy 5410 – Promotion, Placement and Retention for initial consideration.

Administrative Regulation JEA-1 – Kindergarten Early Entrance Procedure and Application Form – The administration presents proposed revisions to Administrative Regulation JEA-1 – Kindergarten Early Entrance Procedure and Application Form for initial consideration.

New Course Proposals – The administration presents the following proposed new course offerings for Board review: Principles of Underground Utility Location, Fundamentals of Underground Utility Locating, Advanced Underground Utility Locating, Information Technology Fundamentals, Computing Foundations for a Digital Age, and Cybersecurity Fundamentals.

J. INFORMATION AND PROPOSALS

From Superintendent and Staff

From Board

K. ADJOURNMENT

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

Elkhart Community Schools
Elkhart, Indiana

January 28, 2025

J.C. Rice Educational Services Center, 2720 California Road, Elkhart,
Indiana 46514 – at 6:02 p.m.

Place/Time

Board Members Present: Troy E. Scott
Douglas K. Weaver
Kellie L. Mullins

Mike Burnett
Dacey S. Davis
Eric Ivory

Roll Call

Presenters: Dr. Larry Huff
Maggie Lozano
Lindsey Brander
Tony Gianesi
Danielle Roberts

Dr. Amy Rauch
Brandon Berger
Erin Wagler
Zac Quiett

The Board was presented an update on the 6th Grade Transition to Middle
Schools.

Topics
Discussed

The meeting adjourned at approximately 6:34 p.m.

Adjournment

APPROVED:

Signatures

Troy E. Scott, President

Mike Burnett, Member

Douglas K. Weaver, Vice President

Dacey S. Davis, Member

Kellie L. Mullins, Secretary

Eric Ivory, Member

Anne M. VonDerVellen, Member

MINUTES
OF THE REGULAR MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana

January 28, 2025

J.C. Rice Educational Services Center, 2720 California Road, Elkhart, IN 46514 – at 7:02 p.m. Place/Time

Board Members Present:	Troy E. Scott Douglas K. Weaver Kellie L. Mullins	Mike Burnett Dacey S. Davis Eric Ivory	Roll Call
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Board President Troy Scott called the regular meeting of the Board of School Trustees. Call to Order

Board Vice President Doug Weaver recited the Elkhart Promise. The Elkhart Promise

One (1) audience member expressed concerns about Parent Square. Public Comment

Mr. Scott provided an update on the District B school board vacancy created by Jeffrey Bliler’s resignation announced in December. The Board accepted applications until the January 24th, allowing interested candidates to submit letters of intent and resumes. During the meeting, time will be allocated for applicants to introduce themselves and explain their interest in the position. However, only one candidate, Anne VanDerVellen, submitted the required paperwork by the deadline. The Board will now hear from her as the sole applicant for the vacancy. Board Vacancy Candidate

Anne VonDerVellen addressed the Board, expressing her gratitude for the opportunity to speak and acknowledging Jeff Bliler’s service and contributions. She recognized the difficulty of his decision to step down and praised his dedication to students and education. She expressed her honor in being considered to fulfill the remainder of his term.

As a lifelong volunteer, advocate, and former Board member, Mrs. VonDerVellen emphasized her commitment, experience, and willingness to continue learning in order to help strengthen the district. She underscored her focus on putting students first, improving outcomes, and ensuring an education that is both

challenging and engaging while preparing students for life beyond school.

She also highlighted the importance of fiscal responsibility, ensuring resources are managed effectively to benefit students and maintain the district's financial stability. She stressed the need for a clear vision with high expectations for student achievement, along with well-defined goals to drive progress. She affirmed her belief that all students have the ability to learn and the district has the capacity to provide high-quality instruction for every student.

Mrs. VonDerVellen expressed confidence that through collaboration, data-driven decision-making, and leveraging strengths, challenges can be transformed into opportunities for the district. She reiterated her passion for education and her dedication to making Elkhart Community (ECS) the best in the state. She concluded by expressing her respect and appreciation for the Board members' commitment, acknowledging the difficulty of their work, and stating her eagerness to collaborate in the future.

Mr. Scott announced that a meeting is scheduled for tomorrow at 7:00 p.m. Before the meeting, the Board will hold an Executive Session to conduct an interview for the District B vacancy. Following this session, a Special Board Meeting will be convened to vote on the appointment for the vacant position.

Superintendent's Student Advisory Council (SSAC) member Hayden Dinehart, a junior at Elkhart High School (EHS), is an active student leader involved in cheerleading, Air Force Junior Reserve Officer Training Corp (AFJROTC), orchestra, Unified Track, the SSAC, Dance Marathon, and Student Government.

Moment of
Pride

Miss Dinehart aspires to join the U.S. Air Force and is considering a career in engineering, special education, or the medical field, with hopes of also becoming a cheerleading coach. She spoke about her passion for United Sound, a program that builds confidence in students with disabilities through music. She shared updates on AFJROTC, including their successful unit inspection and upcoming military ball. She also encouraged people to attend varsity basketball games to watch the Color Guard present the colors. Miss Dinehart and the cheer team are heading to nationals in Orlando, Florida, where they hope to improve on last year's seventh-place finish. She reflected on the success of the Winter Formal Dance and shared that the junior class is now preparing for Prom.

Miss Dinehart's enthusiasm and leadership shine through in her involvement, demonstrating her dedication to both academics and extracurricular activities.

Erin Wagler, Director of Communication, shared some of the wonderful things happening in ECS during the Excellence of Elkhart highlighting Academics, Arts, and Athletics.

Excellence
of Elkhart

In the area of Academics, High Ability students at the Freshman Division had an invaluable experience during a Lunch & Learn session with Mandi Isaacs from the College Board. They explored how to interpret PSAT results, prepare for future assessments, and take advantage of opportunities such as the National Merit Scholarship Program.

At Bristol Elementary, students participated in hands-on science activities, with 4th and 6th graders fully engaged in exploring key scientific concepts. The interactive lessons sparked curiosity and collaboration, demonstrating the creative ways students are learning.

ECS is incredibly proud to announce that an impressive eighteen (18) ECS students have qualified to compete in the state chess competition! Good luck, students!

At Mary Feeser Elementary, first graders showcased their writing skills with their "All About Penguins" books. After watching a video and gathering facts about penguins, students organized their ideas into a web and crafted sentences to create their books. Each book included a table of contents and four pages of fun penguin facts, highlighting their hard work and creativity.

In the area of Arts, the 2025 All-State Choir concluded with a stunning performance, earning a well-deserved standing ovation. Eleven EHS represented their school with excellence, including Nevaeh Link, who was featured as the soloist in the world premiere of "*Changes*." The composer announced plans to use the group's live recording as the promotional example for choral music buyers worldwide, showcasing their exceptional talent on a global stage.

In the area of Athletics, the Elkhart Gymnastics team won the East/West Invitational with an impressive team score of 107.85. Congratulations to Maya Betancourt for breaking the Elkhart record on floor with a remarkable score of 9.9!

Additionally, congratulations to Lily Clark for breaking school records in girls' wrestling. She proudly represented Elkhart at the State Tournament, and ECS couldn't be prouder of her achievements!

Some upcoming events across Elkhart Schools include:

- February 1: ISSMA for piano and vocal
- February 1: Wrestling Sectionals
- February 1: 2025-26 New & Returning Student Registration Opens
- February 4: ECS Job Fair
- February 8: Swimming and Diving Sectionals
- February 14-17: Presidents' Day Recess—ALL SCHOOLS CLOSED

For more information about Elkhart Schools, follow us on social media and the ECS website.

Superintendent Dr. Larry Huff introduced a new tradition, the Elkhart Alumni Excellence Hall of Fame, established to honor distinguished graduates of Elkhart Community Schools who have achieved remarkable accomplishments across the country.

Alumni
Excellence

Gary McAllister was recognized with the Alumni Excellence Award for his decades of dedication to ECS. He has demonstrated a lifelong commitment to students, a passion for connection, and a lasting legacy of impact.

Mr. McAllister spent over 30 years at Feeser Elementary School, serving as a teacher, mentor, guide, and unwavering supporter of the Elkhart community. He was known for building strong connections with students, particularly those facing challenges, using music and empathy to inspire growth and trust. His beloved sixth-grade graduation song became a symbol of hope and lasting relationships.

As an elementary athletic director for over three decades, he influenced students beyond sports, teaching them teamwork, resilience, and grit—skills essential for success in both education and life.

Even in retirement, Mr. McAllister continues to serve as a science educator and mentor, reinforcing the lasting impact of a dedicated teacher. Tonight, he will share his personal journey and reflect on how ECS shaped his life and how he plans to carry that legacy forward for future Elkhart Lions.

A video tribute was played to honor Mr. McAllister's remarkable contributions.

Mr. McAllister then humbly reflected on his journey as an educator, acknowledging he has been out of the classroom for eleven (11) years. He found it remarkable that his journey in ECS began as a

kindergarten student at Mary Beck, and now, at age 70, he is still involved in education. He expressed admiration for the many Elkhart alumni—students and staff—who have gone on to do great things. Mr. McAllister shared how touched and surprised he was to learn about the Alumni Excellence Award, stating that he felt humbled and deeply appreciative to be recognized. He closed by sincerely thanking everyone for the honor.

Lisa Ernsberger, Director Professional Learning, presented an update to the Board. She began by explaining that each year, the High Ability program establishes a specific focus, and this year is particularly significant as it marks the first year beyond the initial three-year plan, which was implemented in the 2021-2022 school year. The first phase focused on building programming, securing support, and meeting student needs. Now that these elements are in place, the focus has shifted to continual improvement, aiming to elevate the program to outstanding levels of achievement.

High Ability
Update

During a previous session, the Department of Exceptional Learners discussed their identification process for special education students, noting that 13-16% of students typically qualify. The High Ability program follows a similar pattern, with students on the opposite end of the bell curve. Within these groups, intense programs exist for both special education and high ability students, providing a self-contained learning environment. At Roosevelt STEAM Academy, the High Ability program is structured into multi-age classrooms:

- This year, students in grades 3-4 and 5-6 are grouped together.
- Next year, the structure will shift to a grades 2-3 split and a grades 4-5 split.

The district is also preparing for its next program evaluation cycle in 2027. One observed trend is a decline in the percentage of students identified as high ability, a pattern reflected across all student populations. In 2021, approximately 12% of students were identified as high ability, while today, that number is just under 10%. This raises important questions about the identification process and criteria, which will be carefully examined in the next evaluation cycle.

Before reviewing quantitative data, the presentation featured qualitative insights from students and parents involved in the intense High Ability program at Roosevelt STEAM Academy. Their experiences highlight the impact of recent programmatic changes, guided by teachers, families, and board decisions.

Ms. Elizabeth Stoltzfus, the 3/4 High Ability teacher, introduced one of her students, Ryu Maetta. Ryu shared that the program has strengthened his education by providing challenging coursework that has improved his math skills, encouraged different ways of thinking, and boosted his confidence. He particularly enjoys the project-based learning approach, which keeps him engaged and excited about classwork. His mother, Dani Maetta, highlighted the program's value in fostering academic growth and providing essential challenges for students. She also appreciates the social-emotional benefits, as the program allows students to connect with like-minded peers and build meaningful relationships. Board Member Dacey Davis commended Ryu for his confidence and articulation, and thanked Dani Maetta for trusting the school district with her child's education, noting that many parents hesitate to place their children in accelerated programs due to fear of failure.

