Joint Conference Held by Indiana School Boards Association and Indiana Association of Public School Superintendents

71st Annual Virtual Fall Conference
September 28 & 29, 2020

DEMONSTRATING EXEMPLARY LEADERSHIP IN UNPRECEDENTED TIMES
Looking to elevate your facility design to the next level? Let CSO be your next educational facility design partner and experience the difference. We can enhance and optimize your learning environments by providing planning and design solutions that seamlessly integrate building design with today’s teaching and learning practices.

Willow Lake Elementary School (above photos)

ARCHITECTURE
INTERIOR DESIGN
MASTER PLANNING
FACILITY ASSESSMENT
COMMUNITY OUTREACH
Are you receiving your full E-Rate return or need help with your Capital Asset Inventory?

Let AdTec help your school through our local, personalized service.

www.AdTecErate.com
8:00A — VIRTUAL EXHIBIT HALL - OPEN FOR VISITATION UNTIL 3:30P
Plan your day’s activities to include a visit to the virtual exhibit hall, meeting friendly personnel from each company who are well versed in the specifics of up-to-date school products and services.

8:00A - 9:00A — ISBA DELEGATE ASSEMBLY:
Presiding: Dr. Robert Stwalley III, ISBA President, Lafayette

9:00A - 10:45A — MONDAY MORNING GENERAL SESSION:
Presiding: Dr. Robert Stwalley III, ISBA President, Lafayette

Presentation of Awards:
▶ 2020 Lorin A. Burt Outstanding Educator Award
▶ 2020 Outstanding Boardsmanship Award
▶ Recognition of IAPSS Superintendent of the Year

Speakers: Indiana Gubernatorial Candidates
This year, our Monday morning keynote addresses will be from the 2020 Indiana Gubernatorial Candidates. Governor Eric Holcomb (R) and challenger Dr. Woodrow Myers (D) will each be given 15 minutes to present prepared remarks. We look forward to these presentations, as we recognize that it is imperative for school board members and superintendents to hear what each of these men plan to do to benefit public education in the state of Indiana.

11:00A - 12:00P — CLINIC SESSIONS

Option 1: Powerful Policies: How School Board Policies Perpetuate Inequities
The promise of public education holds that every child – regardless of family circumstances – can be placed on an equal footing to pursue goals of college, career, and success in life. Our efforts to provide an equal education to each child, however, continue to fall short of meeting that promise. This session is designed to identify examples of inequitable effects of school board policies and how they perpetuate inequities. We will explore specific examples of problematic policies and recommend changes school boards can make to enable better access to educational opportunities for each student.

Presenters:
Verjeana McCotter-Jacobs, Esq., Chief Equity and Member Services Officer, NSBA
Maria Norman, Board Vice President, Ft. Wayne Community Schools
Amy Bair, Board President, Alexandria Community Schools
Jacinto “Cinto” Ramos Jr., Board President, Ft. Worth Independent School District, TX
Nikkie Whaley, Board Support and Training Specialist, Arizona School Boards Association
Option 2: Managing Graduation Pathways To Student Success

In this session Shenita Bolton, College and Career Readiness Manager for Fort Wayne Community Schools, will detail how Fort Wayne moved from tracking each student’s graduation pathway manually to an automated time-saving resource. Explore a real-world example of how a graduation pathways tracker and guidance tool has transformed the daily tasks for the guidance department at FWCS and given them valuable time to do what they do best...help students succeed!

Presenters:
Shenita Bolton, K-12 College and Career Readiness Manager, Ft. Wayne Community Schools
Aaron Gernhardt, Project Leader--Student Information Systems, Ft. Wayne Community Schools
Robbie Grimes, Co-Founder, Standard for Success

Option 3: Education Foundations 101: How to Maximize Student Opportunities Through Community Giving

With rising operating costs and budget constraints, it is getting harder for school districts to create new opportunities for students. Nonprofit education foundations are one way your school district can increase funding by engaging your community-regardless of district demographics.

Need a funding source for college/career coaching? Academic competitions? Classroom programs? Whether you’re considering a foundation or looking to improve the one you have, this session is for you.

Presenters:
Jane Wright, Executive Director, School City of Mishawaka Education Foundation
Matt Carroll, President, School City of Mishawaka Education Foundation
Wayne Barker, Superintendent, School City of Mishawaka
Bill Agnew, Vice President, School City of Mishawaka Education Foundation
Brian Dooley, MEF Marketing Chair, School City of Mishawaka Education Foundation

Option 4: School Therapy Dogs: One District’s Approach to Placing Pups in Every School

Capturing the attention locally and nationally, Valparaiso Community Schools is exemplifying how important it is to address the social and emotional needs of both students and staff through the use of therapy dogs. This session will walk you through the steps Valparaiso took to launch this important project. Meet three of our 13 therapy dogs and hear our story of how we went from litter to therapy dog graduation.

Presenters:
Erin Hawkins, Dir. of Social Emotional Learning/Dog Handler for June, Valparaiso Community Schools
Bonnie Stephens, Principal—Heavilin Elementary/Dog Handler for Moses, Valparaiso Community Schools
Debra Misecko, Principal—Memorial Elementary, Valparaiso Community Schools

Option 5: IN W.E.L.L. (Women Educators Leading Learning) Information Session

This session will describe the goals and objectives of the IN W.E.L.L. program. The “why” behind this new IAPSS state endeavor will be explained. There will be time left for Q&A.

Presenters:
Dr. Sherry Grate, Superintendent, Westfield-Washington Schools
Dr. Diane Woodworth, Retired Superintendent, Goshen Community Schools
Option 1: 360’s: Portage Township’s Efforts to Wrap Around Education

Portage Township Schools, along with local institutes of higher learning and Portage Economic Development and many other community partners have worked together to share eye opening real-life experiences with our students while enlightening our students of high-wage, high-need opportunities in our community. Our students have been exposed to opportunities in manufacturing and healthcare in our area.

Presenter: Mike Stephens, Assistant Superintendent, Portage Township Schools

Option 2: Hackers Hit The Books: Phishing and Business Email Compromise Attacks Could Land You In The Principal’s Office

In this session, Ice Miller LLP data security and privacy attorneys Stephen Reynolds and Mason Clark, along with FBI Supervisory Special Agent John Davidson, discuss the rapid rise of phishing, ransomware, and business email compromise attacks on school systems and provide practical guidance for school officials to prevent hackers from swiping school funds. Drawing on a combined decades of experience in cybersecurity, the presenters will help school officials:

1. Understand trends in phishing, ransomware, and business email compromise attacks;
2. Identify common “red flags” to spot attempted unauthorized access to information systems;
3. Train school corporation workforce members on information security awareness;
4. Prioritize incident response procedures; and
5. Assess potential gaps in cyber liability insurance coverage.

By attending this session, school officials will be better prepared to protect their data, finances, employees, and students from evolving cyber threats.

Presenters:
Stephen Reynolds, Partner, Data Security and Privacy, Ice Miller LLP
Mason Clark, Associate Attorney, Data Security and Privacy, Ice Miller LLP

Option 3: Lens on Security - Risk & Recovery

Risk management. Data privacy. Cybersecurity. These are three critical areas that need to be addressed in any K-12 network security and recovery strategy. Join this interactive session to learn how different districts are making defense the best offense. From providing training and professional development to deploying proactive cybersecurity technologies, education leaders from across the nation are taking a stand against cyberthreats. Attendees will leave with best practices, tips, and resources they can use to strengthen their security posture.

Presenter: Colleen Hoy, Sr. Manager of Product Management, Education Networks of America

Option 4: Board Leadership Through Moral and Implied Authority

Recognizing the limitations of being a school board member can be an eye-opening experience for some new board members, yet the legal restrictions on your power don’t have to place boundaries on what you can accomplish. There are many things that you can do. Join a couple of experienced board members as they discuss the ways that school board members can use their moral and implied authority within their communities be effective at developing consensus, changing things in a positive manner, and providing strong leadership within public education.
Presenters:
Dr. Robert Stwalley III, President, Indiana School Boards Association
Bill Wilson, President, Clarksville Community School Corporation

Option 5: Early Learning Program Assessment - Why It Matters

Many early learning programs were implemented quickly to meet community needs, and assurances of success may be absent. Following the COVID-19 quarantine, parents returning to work will be searching for quality early learning opportunities. As young learners enter or re-enter our schools, it is critical to address any learning gaps that occurred during this unprecedented time. Therefore, we need to address our ELP’s with fidelity.

Mr. Manuszak and Dr. Deetz, both AASA Early Learning Cohort members, will share a research-based evaluation tool for early learning programs. Our communities and students deserve early cognitive learning environments evaluated on researched best practices.

Presenters:
Edward Manuczak, Superintendent, Dundee Community Schools/AASA Early Learning Cohort Co-Chair
Scott Deetz, Superintendent, Madison-Grant United School Corporation/AASA Early Learning Cohort Member
Todd Whitlock, CEO, Standard for Success

2:15P - 3:30P — FREE TIME TO VISIT EXHIBITS:

Please make sure that you patronize our exhibitors in the virtual hall. Keep an eye out for items/experiences that can earn you points! The top 10 on our leaderboard at the end of the day will receive a Visa gift card!

Once again, a huge thanks to our exhibitors. We would not be able to hold the conference at such a high quality level without their participation!

3:30P - 4:30P — CLINIC SESSIONS

Option 1: Videos Every District Needs to Stay Relevant

Videos connect stakeholders to your stories, and with the power of social media, their reach can extend well beyond the written word. Discover how to make videos with a big impact on your school community without straining your communications budget. Paul Weller will discuss how to find stories that advance your goals and planning tips for scripted and unscripted content. Watch examples of the five most important videos your district must create. Gain community support, attract staff, and grow your legacy with these tips and tricks.

Presenter: Paul Weller, Dir. of Media Services, Central Indiana Educational Service Center (CIESC)

Option 2: Teacher in Residence: A Transformed Classroom Experience in the Community

Hamilton Southeastern Schools, Conner Prairie, Hub and Spoke, and the City of Fishers, have partnered to offer an innovative learning model to students. By putting a Teacher in Residence in a collaborative instructional space outside our school setting students take on authentic industry challenges and passion projects rooted in the Fishers community.

Presenters:
Stephanie Loane, Executive Director of Elementary Education, Hamilton Southeastern Schools
Dr. Allen Bourff, Superintendent, Hamilton Southeastern Schools
**Option 3: Liability and Uncertainty in the Age of Pandemic - Is There a Cure?**

Let's review the potential liability that schools have in an ever-changing landscape now that we are dealing with the additional challenges of safe distance, protective face masks, and personnel daily attendance issues. Real-life claim examples will be discussed in an interactive session with audience participation. Over ninety districts/cooperatives/career centers currently use ESCRFT for general liability, property/casualty, workers’ comp, and school board legal coverage. The Trust is owned & operated by individual district representatives. The PowerPoint presentation includes contact information for individual inquiries.

- What steps should your district take to assure that you’re meeting due diligence and are adequately covered by insurance?
- What types of coverage do schools typically maintain when we add potential virus contamination?
- Which are most critical; why?
- What are “lessons learned” from dealing with the pandemic?
- What are best practices to implement when there is limited coverage response?

What about liability associated with school board legal, social media, behavioral challenges, increased security demands, IEP’s and special ed and now individual personal safe space? Does your school have the right cyber liability in place? Should you be concerned about pollution and/or air quality liability? This session will have you double-checking your school's current insurance as well as re-thinking how to plan for and avoid liability potential from new and emerging risk.

Presenter: Josh Wenning, Director, Region 8 Education Service Center

**Option 4: How ‘Personalized’ Active Learning Environments Promote Positive Student Social/Emotional Well-Being**

WGES was designed to be a different type of school in order to prepare students for a dynamic, digital future. Equally important, the school district desired this new elementary to nurture and encourage young learners to be the positive social change needed in the community. The strategy to achieve these goals had a multi-faceted approach, beginning with programming and designing a building layout that incorporated various types of active learning environments clustered around grade-level communities, and strategically-aligned with 'specials' spaces. Complementing all of this, the latest FFE offerings were incorporated in a way that promotes student ownership of their learning.

Presenters:
- Mark Beebe, Partner, Lancer + Beebe Architects
- Scott Alexander, School Board Member, Center Grove Community Schools
- Brian Proctor, Principal, Center Grove Community Schools
- Jason Taylor, Assistant Superintendent for HR and Technology, Center Grove Community Schools

**Option 5: “What Would You Do?”**

Patterned after a game show, the contestants will be given a scenario that required board action, and be prompted to provide the right solution. There will be two teams competing against each other, Family Feud style. “Judges” will then determine if they made the right decision.

Examples:
- The firing of a popular basketball coach or band director.
- The hiring of an architect or construction firm.
- A personnel matter regarding a request by a teacher for an extended holiday.
- The closing of a school.
Teacher layoffs.
Paying a million dollars for an all weather football field while teachers were denied a pay raise.
The expulsion of a student wearing a tee shirt with a strange message (Corona sucks!).

Presenters:
Steve Corona, ISBA Region 3 Director, Fort Wayne Community Schools
Tom Simpson, ISBA 1st Vice President, Yorktown Community Schools
Heather Krebs, Board President, DeKalb County Central School Corporation
Glenn Johnson, Board President, Lake Ridge New Tech Schools
Michelle Cooper, Director, Lewis Kappes
William Kaminski, Managing Partner, Newby Lewis Kaminski & Jones LLP

6:00P - 7:15P — SCHOOL BOARD PRESIDENTS' PANEL DISCUSSION

A response panel of board members who have served or are currently serving as president will field questions from the audience. Advance reservations required.

Presider: Kim Woodward, ISBA Past President, Avon

DAY 2 - TUESDAY, SEPTEMBER 29, 2020

8:00A — VIRTUAL EXHIBIT HALL - OPEN FOR VISITATION UNTIL 1:00P

Please make sure that you patronize our exhibitors in the virtual hall. Keep an eye out for items/experiences that can earn you points! The top 10 on our leaderboard at the end of the day will receive a Visa gift card!

Once again, a huge thanks to our exhibitors. We would not be able to hold the conference at such a high quality level without their participation!

8:30A - 9:45A — TUESDAY GENERAL SESSION

Presiding: Dr. Tracy Lorey, IAPSS President, Greater Jasper Consolidated School Corporation

KEYNOTE: FINDING COMMON GROUND IN UNCOMMON TIMES

The purpose of this keynote/breakout is for participants to explore what unites them as opposed to what divides them. We live in a society that is becoming increasingly polarized but even in our darkest moments, there are areas where we can all shine. Participants will learn how to have difficult conversations, how to challenge implicit biases, and how to build a community where differences are not just tolerated but celebrated!

Speaker: Dr. Omékongo Dibinga
Dr. Omékongo Dibinga is a professor of Cross Cultural Communication at American University and director of UPstander International. He provides leadership and diversity professional development training nationally and internationally. He is a motivational speaker, trilingual poet, TV talk show host, and rapper. Omékongo has studied at Harvard, MIT, Princeton, Georgetown, Morehouse, and The Fletcher School. He earned his Ph.D. in International Education Policy from The University of Maryland. His work has appeared in O Magazine, as well as on TV and radio from CNN and BET to the BBC and NPR in millions of homes in over 150 countries.
10:00A - 11:00A — CLINIC SESSIONS

Option 1: Experienced K-12 leaders discuss the value of construction project partnerships and their impact on delivering building projects in the most cost-effective way

Whether you are a rural, suburban, or urban school district, all are faced with the trials of aging buildings, fluctuating populations, referendums, and competition from neighboring communities. As a result, school leaders frequently seek a streamlined method for completing construction projects in the most cost-effective and transparent way.

Join us for a panel discussion with district leaders, sharing their years of experience shepherding construction projects, and the significance of selecting a trusted construction partner early in the process.

Considerations:
▶ Knowledge of facility conditions
▶ Determining which decisions your community will support
▶ Value of accurate cost information
▶ Selecting the RIGHT project(s)

Presenters:
Gregory Hinshaw, Superintendent, Yorktown Community Schools
David Holt, CFO, MSD of Warren Township
Scott Robison, Superintendent, Zionsville Community Schools
Brian Tomamichel, CFO, Westfield-Washington Schools
Bart York/Victor Landfair, Moderators, The Skillman Corporation

Option 2: Build a Village: Increasing Student Success Through Partnerships-Returning to a Time When the People in the Village Took Care of Each Other

This is an information-packed session that will take you through the steps of addressing all domains of the student/community through a process of identifying critical needs and locating potential partners that will assist with overcoming barriers to wellness and learning.

Presenters:
Tim Kunstek, Dean of Students/SEL Coordinator, Portage Community Schools
Jeff King, Asst. Principal, Portage High School, Portage Community Schools

Option 3: Taking ISBA K-12 Education Advocacy to the Next Level in 2021

At a time when social, political, and now pandemic challenges confront K-12 public education like never before, your voice representing the best interests of Hoosier students must be heard. During this session Terry Spradlin, Executive Director, will present the 2021 ISBA Legislative Priorities, highlight the Legislative Action Network program, and provide guidance and strategies on how school board members can optimize grassroots advocacy in your local school communities. A panel of school board legislative liaisons will discuss how ISBA’s Legislative Action Network provided them with the tools and resources to communicate with area legislators to have their voice heard. Audience participation will be welcomed and a Q&A session will be included.

Presenters:
Terry Spradlin, Executive Director, Indiana School Boards Association
Geoff Gentil, Board President, MSD of North Posey County
Alex Knepp, Board Member, Barr-Reeve Schools
Veronica Ford, Board Member, MSD of Pike Township
Option 4: **Determining Course Effectiveness in the Absence of ILEARN, ISTEP, or NWEA**

A consortium of schools is being developed to look at teacher performance in subjects in which no state or local assessment data is available. The consortium uses a readiness assessment and end-of-course assessment combination to determine student growth in subjects not covered by state or local assessments. The data created assists a building principal in determining if a teacher is effective.

A course readiness test is given to determine student’s preparedness for the class. Students are grouped according to the readiness test subject background knowledge results. This assists in determining growth at the conclusion of the end of course assessment.

Presenter: Daniel Sichting, Superintendent, Frontier School Corporation

Option 5: **Crisis Communications for Boards**

In this session, Dr. Michael Adamson will teach boards how to develop and implement an effective crisis communication plan—a necessary component to your pandemic playbook—that helps maintain transparency, while communicating in the midst of a difficult situation.

Presenter: Dr. Michael Adamson, Dir. of Board Services, Indiana School Boards Services

**11:15 A - 12:15P — CLINIC SESSIONS**

Option 1: **Dialogue on Current Legal Issues Impacting Public Schools**

The legal landscape affecting public schools is constantly changing. The Indiana General Assembly enacts new laws in every year that impact the operations of public schools. Courts issue new decisions almost daily that affect students, employees, and patrons. In addition, COVID-19 has presented new and challenging legal issues daily.

Societal expectations influence changes in the school environment. The ISBA Legal Staff will present the latest information on current legal issues, and then allow time for the audience to propose questions in the Q&A forum.

Presenters:
Lisa Tanselle, General Counsel, Indiana School Boards Association
Julie Slavens, Dir. of Policy Services/Senior Counsel, Indiana School Boards Association

Option 2: **Next Level Career and Technical Education: Rethinking and Revitalizing Indiana’s CTE System**

Career and Technical Education is a key component of our talent development system that is being challenged to prepare current and future students for an economy that will require education and training beyond high school for nearly two-thirds of all occupations. Through collaboration with educators and other partners, the State of Indiana has been working to rethink and revitalize our CTE System. Next Level Programs of Study are being piloted this school year to support statewide implementation for the 2021-2022 school year. This session will provide you with the information you need to help your school corporation start making plans.

Presenters:
Anthony Harl, Assistant Director of Career and Technical Education Programs, Indiana Office of CTE/Governor’s Workforce Cabinet
Enjema Beckley, Career Specialist, Indiana Office of CTE/Governor’s Workforce Cabinet
Option 3: Charting Your Course to Success With Education Foundations

Several school districts have administrators and school board members who are exemplary in how they support their education foundations. In this session, we will showcase some of those efforts in hopes of sparking ideas for others on how they can enhance their relationship with their education foundation for ultimate gain for the school district. Topics include how the two entities work together to build a strong relationship leading to increased fundraising, how engaging each other’s partners benefits the district and the foundation, and how INAPEF’s standards for education foundations legitimize the work foundations do to support the district.

Presenters:
Cori Korn, Executive Director, Lawrence Township School Foundation
Jeff Hauswald, Superintendent, Kokomo School Corporation
Kent DeKoninck, Superintendent, Greenwood Community Schools
Teresa Ransdell, Executive Director, Indiana Association of Public Education Foundations

Option 4: Developing a 360 Degree School Safety Program

As former law enforcement officers, the presenters know firsthand about violence and strategies to combat it. Lethality assessment programs and research conducted by the FBI and Secret Service will be provided to participants for their examination. Boldly, the Secret Service has stated school violence is preventable to which the presenters affirm. Overshadowed by vendors selling products to harden buildings and other promoting fear, prevention is often dismissed or trivialized. A road map for schools to implement a 260-degree school security program and questions answered on best practices in providing safe and secure learning environments will be addressed.

Presenters:
Dottie Davis, Founder/President, Davis Corporate Training, Inc.
Mike McCarty, CEO, SafeHiring Solutions

Option 5: Engaging Husky Nation - How to (and not to) keep your community engaged

Members of the HHSC School Board and Leadership Team will share strategies to keep a rural community informed of what is happening in our schools. A focus will be given to not only what has worked, but what has not. HHSC is a 2,300 student school corporation made up of two rural townships and three small towns. The community is truly defined by the school corporation and this presentation will highlight unique and not so unique methods for keeping the community informed. The presentation will also share how a positive non-competitive communication approach can impact transfers in to the school corporation.

Presenters:
Peggy Georgi, HHSC Media Relations Specialist, Hamilton Heights School Corporation
Julie Davis, Board Member, Hamilton Heights School Corporation
Arnie Cooper, Board Member, Hamilton Heights School Corporation
Derek Arrowood, Superintendent, Hamilton Heights School Corporation

12:15P - 1:00P — VIRTUAL EXHIBIT HALL - OPEN FOR VISITATION

Please make sure that you patronize our exhibitors in the virtual hall. Keep an eye out for items/experiences that can earn you points! The top 10 on our leaderboard at the end of the day will receive a Visa gift card! (point accumulation will run until 1pm)

Once again, a huge thanks to our exhibitors. We would not be able to hold the conference at such a high quality level without their participation!
General Information

Exemplary Governance Awards Program (EGA)

All board members are automatically enrolled in the EGA Program. Points are accumulated through attendance at ISBA-sponsored seminars and education-related activities. The Fall Conference is designated as a EGA core meeting -- school board members in attendance will earn 25 points. Qualified participants will receive recognition for their achievement during the spring regional meetings. Questions about EGA points should be directed to Brooke Orner, Events and Communications Manager via email at borner@isba-ind.org.

Professional Growth Points (PGPs)

ISBA has been approved by the Indiana Department of Education, Division of Professional Standards, as an eligible sponsor of programs awarding Professional Growth Points (PGPs) for educator license renewal in Indiana.

The PGP forms may be obtained HERE. Forms must be completed and sent into the state by the individual. Participants must attend the entire Conference in order to receive PGP points.

Delegate Assembly

The ISBA Delegate Assembly will convene at 8:00 a.m., Monday, September 28, via Zoom. Each school corporation should exercise its responsibility to take an active part in the official business of the Delegate Assembly. The Assembly makes Association decisions on all matters submitted to the Conference. Each board that holds membership in ISBA is entitled to one voting delegate (board member), who is to be identified on the online registration form. In order to email the Assembly materials to the Delegate, the ISBA must receive the Delegate’s name and email address prior to the conference.

Evaluations

Conference evaluation surveys will be emailed to all participants following the conference. This survey provides feedback to the conference planning committee and staff and is used as a tool to improve future conferences. Please take a moment to complete the survey. We need your input and look forward to the feedback you give us!
Presidents’ Panel

A special session designed specifically for board president development -- School Board Presidents’ Panel Discussion -- is scheduled on Monday evening via Zoom at 6:00-7:15p. During the panel, a resource panel of board members, who currently are or have served as a board president, will field audience questions pertinent to the school board president’s role and responsibilities. Only a board president or designee may register. Due to space limitation, only one board member per school corporation may attend.

Mark next year’s ISBA/IAPSS Fall Conference date on your calendar!

October 11-12, 2021

Indiana Convention Center
Education ready.
University ready.
Work ready.
Ready for the world.

Cambridge Pathway provides an instructional system aligning curriculum, assessment, and teaching and learning, for grades K-12.

Cambridge courses and exams allow students to satisfy ALL three (3) of Indiana's new Graduation Pathways requirements, including: (1) High School Diploma, (2) Learn and Demonstrate Employability Skills and (3) Postsecondary-Ready Competencies.

We are part of the University of Cambridge.

To learn more, contact us at: EventsUSA@cambridgeinternational.org

cambridgeinternational.org

Capitalize on the rich insights contained within your student data, regardless of where that data resides. 5Lab makes it easy to combine all of your data — eLearning activity, internet access, attendance tracking, discipline, course enrollments, race/ethnicity, socioeconomic status, and more — enabling you to answer the key questions your district is dealing with and accelerate your decision making.

To learn more, contact:

Dan McGreal Account Executive – 5Lab
630.955.7862 | dmcgreal@forecast5analytics.com

FORECAST5ANALYTICS.COM
Powerful Policies: How School Board Policies Perpetuate Inequities

Presenters:
Verjeana McCotter-Jacobs, Esq., Chief Equity and Member Services Officer, NSBA
Maria Norman, Board Vice President, Ft. Wayne Community Schools
Amy Bair, Board President, Alexandria Community Schools
Jacinto “Cinto” Ramos Jr., Board President, Ft. Worth Independent School District, TX
Nikkie Whaley, Board Support and Training Specialist, Arizona School Boards Association
Managing Graduation Pathways To Student Success

Presenters:
Shenita Bolton, K- College and Career Readiness Manager, Ft. Wayne Community Schools
Aaron Gernhardt, Project Leader--Student Information Systems, Ft. Wayne Community Schools
Robbie Grimes, Co-Founder, Standard for Success
Graduation Pathways
SETTING THE STANDARD

Track Graduation Pathways Easily and Efficiently

With Indiana now requiring schools to track graduation pathways, busy administrators need an efficient tool to help them accomplish this important task. Standard For Success—with its roots in education evaluation software—is the perfect partner to help schools track, aggregate and report on graduation pathways.

Let SFS help you:
- Collect and track graduation pathway data
- Aggregate, analyze and report state graduation requirements
- Transfer student graduation pathways data from school to school as students move

standardforsuccess.com

Simplify the process
Create, track, & analyze graduation pathways to develop a workforce of the future

Scan this code with your camera phone to see a Graduation Pathways demo.
THE SFS GRADUATION PATHWAYS TRACKING TOOL

Our pathway tracking tool allows administrators and counselors to create, track and analyze graduation pathways to build an educated, talented workforce for the future.

IN THE TRACKING TOOL, YOU CAN:

- Record and track the progress of students
- Search students by ID, grade year or name
- Check off areas as you complete them
- Enter employability skills
- Upload supporting documents
- Calculate GPA
- Track locally created pathways
- Track waiver criteria
- Modify grading scales as needed

For more information or to schedule a demo, call 844-SFS-EVAL or visit us online at standardforsuccess.com.

standardforsuccess.com
Education Foundations 101:
How to Maximize Student Opportunities Through Community Giving

Presenters:
Jane Wright, Executive Director, School City of Mishawaka Education Foundation
Matt Carroll, President, School City of Mishawaka Education Foundation
Wayne Barker, Superintendent, School City of Mishawaka
Bill Agnew, Vice President, School City of Mishawaka Education Foundation
Brian Dooley, MEF Marketing Chair, School City of Mishawaka Education Foundation
Education Foundations 101: How to Maximize Student Opportunities Through Community Giving
With rising operating costs and budget constraints, it’s getting harder for school districts to create new opportunities for students. Nonprofit education foundations are one way your district can increase funding by engaging your community—regardless of district demographics.
Need a funding source for college/career coaching? academic competitions? classroom programs?

Whether you are considering a foundation or looking to improve the one you have, this session is for you!

What you’ll learn:

1. How to structure your nonprofit school foundation
2. How to raise money
3. How to distribute donations for maximum impact
Why you might want an education foundation

- Academic Competitions .... $40,000
- Auditorium Sound Equipment .... $36,000
- Fitness Center .... $50,000
- Elementary Lego Leagues .... $20,000
- Interactive Studio .... $15,000
- College/Career Planning .... $8,000
- Teacher/Staff Wishlist Items .... $9,000
- Playground Markings .... $10,000
- Classroom Grants .... $18,000
- Junior Achievement .... $10,000
- Fine Arts Grants .... $7,500
Keys for a successful foundation

- Clear and Engaging Mission
- Relationship between Board, Superintendent, Alumni, Teachers, Community, Foundation
- Patience (It takes time to build something BIG!)
How to Structure a Nonprofit Educational Foundation

- Relationship with district (And independence)
- Bylaws/Legal Structure
- Board makeup/responsibility
How to Raise Money

- Events
- Donations
- Educators
How to Raise Money
Events
Dinners/Auctions
Golf Events
MajorSaver Fundraiser
How to Raise Money

Donations

Large Donors
- Corporate
- Individuals

Everyday Donors
- Annual Appeal
- Facebook (Special Causes)
Social Engagement

School City of Mishawaka Education Foundation is feeling optimistic.

Published by Brian Dooley on May 4

Are you the type of person who’s interested in helping your community? If so, we have an immediate, direct way you can help students and families in Mishawaka around Giving Tuesday.

Every weekday over 1400 children depend on Mishawaka Schools for breakfast and lunch. But food isn’t all they need to stay healthy and engaged. Many need school supplies, basic toiletries, and positive activities.

Now is your chance to show you care. Your donation makes sure students get what they need. See More

School City of Mishawaka Education Foundation

Published by Brian Dooley on November 12, 2019

We’ve been made aware of an urgent, immediate need for warm coats, hats, and gloves for our Mishawaka school children - especially our middle school. New or gently used donations can be dropped off at John Young Middle School’s main office. Please help us get the word out and donate if you can.

School City of Mishawaka Education Foundation

Nonprofit Organization

$1,685 raised
You, Alisha Taoue Ulrich and 36 others donated.

63,026 People Reached
10,038 Engagements

52 Comments 998 Shares
How to Raise Money

Educator Buy-In

Jeans Days

Paycheck Withholding
How to Decide What to Fund

Classroom Grants

Special Projects

Teacher Wishlist

Mishawaka Education Foundation
Questions and Answers
School City of Mishawaka
Education Foundation Payroll Deduction

Complete this form to initiate, or change your payroll deduction payable to the School City of Mishawaka Education Foundation. Send your completed form back in the envelope to Jessica Schultz /SCM Administrative Office.

NAME: ________________________________

ADDRESS: ________________________________

TELEPHONE: ________________ E-MAIL: ____________________

HOME SCHOOL: ________________________________

Check the appropriate box:

☐ Initiate payroll deduction

☐ Change payroll deduction

1. I hereby authorize School City of Mishawaka to initiate a payroll deduction, or change a payroll deduction, as appropriate based on the box I have checked.

2. I understand that if I am initiating or changing a payroll deduction, the deduction may not be made if I have insufficient income in a pay period to cover this and all other required and authorized deductions, and will not hold School City of Mishawaka liable for any deductions not made.

3. I understand that if I am terminating, a payroll deduction may still be taken during the current payroll cycle due to the time needed to process the termination, and will not hold School City of Mishawaka liable for any deductions made. It will be my responsibility to collect from the organization any overpayment that may result.

4. I understand that if I am changing a payroll deduction, the change may not take effect during the current payroll cycle due to the time needed to process the change.

____ Deduct $ _____ per pay period with a total of $________per school year.

_____ I would like to make a one-time donation of $___________.

    Check or Cash is enclosed; make checks payable to Mishawaka Education Foundation

Employee Signature: ____________________________ Date: __________

Mishawaka Education Foundation is qualified by the IRS to receive charitable contributions. Your gifts are fully tax deductible as provided by law.
Complete by clearly printing name, address, phone number, and email. Submit with payment for entry in the 50/50 Anniversary Raffle. This is your entry, which is used in the 50/50 Anniversary Raffle drawing. You will not receive a ticket.

Prizes will be awarded on Oct. 15, 2020 to the name listed on the entry.

Winners will be notified immediately after drawing. Raffle entry price: $25 each. Make checks payable to Mishawaka Education Foundation. See official rules at www.MishawakaEdu.org. Return coupon along with payment to MEF, PO Box 1593, Mishawaka, IN 46544.

For office use only:
Check ____________ Cash _______ Date ____________
The Mishawaka Education Foundation invites you to invest in our children while earning a chance to WIN $25,000 or other prizes. Sales begin on April 4, 2020. For more information, contact the raffle hotline at 574-254-7701 or visit www.MishawakaEdu.org.

- 50/50 Anniversary Raffle sales take place April 4, 2020 until October 15, 2020 at 12:00 PM.
- One name per entry.
- Verification that your entry was received will occur when your check clears the bank.
- If you would like a receipt, a self-addressed, stamped envelope must be mailed with your entry.
- In the event the MEF does not receive a minimum of 2,000 entries on or before October 15, 2020, the MEF reserves the right to withdraw the initial prizes and net proceeds will be split 50/50 between MEF and a single prize winner. All payments of $25.00 are payable to the MEF. All mailed entries must be postmarked by October 1, 2020. If entries are received by mail with a postmark after October 1, 2020 it will be considered a donation to the MEF and not part of the drawing. First prize will be subject to federal and state withholding tax. For a list of 2020 winners and official rules, visit www.MishawakaEdu.org. You must be 18 years of age or older to participate. Accounting services are provided by Davis and Wojtysiak.
- For more information, contact the raffle hotline at 574-254-7701 or visit www.MishawakaEdu.org.
Mishawaka Education Foundation
Grant Application

The Mishawaka Education Foundation creates enthusiastic learners and great learning environments. The Education Foundation promotes broad and sustained community investments in Mishawaka’s public schools.

Important Directions:
- This form will only be accepted using this on-line application.
- Keep a photocopy of the completed grant application, with signatures.
- Please read the Grant Application Guidelines before submitting this grant.
- Address questions to: MEF Director Jane Wright at 574-254-7701 or via e-mail to: Foundation@mishawaka.k12.in.us

Mishawaka Education Foundation Grant Application
The information in the attached grant application is true and correct. The applicant(s) will fulfill the grant as it is written, unless granted a change by the Foundation Board of Directors. The applicant(s) will also adhere to the guidelines for grant applicants, as outlined by the Mishawaka Education Foundation Board of Directors. The proposed grant project described in this application is intended to develop educational programs for students in the School City of Mishawaka. By applying for this grant and putting your name below, you are indicating there is no funding available in your school budget.