Mrs. Rita Walt, the 5/6 High Ability teacher, then introduced two families with fifth-grade students—one family new to the program and another with multiple years of experience.

Mr. Thomas Mercer, father of Temperance Mercer, expressed his excitement when his daughter was accepted into the High Ability program at Roosevelt Elementary. He shared that at her previous school, Temperance often felt isolated and frustrated, as she was given tasks like assisting the teacher rather than being academically challenged. Since joining the self-contained classroom, she has thrived in an intellectually stimulating environment alongside other curious and high-achieving students. Mr. Mercer deeply appreciates the dedication of the High Ability teachers in fostering student growth through engaging, hands-on learning experiences.

Temperance herself described this school year as the most fun and challenging she has ever had, particularly enjoying the multi-age classroom setting, which has allowed her to build friendships across different grade levels. Miss Davis commended her perseverance and encouraged her to continue embracing her intelligence, reminding her never to let others discourage her from being herself.

Ms. Julie Will, mother of Mary Weidner, shared how the High Ability program transformed her daughter's academic and social experience. Before joining the program, Mary often felt disconnected from her peers, forming only a few close friendships each year and frequently feeling unchallenged in school. However, in the self-contained High Ability classroom, she found a supportive environment where she could connect with like-minded students, fostering both social and academic growth. Ms. Will praised the expertise of the High Ability teachers, who understand how these students think and learn differently. She also emphasized the

program's rigorous curriculum, which has helped Mary develop perseverance and problem-solving skills that will benefit her in the future.

Mary initially felt nervous about transitioning to Roosevelt but quickly found joy in learning and embraced the academic challenges. She particularly enjoys science, as the hands-on experiments make learning more engaging than just reading or writing about concepts.

The Board also received a letter from Mr. Brian Hammontree, a teacher and parent at ECS, who was unable to attend with his son, Zeke, but wanted his message to be shared. Mr. and Mrs. Hammontree chose to keep their children in ECS specifically for the High Ability program. In his letter, he praised Mrs. Walt and Mrs. Stoltzfus for their dedication to challenging students, fostering academic growth, and creating enriching learning experiences. He highlighted the advanced coursework opportunities, strong communication, and the teachers' genuine care for their students. Mr. Hammontree expressed deep appreciation for the program, emphasizing that it has been the best educational choice for his children.

The Board Members commended the students and parents for sharing their experiences, recognizing the positive impact of the High Ability program. They also acknowledged the dedication of teachers who create challenging and supportive learning environments.

Following the testimonials, the discussion shifted to data and program outcomes. The High Ability student performance data has remained consistently strong, but there are key factors to consider when evaluating state-reported proficiency levels:

- Students identified as High Ability in math only are included in literacy data, which can skew proficiency rates since literacy is not necessarily their area of strength.
- Reading scores have historically been strong, though recent variability has been observed.
- A positive correlation has been noted between the use of Junior Great Books and higher literacy achievement in schools where the program is implemented consistently.
- Variability in Junior Great Books implementation across cluster schools may contribute to inconsistent literacy performance trends.

The discussion also highlighted a performance decline in upper grades:

- Many High Ability students take advanced math courses (e.g., Algebra I in sixth grade), yet they are still assessed on grade-level standards in state testing.
- This misalignment in assessments underrepresents their true abilities, as these students are mastering more advanced content.
- Middle school math teachers are working to integrate grade-level concepts throughout the academic year to help students demonstrate their proficiency in state assessments.

High Ability students' SAT scores are trending upward, with many meeting the 1030 benchmark required for graduation pathways. However, fewer students reach the 1250 mark, which serves as an indicator for the Academic Honors Diploma. AP course participation and success rates continue to rise, making ECS students more competitive for college admissions. The implementation of the West Side Cohort allows eighth-grade students to take the PSAT, providing valuable data for tracking academic growth. Additionally, the introduction of the Latin Honors system at the high school has motivated more students to engage in rigorous coursework.

One challenge identified is the third-year World Language requirement for the Academic Honors Diploma. While many students take both Spanish and American Sign Language, scheduling conflicts often prevent them from completing a third-year language course. To address this, a task force has been formed to explore solutions, including summer school options that would allow students to complete their second-year language credit before entering high school.

Efforts to expand access to the High Ability program and enhance teacher licensure remain a priority. All identified English Language Learner (ELL) students in the program have demonstrated proficiency gains in English Language Arts, showcasing the program's effectiveness in supporting diverse learners. Collaboration with Mrs. Lopez Bonner aims to refine the identification process to ensure equitable access and better reflect the district's demographics. Additionally, the district continues to invest in High Ability licensure, with a goal of having at least one trained staff member in every building. Currently, five (5) elementary schools and one (1) middle school still lack a trained High Ability teacher.

ECS remains committed to training teachers for High Ability licensure and advanced coursework. While all thirteen (13) elementary schools have access to the Junior Great Books program, schools without licensed High Ability teachers may not implement it as effectively or in as much depth. To promote instructional consistency across the district, ECS continues to fund ongoing training for teachers interested in obtaining High Ability licensure, ensuring more educators are equipped to support and challenge high-achieving students.

In response to Board inquiry Ms. Ernsberger explained that Junior Great Books, a literature-based curriculum, is used in all thirteen (13) elementary cluster schools. It provides rich, complex literature that incorporates deep discussions and advanced vocabulary development fostering concept-based inquiry, where students explore critical questions rather than simply focusing on reading comprehension. This process mirrors a Socratic seminar, where students engage in peer-led discussions, and teachers act as facilitators. The program is implemented at least once a month in literacy blocks, following a three-day structured approach, with the final day focused on student-led discussions.

Dr. Huff commended the presentation and collaboration between teachers and students, stating that hearing firsthand experiences highlighted the impact of the program. He emphasized that ECS continues to provide exceptional opportunities for students, and thanked Ms. Ernsberger for her leadership.

By unanimous action, the Board approved the following consent items:

Consent Items

Minutes – December 10, 2024 – Regular Board Meeting
(revised)

Minutes

Minutes – January 14, 2025 – Annual Organizational Meeting

Minutes – January 14, 2025 – Annual Board of Finance Meeting

Minutes – January 14, 2025 – Regular Board Meeting

Payment of claims totaling \$6,021,269.20 as shown on the January 28, 2025, claims listing. (Codified File 2425-095)

Payment of Claims

Extra-curricular purchase requests: EHS Athletics Extra-Curricular Account to purchase a King Quad ATV for \$6,200 which will be used to help maintain the softball fields.

Extra-Curricular Purchases

The following donations were made to Elkhart Community Schools (ECS): \$750 from Dave Hall to Elkhart High School (EHS) to be used for supplies, equipment, and expenses related to robot construction and competition fees and a

Gift Acceptances

donation of surgical drapes, gowns, sponges, laparoscopic supplies, sharps boxes and electrocautery pencils, with an estimated value of \$1,500, from Beacon Health Systems to Elkhart Area Career Center (EACC).

Conference leave requests in accordance with Board policy for staff members as recommended by the administration on the January 28, 2025, listing. (Codified File 2425-096)

Conference
Leave Requests

Confirmed overnight trip request for the EHS Girls Wrestling team to travel to Indianapolis, Indiana on January 16 – 17, 2025 for the Girls Wrestling IHSAA State Tournament.

Overnight Trip
Requests

Contract recommendations in accordance with Board policy on the January 28, 2025, listing. (Codified File 2425-097)

Contracts

Personnel Report

One (1) certified agreement for services. (Codified File 2425-098)

Certified
Agreement

Employment of the following one (1) certified staff effective on the date indicated:

Certified
Employment

Brooke Powell – Grade 3 at Daly, 1/21/25

Transfer of the following one (1) certified staff effective on the dates indicated:

Certified
Transfers

James McClain – Math at Elkhart High A&C to Math at Elkhart High B&IR, 1/6/25

Resignation of the following one (1) certified staff effective on the dates indicated:

Certified
Resignation

William Cunha – Behavior Support at Daly, 1/17/25

Unpaid leave request for the following one (1) certified staff on date indicated:

Certified
Unpaid Leave

Stephanie Scheimann – Science at Elkhart High, beginning 1/13/25 and ending 5/29/25

Retirement of the following two (2) certified staff effective on the dates indicated:

Certified
Retirement

Theresa Harmon – Grade 4 at Cleveland, 2/28/25 with 30 Years of Service

Karen Kijack – Language Arts at North Side, 5/29/25 with 16 Years of Service

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

Classified
Employment

Jenna Crane – District Registrar at ESC, 5/11/25

Tevis McDonald – Bus Helper at Transportation,
3/11/25
Tiara Taylor – Custodian at EACC, 3/5/25
Michael Waterhouse – Development Assistant at
WVPE, 3/17/25

Transfer of the following five (5) classified employee effective for the 2024-25 school year: Classified Transfers

Angela Anderson – Custodial Pool to Head Custodian at North Side
Megan Boutsomsky – Counseling Secretary at Elkhart High to Registrar at Elkhart High
Tara Browning – Payroll Secretary at ESC to Payroll Manager at ESC
Tabitha Harvey-Kiner – Paraprofessional at North Side to Assistant Secretary at Feeser
Elisabeth Miller – Custodian at Monger to Mail-Copy Center Clerk at ESC

Employment of the following twelve (12) substitute teachers for employment in the 2024-25 school year: Substitute Teachers

Quentin Basnaw – Substitute Teacher
Anthony Byrd – Retired Substitute Teacher
Leonard Cockman – Retired Substitute Teacher
Brenda Davis – Substitute Teacher
Kenneth Davis – Substitute Teacher
Mary Flake – Substitute Teacher
Susan Forgey – Substitute Teacher
Madelynn Miller – Substitute Teacher
Randy Miller – Substitute Teacher
Lavon Oke – Retired Substitute Teacher
Aaron Warnock – Substitute Teacher
Joelle Wisnieski – Substitute Teacher

Employment of the following two (2) Claims/Coaches in the 2024-25 school year: Claims/Coaches

Jordan Malone – After School Programs at Roosevelt
Taryn Meyer – Licensed Practical Nurse Substitute

Resignation of the following six (6) classified employees on dates indicated: Classified Resignations

Jahna Almaguer – Paraprofessional at Roosevelt,
1/17/25
Katie Graf – Social Worker at Cleveland, 1/21/25
Wendy Metzger – Food Service at North Side, 1/16/25
Roxanne Niemzyk – Food Service at Bristol, 1/17/25
Erin Rockhill – Paraprofessional at Elkhart High,
1/31/25

Amanda Sanders – Secretary at Adult Education,
1/29/25

Unpaid leave request for the following two (2) classified employees on date indicated:

Classified
Unpaid Leave
Extension

Eduardo Morales Cardenas – Bus Driver at Transportation, beginning 1/7/25 and ending 2/4/25

Quentin Washington – Building Services at Elkhart High, beginning 1/6/25 and ending 2/4/25

Unpaid leave request for the following one (1) classified employee on date indicated:

Classified
Unpaid Leave

Arnola Grant Booze – Food Service at North Side, beginning 1/6/25 and ending 2/20/25

Termination of the following two (2) classified employees on date indicated:

Classified
Termination

Tiffany Castner – Food Service at Elkhart High, 1/28/25 in accordance with Board Policy 3039.01S

Cynthia Wheeler – Bus Helper at Transportation, 1/28/25 in accordance with Board Policy 3139.01S

By unanimous action, the Board approved proposed 2025-2026 ECS School Year Calendar as presented during the January 14, 2025 meeting. (Codified File 2425-099)

School Year
Calendar

The administration presented proposed revisions, for final consideration, to Board Policy 7540.03 - Student Technology Acceptable Use and Safety. Board Member Dacey Davis made a motion to postpone consideration of Board Policy 7540.03 until the February 11, 2025 Board meeting and Board Member Doug Weaver seconded the motion. By unanimous action, the Board approved the motion.