<table>
<thead>
<tr>
<th>Name of Applicant(s):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Principal(s):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submission Information
Please submit ONLY by email to: foundation@mishawaka.k12.in.us by appropriate deadlines to be eligible for a grant. Applications must be received on or before the second Monday in September (for fall Grants) or the second Monday in January (for winter Grants) and the second Monday in April (for spring grants). Each applicant and his/her principal will receive notification of the action taken on the grant. An awards presentation will be held at the Annual Luncheon.
### Application Data

The following information is used in evaluation and should be fully competed. Enter information in blank cells only. Cells will expand for additional space requirements.

<table>
<thead>
<tr>
<th>Title of project:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Applicant(s):</td>
<td></td>
</tr>
<tr>
<td>Email address(s):</td>
<td></td>
</tr>
<tr>
<td>School(s):</td>
<td></td>
</tr>
<tr>
<td>Position(s):</td>
<td></td>
</tr>
<tr>
<td>Target Grade(s):</td>
<td></td>
</tr>
<tr>
<td>Project Period: From:</td>
<td>To:</td>
</tr>
<tr>
<td>Impact:</td>
<td># of classrooms</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Other Staff, Individuals, Partnerships, mentors involved in project:</td>
<td></td>
</tr>
<tr>
<td>This application is a: New Request</td>
<td>Repeat Request</td>
</tr>
<tr>
<td>Repeat Request: Year Submitted</td>
<td>Denied/Approved</td>
</tr>
<tr>
<td>Amount Requested</td>
<td>Amount Approved</td>
</tr>
<tr>
<td>Outside Funding: School</td>
<td>PTA</td>
</tr>
<tr>
<td>Technology</td>
<td>Joint Services</td>
</tr>
<tr>
<td>GT</td>
<td>None</td>
</tr>
<tr>
<td>Other (Specify):</td>
<td></td>
</tr>
</tbody>
</table>

### BUDGET:

<table>
<thead>
<tr>
<th>MEF Grant Request</th>
<th>Donated Services/Materials</th>
<th>Funding Obtained from other sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>****See Attached sheet for budget detailed items for grant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Itemize the proposed budget on attached form. Provide Dollar Amounts - include all shipping fees.
## Narrative About Grant

Boxes will expand to accommodate longer narratives.

Give a written description of the project, including project goals. This description should provide enough information to enable the grant evaluator to adequately judge the purpose and merits of the project.

<table>
<thead>
<tr>
<th>Explain how this project is creative or unique:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Mishawaka Education Foundation
## Order Form

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Vendor/Catalog</th>
<th>Page # (if catalog)</th>
<th>Model/Order#</th>
<th>Price (ea.)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Make sure to include shipping & handling in your grand total (if applicable). If this is not included, it will result in a reduced order. The MEF can not give extra funds above the amount awarded.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Shipping &amp; Handling*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
</tr>
</thead>
</table>
School Therapy Dogs: One District’s Approach to Placing Pups in Every School

Presenters:
Erin Hawkins, Dir. of Social Emotional Learning/Dog Handler for June, Valparaiso Community Schools
Bonnie Stephens, Principal—Heavilin Elementary/Dog Handler for Moses, Valparaiso Community Schools
Debra Misecko, Principal—Memorial Elementary, Valparaiso Community Schools
Presenters

Dr. Erin Hawkins & June

Mrs. Debra Misecko & Eleanor

Dr. Bonnie Stephens & Moses
Today's Agenda

Describing the Project  |  Why?  |  How it Began

Steps in the Process  |  Training  |  What We've Noticed  |  Where Are We Now?

Next Steps  |  COVID-19  |  Contact Us
Describing the Project

- 2019-2020 School Year Initiative
- 12 Dogs in 10 Schools and Administration Building
  - 1 Veteran
  - 2 Adults
  - 9 Pups
- One Certified and 11 in Training
- 10 Golden Retrievers, 1 Labrador Retriever, 1 Goldendoodle
- Handler for Each
  - Family Dog
Why?

- Reduce Anxiety and Anxious Behaviors
- Behavioral Benefits
How it Began

- Collaboration between Dr. Julie Lauck of Valparaiso Community Schools and Dr. Bill Donohue of Vale Park Animal Hospital
  - Discussion about the Value
  - Vale Park Sponsored June
  - Upcoming Litter
- Handlers Secured
- Sponsors Secured
- Ongoing Support
Steps in the Process

- Board Approval
- Board Policy
- Insurance
- Fully Donor Funded
- Supplies
- Trainers
- Purchases
Training

- Dog Personalities and What Works
- Canine Good Citizen
- Therapy Dog Certification
What We’ve Noticed

- Impact on Students
- Impact on Staff
- Impact on Families
- Building Relationships
- When Dogs Move
Next Steps

- Tiers of Intervention
- Therapy Dog Certification
- Finish CGC
- Add to the Brigade
COVID-19

- Safety Protocols
- Alternatives to Interaction

Bubbles, Toy Toss, Fist Bump, Catch a Treat, Watch Some Tricks, Wave, Visit a Classroom, Read a Book
Questions?
Contact Us

Dr. Erin Hawkins
ehawkins@valpo.k12.in.us
(219) 531-3000

Mrs. Debra Misecko
dmisecko@valpo.k12.in.us
(219) 531-3090

Dr. Bonnie Stephens
bstephens@valpo.k12.in.us
(219) 476-8820
IN W.E.L.L. (Women Educators Leading Learning) Information Session

Presenters:
Dr. Sherry Grate, Superintendent, Westfield-Washington Schools
Dr. Diane Woodworth, Retired Superintendent, Goshen Community Schools
IN Women Educators Leading Learning (W.E.L.L.)

Presentation on September 28, 11:00
ISBA/IAPSS Conference
W.E.L.L. Committee Formed

IAPSS Leadership emailed IAPSS members in May of 2019, asking if there was interest in IAPSS to form a group to work on the encouragement of women in leadership.

Six female superintendents responded to the email and said yes, we were interested!

So, the six of us met via conference call several times that summer and had a phone call with Valerie Truesdale, the AASA coordinator of W.E.L.L.
IN W.E.L.L. Planning Committee

Planning Committee Formed during the 2019-2020 School Year:

Sherry Grate (Westfield Washington)
Diane Woodworth (Goshen Schools)
Stacey Schmidt (Portage Township)
Beth Niedermeier (Noblesville)
Lisa Lantrip (New Palestine)
Marilyn Hissong (East Allen)
Attendance at AASA W.E.L.L. Conference

In September of 2019, Sherry Grate and Diane Woodworth had the opportunity to attend the national AASA W.E.L.L. Conference in Washington D.C.

Sherry and Diane received lots of great input and brought many ideas back to the committee in IN.

JT Coopman and Robert Taylor (Executive Directors of IAPSS) were super supportive and excited about bringing this type of programming and support to IN.
Why is this Needed?

75-80 % of the nation’s public school teachers are women.

Yet, only 22-25 % of the nation’s public school superintendents are women.

The committee would like to tackle this situation in IN and offer more networking and support opportunities for women in leadership!

Studies show that educating women on the issues and concerns that women face in leadership goes a long way to encourage more women to get involved in leadership.

The survey that was sent out to all IN women administrators was very supportive of this endeavor.
Ideas for Programming

Presentations at IN Conferences (such as this!)

Networking opportunities for women at conferences (happy hours, dinners, breakfasts, etc)

Book studies on pertinent issues for women in leadership

Regional networking and support opportunities utilizing the Eight IAPSS Districts

Holding an annual IN W.E.L.L. Conference every summer

Provide mentors to women who are interested in advancing in leadership
Plans for 2020-21 School Year (COVID Put a Damper on Plans, Obviously)

Presentations at ISBA and IAPSS Conferences

Four half day webinars with Dr. Fran Prolman (Oct. 13, Jan. 13, Mar. 11, Apr. 13)

A W.E.L.L. Champion (Female Superintendent) has been procured for each of the IAPSS Districts. Each champion will be organizing a network opportunity for the women leaders in the district, such as:

  - Email and texting groups
  - Zoom meetings
  - Dinner meetings
District 1: Stacey Schmidt
District 2: Marilyn Hissong
District 3: Teresa Gremaux
District 4: Colleen Moran
District 5: Lisa Lantrip
District 6: Melissa Brisco
District 7: Stacey Humbaugh
District 8: Laura Hammack
IN W.E.L.L. Summer Conference 2021!

On June 22 & 23, 2021, the first annual IN W.E.L.L. Summer Conference will be held in Indianapolis with Dr. Fran Prolman as the presenter.

Save the date on your calendars!
Question and Answer

What questions would you like to ask?

Or any comments or ideas?

Thank you for your interest!
360’s: Portage Township’s Efforts to Wrap Around Education

Presenter: Mike Stephens, Assistant Superintendent, Portage Township Schools
Portage Township Schools

360 degree educational opportunities
Team

Melissa Deavers-Lowie - Director of Communications, PTS

Robbi Garcia - Associate Principal, Portage High School

Amy Parker - Director: Portage Economic Development Corporation

Aco Sicoski - Chancellor Ivy Tech North

Mike Stephens - Assistant Superintendent, Portage Twp Schools
Project: Manufacturing 360

Manufacturing 360 exposes seventy of our Portage High School students to Ratner Steel, Leeco Steel, Indiana Pickling & Processing, and the local sheet metal apprenticeship program and ended the day at the IVY Tech campus in Valparaiso. We show our students the options for solid careers in our community, the course work we offer that prepares them for such opportunities and help them explore the opportunities that await high school graduates in our local communities.
Project: Healthcare 360

Healthcare 360

Healthcare 360 (2)

Healthcare 360 (3)

Healthcare 360 takes nearly 70 Portage High School students each year to Northshore clinics, Porter Regional Hospitals and St. Mary's Hospitals to view and learn more in-depth medical campus opportunities and levels of preparation. This group's day culminates with a tour of IVY Tech Valparaiso campus to see the facilities and talk to the staff they would interact with. The students and staff interact regarding the classes but also the real world applications of the educational preparations.
## Job opportunities

<table>
<thead>
<tr>
<th>Optometry</th>
<th>Surgical Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm Tech</td>
<td>Nursing</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Food Service</td>
</tr>
<tr>
<td>Front Desk/Referrals</td>
<td>Health Info Management</td>
</tr>
<tr>
<td>MA</td>
<td>Imaging (CT/MRI/X-ray)</td>
</tr>
<tr>
<td>HR/Admin</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>EMS</td>
<td>Biomed</td>
</tr>
</tbody>
</table>
From the point of the local hospitals

Charles C Schied, director, marketing and community relations for St. Mary Medical Center.

“Healthcare offers students in Northwest Indiana many important and fulfilling career options,” said Schied. “We are excited to take students behind the scenes and show them what’s involved in providing outpatient diagnostic, physical therapy, laboratory, biomedical engineering, and immediate care services in Porter County.”

Sandra Oliver, Human Resources

“Our presentation allowed our guests to understand the wide variety of jobs and skill sets our employees have.”
From the point of higher education
From the point of Portage High School

Portage Township Schools in partnership with the Portage Economic Development Council, Workforce Innovations of Northern Indiana, North Shore health centers, Ivy Tech University, Saint Mary’s Hospital and Porter Health system have worked together to expose our interested students to many aspects of the current health related occupations in our region. Our students will be exposed to real hands on applications of optometry, pharmaceuticals, pediatrics, emergency medicine, medical information technology, medical facility management, surgical technology, medical imaging, bio-medical, food service, emergency management, nursing and referrals/intake. This will dovetail into a tour of the training and educational facilities of our local Ivy Tech university campus led by student docents who will aid our students in exploring the educational opportunities available to them in our locale. The docents will further aid our students see the student to student insight and help them see a scene where they fit into the college and career arena. As our students are exposed to the hands on, they will also be schooled on what an employer will want from the workforce, such things as attendance, timeliness, appropriate attire, attitude, teamwork, communication, and appropriate behavior will be stressed with our students.
**From the point of the students**

Santoz Martinez, a Portage High School Student who attended the Manufacturing 360 event says “Before this experience, I was wanting to go to a big campus school, but now I feel like I can get a good education right here at home.”

“I think every city should have a program like this one in Portage to get your local town employed,” says Martinez, “Overall, it just benefits the community in a greater way.”
Hackers Hit The Books: Phishing and Business Email Compromise Attacks Could Land You In The Principal’s Office

Presenters:
Stephen Reynolds, Partner, Data Security and Privacy, Ice Miller LLP
Mason Clark, Associate Attorney, Data Security and Privacy, Ice Miller LLP
Hackers Hit the Books: Phishing and Business Email Compromise Attacks Could Land You in the Principal’s Office

Stephen Reynolds, CIPP/US
Partner, Ice Miller LLP
Stephen.Reynolds@icemiller.com

Mason Clark, M.S. Cybersecurity
Associate, Ice Miller LLP
Mason.Clark@icemiller.com
Today’s Agenda

1. Understand trends in phishing, ransomware, and business email compromise attacks
2. Discuss online learning and remote working threats
3. Assess potential gaps in cyber liability insurance coverage
“Amateurs hack computers, professionals hack people.”
- Some Hacker
Hitting Close to Home

August 5, 2020: Central Indiana school corporation attacked
Denied access to internet, applications
Hundreds of students unable to attend online classes
Phishing

- What is phishing?
- What is social engineering?
- Attack vectors: email, text, phone, in-person
- March 2019: California Unified School District employees victimized by phishing
W-2 Phishing Scams

Mon 22/02/2016 17:27

James.Kane@kane.com

Morning

Hope you had a good weekend. Do you have pdf copies of the employees' W2s? Could you please email them to me for a quick review?

Sent from my iPhone
Ransomware

- FBI warning: increased ransomware attacks
- Criminals seize systems, demand “ransom” payments
- Typically deployed during breaks, holidays, weekends when short-staffed and decentralized
Ransomware
Ransomware

![Image of a search result showing the conversion of 228 Bitcoin to United States Dollar]
Business Email Compromise

- BEC: attackers manipulate victims into wiring money or changing bank account details
- BEC attack in Texas cost $2.3 million in fraudulent transactions
- 2019-2020: ~270% increase in BEC attacks on school systems
Prevention: Phishing and BEC Attacks

- People, Policies, and Processes
- Table Top Exercises, Penetration Testing
- Education and Training
Prevention: Ransomware

Implement technical safeguards:

EXTERNAL EMAIL WARNING! Use caution with links, attachments, or responses. DO Not provide your credentials!
Online Learning and Remote Working
Overview of Current Issues, Threats, Risks in our Current Environment

- Covid-19 scams
- Unprotected networks
- Online learning applications and platforms
- Remotely conducting school board/administrator business
Virtual Private Network (VPN)

- What is a VPN, and how does it improve security?
- What organizational risks are associated with VPN use?
- How do you manage third-party VPN service providers?
What are the main security issues with Zoom, and how have they been addressed?

What can Zoom users do to mitigate security risks associated with the app?

What are other alternative VTC applications, and how do they offer better security?
## Tips for Safe, Secure Online Learning

<table>
<thead>
<tr>
<th>Tips for Parents</th>
<th>Tips for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Ensure safe connection</strong></td>
<td>1. <strong>Only click, read, or open things from people you trust</strong></td>
</tr>
<tr>
<td>2. <strong>Set privacy settings:</strong></td>
<td>2. <strong>Safeguard your devices</strong></td>
</tr>
<tr>
<td>3. <strong>Update student software/devices:</strong></td>
<td>3. <strong>Use passwords that are unique and memorable</strong></td>
</tr>
</tbody>
</table>

---

**IceMiller**

[icemiller.com](http://icemiller.com)
Cyber Insurance

Third-party Coverages
- TECH E&O
- NETWORK SECURITY
- DATA BREACH

First-party Coverages
- COMPUTER CRIME
- COMPUTER FRAUD & FTF
- EXTORTION
- NETWORK INTERRUPTION
- DATA RESTORATION
Questions?

Stephen Reynolds  
Stephen.reynolds@icemiller.com

Mason Clark  
Mason.clark@icemiller.com
Lens on Security - Risk & Recovery

Presenter: Colleen Hoy, Sr. Manager of Product Management, Education Networks of America
Cybersecurity & COVID-19

Your teams, your governments, your vendors are distracted…but hackers aren’t

In June, 60% of all institutional malware incidents reported were detected in the education industry – totaling over 4.7 million incidents.

Source: MSFT Threat Tracker
# Most Common Security Risks - 2020

Quick Glance at the Top Threats in 2020

<table>
<thead>
<tr>
<th>Threat</th>
<th>Impact</th>
<th>Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phishing / Business Email</td>
<td>Ransomware, malware, cryptomining and more</td>
<td>65% of all US organizations experienced a successful phishing attack in 2019 (Proofpoint)</td>
</tr>
<tr>
<td>Compromise / Spearphishing</td>
<td>Phishing vulnerability, intruder entryway, data theft, and more</td>
<td>WatchGuard predicts that in 2020, 25% of all breaches will be on off-premises assets</td>
</tr>
<tr>
<td>Secure Remote Access &amp; Endpoint Security</td>
<td>Malware vulnerabilities, cloud jacking, intruder entry points, poor access controls, data privacy concerns, and more</td>
<td>Error is the #1 action leading to a breach in Healthcare organizations – and the #2 action leading to a breach across Education institutions.</td>
</tr>
<tr>
<td>Misconfiguration / Human Error</td>
<td>Compromised servers and access to sensitive, personal data</td>
<td>Hacking is the #1 action leading to a breach across Education institutions – and the #2 action leading to a breach in Healthcare (Verizon)</td>
</tr>
<tr>
<td>Ransomware</td>
<td>Credential loss, identity theft, financial loss, system loss, and more</td>
<td>Ransomware is responsible for 80% of malware related incidents in Education (Verizon)</td>
</tr>
</tbody>
</table>

Discover transformative technology solutions at ena.com
CYBER ACTORS TAKE ADVANTAGE OF COVID-19 PANDEMIC TO EXPLOIT INCREASED USE OF VIRTUAL ENVIROMENTS

The FBI anticipates cyber actors will exploit increased use of virtual environments by government agencies, the private sector, private organizations, and individuals as a result of the COVID-19 pandemic. Computer systems and virtual environments provide essential communication services for telework and education, in addition to conducting regular business. Cyber actors exploit vulnerabilities in these systems to steal sensitive information, target individuals and businesses performing financial transactions, and engage in extortion.

As of March 30 2020, the FBI’s Internet Crime Complaint Center (IC3) has received and reviewed more than 1,200 complaints related to COVID-19 scams. In recent weeks, cyber actors have engaged in phishing campaigns against first responders, launched DDoS attacks against government agencies, deployed ransomware at medical facilities, and created fake COVID-19 websites that quietly download malware to victim devices. Based on recent trends, the FBI assesses these same groups will target businesses and individuals working from home via telework software vulnerabilities, education technology platforms, and new Business Email Compromise schemes.

Tealework Vulnerabilities

The FBI advises you to carefully consider the applications you or your organization uses for telework applications, including video conferencing software and voice over Internet Protocol (VOIP) conference call systems. Telework software comprises a variety of tools that enable users to remotely access organizational applications, resources, and shared files. The COVID-19 pandemic has led to a spike in businesses teleworking to communicate and share information over the Internet. With this knowledge, malicious cyber actors are looking for ways to exploit telework software vulnerabilities in order to obtain sensitive information, eavesdrop on conference calls or virtual meetings, or conduct other malicious activities. While telework software provides individuals, businesses, and academic institutions with a mechanism to work remotely, users should consider the risks associated with them and apply cyber best practices to protect critical information, safeguard user privacy, and prevent eavesdropping. Cyber actors may use any of the below means to exploit telework applications.

Communication Tools

- Malicious cyber actors may target communication tools (VOIP phones, video conferencing equipment, and cloud-based communications systems) to overload services and take them offline, or eavesdrop on conference calls.
- Cyber actors have also used video teleconferencing (VTC) hijacking to disrupt conferences by inserting pornographic images, hate images, or threatening language.

Remote Desktop Access

- Some telework software allows for remote desktop sharing, which is beneficial for collaboration and presentations; however, malicious cyber actors historically have compromised remote desktop applications and can use compromised systems to move into other shared applications.

Supply Chain

- As organizations seek to obtain equipment, such as laptops, to enable teleworking, some have turned to laptop rentals from foreign sources. Previously used, improperly sanitized equipment potentially carries preinstalled malware.

Education Technology Services and Platforms

Today’s rapid incorporation of education technology (edtech) and online learning could have privacy and safety implications if students’ online activity is not closely monitored. For example, in late 2017, cyber actors exploited school information technology (IT) systems by hacking into multiple school district servers across the United States. They accessed student contact information, education plans, homework assignments, medical records, and counselor reports, and then used that information to contact, extort, and threaten students with physical violence and release of their personal information. The actors sent text messages to parents and local law enforcement, publicized students’ private information, posted student personally identifiable information on social media, and stated how the release of such information could help child predators identify new targets.

Additionally, parents and caregivers should be aware of new technology issued to children who do not already have a foundation for online safety. Children may not recognize the dangers of visiting unknown websites or communicating with strangers online.
<table>
<thead>
<tr>
<th>Before-COVID</th>
<th>After-COVID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phishing – Malware - Ransomware were on everyone’s mind and increasing in</td>
<td>Malware and phishing has increased exponentially across all industries, and especially in EDU</td>
</tr>
<tr>
<td>frequency</td>
<td>Users are especially vulnerable during a time of so much change and the</td>
</tr>
<tr>
<td></td>
<td>movement of devices off-campus, putting district data and operations at</td>
</tr>
<tr>
<td>Solid, multi-layer backups became a key priority for many district</td>
<td>high risk due to COVID-19</td>
</tr>
<tr>
<td>technology teams</td>
<td></td>
</tr>
<tr>
<td>Risk of natural disaster applied to all districts. Local data centers</td>
<td>All of these things remain true and relatively unchanged.</td>
</tr>
<tr>
<td>required significant care for physical security. Insurance and recovery</td>
<td></td>
</tr>
<tr>
<td>plans needed</td>
<td></td>
</tr>
<tr>
<td>DDoS activity remained high and constant in EDU</td>
<td>Significantly reduced, for now…</td>
</tr>
<tr>
<td>Most common at the start of school and during key testing windows. DDoS</td>
<td>Remote school means less interesting targets and less instance of gaming</td>
</tr>
<tr>
<td>attacks were a key risk and common across K12</td>
<td>(a common origin of activity)</td>
</tr>
<tr>
<td>Hackers and intruders were a relatively low frequency attack vector</td>
<td>Unauthorized access is seeing a slight increase as a result of the widely</td>
</tr>
<tr>
<td>across the EDU landscape</td>
<td>apparent gaps in K12 cybersecurity and the movement of users and devices</td>
</tr>
<tr>
<td></td>
<td>off-campus</td>
</tr>
</tbody>
</table>
Make It Manageable

Connectivity
Network Security
Physical Security
Application Security
Training and Education

Cybersecurity

Risk Management

Data Sharing
Data Storage
Privacy Policies & Procedures
Training and Education

Strategic Planning
Disaster Recovery
Governance & Policy
Training and Education
Asset Management
Resources

Leverage The Expertise Around You

- IN DOE CyberAudit Checklist
- FBI COVID-19 PSA
- COSN Cybersecurity Resources
- K12 Cybersecurity Resource Center
- Verizon Data Breach Investigations Report
- Texas School Safety Center (extensive COVID 19 resources)
- InfraGard
- NIST Cybersecurity Framework
- COSN COVID 19 Guidance
- NYS BOCES Incident Response Plan Template
- Federal SchoolSafety.Gov Resources
### Three Key Strategic Components

<table>
<thead>
<tr>
<th>Risk Management</th>
<th>Technical Solutioning</th>
<th>Testing &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inventory</td>
<td>• Backups</td>
<td>• Test Your Plan</td>
</tr>
<tr>
<td>• Risk Eval</td>
<td>• Replication</td>
<td>• Test Your Users</td>
</tr>
<tr>
<td>• Data Classification</td>
<td>• Segmentation</td>
<td>• Document Everything</td>
</tr>
<tr>
<td>• Define Objectives</td>
<td>• Perimeter Defense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shore up the Basics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Risk Management

Good recovery planning requires critical pre-thought regarding the data and applications you'll need to recover in the event of an emergency.
Stakeholder Involvement

No matter how elegant your plans are, if you don’t have other departmental stakeholders involved, you’ll find yourself flat on your feet. They don’t have to agree with every choice, but they need to understand and approve. This will make everyone’s life during an event much better.

BCDR execution may fall to IT, but defining criticality and impact may be someone else’s call.

Having a communication plan crosses department and organizational boundaries.

Your organization needs clear, informed leadership across departments when disasters do strike.
Technical vs. Organizational Approaches

You’ll need both. But where to start?

Technical

- Vulnerability Scanning
- Penetration Testing
- Backup Strategy
- Firewall Audits
- Two-Factor Authentication
- …and more

Organizational

- NIST Cybersecurity Review
- Incident Response Policy
- Vendor Data Security Policy
- Tabletop Exercises
- Phishing Testing & Training
- Cybersecurity Insurance
- …and more

Discover transformative technology solutions at ena.com
Inventory

- What does each thing do?
- Who owns each thing?
- Where is each thing located?
- What is its IP address?
- Does it have any dependencies?
- How will you keep your list up to date?

Risk Eval

- What are ALL the ways each of your systems could go down?
- Rate the risk level of each inventory item against each of those risks
- Rate the impact of loss for each inventory item

Data Classification

- Rate the criticality of each application and data set
- Group applications and their data sets into major criticality categories
Define What You Want To Happen

Now that you’ve defined your requirements and rated criticality, start defining your objectives:

What is your **Recovery Time Objective (RTO)**: what is the acceptable amount of time your systems can be unavailable? Is there a financial impact in addition to the learning impact?

What is your **Recovery Point Objective (RPO)**: what is the acceptable amount of data your organization can lose from that/those application(s)?
Technical Solutioning

Now you know what you want to achieve. Time to start solving to those goals with tools, processes, policies, and changes to your network.
<table>
<thead>
<tr>
<th>Good Foundation</th>
<th>DDoS Attacks</th>
<th>Malware &amp; Bots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Factor Auth on all Critical Systems</td>
<td>Is your network segmented so you can identify specific schools?</td>
<td>Have you tested your patching with a pen test?</td>
</tr>
<tr>
<td>Encryption!!</td>
<td>How granular can you get with your segmentation?</td>
<td>How much visibility do you have into the traffic trying to talk to your critical systems?</td>
</tr>
<tr>
<td>Rule of least privilege – access controls</td>
<td>Can you see machines going to Google’s top 10 “stress test your network” sites? Or “what’s my IP”?</td>
<td>Do you have Intrusion Prevention (IPS) configured for critical internal systems?</td>
</tr>
<tr>
<td>SSL Remote Access VPN – get rid of GRE or open 3389</td>
<td>Go to the building and talk to the teachers.</td>
<td>Do you have visibility into the applications used on your network and their associated risk?</td>
</tr>
<tr>
<td>Student VPN Blocking</td>
<td>Does your ISP provide blackhole routing by default? Is a scrubbing service an option?</td>
<td>Can you see compromised hosts, real-time logging, etc.?</td>
</tr>
<tr>
<td>IoT Device Password Practices</td>
<td></td>
<td>What rules do you have around your Guest Network? When did you last review those?</td>
</tr>
</tbody>
</table>
Layers for Restoring Data

Key Considerations per System / Data Type

✓ Determine frequency of backup required
✓ File- vs. image- based backups
✓ Local vs. cloud storage
✓ Cold storage
✓ Geographic diversity requirements
✓ Backup vs. replication strategy

3 – 2 – 1 Backup rule

3 copies of your data  –  2 different media  –  1 copy off site

Discover transformative technology solutions at ena.com
Communications During Remote T&L

Does your employee communications platform include secure mobility features?

- Support for iOS and Android
- WiFi/4G/LTE capable
- Acts as the user’s extension while remote
- Allow users to:
  - make and receive calls, listen to voicemails, check call logs
  - change call forwarding settings
  - mask personal phone numbers
  - switch calls from desk phone to mobile app seamlessly
  - switch calls from the app to your cellular number when data connection fails
  - unified features, including chat, presence, and video seamlessly integrated
- Compliance with FERPA and other EDU requirements, Ray Baum’s, Kari’s Law, etc.
Securing A Remote Workforce

- VPN + MFA
- Data Security / Privacy
- Remote Work
- Web Conferencing / Distance Learning
- Mobile Device Management

Discover transformative technology solutions at ena.com
Testing: 1, 2, 3

You’ve settled on your RTO’s and RPO’s, chosen your solutions, implemented them, and engaged third parties. But you’re not “finished” until you’ve practiced and trained.
Practice.

A plan is only so good as your ability to execute.

- Your plan must include assigned owners and alternates or each function
- Practice recovery from different situations annually.
- Restore from different backups at least annually to ensure backup is working as you expect
- Run tabletop exercises with your team or across stakeholders
- Review roles & responsibilities – recovery isn’t just technical, there is a lot of communication to manage internally and externally… who will do that?
Train Your Users. Then Do It Again.

Your users will always be your weakest link. Invest in them.

- Phishing simulation emails at least once per year
- Connect with training – either as part of platform you purchase or through internally developed professional develop
- Determine if you will impose restricted use on repeat offenders of phishing simulations
- Test your leadership
- Consider USB drops, vishing, and “piggybacking” (testing physical entry of buildings)**

**Be cautious with physical entry tests, there are many laws around entry of school buildings to take into consideration
Find Your Start Point

Pick a path and start, there is no perfect way

State Departments of Ed are starting to put out rubrics, checklists, and guidance on cybersecurity for K12.

IDOE has a cybersecurity audit with a maturity growth path available online.

TEA in TX has significant resources that accompany new requirements and policy that took effect this year. Additional cybersecurity controls and guidance are available and based on a slim version of the NIST controls.
Trusted Partners Play A Key Role

- Security talent is at a premium across industries and across the country. Districts face an uphill battle to recruit and retain security expertise.

- It's critical to have a partner you can trust if/when things go wrong is critical.

- What qualities do you/your districts look for in a trusted partner?

- What value does your state or your districts place on key partners? What do partners provide that cannot/is not provided in-house?

Source: (ISC)² Study, 2019
Across America we are serving 8000+ community anchor institutions.

ONE out of every 12 public school students are served by one or more of our transformative technology solutions.

- 685+ School Districts
- 410+ Libraries
- 800+ Healthcare Facilities
## Comprehensive Solutions for Education

<table>
<thead>
<tr>
<th>CONNECTIVITY</th>
<th>COMMUNICATION</th>
<th>CLOUD</th>
<th>SECURITY</th>
<th>SaaS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Access</td>
<td>Voice over IP (VoIP)</td>
<td>Cloud Computing</td>
<td>DDoS Mitigation</td>
<td>App Inventory &amp; Analytics</td>
</tr>
<tr>
<td>WAN</td>
<td>IP Trunking Services</td>
<td>Cloud Backup Service</td>
<td>Hosted Firewall</td>
<td></td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Video &amp; Web</td>
<td>S3 Compatible Storage</td>
<td>Unified Threat Management</td>
<td></td>
</tr>
<tr>
<td>Network Design Pro</td>
<td>Conferencing Audio</td>
<td></td>
<td>Remote Access VPN</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>Conferencing</td>
<td></td>
<td>Content Filtering</td>
<td>Mobile Content Filtering</td>
</tr>
<tr>
<td></td>
<td>Fax over IP</td>
<td></td>
<td></td>
<td>Security Assessments</td>
</tr>
<tr>
<td></td>
<td>Toll-Free Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enhancement Devices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discover transformative technology solutions at ena.com
Four Key District Analytics Dashboards

- Total number of users vs. expected
- Overview of users by campus, grade, and class
- Time of day of usage

- Total number of unique devices used
- OS usage, browser usage, app by device
- Time of day of usage

- Boost efficiency
- Measure performance of investments
- Track subscriptions and renewals

- What’s trending in your district?
- What apps are you unaware of?
- What apps are being used by other districts?

Discover actionable data at catchon.com
File Backup-as-a-Service

Highlights and Features

- Simple, affordable protection against data loss
- Backup to cloud storage
- Protects servers and workstations
- AES 256-bit data encryption at the source
- MS SQL Server backup
- Bandwidth throttle capability
- Data compression and deduplication

Price: $5 per protected instance per month; $20 per TB of cloud storage per month
Security Assessments

NIST Review
- NIST Controls Review
- Policy Documentation Review
- Process Review
- Stakeholder Interviews
- Architecture Review

Pen Test
- Vulnerability Scan
- Manual Penetration Test
- Re-scan after 60 days
- Internal and External approach options
- Priced based on # IPs

Discover transformative technology solutions at ena.com
**ENASNetShield™ Hosted Firewall**

Highlights and Features

- Block unwanted traffic at ENA’s core, reducing unexpected bandwidth utilization
- Resilient carrier infrastructure
- Multiple layers of failover architecture to ensure continuous protection
- Fully managed service to ensure your team can focus on higher priorities

**Pricing based on bandwidth**
ENAVenture Secure Connections

Highlights and Features

- Remote access or Site-to-Site VPN
- Managed, on-premises VPN
- SSL VPN: up to 100 concurrent users and 500mbps throughput
- IPsec encrypted tunnels: up to 1Gbps throughput
- Optional directory integration for user management

**Price:** $120 per month
ENATechnology Solutions

Unified Threat Management

Highlights and Features

- Hosted and on-premise deployment options to fit your network
- Web-based interface for reporting and co-management access
- Deep network visibility and analytics
- Application awareness & control
- Remote access and IPsec VPN
- Malware and Intrusion Prevention (IPS) add sophisticated, custom protection

**Pricing based on bandwidth**
<table>
<thead>
<tr>
<th>Feature</th>
<th>ENA NetShield™</th>
<th>ENA NetShield UTM™</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-rate eligibility</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Traffic Monitoring</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Network Address Translation (NAT)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Port Address Translation (PAT)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>VPN (Site-to-Site and Remote Access)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Geo-Blocking</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Application Awareness</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Intrusion Protection System (IPS)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Malware Protection</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identity Awareness</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Customer Co-Management</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Discover transformative technology solutions at ena.com
Are there any questions we can answer?
Thank You

Colleen Hoy

Senior Manager, Product
choy@ena.com
Board Leadership Through Moral and Implied Authority

Presenters:
Dr. Robert Stwalley III, President, Indiana School Boards Association
Bill Wilson, President, Clarksville Community School Corporation
Board Leadership Through Moral and Implied Authority

Bob Stwalley, ISBA President & Bill Wilson, ISBA Past President

71st Annual ISBA Fall Conference

28 September 2020
Presentation Agenda

I. Proscribed, Legal Powers of Board Members
II. Tacit, Implicit, & Moral (Hidden) Authority
III. Positive Potential Outcomes from Hidden Authority
IV. Cautions about Hidden Authority
V. Lesson from Elite Theory in Political Sciences
VI. Q & A
Proscribed, Legal Powers
of Board Members
Tacit, Implicit, & Moral (Hidden) Authority
Positive Potential Outcomes from Hidden Authority

• Policy / Oversight Review
• Lead Public Discussions
• Influence Public Decision-Making
• Present Board Perspective to Public
• ‘The Bully Pulpit’
Positive Potential Outcomes from Hidden Authority

- Policy / Oversight Review
- Lead Public Discussions
- Influence Public Decision-Making
- Present Board Perspective to Public
- ‘The Bully Pulpit’
Positive Potential Outcomes from Hidden Authority

- Policy / Oversight Review
- Lead Public Discussions
- Influence Public Decision-Making
- Present Board Perspective to Public
- ‘The Bully Pulpit’
Positive Potential Outcomes from Hidden Authority

• Policy / Oversight Review
• Lead Public Discussions
• Influence Public Decision-Making
• Present Board Perspective to Public
• ‘The Bully Pulpit’
Positive Potential Outcomes from Hidden Authority

- Policy / Oversight Review
- Lead Public Discussions
- Influence Public Decision-Making
- Present Board Perspective to Public
- ‘The Bully Pulpit’
Cautions about Hidden Authority

You are speaking as an informed individual about educational issues and policy, not as ‘the board’.
Cautions about Hidden Authority (Continued)
Cautions about Hidden Authority (Continued)

You can only speak for ‘the board’ when authorized by ‘the board’.
However, your influence extends as far as you can use it to promote public education for all children.
Lessons from Elite Theory in Political Sciences

Welcome to the 0.01%.
Lessons from Elite Theory in Political Science (Continued)
Lessons from Elite Theory in Political Science (Continued)

With great power comes great responsibility.