Board Policy
7540.03

By unanimous action, the Board approved proposed revisions to Board Policy 7540.06 - Staff Technology Acceptable Use and Safety as presented during the January 14, 2025 meeting.

Board Policy
7540.06

By unanimous action, the Board approved proposed revisions to Board Policy 7540.09 - Artificial Intelligence as presented during the January 14, 2025 meeting.

Board Policy
7540.09

By unanimous action, the Board approved the appointment of Jeffrey Bliler to serve on the Board of Directors of the Elkhart Community Schools (ECS) Building Corporation. (Codified File 2425-100)

Building
Corporation
Appointment

The Board received a financial report from Zac Quiett, Chief Financial Officer, for December 2024 and found it to be in order. Mr.

Financial
Report

Quiett acknowledged a decline in the district's consolidated cash balance over the 2024 calendar year, which includes the education, operating, referendum, and Rainy Day funds. Approximately one-third of this decrease occurred during the 2024 school year, driven by spending that needs to be carefully managed. Previous discussions have identified key areas for review, and the administration will continue presenting opportunities to the Board to address these financial challenges.

Looking ahead to February, additional financial data will be shared to further assess the situation and ensure ECS remains fiscally responsible. While the decrease in cash balance has been noted, the district remains within the recommended cash balance-to-expenditure ratio of 12-17%, which is considered a prudent range. Confidence remains that necessary adjustments can be made to maintain financial stability.

Board members acknowledged the financial challenges but expressed reassurance that a plan is in place. They also noted the administration's conservative financial approach which will help guide responsible fiscal decisions.

The Board received an insurance update from Mr. Quiett for November and December 2024. As mentioned in previous Board meetings, a significant claim that was in the process of adjudication has now been completed, providing a substantial benefit to the plan. The year concluded on track, with costs coming in approximately 1% above projections. From a budget standpoint, the plan has performed as expected, and the district remains committed to continuously enhancing it as a valuable incentive for employees.

Insurance
Report

Superintendent Dr. Larry Huff shared that he would like to revisit some unfinished business from the last Board meeting. Last week, a teacher, Mr. Miller, spoke about the connection between the freshman division and the high school. He emphasized that, as has been the Board's practice, concerns raised are followed up on and addressed.

From the
Superintendent

Dr. Huff met with Mr. Miller to further discuss ways to ensure students feel like true members of the Lion community across both campuses. They had a productive conversation exploring strategies to strengthen the connection between the Freshman Division and the 10-12 Elkhart High School (EHS) main campus. A key takeaway from their discussion was the need for earlier engagement between freshmen and the main campuses, reducing the sense of separation some students currently feel.

Mr. Miller will assist in reviewing supports, communications, and messaging to reinforce that freshmen are high school students, regardless of their location. Dr. Huff highlighted the importance of language, noting how students are referred to impacts their sense of belonging.

He reiterated the district's commitment to being student-centered and ensuring concerns brought forward are actively addressed. Dr. Huff expressed appreciation for Mr. Miller's time and looks forward to implementing improvements which will strengthen the connection between the Freshman Division and the 10-12 EHS campus, emphasizing it is all one high school.

Dr. Huff shared his heartfelt thoughts on the recent tragic loss in the Elkhart community, emphasizing the profound impact such events have on families, friends, and the community at-large. He specifically addressed the passing of Annasue Rocha, a former Elkhart student and Class of 2023 graduate, who lost her life in the Martin's incident at just 19 years old.

Reflecting personally, Dr. Huff noted his own daughter is also 19, making the tragedy feel even more profound. He urged everyone to express love and appreciation for others, as life is fragile, and words too often go unspoken.

Dr. Huff also expressed gratitude for the officers who responded courageously and wished them a speedy recovery. While offering thoughts and prayers, he stressed the need for action to ensure safety for children, families, and the community. He emphasized everyone should have the fundamental right to feel safe in everyday places and encouraged the community to cherish each moment, support one another, and work toward a better and safer future.

As Elkhart mourns this loss, Dr. Huff urged the community to honor Annasue's memory by striving for meaningful change, ensuring the next generation has every opportunity to thrive. He extended his deepest condolences to Annasue's family and all those affected by this tragedy.

Dr. Huff attended the EACC Open House on Sunday and praised the high-quality opportunities available to students. He emphasized the Career Center's role in addressing employability needs, noting he spoke to a family that traveled from Jackson, Michigan to visit and they were highly impressed by the Surgical Tech program. He emphasized that these programs are free for students and that the EACC also serves students from other school districts in the area.

Dr. Huff encouraged others to visit the EACC and commended the dedicated staff and teachers for their outstanding work. He expressed immense pride in leading ECS and in the positive impact being made within the district and beyond.

In closing, Dr. Huff expressed his deep gratitude to Hayden Dinehart, Ryu Maeda, Temperance Mercer, and Mary Weidner who spoke during the meeting, commending them for their outstanding representation of ECS. He emphasized that they are not just sharing the district's story but telling it better than anyone else—because they are living it every day. He encouraged anyone who doubts that Elkhart is the place to be, to look at the students walking the campus every day as evidence of the exceptional opportunities available.

Additionally, he expressed appreciation for his leadership team, recognizing their hard work and dedication in facilitating the middle school transition and ensuring students receive a rigorous academic experience.

Board Secretary Kellie Mullins expressed gratitude to ETHOS for their ongoing partnership with ECS highlighting how they provide science activities in every elementary school and offer take-home science kits during breaks, allowing students to continue learning outside the classroom. She emphasized that this collaboration is a great example of how community partnerships help students develop essential STEM skills, fostering a strong foundation for future success.

From the
Board

Mrs. Mullins recognized Lily Clark, not only for her record-breaking achievements but also for her mentorship in girls' wrestling. She is actively coaching and encouraging more students to join the sport, helping it grow within the district. Her dedication and leadership are bringing greater recognition to girls' wrestling, inspiring more young athletes to join the sport.

Mrs. Mullins shared her experience of the EACC Open House, highlighting the diesel mechanics, construction, and building trades programs. She toured student roofing, electrical, and plumbing workstations, engaging with students from various schools.

She also visited the Surgical Tech program, describing it as a state-of-the-art facility supported by the community. She was introduced to SimMan, a high-tech medical simulation mannequin, which enhances students' real-world training.

Additionally, she praised the barbering and culinary programs, noting the students' impressive skills and professionalism. She

expressed admiration for the vast opportunities available at EACC and commended Mr. Eakins, Mr. Sassaman, and their team for their dedication to providing exceptional hands-on learning experiences.

Board Member Eric Ivory praised ECS students for their soft skills, specifically their ability to adapt and adjust. He highlighted Lily Clark's transition from volleyball to wrestling, as well as Ryu, Temperance, and Mary's resilience in navigating change. He emphasized the importance of these skills for future success and commended ECS students for their growth and adaptability.

Miss Davis praised the Food Service Showcase, describing it as a well-organized event featuring food tastings, games, and giveaways. She appreciated the opportunity to explore the variety of food options available to students. In addition to free food and resources, the event included prize giveaways, with a 50-inch TV awarded to a family. She commended Food Services and vendors for hosting an engaging and resourceful event for the community.

Mr. Weaver shared feedback from a first-time ECS substitute teacher who had a great experience at Monger Elementary and the Freshman Division, praising the strong leadership and organization at both schools.

He also noted that retired educators from surrounding districts, including Middlebury, are choosing to substitute in Elkhart due to higher pay and a strong educational environment. He commended the district's efforts, affirming that ECS is on the right track and encouraging continued success.

The meeting adjourned at approximately 8:26 p.m.

Adjournment

APPROVED:

Signatures

Troy E. Scott, President

Douglas K. Weaver, Vice President

Kellie L. Mullins, Secretary

Mike Burnett, Member

Dacey S. Davis, Member

Eric Ivory, Member

Anne M. VonDerVellen, Member

MINUTES
OF THE SPECIAL MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana

January 29, 2025

J.C. Rice Educational Services Center, 2720 California Road, Elkhart, IN 46514 – at 7:45 p.m.			Place/Time
Board Members Present:	Troy E. Scott Douglas K. Weaver Kellie L. Mullins	Mike Burnett Dacey S. Davis Eric Ivory	Roll Call
Board President Troy Scott called the special meeting of the Board of School Trustees.			Call to Order
Board Secretary Kellie Mullins recited the Elkhart Promise.			The Elkhart Promise
By unanimous action, the Board appointed Anne VonDerVellen to fill the District B position.			Appointment
New Board member, Anne VonDerVellen was sworn in. (Codified File 2425-101)			Oath of Office
The meeting adjourned at approximately 7:49 p.m.			Adjournment

APPROVED:

Signatures

Troy E. Scott, President

Douglas K. Weaver, Vice President

Kellie L. Mullins, Secretary

Mike Burnett, Member

Dacey S. Davis, Member

Eric Ivory, Member

Anne M. VonDerVellen, Member



PIERRE MORAN MIDDLE SCHOOL
200 WEST LUSHER AVENUE • ELKHART, IN 46517
PHONE: 574-295-4805



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

To: Board of School Trustees
Superintendent Dr. Larry Huff

From: Jeff Hemmerlein, Principal Pierre Moran MS

Date: 1/29/25

Subject: Purchase Approval

Pierre Moran Middle School's Athletic Department is requesting approval to purchase forty wrestling singlets from SportsArama Inc. in the amount of \$1,880.00 to be paid out of Pierre Moran's Extracurricular Athletics Account.

Respectfully submitted,

Jeff Hemmerlein
Principal, Pierre Moran MS



PIERRE MORAN MIDDLE SCHOOL
200 WEST LUSHER AVENUE • ELKHART, IN 46517
PHONE: 574-295-4805



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

To: Board of School Trustees
Superintendent Dr. Larry Huff

From: Jeff Hemmerlein, Principal Pierre Moran MS

Date: 1/30/25

Subject: Purchase Approval

Pierre Moran Middle School's Athletic Department is requesting approval to purchase forty wrestling warm ups from It's Tops Inc. of Mishawaka in the amount of \$842.00 to be paid out of Pierre Moran's Extracurricular Athletics Wrestling Account.

Respectfully submitted,

Jeff Hemmerlein
Principal, Pierre Moran MS



PIERRE MORAN MIDDLE SCHOOL
200 WEST LUSHER AVENUE • ELKHART, IN 46517
PHONE: 574-295-4805



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

Date: January 23, 2025
To: Board of School Trustees
From: Jeff Hemmerlein, PMMS Principal
RE: Donation Approval

We have received an extracurricular donation in the amount of \$350.00 for Pierre Moran Middle School's BringChange2Mind Club. This donation will go towards the cost of supplies for this club.