Stan Lee
Lessons from Elite Theory in Political Science (Continued)

Use it wisely.

Bob Stwalley
Bill Wilson
Thanks for your attention.

Bob Stwalley
Bill Wilson

Questions?
Early Learning Program Assessment - Why It Matters

Presenters:
Edward Manuczak, Superintendent, Dundee Community Schools/AASA Early Learning Cohort Co-Chair
Scott Deetz, Superintendent, Madison-Grant United School Corporation/AASA Early Learning Cohort Member
Todd Whitlock, CEO, Standard for Success
“Early Learning Program Assessment – Why It Matters”

Monday, September 28, 2020, 71st Annual ISBA/IAPSS Annual Fall Conference (virtual)

Dr. Scott Deetz, Superintendent  
Madison-Grant USC  
Fairmount, IN  
@DeetzScott

Edward Manuszak, Superintendent  
Dundee Community Schools  
Dundee, MI  
@ManuszakEdward

Todd Whitlock  
Co-Founder/CEO  
Standard for Success  
@Twhitlock
Who Are We?

Professionals, Colleagues, Friends
Who Are You?

Superintendents?
Central Office?
Board Members?
Teachers?
Other
Administration?
Rural Community of serving northern Madison and southern Grant counties in Central Indiana.

- 1115 students enrolled
- 48.3% economically disadvantaged
- .4% English language learners
- 17.5% students with disabilities
Dundee Community Schools, Dundee, MI

Small Rural Community of 5,000 located in the northeastern corner of Monroe County

- 1,723 students enrolled
- 38% economically disadvantaged
- >1% English language learners
- 7.5% students with disabilities
Established in 2011
400+ Member Districts nationwide

Evaluation
Educator Growth Tools

Analysis
Program Assessment
Early Learning Program Assessment Tool (ELPAT) delivered in partnership with: AASA

Accreditation
Educator Growth Management

Pathways
Graduation Pathways Tracking
Why?
Get all students to the same starting line!
Why?

Having a Voice for those who do not have one!

Leadership is not about being in charge. Leadership is about taking care of those in your charge.
Community Partnerships

- Educational foundations
- Non-profit organizations
- Social services
- Churches
- Child-care providers
- After-school care providers
- Physicians and clinics
- Private schools
Dundee Community Schools Flywheel

Cultivate Positive Relationships with Students, Staff, and Families
Meaningful Communication with Students, Staff, and Families
Highest Level of Efficacy with Students, Staff, and Families
Embrace Growth and Change with Students, Staff, and Families
Respect and Honor Traditions
Celebrate Achievements
Early Learning Cohort
#AASAEarlyEd

- The purpose of the cohort is to bring superintendents from across the country together to review emerging research, discover early learning best practices and plan together to facilitate positive change.
- Thought Partners:
The Standard for Success, Waterford Research Institute, NAEYC, NHSA, Fred Rogers Institute, Buffet ECI, Office of Head Start, Detroit Public Television, PBS, Chartwells, and Lakeshore
- Next Meeting is virtually on Oct. 22 for an Equity in ELC Symposium followed by an in person visit for Spring 2021.
- Three Action Teams: 1) Advocacy/Policy 2) Research/Tool Development and 3) Communications/Presentations
We are learning about:

- Advocacy and how to engage difference makers
- Literacy in ECE
- Headstart programs in our districts
- NAEYC position statements
- Hands-on learning and researched based best practices
- Guided play and the importance of this in programs
- Equity in Early Childhood and why it matters
- Sustaining Relationships with individuals outside the field of Early Childhood Education (PBS, Lakeshore, PNC, Chartwells, etc.)
Early Learning Cohort
#AASAEarlyEd

- Dr. Nell Duke Groupies!
- May 2018 and Nov. 2019
- Research, Research, Research!
Key Points from Dr. Nell Duke

- Kindergarten Convergence
- Broaden and Deepen Curriculum
- Content Knowledge Matters for Reading Comprehension
- ECE teacher can select read alouds and plan hands on experiences that build content knowledge in science, social studies
Key Points from Head Start

Four Talking Points from Dr. Deborah Bergeron, OHS Federal Program Director:

1. Universal Enrollment
2. Data Sharing
3. Shared Professional Development
4. Continued Comprehensive Services

Dr. B.’s Vlog:  https://vimeo.com/340043035
Key Points from NAEYC: 5 Foundational Position Statements
• All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity.
• Released fall 2019
• Tools, resources, endorsing organizations
• https://www.naeyc.org/resources/position-statements/equity
Tools to implement equity

- Reflection questions
- Meets teachers where they are – equity is a journey
- Trainer/facilitator’s guide (how do I use this in my schools?)
- Maps to equity position statement

National Association for the Education of Young Children
A focus on equity

Each and every child, birth through age 8, has the right to equitable access to high-quality early childhood programs—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains of development. Knowing what is individually appropriate – learning about each child’s interests, abilities and developmental progress.
Advancing Your Message...

Dundee Community Schools
5 KEYS
To Early Childhood Student Success

DIVERSE OFFERINGS
A variety of opportunities is meet the needs of each child, including Head Start, GSPM, Young 5's, and Kindergarten.

KINDERGARTEN READINESS
Ensure that each child is prepared for kindergarten by collaboration with parents, preschools, prekindergarten, and childcare centers.

DEVELOPMENTALLY APPROPRIATE CURRICULUM AND MATERIALS
Activities and learning experiences are designed to address children's social, emotional, physical, language, and cognitive development.

POSITIVE ENVIRONMENT
Students feel safe, respecting environments both indoors and outdoors.

RELATIONSHIPS
Positive, collaborative relationships are valued within the community, including families, teachers, and students.

Dundee's 5 Keys to Early Childhood Student Success are rooted in the work of the National Association for the Education of Young Children (NAEYC).

We also strongly support the NAEYC's Position Statements to "build early care and education programs that support the intellectual, physical, emotional, social, and personal development of all young children."

These Position Statements include:

Advancing Equity in Early Childhood Education
All children have the right to a quality learning environment that helps them achieve their full potential as engaged learners and valued members of society.

Developmentally Appropriate Practice
Practiced within the local and every child's optimal learning and development. It is grounded in the research on child development and learning. It is used by knowledgeable educators who understand the child's development and create environments and experiences that meet the needs.

Standards for Professional Preparation
All early childhood professionals should have a broad knowledge of development and learning across the birth through age 8 and should have the ability to use appropriate curriculum and assessment approaches across the age span. They should have in-depth knowledge and skills in at least one of the three periods: birth to 3 years, preschool through kindergarten; and early primary grades.

Guided by Ethical Conduct and Statement of Commitment
Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education...
Early Learning Cohort
#AASAEarlyEd

Early Learning Program Assessment Tool (ELPAT) ©

- Scores are tabulated into Five Key Areas
  - High Success
  - Moderate Success
  - Low Success
  - Marginal Success
  - No Success

- Allows District Leadership to view potential of Early Learning Programs and confirm weaknesses and strengths

- Published by Standard for Success and co-branded by AASA
Early Learning Program Assessment Tool © (ELPAT)

- Designed by AASA Early Learning Co-Chair, Edward Manuszak, Dundee Community Schools Superintendent
- Published by Standards for Success, LLC
- Comprehensive Digital Tool designed to measure how effective their Early Learning Programs are for children from Birth through Age Eight that provides helpful resources
- Four Age Categories, 53 indicators
- More Info: INFO@STANDARDFORSUCCESS.COM
Analysis
Program Assessment
Early Learning Program Assessment Tool (ELPAT) delivered in partnership with:

B
11 Standards
BIRTH
Birth to 3 years

P
14 Standards
PRESCHOOL
3 years to 5 years

K
14 Standards
KINDERGARTEN
Grade K

E
14 Standards
ELEMENTARY
Grades 1 through 3

QR Code 1
QR Code 2
In addition to the vocabulary gap, for children experiencing poverty, the opportunity gap crosses many areas. None more important than “serve and return”.

Making connections with families early on allows school districts to forge relationships, share important child development guidance, and provide supports and in-roads within our system.
How much are you spending......

 THEORY OF CHANGE

How much are you spending?

- Early Childhood
- Elementary Intervention
- Middle School Remediation
- Drop Out Prevention
How much are you spending......
How Does It Pay?

- Dr. Tim Bartik, Economist from the UpJohn Institute
- ROI is 3 to 1 for states who offer Pre-K to children
- As high as a 16:1 ROI
- 2011 book Investing in Kids
- Video Clip: https://www.ted.com/talks/timothy_bartik_the_economic_case_for_preschool
This might well be the most influential initiative we have been involved with and have the most impact for students in MGUSC and DCS for years to come.

- Students performing at or above grade level
- Less dollars needed for intervention
- More students life ready
- More families with upward economic opportunity
Early Learning is a Journey...

- Partner with our local Intermediate School District to offer Special Education Services to our Birth - 3 year old population
- Participates in county-wide Great Start Collaborative
- Participates in county wide Child’s Action Network
- Transitions program including academic screening
- Connected with local health care organization offering extended services to qualifying families including tele-therapy opportunities
- Monroe County Supt. Early Childhood Plan
Questions?

Contact Us:

- Scott Deetz – sdeetz@mgusc.k12.in.us
- Edward Manuszak
  edward.manuszak@dundee.k12.mi.us
- Todd Whitlock – todd@standardforsuccess.com
5 Videos Every District Needs to Stay Relevant

Presenter: Paul Weller, Dir. of Media Services, Central Indiana Educational Service Center (CIESC)
Today is National Read Across America Day! To celebrate, teachers and administrators from around the district are reading their favorite Dr. Seuss books to students. Clinton Young Elementary received a visit from a very special guest, NFL wide receiver for the New Orleans Saints, Krishawn Hogan.

Mr. Hogan, who is also an Indianapolis native, brought his whole family to join in on the celebration while he read his favorite Dr. Seuss book, “Green Eggs and Ham.” Krishawn spent time talking to the group of third graders about how important reading it to him, and answering all of their questions. Thank you to Mr. Hogan for stopping by and reading to our students!
Beyond Data

Jennifer Fuller
23 hrs · 😊
Perry Township Schools...my home away from home. 😊

Damaris Contreras
13 hrs · 😊
I LOVE the diversity in our schools and am thrilled with the positive experiences my kiddos have had in Perry Township. Perry birds fly together!

Julia Lynn I love this so much! Moved away in the 70s, so I don’t get to watch our town grow. Fabulous to see PMHS and other Perry schools still setting the children up for success. Makes my heart smile. Thank you for sharing, Jerry Brown!
Jody Matthews  
Yesterday at 4:28 PM · 📸  
Never been prouder to be a member of the Perry Township family!

Nick Skinner  
Yesterday at 8:00 PM · 📸  
Glad I decided to take a job here 4 years ago. One of the best decisions I have ever made. Very rewarding place to work.

Cassandra Chandler-Dues  
6 hrs · 📸  
This is why we ❤️ Perry Township!

Joe Leonard  
Yesterday at 9:50 PM · 📸  
Proud to work here every day!!
Pre-Production

Always start with audience and goal

Release Forms: Do you have them?

What’s your inspiration? Find and steal from the best

View our “Next Steps” document

Start working on an outline and this will lead the script
Distribution

Where will the video live? YouTube, Vimeo, Facebook, Instagram, etc?

Be where your audience is.

Who else can share your content?

Upload caption files with video
Paul Weller
pweller@ciesc.org
media.ciesc.org
317-550-2228
Teacher in Residence: A Transformed Classroom Experience in the Community

Presenters:
Stephanie Loane, Executive Director of Elementary Education, Hamilton Southeastern Schools
Dr. Allen Bourff, Superintendent, Hamilton Southeastern Schools
Teacher in Residence:
A Transformed Classroom Experience in the Community
Our Mindset:
What experiences can we create for our students that they can’t get anywhere else?
A Teacher in Residence:

An HSE teacher is placed in a collaborative instructional space outside our school setting.

They plan for co-teaching opportunities with other classroom teachers.

Our students take on authentic industry challenges and passion projects rooted in the Fishers community.
Farm to Table: Fishers Agri Park
Nature First: Ritchey Woods
Test Kitchen: The Yard at Fishers District
We are Fishers: City Hall and Downtown
On the Prairie: Conner Prairie
Makers: Hub and Spoke Fishers*
Hoosier River Watchers: YMCA
H-HS: Hub and Spoke*
This experience was amazing! I loved how the interaction was between the kids and Mrs. Murch. The combination of classroom, speakers, hiking, discussions and sketching was so enlightening. I am so excited the kids get to experience that. Lani already to come back in the spring!

I liked on how we didn't just sit in a classroom and instead explored Conner Prairie. Secondly I LOVED the bow and arrow lessons! I also noticed on how we went in a whole bunch of STAFF ONLY areas/pathways. And my last thing that I enjoyed is that there was another class with us so we got to make friends while we stayed at Conner Prairie.

What I enjoyed most was throwing the tomahawks. I enjoyed because I have never thrown a tomahawk. Also I almost hit it and next time I bet I would hit it. Plus my dad hit the target for the tomahawk.

chaperone, I was highly impressed with our experience at Conner Prairie!! My son loved it and I think it is a great program! It is fun enough to fully engage students while teaching them about history etc. at the same time. My younger, in third grade, keeps asking when he's going to get to go cause his brother has been talking about it a lot!! I would be very happy to chaperone again in the future!
Follow our Adventure: @TeamMurch4
Asmurch@hse.k12.in.us
Liability and Uncertainty in the Age of Pandemic - Is There a Cure?

Presenter: Josh Wenning, Director, Region 8 Education Service Center
Is Your School Covered? Are you SURE?

2020 IAPSS/ISBA Conference
Property and Casualty Insurance

Optimizing School Budgets and Financing

• Are you Covered?
• Let’s walk through the “A, B, C’s” of potential liabilities that schools face in an ever-changing landscape. Real-life claim examples will be discussed by today’s presenters in an interactive session where attendees are encouraged to participate.

• Are you SURE?
  – What types of coverages do schools typically maintain?
  – Which are most critical and why?
  – Liability associated with:
    ▪ Property Protection
    ▪ General and School Board Legal Liability and Concerns with Social Media, Behavioral Challenges,
    ▪ Increased Security Demands, IEP’s and Special Education
    ▪ Cyber Liability
    ▪ Pollution Liability
COVID-19 Impact

• **Insurance Considerations**
  - Look to policies for Communicable Disease/Virus Exclusions
  - “Great unknown” as to if/how coverage might respond under various policies
  - Recommend to file all potential claims with insurance carriers
  - Consult with your agent for guidance

• **Legislative Immunity**
  - Monitor Federal and State considerations for legal immunity protections

• **Create and Adhere to Formal Policies & Procedures**
  - Stay proactive and comply with formal guidelines from CDC, Federal, State, and local health authorities
  - Communicate and cooperate with peer schools
  - Adhere to policies and procedures formally developed by your school corporation/school board
  - Adapt plans as necessary as situation evolves and new insight gained
Protecting your Property and Assets

- **Replacement Cost (RC) vs. Actual Cash Value (ACV):**
  - RC preferred, all locations
  - If insured ACV, why?
  - Co-Insurance Considerations

- **Catastrophic Perils - Flood and Earthquake Considerations:**
  - Review & Understand Limits and Deductibles; Example: % Deductibles
  - Know your “Flood Zones”
  - NFIP (National Flood Insurance Program)

- **Business Interruption (BI) & Extra Expense**
  - BI often required under public Bond financing
  - Extra Expense coverage is important!
Protecting your Property (cont.)

- **Builder’s Risk Coverage**
  - New Construction and Renovation Projects

- **Overhead Transmission Lines**
  - Is Coverage Included?