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:

Bring Change 2 Mind
155 Sansome Street Suite 530
San Francisco, CA 94104

Sincerely,

Jeff Hemmerlein
Pierre Moran Middle School Principal



PIERRE MORAN MIDDLE SCHOOL
200 WEST LUSHER AVENUE • ELKHART, IN 46517
PHONE: 574-295-4805



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

Date: January 23, 2025

To: Board of School Trustees

From: Jeff Hemmerlein, PMMS Principal

RE: Donation Approval

We have received an extracurricular donation in the amount of \$300.00 for Pierre Moran Middle School's Hoopla Event. This donation will go towards the cost of supplies for this event.

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:

Elkhart Education Foundation
200 W Lusher Ave
Elkhart, IN 46517

Sincerely,

Jeff Hemmerlein
Pierre Moran Middle School Principal



ELKHART AREA CAREER CENTER

ELKHART
COMMUNITY SCHOOLS

INTERNAL MEMO

TO: DR. HUFF
BOARD OF SCHOOL TRUSTEES

FROM: BRANDON EAKINS *BE*

DATE: FEBRUARY 3, 2025

RE: DONATION APPROVAL - EACC

Jeff and Tracey Miller have donated \$250 to the Teenage Parent Program (TAPP).

This donation will be used for supplies or other needs that arise.

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:

Jeff & Tracey Miller
22445 Hanover Dr.
Bristol, IN 46507

Grant Requests

BST Date: 2/11/2025

What is the title of the grant?	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?
IN-MaC Microgrant	IN-MaC	EHS/EIKLogics Robotics	Nick Seidl	\$2,000	Funds will be used to purchase equipment and supplies for the robotics team. David M. Bird, Principal of ETI, will oversee grant.	Competitive robotics allows students to practice STEM and soft skills required for "College/Career Ready" and supports our goal of excellence in academics.	The entirety of the grant funds (\$2000) will be spent on robot parts (electronics and hardware) and on stock materials (aluminum and plywood).	3/1/2025

[Handwritten Signature] 2/4/2025



DISTRICT COUNSEL/
CHIEF OF STAFF

ELKHART
COMMUNITY SCHOOLS

INTERNAL MEMO

TO: BOARD OF SCHOOL TRUSTEES
FROM: W. DOUGLAS THORNE *WDT*
DISTRICT COUNSEL/CHIEF OF STAFF
DATE: FEBRUARY 7, 2025

RE: CONTRACT RECOMMENDED FOR BOARD APPROVAL

The Administration recommends approval of the following contracts. These contracts have been reviewed by the Chief Financial Officer and District Counsel prior to submission to the Board.

Contractor	Requesting Administrator	Description	Funding Source	Amount
Lexia Learning Systems	Dr. Amy Rauch	Request approval for two (2) pilots from Lexia; Core5 Reading Pilot and PowerUp Literacy Pilot. Core5 is built on the Science of Reading and is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities. Students receive personalized learning through Adaptive Blended Learning Model. PowerUp Literacy accelerates literacy gains for students in grades 6-12 and is research proven to be up to five times as effective as the average middle school intervention and simultaneously addresses gaps in fundamental literacy skills while building higher order analytical skills to accelerate learning across a broad range of students.	Title IV and Full-Service Community Schools Grant	\$22,000

Contractor	Requesting Administrator	Description	Funding Source	Amount
Edia Learning, Inc.	Dr. Amy Rauch	Request approval for middle and high school 6-month pilot with Edia Learning, Inc. Students will practice math with AI coaching that reads their work and provides personalized feedback based on their mistakes. The content is aligned to state standards. Teachers use real-time data from classroom assignments to form small groups and differentiate instruction daily or weekly. Administrators use the automatic progress monitoring and adaptive intervention pathway to implement effective MTSS Interventions before students fall off-track. Edia is a software program that is currently being used in the middle schools since 2024, and the pilot will expand to the high school as a supplemental resource.	Title IV	\$15,000
Network Solutions	Jason Inman	Technology Department seeks approval for purchase of Cisco phones and services for ECS. The district is currently in the process of converting all sites from Avaya phone system to the Cisco phone system. This purchase is for the conversions at Beardsley, Mary Daly and Woodland elementary schools. The move to Cisco provides our staff with up-to-date technology that is easier to manage and is a more secure platform. In the future, the system will also integrate with our emergency notification system.	Operations Fund	Phones \$23,712.68 Monthly Cost \$1,145.12



Contractor	Requesting Administrator	Description	Funding Source	Amount
SURF Internet	Jason Inman	The Technology Department seeks approval for renewal of the Wide Area Network (WAN) fiber with SURF Internet. The WAN fiber network connects all ECS sites together and gives those sites access to the internet.	Operations	\$440 per each location (before discounts are applied)
ERate Networking	Jason Inman	The Technology Department seeks approval for the purchase of networking and battery backup equipment using ERate funds available for ECS. The purchase is to replace aging and end of life equipment. Replacing this equipment with current equipment will allow the Tech Services Department to keep ECS staff and students as safe as possible from cyber security threats.	Operations Fund	\$95,848.46
Network Solutions	Jason Inman	The Technology Department seeks approval for the renewal of Cisco ISE (Identify Search Engine). Cisco ISE is one of the systems that allows students and staff to connect to our Cisco Wi-Fi network. Cisco ISE is integral to identifying who is trying to connect and directing their device to the correct internal WiFi network, allowing students and staff to connect their devices automatically to the correct WiFi so their devices have the correct network access. Cisco ISE also allows technology services to track devices that shouldn't be on the network.	Operations Fund	One Year Renewal \$10,892 Three Year Renewal \$29,042



Contractor	Requesting Administrator	Description	Funding Source	Amount
Secure Ideas	Jason Inman	The Technology Department seeks approval for the purchase of a Security Penetration Test from Secure Ideas for ECS. The test is performed by a company specialized in cyber-security and will determine if ECS have any security risks in any of their technology systems. After the test, Secure Ideas will give guidance on how to eliminate any security risks they may have found.	Operations Fund	\$33,592
Vertiv Corporation	Jason Inman	The Technology Department seeks approval for a one-year renewal of support for the data center battery backups. The backups provide clean power and disaster recovery support for the data center, as well as prevent shutdowns and damage to equipment due to power failures.	Operations Fund	\$13,089.62
CDW	Jason Inman	The Technology Services Department seeks approval for renewal of Milestone licenses and support for ECS. Milestone is used for the management of our 1300+ security cameras around the district and keeps the camera server and cameras up to date on the latest features and security patches.	Operations Fund	\$29,525
Electronic Strategies	Jason Inman	The Technology Services Department seeks approval for renewal of the VMware Horizon VDI license and support. VMware Horizon VDI is used by students and staff for secure access to school resources through the use of virtual desktops.	Operations Fund	\$22,711.80



Contractor	Requesting Administrator	Description	Funding Source	Amount
Electronic Strategies	Jason Inman	The Technology Department seeks approval for the purchase of Dell PowerStore / PowerEdge data center infrastructure to replace our current end of life and end of support software. The hardware includes servers and storage. These devices are what host and power all of our services, including PowerSchool, Informacast, web servers, PayFin, HVAC and print servers.	Operations Fund	\$169,798.76
Security Scorecard SAAS	Jason Inman	The Technology Services Department seeks approval for renewal of the Security Scorecard service for ECS. Security Scoreboard provides a tool that allows ECS to quickly and accurately see what security risks we may have in our systems. This will aid in keeping our students and staff safe from a variety of security threats.	Operations Fund	\$17,850.00

WDT/crr

Cc: Dr. Larry Huff





HUMAN RESOURCES

ELKHART
COMMUNITY SCHOOLS

TO: DR. LARRY HUFF
FROM: MS. MAGGIE LOZANO
DATE: FEBRUARY 11, 2025

PERSONNEL RECOMMENDATIONS

CERTIFIED

- a. **Separation** – We report the separation of two (2) employees.
- b. **Retirement** – We report the retirement of fourteen (14) employees who have provided a total of 334 years of service.
- c. **Revision** – We recommend a revision to the retirement date for one (1) employee.

CLASSIFIED

- a. **New Classified Staff** – We recommend the employment of eight (8) new classified staff pending successful completion of the probationary period.
- b. **Classified Staff Transfers** – We recommend the transfer of one (1) classified staff for the 2024-25 school year.
- c. **Substitute Teachers** – We recommend the employment of one (1) substitute teacher for the 2024-25 school year.
- d. **Claims/Coaches** – We recommend the employment of six (6) employees for the 2024-25 school year.
- e. **Separation** – We report the separation of eight (8) employees.
- f. **Retirement** – We report the retirement of three (3) employees who have provided a total of 64 years of service.

Book	Policy Manual
Section	7000 Property
Title	PROPOSED REVISED - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	Second Reading
Adopted	November 22, 2016
Last Revised	March 8, 2022
Last Reviewed	February 11, 2025

7540.03 - **NETWORK AND INTERNET STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The School Board provides Technology Resources (as defined in Bylaw 0100 - Definitions) to support the educational and professional needs of its students and staff. With respect to students, School Corporation Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational apps and services to enhance the instruction delivered to its students. The Corporation's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of Corporation Technology Resources by principles consistent with applicable local, State, and Federal laws, the Corporation's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy, its related administrative guidelines and the Student Code of Conduct govern students' use of Corporation Technology Resources and students' personal communication devices when they are connected to the Corporation computer network, Internet connection, and/or online educational apps and services, or when used while the student is on Corporation-owned property or at a Corporation-sponsored activity (see Board Policy 5136 - Personal Communication Devices).

Users are prohibited from engaging in actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like) when using Corporation Technology Resources. Because its Technology Resources are not unlimited, the Board also has instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right to or expectation of privacy when using Corporation Technology Resources (including but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Corporation's computer network and/or Internet connection).

Due to the nature of the internet, students may gain access to information that has not been reviewed or approved by educators for age-appropriate use. While the school district uses various technological tools in an effort to restrict access exclusively to authorized services and resources for instruction, study, and research purposes directly related to the curriculum, students may still gain access to information that has not been reviewed or approved by educators for age-appropriate use. The school district cannot guarantee that all materials accessible through its technology resources are free from content that has not been screened or deemed suitable for all student age groups. However, the school district will continue to provide instruction to its students on the responsible use of technology.

First, the Corporation may not be able to limit access technologically, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past, when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

The Board prohibits the sending, receiving, viewing, or downloading of materials that are harmful to minors on computers and other technology related devices owned or leased by the Corporation or connected to the Corporation computer network.

Pursuant to State and Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the Corporation Technology Resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Director of Technology temporarily or permanently may unblock access to websites or online education apps and services containing appropriate material if access to such sites has been blocked inappropriately by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protective actions of the technology protection measures.

Parents/Guardians are advised that a determined user may be able to gain access to apps and services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communication
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking," "harvesting," "digital piracy," "data mining," etc.), cyberbullying, and other unlawful or inappropriate activities by students online
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Ed-Tech users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of Corporation Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media and in chat rooms and cyberbullying awareness and response. Users of Corporation Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the Corporation with whom they are communicating for school-related projects and assignments.

Students are responsible for good behavior when using Corporation Technology Resources - i.e., behavior comparable to that expected of students when they are in classrooms, in school hallways, on other school premises and at school-sponsored events. Communications on Education Technology are often public in nature. General school rules for behavior and communication apply. The Corporation does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Use of Artificial Intelligence/Natural Language Processing Tools for School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. **Research assistance:** AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. **Data Analysis:** AI/NLP tools can be used to help students analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments - e.g., scientific experiments and marketing research.
- C. **Language translation:** AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. **Writing assistance:** AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. **Accessibility:** AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be used as a supplement to but not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action may be imposed on them. Users are personally responsible and liable both, civilly and criminally, for uses of Technology Resources that are not authorized by this Policy and its accompanying guidelines.

The Board designates the Superintendent and District Counsel/Chief of Staff as the administrators responsible for initiating, implementing, and enforcing this Policy and its accompanying guidelines as they apply to students' use of Corporation Technology Resources.

This policy shall be posted on the Corporation's website.

P.L. 106-554 (2000), Children's Internet Protection Act of 2000
 47 U.S.C. 254(h)(1)(B), Communications Act of 19334, as amended (2003)
 18 U.S.C. 1460
 18 U.S.C. 2246
 18 U.S.C. 2256
 20 U.S.C. 6301 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
 20 U.S.C. 6777, 9134 (2003)
 47 C.F.R. 54.500 - 54.523
 I.C. 20-26-5-40.5
 I.C. 35-49-2-2

Cross References

po0100 - DEFINITIONS
 po5136 - PERSONAL COMMUNICATION DEVICES
 po5500 - STUDENT CONDUCT
 po7540.09 - ARTIFICIAL INTELLIGENCE

~~The Superintendent's implementation of guidelines and procedures describing responsible and acceptable use of technology, networks, and information shall include, but not be limited to the following notifications to Users. It is the School Board's expectation that the Superintendent will tailor the format of the information to be appropriate to its intended audiences, such as Employees, Students, or Families:~~

- ~~A. Philosophy and Purpose~~
- ~~B. A description of Scope from Policy 7540~~
- ~~C. A statement regarding the Limited Educational Purpose of the corporation's technology systems from Policy 7540~~

- D. Notification that the Use of System is a Privilege from Policy 7540
- E. A description of expectations and limitations regarding Technology Privacy from Policy 7540.01
- F. The following notice regarding technology protection measures

The Corporation has implemented the use of technology protection measures which are specific technologies that will protect against (e.g. filter or block) access to visual displays/depictions that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Corporation or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the Network if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Corporation utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Corporation has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

- G. The following notice regarding the instruction to be provided to students regarding technology safety:

Pursuant to Federal law, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified below. Furthermore, staff members will monitor the online activities of students while in school. This monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions, or the use of specific monitoring tools to review browser history and network, server, and computer logs.

1. safety and security while using email, chat rooms, social media, and other forms of direct electronic communications;
2. the dangers inherent with the online disclosure of personally identifiable information;
3. the consequences of unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by students online; and
4. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Students (and their parents if they are minors) are required to sign an agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

- H. Guidance for Responsible Use of Technology, including the following:

The Board believes that technology users have the same responsibilities while using Board technology that are expected in any other school activity. Responsible use of technology is legal, ethical, academically honest, respectful of the rights of others, and consistent with the Board's mission.

While online, students should not reveal personal information such as name, age, gender, home address, or telephone number, and are encouraged not to respond to unsolicited online contacts and to report to a teacher or supervisor any online contacts which are frightening, threatening, or otherwise inappropriate. Students shall not be required to divulge personal information for access to a non corporation managed technology.

The Board prohibits the sending, receiving, viewing, or downloading of materials that are harmful to minors on computers and other technology related devices owned or leased by the Corporation or connected to the Corporation's computer network.

Users will become familiar with and follow all laws, including copyright laws and fair use guidelines.

Users accessing information or communicating using Board technology shall be responsible for knowing what information is confidential under law or Board policy, and that the transmission of confidential information in error may result in discipline to the user transmitting the confidential information.

- I. A list of Unacceptable Uses, including, but not limited to the following:

1. Users will not use the school corporation system to access, review, upload, download, store, print, post, or distribute;
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate to the educational setting or disruptive to the educational process or information or materials that could cause damage or danger of disruption;
 - d. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute bullying, harassment, or discrimination unless used as primary source material for the study of a subject under the direct supervision of a teacher;
2. Users will not use external proxy servers or other means of bypassing the corporation's Internet content filter to gain access to these materials.

- J. Users will not use the school corporation system to knowingly or recklessly post false or defamatory information about a person or organization, bully or harass another person, nor engage in personal attacks, including prejudicial or discriminatory attacks.

- K. Users will not use the school corporation system to engage in any illegal act or violate any local, State, or Federal statute or law.

- L. Users will not use the school corporation system to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means; will not tamper with, modify or change the school corporation system software, hardware or wiring or take any action to violate the school corporation system's security; and will not use the school corporation system in such a way as to disrupt the use of the system by other users.

- M. Users will not use the school corporation system to gain unauthorized access to information resources nor to access another person's materials, information, or files without the implied or direct permission of that person.
- N. Users will not use the school corporation system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords.
- O. Users will not attempt to gain unauthorized access to the school corporation system or any other system through the school corporation system, nor attempt to log in through another person's account, nor use computer accounts, access codes, or network identification other than those assigned to the user.
- P. Users will not use the school corporation system to violate copyright laws, or usage licensing agreements, nor otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
- Q. Users will not use the school corporation system for the conduct of a business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school corporation. Users will not use the school corporation system to offer or provide goods or services or for product advertisements. Users will not use the school corporation system to purchase goods or services for personal use without authorization from the appropriate school corporation official.
- R. Users will not use the school corporation system to access any material or resource which results in the school corporation receiving an unauthorized billing. Any financial obligation incurred by a User through the Internet is the sole responsibility of the staff member, the student, or the student's parents.
- S. Users will not use excessive data storage or network bandwidth for non-school related purposes. This includes unauthorized file downloads, Internet radio or video, peer to peer file sharing, chat rooms, games, instant messenger services, or the transfer of unusually large or numerous files or e-mail messages.
- T. Users may access the school corporation's wireless network using personal property if such access is approved by the appropriate Corporation official subject to the terms and provisions of that network. However, Users may not use personal property to gain access to the school corporation's wired network without proper authorization from a corporation official.

The aforementioned principles and guidelines are extended to networks and information technology resources outside of the school corporation which are accessed through the corporate network via the Internet. Networks or information technology resource providers outside of the corporation may, in turn, impose additional conditions of appropriate use which the user is responsible to observe when using those resources.

A student or employee engaging in the foregoing unacceptable uses of the Internet when off school corporation premises also may be in violation of this policy as well as other school corporation policies. Examples of such violations include, but are not limited to, situations where the school corporation system is compromised, if a school corporation employee or student is negatively impacted, or if the educational setting or educational process is disrupted. (First Amendment Rights do apply in these situations, however.) If the school corporation receives a report of an unacceptable use originating from a non-school computer or resource, the school corporation may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school corporation computer system and the Internet and discipline under other appropriate school corporation policies, including suspension, expulsion, exclusion, or termination of employment.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school corporation official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A student may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

- A. Information regarding the consequences associated with *Violation of this Policy* from Policy 7540
- B. Disclosure regarding *Limitations on School Corporation Liability* from Policy 7540
- C. A "*Responsible and Acceptable Use of Technology*" signature form for students and parents, including, but not limited to the following:

As a condition of using the Elkhart Community Schools' computer system and network, I understand and agree to the following:

- A. I (My child) will comply with Board Policy 7540.03 which governs the responsible and acceptable use of the technology, networks, and information of the Elkhart Community Schools.
- B. I hereby knowingly and voluntarily agree that Elkhart Community Schools shall have the right to review any material stored on any system provided by the school corporation to edit or remove any material.
- C. In consideration for (my child) using the Internet and having access to public networks, I hereby release Elkhart Community Schools, its officers, employees, and agents from any and all claims and damages arising from misuse, or inability to use the Internet, loss of personal information or data, or information retrieved through the use of the corporation's technical resources.
- D. I understand that any violation of Board Policy 7540.03 is unethical and may constitute a violation of the law. Should any violation of the policy and/or criminal code be committed, I understand and agree that my (child's) access privileges are subject to revocation, school disciplinary action up to and including expulsion may be taken, and/or appropriate legal action may be taken.

 (Student Name)/(Student Signature)/(Date)

I understand that any violation of Board Policy 7540.03 is unethical and may constitute a violation of the law. Should any violation of the policy and/or criminal code be committed, I understand and agree that my [child's] access privileges are subject to revocation, school disciplinary action up to and including expulsion may be taken, and/or appropriate legal action may be taken.

As the parent or guardian of this student, I agree that my child will abide by Board Policy 7540.03 relating to acceptable use of the school corporation computer system and the Internet. I understand that this access is designed for educational purposes. However, I also recognize it is impossible for the school corporation to restrict access to all controversial materials and I will not hold the school corporation or its employees or agents responsible for materials acquired on the Internet.

I further agree that I will assume full responsibility for any and all costs, financial and otherwise, that may be incurred by the student while using Elkhart Community Schools provided access to the Internet when such costs have not been authorized or approved by the school corporation.

I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

 Name) / (Parent Signature) / (Date) (Parent

Book	Policy Manual
Section	3000 Personnel
Title	PROPOSED REVISED - EMPLOYMENT OF PERSONNEL FOR EXTRACURRICULAR ACTIVITIES
Code	po3120.08CS
Status	Proposed
Adopted	November 22, 2016
Last Reviewed	February 11, 2025

3120.08CS - EMPLOYMENT OF PERSONNEL FOR EXTRACURRICULAR ACTIVITIES

The School Board may find it necessary to employ members of the professional staff as coaches or activity sponsors.

The Board authorizes the Superintendent to recommend candidates for employment by the Board.

The Board requires that:

- A. Prior to coaching football to students who are less than twenty (20) years of age, all head and assistant football coaches shall complete a certified coaching education course approved by the Indiana Department of Education (IDOE) not less than once during a two (2) year period that:
 1. is sport-specific;
 2. contains player safety content, including content on:
 - a. concussion awareness;
 - b. equipment fitting;
 - c. heat emergency preparedness; and
 - d. proper technique;
 3. requires a coach to complete a test demonstrating comprehension of the content of the course; and
 4. awards a certificate of completion to a coach who successfully completes the course.

If the coach receives notice from the School Corporation that new information has been added to the course before the end of the two (2) year period, the coach shall complete instruction and successfully complete a test concerning the new information.

- B. Prior to coaching students in grades 5-12, all head and assistant coaches of interscholastic sports other than football, including cheerleading, shall complete a certified coaching education course approved by the (IDOE) at least once during a two (2) year period that:
 1. contains player safety content on concussion awareness;
 2. includes content for prevention of or response to heat-related medical issues that may arise from a student athlete's training;
 3. requires a coach to complete a test demonstrating comprehension of the content of the course; and
 4. awards a certificate of completion to a coach who successfully completes the course.