- **Special Equipment; “Inland Marine” examples:**
  - Boiler & Machinery (aka Equipment Breakdown)
  - Electronic Data Processing (EDP) equipment
  - Other specialized equipment specifically insured (i.e. mobile equipment, mowers, tools, radios, band and choir uniforms, athletic gear, etc.)
  - Fuel Storage Tanks; Wind Turbines; Solar Panel Arrays and Installations
Liability Coverages

• Student and Invitee Injuries at School

• Special Education
  – In-House or Co-Op/Inter-local Agreement?
  – IEPs: Limits & Deductible for Defense Costs

• Sexual Abuse & Molestation
  – Background Checks
  – Innocent Party Defense Costs Coverage
  – Automobile Exposure
  – Timely Reporting of Claims – very important!
Liability Coverages (cont.)

- **Employment-Related Claims**
  - “Non-monetary” relief
  - Injunctive relief

- **Law Enforcement Liability**
  - Employed School Resource Officer (SRO) or Contracted?
  - Legal counsel review
  - Do you even have this coverage?

- **Playground Equipment and Safety**
  - Inspections & Upkeep
Pollution Liability

• Pollutant Types & Sources
  – Mold
  – Underground & Above Ground Storage Tanks
  – Lab Chemicals
  – Cleaning Solvents

• Do you even have coverage for pollution?
  – If so, what limits and deductible?
  – Does it include First-Party & Third-Party coverage?
Crime / Employee Dishonesty

- Treasurer Bonds (Individual)
- Blanket Bond (All Employees)
- Comprehensive Crime vs. Employee Dishonesty
  - Extensions of Coverage Available at Little Cost
    - Money and Securities, Inside/Outside
    - Robbery & Safe Burglary
    - Counterfeit Currency, Money Orders
    - Unauthorized Withdrawal
  - Social Engineering/Fraudulent Instruction
Cyber Liability and Privacy Protection

• **Comprehensive Cyber vs. “Breach Response” coverage**
  - Comprehensive coverage includes:
    - Security and Privacy Liability
    - Named Malware
    - Cyber Extortion
    - Regulatory Defense and Penalties
    - Crisis Management and Public Relations
    - PCI Fines & Costs

• **Do you have coverage for cyber threats?**
  - If so, is the limit adequate for your exposure?
  - Policy carriers provide Resources/Guidance in the event of situations
Auto Liability and Physical Damage

• Physical Damage
  – Replacement Cost or Actual Cash Value?

• Motor Vehicle Record (MVR) Checks and Other Requirements

• Garage Liability and Garagekeepers Legal Liability

• Permissive Use of School Corporation Vehicles
  – Transporting students – School Vehicles/School Employee Drivers
Umbrella / Excess Liability

• **What Limit is Required / Preferred?**
  – Indiana statutory caps
  – Non-Indiana Jurisdiction or Federal matters

• **Make sure all “Primary” policies are Scheduled by Umbrella**
  – General Liability
  – Auto Liability
  – Employee Benefits Liability
  – School Board Legal Liability
  – Employer’s Liability
  – School Law Enforcement Liability
  – Sexual Misconduct Liability
Other Coverages for Consideration

• Workers Compensation
• Violent Malicious Acts; Violent Event/Crisis Response
• Student Accident Coverage
• Foreign Travel Accident and Sickness
• 1:1 Technology Protection
• PTOs & other School-based Organizations
• Vocational Education Exposure
  – Career Center Agreements
  – Exposure Considerations
Is Your School Covered? Are you SURE?

This Presentation is made available by Educational Service Centers Risk Funding Trust (ESCRFT), Indiana’s only school-owned Trust organization providing insurance and risk management to its 90 members (and growing!)

For more information, please contact:

Adam Adler, Area Vice President, Gallagher  
317.431.3024 | adam_adler@ajg.com

Mark Aldous, Area Senior Vice President, Gallagher  
317.294.6469 | mark_Aldous@ajg.com

Dr. Joshua Wenning, Director, Region 8 ESC  
260.423.0030 | jwenning@r8esc.k12.in.us

Dr. Carrie Milner, Executive Director, ESCRFT  
765.720.5732 | cbmilner765@gmail.com
Thank You!
Walnut Grove Elementary School Media Center
Center Grove Community School Corporation

Rossville K-12 Media Center
Rossville Consolidated Schools

East Central High School Natatorium
Sunman-Dearborn Community Schools

LANCER + BEEBE, LLC
Architecture | Planning | Interiors
Indianapolis | lancerbeebe.com
How ‘Personalized’ Active Learning Environments Promote Positive Student Social/Emotional Well-Being

Presenters:
Mark Beebe, Partner, Lancer + Beebe Architects
Scott Alexander, School Board Member, Center Grove Community Schools
Brian Proctor, Principal, Center Grove Community Schools
Jason Taylor, Assistant Superintendent for HR and Technology, Center Grove Community Schools
How ‘Personalized’ Active Learning Environments Promote Positive Student Social/Emotional Well-Being

September 28, 2020
I. Walnut Grove Elementary (WGE) Overview/History/Vision

II. What does it mean to ‘Personalize’ an Active Learning (PAL) Environment and how can instruction best-leverage this learning tool to promote appropriate social/emotional well-being and positive behavioral traits?

III. In this new era of ‘post-pandemic-induced’ e-learning and social distancing, how can ‘PAL’ Environments best-enable individual student assessments and learning gaps?

IV. How can ‘PAL’ Environments enhance the sense of school community/identity/security, and how does this factor into student success and well-being?

V. How can the principles and ‘paradigm shift’ of ‘PAL’ Environments noted above be applied to an existing school building?
Overview/History/Summary

- School Board vision
- Goals for the project
- Planning and project development
- Project financing
WGE overview video:

https://lancerbeebe.egnyte.com/dl/A8rCDCB4hR
Defining/Leveraging ‘PAL’ Environments

What is a ‘PAL’ Environment?
How can instruction best-leverage this tool?
Vimeo, Choice in the Classroom: https://vimeo.com/389658486
Defining/Leveraging ‘PAL’ Environments

Other instructional ramifications of the ‘paradigm shift’ associated with teaching in a ‘PAL’ Environment
Defining/Leveraging ‘PAL’ Environments

How can this positive affect student’s social/emotional well-being?
How have education requirements evolved given today’s global pandemic realities?
How do ‘PAL’ Environments align with these new requirements?
Negotiating e-Learning / Social Distancing through ‘PAL’ Environment

TEACHING EXAMPLE / VIDEO SEGMENT
Enhancing Community/Identity/Security through ‘PAL’ Environments

How do school community/identity/security contexts affect students’ overall success?

/ emotional well-being success?
Enhancing Community/Identity/Security through ‘PAL’ Environments

What are some ways education facilities can enhance the sense of school community / identity / security?
Enhancing Community/Identity/Security through ‘PAL’ Environments

What impact can ‘PAL’ Environments have on the sense of school community / identity / security?
Enhancing Community/Identity/Security through ‘PAL’ Environments
Enhancing Community/Identity/Security through ‘PAL’ Environments

Sense of smaller ‘communities’ within larger school, a unique facet of the same larger theme.
Applying ‘PAL’ Environment principles to existing schools

Primary (K-1-2) prototype

What realities/limitations might there be with existing schools in terms of being able to implement ‘PAL’ Environments?

What are some strategies for overcoming these?
Applying ‘PAL’ Environment principles to existing schools

What issues might there be in embracing the ‘paradigm shift’ that is inherent in ‘PAL’ Environments?

How might these be addressed / overcome?
Applying ‘PAL’ Environment principles to existing schools

Inter Grove Elementary K-2, Pre-COVID
Applying ‘PAL’ Environment principles to existing schools

Inter Grove Elementary K-2, post-COVID
Applying ‘PAL’ Environment principles to existing schools

Center Grove Elementary 3-5, Pre-COVID
Applying ‘PAL’ Environment principles to existing schools

Center Grove Elementary 3-5, post-COVID
Thank you!!
“What Would You Do?”

Presenters:
Steve Corona, ISBA Region 3 Director, Fort Wayne Community Schools
Tom Simpson, ISBA 1st Vice President, Yorktown Community Schools
Heather Krebs, Board President, DeKalb County Central School Corporation
Glenn Johnson, Board President, Lake Ridge New Tech Schools
Michelle Cooper, Director, Lewis Kappes
William Kaminski, Managing Partner, Newby Lewis Kaminski & Jones LLP
OUR EXPERTISE
YOUR PROJECT ADVANTAGE

TUNE IN TO OUR SESSION
ON TUESDAY, 9/29 AT 10:00 AM

Listen in as a panel of K-12 district leaders discuss the value of construction project partnerships, and its impact on delivering building projects in the most cost-effective way.

BE SURE TO STOP BY AND VISIT US AT OUR VIRTUAL BOOTH
Experienced K- leaders discuss the value of construction project partnerships and their impact on delivering building projects in the most cost-effective way

Presenters:
Gregory Hinshaw, Superintendent, Yorktown Community Schools
David Holt, CFO, MSD of Warren Township
Scott Robison, Superintendent, Zionsville Community Schools
Brian Tomamichel, CFO, Westfield-Washington Schools
Bart York/Victor Landfair, Moderators, The Skillman Corporation
OPTIMIZING SCHOOL BUDGETS & FINANCING

2020 ISBA / IAPSS FALL CONFERENCE
SEPTEMBER 28-29, 2020

Presented by:

VICTOR LANDFAIR, AIA
The Skillman Corporation

BART YORK
The Skillman Corporation
INTRODUCTIONS

Victor Landfair
Co-Moderator
Vice-President
The Skillman Corporation

Bart York
Co-Moderator
Executive Vice-President
The Skillman Corporation
1. What is your greatest concern in planning or implementing a building project?
2. What’s most important to you when establishing an ongoing professional service relationship?

3. How do you keep your construction partner on their toes and make sure they are providing services that exceed other options?
VALUE OF PROFESSIONAL CONSTRUCTION PARTNERSHIPS

4. What in your mind constitutes a trusted construction partnership?

5. What are your expectations as far as the working relationship between your construction partner and your other professional partners (architect, financial advisors, legal, etc.)?
6. You chose the construction management delivery method and The Skillman Corporation as your CM? What were your compelling reasons for these decisions, and have you used or considered other construction delivery methods?

7. When do you recommend bringing your construction manager on board and why?
 KNOWLEDGE OF FACILITY CONDITIONS

8. How did you assess your facility needs?

9. How did you prioritize your facility needs to your budget?
10. How does a construction partner help you determine what your community will support?

11. How important is transparency of facility needs and costs to you and your community?
12. How valuable are accurate cost estimates early in the process to you?
13. Why is it important to select the right projects of your overall program and how are these choices realized?

14. What is most important to your community when learning about a proposed project?
Build a Village: Increasing Student Success Through Partnerships-Returning to a Time When the People in the Village Took Care of Each Other

Presenters:
Tim Kunstek, Dean of Students/SEL Coordinator, Portage Community Schools
Jeff King, Asst. Principal, Portage High School, Portage Community Schools
Wrapping Around the Whole Child

PTS + Community = Success
A Safe and Collaborative Culture

Elementary Sequence of Success

6-8 Competencies

9-10 Competencies
Social Emotional Learning

Why ..................?

Portage Township Schools Strategic Plan

Goal 2: PTS will create a culture of Collaboration and Acceptance in a safe and secure learning environment.

PTS Comprehensive, Collaborative Approach to School Safety

Every Student Succeeds Act (ESSA)

IDOE Social, Emotional, and Behavior Wellness
Benefits

Social and emotional abilities are said to be indicators of how well a person adjusts to his or her environment, adapts to change, and, ultimately, how successful she or he will be in life.

In fact, core development abilities such as conscientiousness, emotional stability, openness and agreeableness can be as or even more important than cognitive intelligence in determining future employment.
THE CALL

Our schools have a growing number of students with significant social, emotional, and learning challenges, and this, of course, negatively impacts their academic stamina and progress. Our students are hurting for a variety of reasons, including stress and adversity. In addition, we, as educators, are experiencing secondary trauma and compassion fatigue. Although we have supports coming into our schools, it does not seem to be enough. What are we missing?
ANSWERING THE CALL

The Call to Address the Whole Child: Answering the “Why:”

Simply stated, stressed brains do not learn the same as brains that feel safe. Individuals that feel safe can emotionally regulate, and feel connection and a sense of purpose.

However, due to the fact that these indicators either go unrecognized or there is a lack of knowledge about their effects on learning and behavior, children and youth experiencing adversity and high levels of stress are often identified or mislabeled as having behavior, discipline, and/or learning issues in a school setting.

By building the capacity of our schools to address the social, emotional, physical, and mental health of our students, we not only improve academic outcomes, we also preventatively address issues such as bullying, suicide, school violence, substance use prevention, poor health outcomes later in life, mental health, workforce, suspensions/expulsions, disproportionality, and the school to prison pipeline.
Whole District Approach - Mental Health

• Tier Three
  • Support Specialists (Case Management)
  • Therapy
  • Psychiatric Care

• Tier Two
  • Targeted Groups
  • Teacher Wellness

• Tier One
  • Prevention
  • Training
  • Consultation
High School Tribe (level 3)

- Adjusted schedule of services
  - Multi-faceted student supports
    - Academic
    - Behavior
    - Medical (anxiety)
- Allows for provision of needed supports and coaching
- Restorative Circles
- 63 completed courses this year!
Restorative Practice Room

- Students are able to recoup credits lost from previous incidents.
- Restorative Practices Room
- supports and delivers educational services.
  - No longer counts as time without educational services.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:00 - 10:15 Meditation</td>
<td>10:00 - 10:15 Meditation</td>
<td>10:00 - 10:15 Meditation</td>
<td>10:00 - 10:15 Meditation</td>
<td>10:00 - 10:15 Meditation</td>
</tr>
<tr>
<td></td>
<td>Loving kindness</td>
<td>Breathing/Yoga</td>
<td>Loving kindness</td>
<td>Breathing/Yoga</td>
<td>Breathing/Yoga</td>
</tr>
<tr>
<td>10:40</td>
<td>Lesson #1 Strategy: What text says &amp; means</td>
<td>Lesson #2 Strategy: H Chart Character Analysis</td>
<td>Lesson #2 Strategy: H Chart Character Analysis</td>
<td>Lesson #2 Strategy: H Chart Character Analysis</td>
<td>Lesson #2 Strategy: H Chart Character Analysis</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch BR/Break</td>
<td>Lunch BR/Break</td>
<td>Lunch BR/Break</td>
<td>Lunch BR/Break</td>
<td>Lunch BR/Break</td>
</tr>
<tr>
<td>11:40</td>
<td>Lesson #3 Math</td>
<td>Lesson #3 Math</td>
<td>Lesson #3 Math</td>
<td>Lesson #3 Math</td>
<td>Lesson #3 Math</td>
</tr>
<tr>
<td>12:30</td>
<td>Group Time</td>
<td>Group Time</td>
<td>Group Time</td>
<td>Group Time</td>
<td>Group Time</td>
</tr>
</tbody>
</table>

**MS Tribe Program**
Data Collection

Collection Plan - Monitor the “Triple “A’s”

1. Attitude (behavior)
   a. Use the monthly discipline report and record the number of referrals per month.

2. Attendance
   a. 1 minus total number of absences each month over the average monthly attendance multiplied by the days of class = monthly attendance average

3. Academics
   a. Run a “D” and “F” report for each grading period beginning with the 2017-2018 school year. Highlight students who are on this list multiple times.
<table>
<thead>
<tr>
<th>Personnel</th>
<th>Role/Duty Action</th>
<th>Target</th>
<th>Rationale</th>
<th>What does this look like?</th>
<th>How do we know it is working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Administration</td>
<td>To support and encourage each building in embedding the curriculum and practices into everyday practices shifting the culture and positively adjusting the climate of PTS.</td>
<td>Principals, teachers, parents, students and all faculty and staff.</td>
<td>Strong support and willingness to partake in the journey instills buy-in and heightens pride. Ultimately this leads into more time on task and less redirection.</td>
<td>Training, resources, collaboration, celebrations and acknowledgement Attendance and support at faculty meeting etc.</td>
<td>1. Student Achievement increases. 2. Culture and Climate survey results.</td>
</tr>
<tr>
<td>Building-level Administration</td>
<td>To be a champion of embedding the Mind Up curriculum. Change “yeah but…” conversations into “yes and…”</td>
<td>Teachers, Parents, students and all involved in the education process.</td>
<td>A healthy social emotional environment is the foundation of all learning.</td>
<td>This should not be expressed as an additional item. Rather a supportive tool.</td>
<td>1. Student Achievement increases. 2. Culture and Climate survey results. 3. Reduction in discipline 4. Adults show more sensitivity to student needs. 5. All stakeholders are solutions based</td>
</tr>
<tr>
<td>Personnel</td>
<td>Role/Duty Action</td>
<td>Target</td>
<td>Rationale</td>
<td>What does this look like?</td>
<td>How do we know it is working?</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>School Advisors</td>
<td>Leads the efforts to unveil and deliver curriculum to students in the classroom on a weekly/biweekly basis. Collaborate with teachers on the structure of delivery. Welcome teacher involvement and participation. Lead discussion on how to infuse this into all aspects of the climate and culture, ie PBIS, CIP etc. This person supports and coaches the building on best practices and procedure.</td>
<td>Teachers, students, parents and all staff including support staff.</td>
<td>The more embedded this program is the more it begins to become part of the PTS culture. Social/Emotional training helps a student self regulate which increases instructional time on task and increases the child’s focus. Providing on-going monitoring and support increases buy-in which leads to overall positive changes in academic data which highlights the PTS culture of excellence.</td>
<td>Delivering weekly/bi-weekly lessons to all classes. Coaching and providing support and strategies to help prepare students for learning. Professional development for teachers and all faculty and support staff. Parent trainings etc.</td>
<td>Student behavior is respectful. Teachers are actively embedding SEL within their classroom environment Evidence of SEL exhibited throughout building Parents supporting in SEL curriculum and interested in how to assist at home.</td>
</tr>
<tr>
<td>Personnel</td>
<td>Role/Duty Action</td>
<td>Target</td>
<td>Rationale</td>
<td>What does this look like?</td>
<td>How do we know it is working?</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elementary Teachers</td>
<td>Be present while the lesson is being led by the School Advisor. You may wish to discuss lesson plans before delivery and may feel free to add to or just participate. Teachers will be asked to highlight the lesson objectives and embed these learned practices thought daily practices. You are their social emotional coach helping you set the environment for learning.</td>
<td>Students, parents and colleagues.</td>
<td>Child development does NOT occur in nicely organized silos. As educators we develop the “whole child.” Learning is optimized in safe secure environments - this includes social emotional well being. Research shows this is a key component to academic success.</td>
<td>Greeting students upon entrance into the school and classroom. Observing the students affect and asking them “how they feel”. Sharing strategies for managing emotional IQ. Developing a rapport with child through sharing and coaching.</td>
<td>Disruptive behaviors in the classroom are reduced. Students time on task and internal work ethic has increased. Every member in the building speaks the same language and supports and promotes the SEL curriculum. Students begin to promote a positive climate and culture through self monitoring as well as peer monitoring.</td>
</tr>
<tr>
<td>Personnel</td>
<td>Role/Duty Action</td>
<td>Target</td>
<td>Rationale</td>
<td>What does this look like?</td>
<td>How do we know it is working?</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>--------</td>
<td>-----------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Parents</td>
<td>Reinforce learning targets and practices of the curriculum at home. Support this instruction through attendance of Mind Up meetings held by School Advisors.</td>
<td><strong>Child, community</strong></td>
<td>Parents set the tone in terms of relations and support to the school. Collaboration and continued support will help secure a student who is self regulated and understands self advocating.</td>
<td>Casual conversation, follow up and reinforcement of lesson and skills taught. Verbal redirection, and praise as needed. Attendance to parent workshops.</td>
<td>Students behaviors at home demonstrate self-motivation, empathy and students demonstrate a stronger work ethic. Community members speak the common language and promote the skills</td>
</tr>
</tbody>
</table>
It takes a village!
Partnerships in Education and Community!