If the coach receives notice from the Corporation that new information has been added to the course before the end of the two (2) year period, the coach shall complete instruction and successfully complete a test concerning the new information.

- C. A head or assistant coach of an intramural sport other than football who is coaching students in grades 5-12 may elect to complete the above-referenced certified coaching education course. If compliance with I.C. 20-34-7 is required by the coaching certification requirements for the intramural sport that the head or assistant coach is coaching, the coach shall complete the above-referenced certified coaching education course.
- D. A head coach or assistant coach of an athletic activity, marching band leader, JROTC leader, drama or musical leader, or sponsor of an extracurricular activity in which students have an increased risk of sudden cardiac arrest as determined by the IDOE shall complete the sudden cardiac training course offered by a provider approved by the IDOE. The sudden cardiac arrest training course shall include training in the use of an automated external defibrillator (AED). The coach, marching band leader or extracurricular activity sponsor shall complete this required sudden cardiac arrest training prior to coaching or leading the activity.

The Corporation shall receive a certificate of completion from the provider for each coach, JROTC leader, marching band leader, drama or musical leader, or extracurricular activity sponsor successfully completing the required sudden cardiac arrest training. The Corporation shall maintain all certificates of completion awarded for each individual who completes the sudden cardiac arrest training. A head coach or assistant coach of an athletic activity, marching band leader, drama or musical leader or sponsor of an extracurricular activity in which students have an increased risk of sudden cardiac arrest who provides coaching or leadership services in good faith is not personally liable for damages in a civil action as a result of sudden cardiac arrest incurred by a student participating in an event in which students have an increased risk of sudden cardiac arrest except for an act or omission by the individual coach, leader or sponsor that constitutes gross negligence or willful and wanton misconduct.

- E. All head and assistant coaches of students of any age participating in interscholastic or intramural sports other than football, including cheerleading, shall complete a certified coaching education course approved by the (IDOE) at least once during a two (2) year period that:
 1. contains player safety content on concussion awareness;
 2. includes content for prevention of or response to heat-related medical issues that may arise from a student athlete's training;
 3. requires a coach to complete a test demonstrating comprehension of the content of the course; and
 4. awards a certificate of completion to a coach who successfully completes the course.

If the coach receives notice from the Corporation that new information has been added to the course before the end of the two (2) year period, the coach shall complete instruction and successfully complete a test concerning the new information.

- F. All coaches of interscholastic or intramural sports for students of any age shall receive training about concussions, sudden cardiac arrest, and heat-related medical issues at least once during a two (2) year period.
- G. All coaches, other than football coaches, shall be required to complete a coaching education course that contains player safety content on concussion awareness, equipment fitting for football, heat emergency preparedness, and proper technique. The course shall be completed prior to coaching or serving as an athletic activity sponsor. Each coach and athletic activity sponsor shall complete a course not less than once during a two (2) year period.
- H. All advisors and directors for marching band, drama, and ROTC shall be required to complete an education course that contains safety content on concussion awareness and heat emergency preparedness.

The Superintendent shall require that each person employed as a coach is qualified, has cleared a background check required by State law and Policy 3121 - Personal Background Checks, References and Mandatory Reporting or Policy 8120 - Volunteers, and has received the training required by State law and this policy. Additionally, before the Corporation hires or allows an individual to coach an Indiana High School Athletic Association (IHSAA) recognized sport, the Corporation shall take the following steps:

- A. ask the individual:
 1. whether the individual is or has been accredited by the IHSAA; and

2. if the individual is or has been accredited by the IHSAA, whether the individual's accreditation has ever been suspended or revoked;
- B. request references from the individual;
 - C. contact the references that the individual provides to the Corporation; and
 - D. contact the IHSAA to determine whether the individual's accreditation has ever been suspended or revoked.

The Corporation shall make a report to the Department of Child Services if a professional staff member who is a coach has engaged in suspected child abuse or neglect.

The Corporation shall report to the IHSAA when a professional staff member who is a coach accredited by the IHSAA has been convicted of an offense described in I.C. 20-28-5-8(c) or I.C. 20-26-5-11.2(b) or of a known comparable offense in another state.

The Corporation shall report to local law enforcement suspected misconduct by a professional staff member who is a coach that may constitute a crime.

I.C. 20-26-5-11.2(b)

I.C. 20-26-14-9

I.C. 20-28-5-8(c)

I.C. 20-34-7

I.C. 20-34-8

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~~The Board may find it necessary to employ on a part time basis, coaches or activity sponsors who are not members of the certified staff. Such part time employees may be members of the Corporation's staff or individuals from the community or nearby areas.~~

~~The Board authorizes the Superintendent to employ such candidates.~~

~~All part time employees selected as coaches or activity sponsors who are not members of the certified staff are "at will" employees. Their employment can be terminated with or without cause at any time. No other representative of the Corporation, other than the Superintendent, has the authority to enter into any agreement for employment for any specified period of time with such an employee.~~

~~All coaches and athletic activity sponsors, whether an employee or volunteer, shall receive training about concussions and sudden cardiac arrest. All coaches shall also complete a certified coaching education course that is sport specific; contains player safety content on concussion awareness, equipment fitting, heat emergency preparedness, and proper technique; requires the coach to complete a test demonstrating comprehension of the content of the course; and awards a certificate of completion to a coach who successfully completes the course. The certification course must be completed prior to coaching. The course must be approved by the Indiana Department of Education, and each coach must complete a course not less than once during a two (2) year period. However, each coach must complete instruction and successfully complete a test if s/he receives notice that new information has been added to the course prior to the end of the two (2) year period.~~

~~The Superintendent shall establish administrative guidelines to ensure each person employed as a coach or activity sponsor has the appropriate qualifications and has been properly interviewed. The guidelines shall also provide the conditions of employment and compensation.~~

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Book	Policy Manual
Section	3000 Personnel
Title	PROPOSED NEW POLICY - DRUG-FREE WORKPLACE
Code	po3422.01ACS
Status	First Reading
Last Reviewed	February 11, 2025

3422.01ACS - **DRUG-FREE WORKPLACE**

The School Board believes that quality education is not possible in an environment affected by drugs. It shall seek, therefore, to establish and maintain an educational setting which meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance and alcohol, by any member of the School Corporation's administrative staff at any time while on Corporation property or while involved in any Corporation-related activity or event. An employee who reports for duty or attends a Corporation-sponsored function after using a controlled substance or consuming alcohol is in violation of this prohibition. Any administrator who violates this policy shall be subject to disciplinary action in accordance with Corporation guidelines and the terms of collective bargaining agreements.

The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements but which also comply or do not interfere with collective bargaining agreements.

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Legal	I.C. 20-34-2-1 et seq. 34 C.F.R. Part 86 20 U.S.C. 3224a, The Safe and Drug-Free Schools and Communities Act 41 U.S.C. 701 et seq., Drug-Free Workplace Act of 1988
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Book	Policy Manual
Section	5000 Students
Title	PROPOSED REVISED - STUDENT CONCUSSIONS AND SUDDEN CARDIAC ARREST
Code	po5340.01
Status	First Reading
Adopted	November 22, 2016
Last Revised	March 22, 2022
Last Reviewed	February 11, 2025

5340.01 - **STUDENT CONCUSSIONS AND SUDDEN CARDIAC ARREST**

It is the policy of the School Board that the risk of student injury be considered and addressed in the planning and implementation of every student activity sponsored by the Board. The Board therefore directs and requires that before beginning practice for an interscholastic sports activity, including cheerleading, the coach of the activity shall provide the parent of each student-athlete in grades 5-12 and each student-athlete in grades 5-12 with the information sheet on Concussion and Head Injury and acknowledgment form issued by the Indiana Department of Education (IDOE) and shall require the student's parent and the student to sign and return the form acknowledging the receipt of the information from the IDOE on Concussion and Head Injury. If the coach of an intramural sports activity elects to or is required to comply with I.C. 20-34-7, the coach shall provide the parent of each student-athlete in grades 5-12 and each student-athlete in grades 5-12 with the information sheet on Concussion and Head Injury and acknowledgment form issued by the IDOE and shall require the student's parent and the student to sign and return to the coach the form acknowledging the receipt of the information from the IDOE on Concussion and Head Injury.

In addition to the risk of a concussion for students participating in interscholastic sports, a risk of sustaining a concussion also exists in other activities such as Jr. ROTC, and drama. Therefore, advisors for these programs will also be expected to provide the parent of each student participating in these activities with the information sheet on Concussion and Head Injury and acknowledgement form issued by the Indiana Department of Education (IDOE) and shall require the student's parent and the student to sign and return the form acknowledging the receipt of the information from the IDOE on Concussion and Head Injury.

The Board also directs and requires that before beginning practice for an interscholastic sports activity, cheerleading, marching band, JROTC, a drama or musical, or other extracurricular activity in which students have an increased risk of sudden cardiac arrest as determined by the IDOE, the coach of the activity, marching band leader, drama or musical leader, or sponsor of the extracurricular activity in which students have an increased risk of sudden cardiac arrest shall provide to each applicable student and parent or legal guardian (unless the student is at least age eighteen (18) or is an emancipated minor) the information sheet on Sudden Cardiac Arrest and acknowledgment form issued by the IDOE and require the applicable student and parent or legal guardian (unless the student is at least age eighteen (18) or is an emancipated minor) to sign and return to the coach, marching band leader, drama or musical leader, or extracurricular activity sponsor the form acknowledging the receipt of the information from the IDOE on Sudden Cardiac Arrest

Additionally, the Board directs and requires that before beginning practice for any interscholastic or intramural sports activity, including cheerleading, the coach of the activity shall provide the parent or legal guardian of each student participating in the activity (unless the student is at least age eighteen (18) or is an emancipated minor) and the student participating in the activity with the information sheet on Sudden Cardiac Arrest and acknowledgment form issued by the IDOE and shall require the student's parent or legal guardian (unless the student is at least age eighteen (18) or is an emancipated minor) and the student to sign and return to the coach the form acknowledging the receipt of the information from the IDOE on Sudden Cardiac Arrest.

The coach, marching band leader, JROTC leader, drama or musical leader, extracurricular activity sponsor, or other official designated by the student's school shall maintain an original of each applicable signed acknowledgment form for each student and shall not allow the applicable student to participate in the activity until the signed acknowledgment form(s) from the parent (as required above) and applicable student is/are properly executed and returned.

A student-athlete in grades 5-12 who participates in an interscholastic sport, including cheerleading, ROTC, or drama, and is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of the injury and may not return to play until the student has been seen and evaluated by a licensed health care provider trained in the evaluation and management of concussions and head injuries, the coach receives a written clearance from the licensed healthcare provider who evaluated the student-athlete that the student can safely return to participation in the sport or activity, and not less than twenty-four (24) hours have passed since the student was removed from play.

Additionally, the Board directs and requires that:

- A. A student-athlete of any age who participates in any interscholastic or intramural sports activity, including cheerleading, and is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of the injury and may not return to play until the student has been seen and evaluated by a licensed health care provider trained in the evaluation and management of concussions and head injuries, the coach receives a written clearance from the licensed healthcare provider who evaluated the student-athlete that the student can safely return to participation in the sport or activity, and not less than twenty-four (24) hours have passed since the student was removed from play.
- B. The district shall maintain the original of the written clearance from the health care provider for the student-athlete to return to play for no less than three (3) years.

A student participating in an interscholastic sports activity, cheerleading, marching band, JROTC, a drama or musical, or other extracurricular activity in which students have an increased risk of sudden cardiac arrest, as determined by the IDOE, who is suspected, as determined by a game official, coach of the applicable student's team, licensed athletic trainer, physician assistant, advanced practiced registered nurse, licensed physician, marching band leader, drama or musical leader, or other official designated by the student's school, of experiencing a symptom of sudden cardiac arrest in a practice for an above activity shall be removed from practice or play at the time that the symptom is identified, and the parent or legal guardian of the student shall be notified of the student's symptoms (unless the student is at least age eighteen (18) or is an emancipated minor). A student who has been removed from practice or play may not return to practice or play until the coach, marching band leader, drama or musical leader, extracurricular activity sponsor, or other official designated by the student's school has received verbal permission from a parent or legal guardian of the student (or from the student if the student is at least age eighteen (18) or is an emancipated minor) for the student to return to practice and play. Within twenty-four (24) hours after giving verbal permission for the student to return to practice and play, the parent or legal guardian (or the student if the student is at least age eighteen (18) or is an emancipated minor) shall provide the coach, marching band leader, drama or musical leader, or other official designated by the student's school with a written statement that the student has permission to return to practice and play.

Additionally, the Board directs and requires that:

- A. A coach shall maintain the original of the written statement from the parent/guardian that the student has permission to return to practice and play for no less than three (3) years.
- B. Each coach of an interscholastic or intramural sports activity, including cheerleading, shall receive training on concussions, sudden cardiac arrest (including the symptoms), heat-related medical issues, cardiopulmonary resuscitation, and the use of an automated external defibrillator.

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It is the policy of the Board the risk of student injury be considered and addressed in the planning and implementation of every student activity sponsored by the Board. The Board therefore directs and requires, before beginning practice for an interscholastic and/or intramural sports activity, including cheerleading, the coach of the activity shall provide to each student athlete and his/her parent (unless the student is at least age eighteen (18) or is an emancipated minor) an information sheet on Concussion and Head Injury and an acknowledgment form issued by the Indiana Department of Education (IDOE). Additionally, the Board shall require the student athlete and his/her parent (unless the student is at least age eighteen (18) or is an emancipated minor) to either electronically sign and submit or sign and return the form acknowledging the receipt of information from the IDOE on Concussions and Head Injury.

The Board also directs and requires, before beginning practice for an interscholastic and/or intramural sports activity, cheerleading, marching band, or other extracurricular activity in which students have an increased risk of sudden cardiac arrest as determined by the IDOE, the coach of the activity or marching band leader shall provide to each applicable student and his/her parent (unless the student is at least age eighteen (18) or is an emancipated minor) an information sheet on Sudden Cardiac Arrest and acknowledgment form issued by the IDOE. Further, the Board shall require the

applicable student and his/her parent (unless the student is at least age eighteen (18) or is an emancipated minor) to either electronically sign and submit or sign and return to the coach or marching band leader the form acknowledging the receipt of the information from the IDOE on Sudden Cardiac Arrest.

The athletic and music departments shall maintain an original or electronic copy of the signed acknowledgment for each student and shall not allow the applicable student to participate in the activity until either the electronically signed or signed acknowledgment form from the parent and student is properly executed and returned.

A student athlete who participates in an interscholastic and/or intramural sports activity, including cheerleading, and is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of the injury and may not return to play until s/he has been seen and evaluated by a licensed health care provider trained in the evaluation and management of concussions and head injuries, the coach receives written clearance from the licensed healthcare provider who evaluated the student athlete confirming s/he can safely return to participation in the sport or activity, and not less than twenty four (24) hours have passed since s/he was removed from play.

The athletic department shall maintain the original written clearance from the health care provider for the student athlete to return to play for no less than three (3) years after the student reaches age eighteen (18).

An applicable student who participates in an interscholastic and/or intramural sports activity, cheerleading, marching band, or other extracurricular competitive or non-competitive activity in which students have an increased risk of sudden cardiac arrest as determined by the IDOE, and is suspected as determined by a game official, coach of the applicable student's team, licensed athletic trainer, physician assistant, advanced practiced registered nurse, licensed physician, marching band leader, or other official designated by the applicable student's school of experiencing a symptom of sudden cardiac arrest in a practice or an above activity shall be removed from practice or play at the time the symptom is identified, and the parent or legal guardian of the applicable student shall be notified of the applicable student's symptoms (unless the student is at least age eighteen (18) or is an emancipated minor). An applicable student who has been removed from practice or play may not return to practice or play until the coach/sponsor, marching band leader, or another official designated by the applicable student's school has received verbal permission from a parent of the student (or from the student if the student is at least age eighteen (18) or is an emancipated minor) for him/her to return to practice and play. Within twenty four (24) hours after giving verbal permission for the applicable student to return to practice and play, the parent (or the student if the student is at least age eighteen (18) or is an emancipated minor) must provide the coach, marching band leader, or other official designated by the school with a written statement confirming the student has permission to return to practice and play.

A coach The athletic and music departments shall maintain the original written statement confirming the student has permission to return to practice and play for no less than three (3) years after the student reaches age eighteen (18).

Each coach or marching band leader of an interscholastic and/or intramural sports activity, cheerleading, marching band, or other extracurricular activity shall participate in a training course on concussions, and sudden cardiac arrest (including the symptoms), and cardiopulmonary resuscitation as determined by the IDOE.

Revised 3/27/18

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Legal

I.C. 20-34-7

Book	Policy Manual
Section	5000 Students
Title	PROPOSED REVISED - PROMOTION, RETENTION AND RETENTION
Code	po5410
Status	First Reading
Adopted	November 22, 2016
Last Revised	August 8, 2017
Last Reviewed	February 11, 2025

5410 - **PROMOTION, PLACEMENT AND RETENTION ~~OF STUDENTS~~**

The School Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with their own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objective established for each.

A student will be promoted to the succeeding grade level when they have:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit them to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Any decision regarding retention of a student who is eligible for special education and related services shall be made in accordance with the student's individualized education program (IEP) and in compliance with the statewide assessment program's policies and Federal law.

A student who is eligible for special education and related services shall be promoted or retained based on the recommendation of the case conference committee and the student's IEP.

Following sound principles of child guidance, the Board discourages the skipping of grades.

It is the policy of the Board that a student shall not be retained or held back in a grade level for the sole purpose of improving the student's ability to participate in extra-curricular athletic programs.

The Board will comply with the requirements of the Indiana Department of Education regarding the consequences for students in grade three who fail to pass the Indiana Reading Evaluation and Determination Assessment (IREAD-3). Accordingly, a student who does not pass the IREAD-3 assessment either during the assessment period in the school year or during the summer assessment window, and is not eligible for a "good cause exemption" outlined below, shall be considered for retention in third-grade based on the student's overall academic performance in all subject areas.

The school shall make one (1) of the following determinations:

- A. Retention is necessary based on the overall academic performance of the student in all subject areas. The student should be reported to the State as a third-grader in the subsequent school year, and the student should receive

third-grade instruction in all subject areas.

- B. Retention is not necessarily based on the overall academic performance of the student in all subject areas. The student should move on to fourth-grade instruction in all subject areas. However, the student will continue to receive third-grade reading instruction during the subsequent school year and must retake the IREAD-3 assessment until the student passes the assessment or qualifies for a "good cause exemption".

Good cause exemptions that may be considered are:

- A. the student was subject to retention and previously has been retained in grade 3 for one (1) school year;
- B. the student has an intellectual disability or the student's IEP specifies that retention is not appropriate, and the student's case conference committee has determined that promotion to another grade is appropriate;
- C. an English learner student who has received services for fewer than two (2) years and whose Individual Learning Plan (ILP) Committee including the parent, a building level administrator or designee, a classroom teacher of service, an English learner teacher of record (if one exists), and an English learner corporation administrator (if one exists) has determined that promotion is appropriate based on the implementation of research-based instructional practices outlined in the student's ILP;
- D. the student received a score of proficient or above proficient in grade 3 math on the statewide summative assessment;
- E. the student has received intensive intervention as determined by the Indiana Department of Education in reading for two (2) or more years and was retained more than one (1) time throughout kindergarten, grade 1, or grade 2.

A parent whose child has been retained in grade 3 under the reading deficiency remediation plan and would not be subject to retention for other reasons may appeal the student's retention if the parent believes that the student meets one of the above exemptions. The Superintendent shall develop administrative guidelines that include the procedure for appeal.

The Superintendent also shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. require the recommendation of the professional staff for any promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- C. assure that reasonable efforts be made to remediate the student's difficulties before they are retained;
- D. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.

Cross Reference

po2623 - STUDENT ASSESSMENT

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ALL GRADES

The educational program shall normally provide for continuous progress of all students from grade to grade on an annual basis. Students are typically best served when they have access to grade level curriculum and differentiated instruction alongside others of like age. Occasionally, a student may profit from a variation in the normal grade progression.

Advancement or retention shall be considered for students who are performing exceptionally above or below peers in their grade placement or for students who are experiencing extreme difficulty in social or emotional progress due to the grade placement.

PROMOTION IN GRADES K-8

Students who have been identified as high ability, through the process outlined in Board Policy 2462, will typically participate in a normal grade progression receiving instruction more challenging within or beyond the general education curriculum. In the case of a student who would benefit from routine access to accelerated curriculum in all subject areas, a grade promotion may be considered. The principal must analyze objective data in the student's Advanced Learning Plan

(ALP) and, in consultation with family and staff members who are knowledgeable about the student's performance and maturity, determine if grade promotion is appropriate for the individual student. Requests for the promotion of students for the next school year will be approved or denied by the administrator serving as the High Ability Coordinator.

RETENTION IN GRADES K-8

Retention may be considered for students who have been unsuccessful due to (1) a developmental mismatch between the student and his or her chronological grade placement or (2) an extreme lack of opportunity to experience the curriculum.

In order for retention to be considered, the school team must initiate procedures in Administrative Regulation IKE. It is a requirement for school personnel to include parents in the process of analyzing data, formulate a hypothesis of the root cause of the student's difficulty, and implement a high quality intervention plan. An administrator will conduct a classroom visit to learn more about what is being done to provide an instructional match for the student's individual needs. If the school team intends to recommend retention, rationale must be provided on how retention will address the root cause in a way grade level advancement cannot. Requests for the retention of students for the next school year will be approved or denied by the Instructional Leadership Department. In all instances, when a student is to be retained, a conference shall be held by the principal with the student's parent/guardian.

Retention recommendations must be accompanied with evidence of a comprehensive data based intervention plan which has been attempted. A student shall not be retained for the sole purpose of improving the student's ability to participate in extracurricular programs. Decisions regarding promotion/retention of special education students will include this process, will be made by a case conference committee, and shall not be based on the existence of a disability alone. ENL students will not be retained on the basis of their language deficiency.