- Community Partners (grant manager - Dunebrook)
  - Serves as a resource locator and provider agent
- Porter Starke Counseling Services (Case Management)
  - MOU with Willowcreek Middle School
- Choices Counseling (Therapeutic Services)
  - Fegely Middle School
  - Kyle Elementary School
  - Myers Elementary School
- Crown Counseling (Therapeutic Services)
  - Portage High School
  - South Haven Elementary School
  - Paul Saylor Elementary School
Development Partners

- Purdue LDP
  - Two teams will be attending the summer LDP with focus on STEM Academy expansion and SEL programming and resources.
- Geminus
  - Assistance in providing mandatory Suicide Prevention training to faculty and staff
- Dunebrook - Community Partners
  - Assistance in providing mandatory Suicide Prevention training to faculty and staff
  - Provide assessments and resources to Portage families
- PATH- (both middle schools)
  - Positive Approach to Teen Health
  - A Comprehensive Youth Development Curriculum
- Urban League
- Social Emotional Learning/School Mental Health advising committee member for Northwest region.
## Secondary SEL

### PTS Middle School Model
- Lifeskills program
- WC - Social Studies Teachers dedicate 1x week
- Fegely - Every teacher teaches 1x week and reinforces lesson daily

### PTS High School Model
- Restructure Tribe Time into 9th and 10th Looped program - Focused Instructional Time (FIT)
- Students will earn credit in general studies course. Each day during period will have different focus.
- 1x week SEL curriculum developed by PHS teachers and PCES staff will be delivered. (reinforced through Challenge Ed.)
- Launch Team will train staff in regards to curriculum and relationship building
Multiple Project Delivery Methods

GUARANTEED ENERGY SAVINGS
DESIGN-BUILD and PLAN | SPEC

Your Project ... it's an Open Book

OPEN BOOK Billing System

→ True Transparency
→ 24/7 Access
→ Guaranteed Maximum Price

EMCOR
Construction Services
Midwest

Shambaugh Family Of Excellence

Tim Pitts, Business Development
tpitts@shambaugh.com
317.714.0432 Cell

EMCORcs.com
Taking ISBA K-12 Education Advocacy to the Next Level in 2021

Presenters:
Terry Spradlin, Executive Director, Indiana School Boards Association
Geoff Gentil, Board President, MSD of North Posey County
Alex Knepp, Board Member, Barr-Reeve Schools
Veronica Ford, Board Member, MSD of Pike Township
Taking ISBA’s K-12 Education Advocacy to the Next Level

Terry Spradlin, ISBA Executive Director
School Board Panel:
Veronica Ford, Geoff Gentil, Alex Knepp

September 29, 2020
AGENDA

I. ISBA’s Role in Advocacy
II. Grassroots Advocacy: Strength at Our Core
III. ISBA’s Legislative Services Today
IV. ISBA Legislative Action Network
V. Role of School Board Legislative Liaison
VI. ISBA 2021 Advocacy Guide
AGENDA (cont.)

VII. Advocacy Strategies
VIII. Sharing Your Story
IX. 2021 ISBA Legislative Priorities
X. Board Member Panel Discussion
XI. Audience Q&A
ISBA’s Role in Advocacy

ISBA’s core services cover: **Board Services, Board Policy, Legal Services, and Legislative Services**

- Under the Legislative Services area, ISBA lobbies on behalf of its membership on important legislation affecting K-12 public education and school governance

- ISBA lobbyists offer testimony reflecting the Association’s position developed by the Legislative Committee and adopted by the Association’s Delegate Assembly on various public education and governance matters
We work in concert with other K-12 associations (e.g., IAPSS, IASBO, IASP, IUSA, ISRSA, Coalition of Growing and Suburban Schools and many other groups) and state agencies on bills of common interest.

Two voices representing 1684 members and 289 school corporations. However, the **ISBA Legislative Action Network** is designed to unite our membership to stand together with a unified voice and through strength in numbers to inform, influence, and shape sound education policy in the state.
Grassroots Advocacy: Strength at our Core

- Grassroots diplomacy is a proven method to influence the decisions of elected officials with decision-making authority.

- ISBA’s grassroots advocacy objective is to capitalize on membership participation at the right time, place, and method.

- ISBA’s 2018-2021 Strategic Plan includes taking its advocacy efforts to the next level as a core goal and we’ve launched the Legislative Action Network as a result.
✓ State House representation
✓ Weekly ISBA legislative updates
✓ Bill tracking list service
✓ Legislative update webinars
✓ Call-to-action legislative alerts
✓ Website resources
✓ Advocacy Guide
✓ State House Day
The Legislative Action Network is a unique program to empower ISBA and its members to achieve our goal to “Take ISBA Advocacy to the Next Level.” Our objectives of this goal area are:

- Inform, influence, and shape sound governance policy for K-12 education
- Increase members’ overall knowledge of legislative processes at the state and federal level
- Equip members with effective techniques and strategies for targeted grassroots advocacy and campaigns
- Enhance relationships with state governmental leaders
The LAN is a formal program to help unify and mobilize “the voice” of school board members and increase State House visibility through designated legislative liaisons.

The legislative liaison is to be your board’s “eyes, ears, and champion” to coordinate local advocacy efforts to benefit your school corporation, students, and K-12 public education across the state.
Importance of Your Voice

- Board members, like legislators, hold positions of influence in your community
  - You deal with a variety of issues at the local level on an ongoing basis and are an informed source of information about education policy
  - Legislators listen to their constituents back home
  - You’re on the front lines of education and can explain the impact of state-level policy decisions.
Legislative Liaison Duties

✓ Know and support the 2021 ISBA Legislative Priorities

✓ Know your area legislators: go to the IGA “find your legislator” website link at: http://iga.in.gov/legislative/find-legislators/

✓ Tracking ISBA Legislative Services/LAN communications and providing timely updates on legislative session activities at local board meetings. Suggest making this a regular board meeting agenda item

✓ Identifying ISBA legislative priorities for which you will be willing to testify, if necessary, during committee hearings on these bills
Communicate regularly via email, phone calls, or letters with area legislators – become a trusted source of information to them

Coordinating email, phone call, or letter writing campaigns to your area legislators, media, and the broader community, especially in response to call-to-action alerts

Organizing legislative forums or attend Third House meetings hosted by other organizations

Attending ISBA’s State House Day during the 2021 session
ISBA Advocacy Guide available:

- An Advocacy Guide has been created with tips and strategies for communicating with legislators via persuasive, localized stories.
  - The contents of the guide includes:
    - ISBA Legislative Priorities and Foundational Statements
    - Get Informed
    - Contact Your Legislators
    - Share Your Story and Information
    - Invite and Involve Community
    - Top 10 Tips of Effective Lobbying
    - A Checklist of Quick Communication Tips
    - Map of the State House
The Legislative Services page of the ISBA website includes key resources to follow the 2021 session and adoption of new K-12 laws:

- Bill Tracking List (updated by the minute)
- ISBA Legislative Priorities and Foundational Statements
- Weekly Legislative Updates
- How to identify your area legislators
- Legislator Contact Information Lists
- How a Bill Becomes a Law
Know and support the 2021 ISBA Legislative Priorities

Know your area legislators: go to the IGA “find your legislator” website link: http://iga.in.gov/legislative/find-legislators/

Attend third-house or chamber meetings

Host K-12 education town hall meetings or legislative forums with area legislators

Participate in ISBA legislative update webinars
2021 Advocacy Strategies

- Read weekly ISBA legislative updates
- Ensure your board has designated a legislative liaison
- Attend ISBA’s Annual State House Day (date and location TBD; February or March 2021)
- Communicate regularly via email, phone calls, or letters with area legislators
- Respond to call-to-action legislative alerts

WE NEED A MULTITUDE OF ADVOCATES AND CHAMPIONS UNITED FOR K-12 PUBLIC EDUCATION – PLEASE LEND YOUR VOICE!
Sharing Your Story

- **Tips to “Share Your Story”:**
  - Focus conversation on 1 or 2 topics; be brief and be prepared
  - Share your perspective on each topic and the impact of the proposal on your school community with a few facts and statistics and/or a brief story or local examples to illustrate your perspective
  - Share stories about the successes occurring in your school community
  - Be respectful and positive – even if their position is different from ours
  - Remember -- There are no permanent allies and no permanent adversaries, it’s issue by issue.
Tips to “Share Your Story:”

- During a legislative session:
  - Focus your call or correspondence on one issue
  - Identify the bill #
  - Briefly state your position on the bill
  - Ask their position and email the ISBA team on what you learn
The 2021 ISBA Legislative Priorities were developed by a 20-member committee comprised of two school board members from the Association’s 10 regions. This legislative agenda was adopted yesterday by the Delegate Assembly. Our priorities include:

1) Increased Financial Resources to Support K-12 Students
2) Funding to Close the “Homework Gap”
3) Targeted, Temporary Civil Liability Immunity for School Officials
4) 2021 ILEARN Testing Waivers and Hold-Harmless Provisions for Accountability Grades
5) Remote School Board Member Participation in Board Meetings
The 2021 ISBA Legislative Priorities continued:

6) Capital Referendum (Controlled Project) Ballot Language
7) TIF Reform; School Board Member as Voting Member on RDC
8) Enhanced Teacher Recruitment and Retention Programs
9) School Board Member Per Diem Procedure
10) Exemption of School Facilities as Voting Centers During PHE
11) Deregulation Initiatives
Ms. Veronica Ford, Board Member, MSD Pike Township
Mr. Geoff Gentil, Board President, MSD of North Posey County
Ms. Layla Spanenberg, Carmel Clay Schools

1) How have you engaged legislators in direct 1:1 communication or community conversations?
2) What seemed to work well in your advocacy efforts?
3) Were there any strategies that were less effective?
4) How did you engage your fellow board members and involve your school community in the grassroots advocacy efforts?
Questions? Please submit via the Q&A tool
Determining Course Effectiveness in the Absence of ILEARN, ISTEP, or NWEA

Presenter: Daniel Sichting, Superintendent, Frontier School Corporation
Curricular Programming
as easy as 1, 2, and 3

If you have the correct data, you can evaluate easily!
Factors Needed to Evaluate Curricular Programming

- Student Achievement
- Student Growth
- Prior Knowledge
- Prerequisites
- Course Sequencing
- Vertical Alignment
- Curricular Materials
- Personnel
- Access to Collaboration of Best Teaching Practices/Pedagogy
Curricular Evaluation Tools: DATA

Readiness & ECA Assessment Development

Task #1: Standard Decision Making Tool
Task #2: Write Student Learning Objectives (SLO)
Task #3: Write Assessment Questions
Task #4: Create Blueprint
Task #5: Create Student Assessment
Correlations between ECA and Readiness Tests

- Pearson’s Correlation Coefficients were determined
- Correlation range from .37 to .62
- Finding: Readiness tests are helpful to predict the performance on ECA tests. The degree of relationship between ECA and Readiness Test.
- Pearson’s Correlations: (.3 or above-meaningful)
  - 7th Science .621
  - 8th Science .368
  - Chemistry .448
  - Earth Science .476
How many valence electrons are found in an element with this electron configuration?

1s²2s²2p⁶3s²3p⁶4s²3d¹⁰4p⁴

**Student Answer:**
6 valence electrons

**Answer Choices:**
A. 6 valence electrons
B. 10 valence electrons
C. 14 valence electrons
D. 34 valence electrons
### Readiness

<table>
<thead>
<tr>
<th>Chemistry 1</th>
<th>Hickie, Brenyn</th>
<th>Period 2 - Term 1</th>
<th>Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
<td>TOTAL</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>62%</td>
<td>67%</td>
<td>81%</td>
</tr>
<tr>
<td>Abbott, Hazel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auffenhar, Ocean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casper, Taei</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattini, Taya</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D'Amore, Destini</td>
<td></td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Donnelly, Jedd</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher, Jimmie</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwin, Yvonne</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenfield, Ann</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herron, Koby</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homestick, Eben</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huet, Rick</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kefalas, Frederick</td>
<td></td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Lak, Joey</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lind, Jessica</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McBurnett, Hardy</td>
<td></td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>McQuillan, Jarrine</td>
<td></td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Powers, Ivery</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CHEMISTRY

<table>
<thead>
<tr>
<th>Chemistry 1</th>
<th>Hickie, Brenyn</th>
<th>Period 1 - Term 1</th>
<th>ECA</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
<td>TOTAL</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>43%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Abbott, Hazel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auffenhar, Ocean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casper, Taei</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattini, Taya</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D'Amore, Destini</td>
<td></td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Donnelly, Jedd</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher, Jimmie</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwin, Yvonne</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenfield, Ann</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herron, Koby</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homestick, Eben</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huet, Rick</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kefalas, Frederick</td>
<td></td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Lak, Joey</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lind, Jessica</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McBurnett, Hardy</td>
<td></td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>McQuillan, Jarrine</td>
<td></td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Powers, Ivery</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ECA
## Measuring Growth & Achievement

### CHEMISTRY

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>READINESS</th>
<th>A/P/B</th>
<th>ECA</th>
<th>GROWTH</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Hazel</td>
<td></td>
<td></td>
<td>72.5%</td>
<td></td>
<td>Passed</td>
</tr>
<tr>
<td>Aufderhar, Oceane</td>
<td></td>
<td></td>
<td>49%</td>
<td></td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Bartoletti, Abigale</td>
<td>78.3%</td>
<td>Proficient</td>
<td>72.5%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Casper, Toni</td>
<td>73.9%</td>
<td>Proficient</td>
<td>62.7%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Cassin, Taya</td>
<td>65.2%</td>
<td>Proficient</td>
<td>62.7%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Christiansen, Cassie</td>
<td>87%</td>
<td>Advanced</td>
<td>76.5%</td>
<td>Low</td>
<td>Passed</td>
</tr>
<tr>
<td>D'Amore, Destini</td>
<td>69.6%</td>
<td>Proficient</td>
<td>64.7%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Donnelly, Hester</td>
<td>60.9%</td>
<td>Proficient</td>
<td>49%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Eichmann, Brendan</td>
<td></td>
<td></td>
<td>56.9%</td>
<td></td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Ferry, Joanne</td>
<td></td>
<td></td>
<td>68.6%</td>
<td></td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Fisher, Jimmie</td>
<td>65.2%</td>
<td>Proficient</td>
<td>60.8%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Glover, Reyes</td>
<td>52.2%</td>
<td>Proficient</td>
<td>47.1%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Goodwin, Yasmin</td>
<td>60.2%</td>
<td>Proficient</td>
<td>60.8%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Greenfelder, Amir</td>
<td>60.9%</td>
<td>Proficient</td>
<td>66.7%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Hermiston, Kobe</td>
<td>52.2%</td>
<td>Proficient</td>
<td>47.1%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Hills, Boyd</td>
<td>65.2%</td>
<td>Proficient</td>
<td>21.6%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Hintz, Mina</td>
<td>82.6%</td>
<td>Proficient</td>
<td>68.6%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Hodkiewicz, Madelynn</td>
<td>56.5%</td>
<td>Proficient</td>
<td>56.9%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
</tbody>
</table>
### Expected % Ranges based on Progress/Growth

<table>
<thead>
<tr>
<th>Readiness Assessment % Scales</th>
<th>Expected Performance on ECA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advance Readiness Level</strong></td>
<td>97 to 100%</td>
</tr>
<tr>
<td></td>
<td>High Growth</td>
</tr>
<tr>
<td>85 – 100%</td>
<td>90 to 96 %</td>
</tr>
<tr>
<td></td>
<td>Typical Growth – <strong>Expected</strong></td>
</tr>
<tr>
<td></td>
<td>89 or less %</td>
</tr>
<tr>
<td></td>
<td>Low Growth</td>
</tr>
<tr>
<td><strong>Proficient Readiness Level</strong></td>
<td>90 to 100%</td>
</tr>
<tr>
<td></td>
<td>High Growth</td>
</tr>
<tr>
<td>50 – 84%</td>
<td>70 to 89 %</td>
</tr>
<tr>
<td></td>
<td>Typical Growth – <strong>Expected</strong></td>
</tr>
<tr>
<td></td>
<td>69 or less %</td>
</tr>
<tr>
<td></td>
<td>Low Growth</td>
</tr>
<tr>
<td><strong>Basic Readiness Level</strong></td>
<td>70 to 100%</td>
</tr>
<tr>
<td></td>
<td>High Growth</td>
</tr>
<tr>
<td>0 – 49 %</td>
<td>40 to 69 %</td>
</tr>
<tr>
<td></td>
<td>Typical Growth – <strong>Expected</strong></td>
</tr>
<tr>
<td></td>
<td>39 or less %</td>
</tr>
<tr>
<td></td>
<td>Low Growth</td>
</tr>
</tbody>
</table>

AA – Admin. Assist.
## Course Effectiveness: CHEMISTRY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HIGH GROWTH</th>
<th>TYPICAL GROWTH</th>
<th>LOW GROWTH</th>
<th>EFFECTIVENESS</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I</td>
<td>0%</td>
<td>18.4%</td>
<td>81.6%</td>
<td>18.4%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

### Chemistry: READINESS

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TOTAL</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbott, Hazel</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auden, Othere</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casper, Tony</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassin, Tara</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D’Amore, Destini</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donnelly, Heather</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher, Jamie</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwin, Yasmin</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenfield, Amr</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herrmann, Rob</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hornick, Rhian</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huey, Rick</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerlos, Frederick</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakin, Joey</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lind, Jessica</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mcdonellett, Holly</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers, Jazmin</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanderrott, Ivory</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chemistry: ECA

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TOTAL</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbott, Hazel</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auden, Othere</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casper, Tony</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassin, Tara</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D’Amore, Destini</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donnelly, Heather</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher, Jamie</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwin, Yasmin</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenfield, Amr</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herrmann, Rob</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hornick, Rhian</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huey, Rick</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerlos, Frederick</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakin, Joey</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lind, Jessica</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mcdonellett, Holly</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers, Jazmin</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanderrott, Ivory</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### US History

#### Readiness

| Student             | Total | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|---------------------|-------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| Avlilov, Alex      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Baumbach, Davond   | 24%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Dall, Dylan        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Dorough, cabbage   | 22%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Green, Yanina      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Herrnemann, Darken | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Herzog, Jordanan   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Hoeger, Kyle       | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Hef, Rick          | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Jackofski, chelsay | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Jenkins, Avena     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Kepp, Jurnor       | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Little, liban      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| McCallough, celine | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| McLaughlin, Marcel | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Miller, Urban      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| O'Reilly, Leonia   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Rampel, Abe        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Riches, Caven      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Ryan, Newton       | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Schuppe, melvin    | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Schuppe, Destiny   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Turner, frederick  | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |

#### ECA

| Student              | Total | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|----------------------|-------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| Avlilov, Alex        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Baumbach, Davond     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Dall, Dylan          | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Dorough, cabbage     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Green, Yanina        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Herrnemann, Darken   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Herzog, Jordanan     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Hoeger, Kyle         | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Hef, Rick            | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Jackofski, chelsay   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Jenkins, Avena       | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Kepp, Jurnor         | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Little, liban        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| McCallough, celine   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| McLaughlin, Marcel   | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Miller, Urban        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| O'Reilly, Leonia     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Rampel, Abe          | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Riches, Caven        | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Ryan, Newton         | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Schuppe, melvin      | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Schuppe, Destiny     | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
| Turner, frederick    | 23%   |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
## Course Effectiveness: US HISTORY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HIGH GROWTH</th>
<th>TYPICAL GROWTH</th>
<th>LOW GROWTH</th>
<th>EFFECTIVENESS</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>25.8%</td>
<td>74.2%</td>
<td>0%</td>
<td>100%</td>
<td>44.1%</td>
</tr>
</tbody>
</table>

### Questions Tests Effectiveness Effectiveness by Course

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TOTAL</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>51%</td>
<td>38%</td>
<td>12%</td>
<td>27%</td>
<td>31%</td>
<td>42%</td>
<td>35%</td>
<td>27%</td>
<td>35%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>35%</td>
<td>39%</td>
<td>54%</td>
<td>46%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Apple, Alvin</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baumgarten, Demond</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dick, Shemar</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas, Alden</td>
<td>21%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockman, Yeehah</td>
<td>27%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herrmann, Darlene</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herzog, Jonathan</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hager, Kyle</td>
<td>21%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hald, Rick</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jakubski, Chelsey</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins, Alvena</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keppa, Junior</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liddle, Lilian</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCullough, Delia</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCullough, Marisol</td>
<td>25%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller, Urban</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O’Reilly, Lonnie</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armao, Alez</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nichols, Aria</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan, Newtan</td>
<td>25%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schrupp, Maleina</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schrupp, Destiny</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Tests Effectiveness Effectiveness by Course

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TOTAL</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>51%</td>
<td>38%</td>
<td>12%</td>
<td>27%</td>
<td>31%</td>
<td>42%</td>
<td>35%</td>
<td>27%</td>
<td>35%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>35%</td>
<td>39%</td>
<td>54%</td>
<td>46%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Apple, Alvin</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baumgarten, Demond</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dick, Shemar</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas, Alden</td>
<td>21%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockman, Yeehah</td>
<td>27%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herrmann, Darlene</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herzog, Jonathan</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hager, Kyle</td>
<td>21%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hald, Rick</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jakubski, Chelsey</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins, Alvena</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keppa, Junior</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liddle, Lilian</td>
<td>26%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCullough, Delia</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCullough, Marisol</td>
<td>25%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller, Urban</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O’Reilly, Lonnie</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armao, Alez</td>
<td>24%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nichols, Aria</td>
<td>23%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan, Newtan</td>
<td>25%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schrupp, Maleina</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schrupp, Destiny</td>
<td>22%</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENTS</td>
<td>READING/-EOG</td>
<td>A/V/Y/D</td>
<td>EOA</td>
<td>GROWTH</td>
<td>ACHIEVEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>-----</td>
<td>--------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Außerer, Alraha</td>
<td>20%</td>
<td>Basic</td>
<td>66.7%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baumback, Durward</td>
<td>24%</td>
<td>Basic</td>
<td>66.7%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botsford, Erik</td>
<td>32%</td>
<td>Basic</td>
<td>40%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown, Deborah R</td>
<td></td>
<td></td>
<td>77.8%</td>
<td></td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dicki, Sherman</td>
<td>76%</td>
<td>Proficient</td>
<td>82.2%</td>
<td>Typical</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas, Ebony</td>
<td>32%</td>
<td>Basic</td>
<td>71.1%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doyle, Noah</td>
<td>44%</td>
<td>Basic</td>
<td>62.2%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fritsch, Kenneth</td>
<td>48%</td>
<td>Basic</td>
<td>73.3%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giselason, Ward</td>
<td>56%</td>
<td>Proficient</td>
<td>71.1%</td>
<td>Typical</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwin, Yasmin</td>
<td>32%</td>
<td>Basic</td>
<td>66.7%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hahn, Lorrain</td>
<td>40%</td>
<td>Basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hermann, Darlene</td>
<td>24%</td>
<td>Basic</td>
<td>75.6%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herzog, Jonatan</td>
<td>56%</td>
<td>Proficient</td>
<td>82.2%</td>
<td>Typical</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill, Keegan</td>
<td>64%</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hirsthe, Maymee</td>
<td>36%</td>
<td>Basic</td>
<td>64.4%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoeger, Kyle</td>
<td>44%</td>
<td>Basic</td>
<td>84.4%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huel, Rick</td>
<td>40%</td>
<td>Proficient</td>
<td>87.7%</td>
<td>Typical</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jaskowski, Chelsey</td>
<td>20%</td>
<td>Basic</td>
<td>62.2%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins, Alvera</td>
<td>36%</td>
<td>Basic</td>
<td>60%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Koepp, Junior</td>
<td></td>
<td></td>
<td>66.7%</td>
<td></td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little, Lilian</td>
<td>36%</td>
<td>Basic</td>
<td>71.1%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maggio, Crawford</td>
<td>32%</td>
<td>Basic</td>
<td>62.2%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCullough, Cleo</td>
<td>28%</td>
<td>Basic</td>
<td>68.9%</td>
<td>Typical</td>
<td>Did Not Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McLaughlin, Marcel</td>
<td>20%</td>
<td>Basic</td>
<td>71.1%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller, Urban</td>
<td>36%</td>
<td>Basic</td>
<td>73.3%</td>
<td>High</td>
<td>Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8th Grade Science READINESS

<table>
<thead>
<tr>
<th>Student</th>
<th>Average</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, Kate</td>
<td>92%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Brown, Ashley</td>
<td>88%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Garcia, Isabella</td>
<td>85%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Thompson, Rachel</td>
<td>90%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Rodriguez, Jordan</td>
<td>95%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**TOTAL:** 15 Students

---

### 8th Grade Science ECA

<table>
<thead>
<tr>
<th>Student</th>
<th>Average</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, Kate</td>
<td>92%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Brown, Ashley</td>
<td>88%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Garcia, Isabella</td>
<td>85%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Thompson, Rachel</td>
<td>90%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Rodriguez, Jordan</td>
<td>95%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**TOTAL:** 15 Students

---

### Overall

- **Average Readiness:** 90%
- **Average ECA:** 92%

---

**Note:** The tables above represent the readiness and ECA scores for 8th Grade Science. The 'X' indicates a passed grade, while the blank space indicates a failed grade.
# Course Effectiveness: 8th Grade Science

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HIGH GROWTH</th>
<th>TYPICAL GROWTH</th>
<th>LOW GROWTH</th>
<th>EFFECTIVENESS</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade Science</td>
<td>21.3%</td>
<td>61.7%</td>
<td>17%</td>
<td>83%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

## Students' Performance

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TOTAL</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartlett, Kelly</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barton, Godfrey</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berge, Regina</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blanca, Rachel</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blick, Travis</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bolton, Mervin</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cane, Connor</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creek, Asher</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corbin, Buck</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D'Amaro, Vincent</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dore, Nolan</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Durlup, Cassandra</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eadwine, Merit</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greely, Fidel</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guerinowski, Lyric</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hembry, Cheyenne</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hansen, Flavia</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hartley, Fiona</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herbst, Fiona</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harris, Rozella</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvey, Pasquale</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardinger, Gypsy</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill, Larrin</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope, Angie</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humeston, Luis S.</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hueni, Alexanne</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacobs, Heston</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan, Verena</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Koster, Jordan</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Measuring GROWTH & ACHIEVEMENT

## 8th Grade Science

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>READINESS</th>
<th>A/P/B</th>
<th>ECA</th>
<th>GROWTH</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartolletti, Kelli</td>
<td>56.3%</td>
<td>Proficient</td>
<td>80.8%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Barton, Godfrey</td>
<td>68.8%</td>
<td>Proficient</td>
<td>76.9%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Berge, Delphia</td>
<td>75%</td>
<td>Proficient</td>
<td>84.6%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Blanda, Rachel</td>
<td>50%</td>
<td>Proficient</td>
<td>80.8%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Blick, Travis</td>
<td>81.3%</td>
<td>Proficient</td>
<td>80.8%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Breitenberg, Mervin</td>
<td>68.8%</td>
<td>Proficient</td>
<td>88.5%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Conn, Geovanni</td>
<td>62.5%</td>
<td>Proficient</td>
<td>76.9%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Corkery, Alvah</td>
<td>56.3%</td>
<td>Proficient</td>
<td>61.5%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Corwin, Buck</td>
<td>50%</td>
<td>Proficient</td>
<td>61.5%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>D'Amore, Vincenzo</td>
<td>12.5%</td>
<td>Basic</td>
<td>34.6%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Donnelly, Lionel</td>
<td>31.3%</td>
<td>Basic</td>
<td>53.8%</td>
<td>Typical</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Dubuque, Casandra</td>
<td>50%</td>
<td>Proficient</td>
<td>76.9%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Goodwin, Merl</td>
<td>62.5%</td>
<td>Proficient</td>
<td>80.8%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Grady, Fidel</td>
<td>56.3%</td>
<td>Proficient</td>
<td>76.9%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Gustkowski, Lyric</td>
<td>68.8%</td>
<td>Proficient</td>
<td>88.3%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Hand, Cheyanne</td>
<td>31.3%</td>
<td>Basic</td>
<td>46.2%</td>
<td>Typical</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Hansen, Flavie</td>
<td>43.8%</td>
<td>Basic</td>
<td>65.4%</td>
<td>Typical</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Harber, Fiona</td>
<td>56.3%</td>
<td>Proficient</td>
<td>73.1%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Harris, Rozella</td>
<td>62.5%</td>
<td>Proficient</td>
<td>92.3%</td>
<td>High</td>
<td>Passed</td>
</tr>
<tr>
<td>Harvey, Pasquale</td>
<td>75%</td>
<td>Proficient</td>
<td>88.5%</td>
<td>Typical</td>
<td>Passed</td>
</tr>
<tr>
<td>Hettiger, Coty</td>
<td>37.5%</td>
<td>Basic</td>
<td>69.2%</td>
<td>High</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>HillIII, Lorna</td>
<td>43.8%</td>
<td>Basic</td>
<td>80.8%</td>
<td>High</td>
<td>Passed</td>
</tr>
<tr>
<td>Hoeger, Angela</td>
<td>56.3%</td>
<td>Proficient</td>
<td>53.8%</td>
<td>Low</td>
<td>Did Not Pass</td>
</tr>
<tr>
<td>Frontier Data Analytics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Strong Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Need for Coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Curriculum Gaps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Need to Analyze Curriculum Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Lack of Effective Vertical Alignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Other Areas are Vertically Aligned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Need for Additional Tools for Classroom Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Exceptional Student Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Questionable Student Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Need for Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUESTIONS
Crisis Communications for Boards

Presenter: Dr. Michael Adamson, Dir. of Board Services, Indiana School Boards Services
Communication in a Crisis
ISBA/IAPSS Fall Conference
September 29
If you have a question you want to ask during the presentation, please type your questions in the "chat" feature and I’ll respond to you.

If you prefer to contact me by email, my address is: madamson@isba-ind.org

My direct dial number in the office is: 317-229-3270
Why Now?

- Communication is always important
- Crisis communication is essential
  - Relaying essential/timely information
  - Providing assurance
  - Building confidence
- Understanding the elements of communication, is crucial to the success of communicating effectively
Communication Model

Transactional Model of Communication

Communication (Sends and Receives)

Encode/Decode

Messages

Noise

Channel(s)

Encoder/Decoder

Transmit

Receiver/Decoder

Receive

Noise

Channel(s)
Common Mistake

• Without feedback, it is impossible to know whether communication has occurred
• Sharing information is not communication
If the goal is to COMMUNICATE, then the effort must be intentional:

- Determine the audience
- Develop the message
- Decide the best delivery method
- Define the desirable feedback

Lastly, the person who delivers the message is critical

- Public speaking is not easy for everyone
  - Make certain the person delivering the message is comfortable doing so
  - The message should always be of more importance than the messenger
Determine Your Audience?

- Who is your intended audience?

- Your message may have to be tailored to fit age groups, special interest groups, socio-economic areas, etc.

- It is your job to make certain your message has the best opportunity to be understood or interpreted correctly by your audience.
Develop the Message

- Balance the message appropriately
  - Provide only enough background to establish the need for your message
  - Establish the credibility of the information
    - People need to understand why they should believe the message
- Address what information is necessary at the moment and until another message is necessary.
  - Do not speculate
Decide the Delivery Method

- Determine which delivery method best meets the needs of the audience, the timeframe required, and the necessity to ensure that effective communication has occurred.

- Circumstances often dictate which medium is best for the occasion, the audience to be reached, and the goal of the message.
  - A single communication method may not suffice.
  - Your audience needs supersede your own preference of delivery medium.
Define the Desirable Feedback

- Feedback expectations change:
  - With the type of message
  - The audience
  - The delivery method

- How will you know that your communication has been effective?
  - Merely pushing information out may not provide the feedback necessary for the situation
The Messenger

• The person delivering the information is crucial to the message
  • Credibility of the messenger should always be taken into consideration

• The Board’s role in crisis communication depends on the type of information to be shared
Corporation Specific Information

The superintendent or the appropriate corporation spokesperson should communicate information pertaining to operations, status reports, and any information pertaining to the health and safety of students and school personnel.

- Emergency response
- Critical directions
- Factual information, news, data (not speculation)
Board Communication

- The Board should communicate to the public regarding:
  - Board actions
  - Support for administration leadership
- Emergency Board communications to the public or media should always be delivered through the Board’s official spokesperson
How Much, How Often?

- Messages need to be succinct and relevant