The Board will comply with the requirements of the Indiana Department of Education regarding the consequences for students in grade three who fail to pass IREAD 3. Accordingly, a student who does not pass the IREAD 3 assessment either during the assessment period in the school year or during the summer assessment window in the following school year, will continue to receive instruction in grade three reading and will only be reported as a third grader when retained in all subject areas. Good cause exemptions which may be considered are: (a) a student who has been previously retained two times prior to the fourth grade; (b) a student with disabilities whose case conference committee has determined promotion is appropriate; and (c) an English language learner whose Individual Learning Plan (ILP) Committee has determined promotion is appropriate.

Legal

I.C. 20-32-8.5

511 IAC 6.1-5-10 - Retaining student for athletic purposes prohibited

511 IAC 6.2-3.1-3

ELKHART COMMUNITY SCHOOLS
KINDERGARTEN EARLY ENTRANCE PROCEDURE AND APPLICATION FORM

PROCEDURE:

Elkhart Community Schools ~~allows children who turn 5 on or after August 2 to be admitted to~~ will allow children who are at least five (5) years old on or before August 1 to enroll in kindergarten. Indiana Law requires school districts to establish a procedure for considering requests for early entrance to kindergarten from parents/guardians of children who turn five (5) after August 1. In Elkhart Community Schools, this process is as follows:

Parents/guardians of children turning five (5) years old ~~on or after~~ August 2 through and including ~~September~~ October 1, who want their children to enroll in kindergarten, ~~should~~ shall contact ~~the child's home school or the Student Services~~ the office of Instruction and Learning Department, at 574-262-~~5540~~ 5720 to inquire about the early entry process. ~~The home school or Student Services Department~~ Elementary Instruction will provide a Kindergarten Early Entrance Application, which needs to be completed and submitted on or before ~~the first scheduled day of school of the school year~~ May 31. Applications will be reviewed to gain information regarding a child's participation in ~~Pre-K~~ Pre-K or other identified early childhood opportunities. Testing for early entrance into kindergarten will be completed during the month of June. Once notified of ~~receipt and~~ approval of the application, parents/guardians will be given instructions on how ~~are~~ to register the child(ren) online ~~for~~ at the elementary school.

APPLICATION

Child's Name _____
Last First Middle (Nickname)

Date of Birth _____ (Please attach a copy of your child's birth certificate)

Name of Elementary School _____

Parent/Guardian Name(s) _____

Home Address _____

Telephone Numbers _____ (Home) _____ (Cell) _____ (Work)

Please tell us about your child:

Early Childhood Opportunity History

Has your child attended ~~Pre-K~~ Pre-K or another early childhood opportunity? ___ Yes ___ No

If yes, please list the name of the program _____

How many days/weeks did your child attend the program _____

Pre-K Program Contact Name/Phone: _____

Social Emotional Development

Has your child had opportunities to interact with children his/her age? _____ Yes _____ No

If yes, describe your child’s interactions during these opportunities. _____

Do you expect your child to have difficulty separating from you? _____ Yes _____ No

~~If yes, are there ways the school can support your child to make this transition easier? _____~~

KINDERGARTEN READINESS CHECKLIST

Readiness for school involves many aspects of development. The statements below generally refer to characteristics of students ready to begin kindergarten. Please observe your child’s current skills to give us more specific information.

My child:

<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	
			<u>Knows right from left hand, knee, leg, etc.</u>
			<u>Understands and uses concepts of behind, in front of, under, above, over, below.</u>
			<u>Understands the concepts of morning, afternoon, evening, night, tomorrow, yesterday, and today.</u>
			<u>Understands the difference between the largest and smallest object in a group.</u>
			<u>Uses complete sentences containing at least five words.</u>
			<u>Remembers and follows three simple commands given at one time and not repeated.</u>
			<u>Is able to verbalize anger and frustration instead of acting out.</u>
			<u>Is able to play cooperatively with other children.</u>
			<u>Is able to wash, dress, feed, and toilet self without help.</u>
			<u>Counts objects up to 10.</u>
			<u>Can match numeral with correct quantity of items to 10.</u>
			<u>Recalls the sequence of events in an unfamiliar story that has been heard only once.</u>
			<u>Is able to concentrate attention on a task without being distracted.</u>
			<u>Knows basic colors.</u>
			<u>Knows basic shapes.</u>

			<u>Can identify the difference between a letter, word, and sentence.</u>
			<u>Understands the difference between a letter sound and letter name.</u>
			<u>Can write own first name.</u>
			<u>Can recall rote information such as the ABC song or other rhythmic tasks.</u>
			<u>Is able to draw a vertical line, horizontal line, and circle.</u>
			<u>Is able to draw a self-portrait with facial features and defined body (can be "stick person")</u>

~~Please check the following skills your child has mastered so we can learn more about your child:~~

~~_____ Intentionally makes marks or scribbles~~

~~_____ Can write first name~~

~~_____ Listens to a story~~

~~_____ Answers who, what, where questions~~

~~_____ Follows routines at home~~

~~_____ Follows 1 step directions~~

~~_____ Follows 2 step directions~~

~~How many upper and lowercase letters does your child recognize? _____~~

~~How high is your child able to count without skipping numbers? _____~~

~~Please circle the colors your child can name:~~

~~red _____ green _____ yellow _____ orange _____ blue _____ brown _____ black~~

Please submit information which will assist in identifying the skills your child has mastered along with this application. This may include child work samples, Early Childhood Teacher progress reports, or other items you feel will help us begin to get to know your child.

Parent/Guardian Signature

Date

~~March 24, 2020~~ February 11, 2025

Elkhart Community Schools New Course Proposal for 2025-2026

State Title	Locally Created Pathway accepted by IDOE: Principles of Underground Utility Location, Fundamentals of Underground Utility Locating, and Advanced Underground Utility Locating
Course Description	Provides the necessary instructional content, hands-on field training, and required certifications to support direct entry into the underground utility locating career field.
Grade Levels	11, 12
Pathway	Locally Created pathway accepted by IDOE
Length of Course	full-year double block classes
Prerequisites	attendance, work ethic, driver's license

Additional Required Information:

Resources	All materials, including teacher, provided by US Infrastructure Company
Additional cost?	none
Rationale for the course	<ul style="list-style-type: none"> ● USIC provides high school juniors and seniors a path to a career in the growing damage prevention industry with our Utility Locating Career and Technical Education Program. Upon successfully completing the course, students are fully trained and qualified to begin working as a utility locator for USIC or within the industry immediately after graduating. ● Provides a pathway for graduation ● Postsecondary credit from Indiana Tech for continuing education
How does this course fit into your department's and your school's total program?	It provides another opportunity for students to graduate with the possibility of successful employment in a high-demand field. It also provides pathway completion for graduation
Anticipated number of students	10 - 25 students
What courses might this replace in their schedules?	New course offered at no cost to the district.
Name of person on staff licensed to teach this course	Instructor provided by USIC

Elkhart Community Schools
New Course Proposal for 2025-2026

Gail Draper
Director of Counseling

G. M.
Executive Principal

2/7/2025
Date:

2/7/25
Date:

Elkhart Community Schools New Course Proposal for 2025-2026

State Title	Information Technology Fundamentals (7180)
Course Description	This is a full-year high school course that covers the fundamentals of networking. It is equivalent to a college-level Introduction to Networking course. The course interweaves essential networking concepts with relevant, hands-on problem-solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data both within and between computer networks.
Grade Levels	10, 11
Pathway	Cybersecurity
Length of Course	full year
Prerequisites	

Additional Required Information:

Resources	College Board AP Career Kickstart; students will need Computers with internet access and an installed network simulator like Cisco Packet Tracer.
Additional cost?	Teacher training \$900. CB will cover lodging costs
Rationale for the course	Cybersecurity is a high-growth field with entry-level jobs that pay well and don't require a four-year degree. There are currently more than 500,000 open cybersecurity jobs across the country, but less than 2% of high school students have access to cybersecurity pathways
How does this course fit into your department's and your school's total program?	This fits nicely into our ETI SOS. It offers students with a qualifying score to earn a free voucher for test prep and exams for the related CompTIA certification. (CompTIA Network+)
Anticipated number of students	25
What courses might this replace in their schedules?	Topics in Computer Science (small numbers and does not lead to certification)
Name of person on staff licensed to teach this course	Would train Neil Bahbah as part of the CB Pilot program

Elkhart Community Schools
New Course Proposal for 2025-2026

Gail Draper
Director of Counseling

2/7/2025
Date:

Gander
Executive Principal

2/7/25
Date:

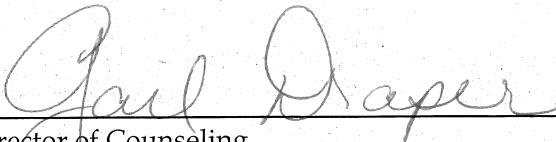
Elkhart Community Schools New Course Proposal for 2025-2026

State Title	Computing Foundations for a Digital Age (4565)
Course Description	Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.
Grade Levels	8, 9, 10, 11, 12
Pathway	Computer science requirement pursuant to Indiana Code IC 20-32-4-18.
Length of Course	1 semester
Prerequisites	none

Additional Required Information:

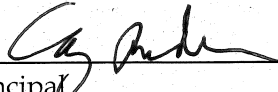
Resources	
Additional cost?	Teachers can be trained (per IDOE)
Rationale for the course	Required for graduation beginning with the 2029 cohort
How does this course fit into your department's and your school's total program?	Can be taken at any time for HS credit, including grade 8.
Anticipated number of students	All students must complete
What courses might this replace in their schedules?	unknown
Name of person on staff licensed to teach this course	Any 5-12 secondary education with a valid Indiana licensure (instructional, administrator, counselor) and computer science training or work experience

Elkhart Community Schools
New Course Proposal for 2025-2026



Director of Counseling

2/7/2025
Date:



Executive Principal

2/7/25
Date:

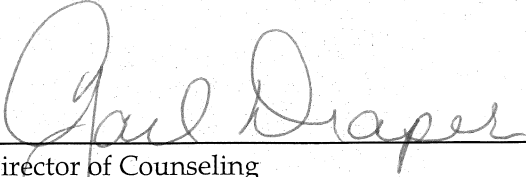
Elkhart Community Schools New Course Proposal for 2025-2026

State Title	Cybersecurity Fundamentals (7179)
Course Description	Cybersecurity Fundamentals is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols.
Grade Levels	11 and 12
Pathway	Cybersecurity and or credential of value
Length of Course	full year
Prerequisites	

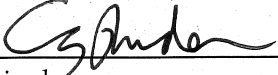
Additional Required Information:

Resources	College Board AP Career Kickstart; students will need Computers with access to the internet.
Additional cost?	Teacher training \$900. CB will cover lodging costs
Rationale for the course	a new AP program in development that's designed to accelerate high school students on their paths to in-demand careers.
How does this course fit into your department's and your school's total program?	This fits nicely into our ETI SOS. It offers students with a qualifying score to earn a free voucher for test prep and exams for the related CompTIA certification. (CompTIA Security+)
Anticipated number of students	25
What courses might this replace in their schedules?	Intro to Computer Science (out-of-date course)
Name of person on staff licensed to teach this course	Would train Neil Bahbah as part of the CB Pilot program

Elkhart Community Schools
New Course Proposal for 2025-2026



Director of Counseling



Executive Principal

2/7/2025
Date:

2/7/25
Date: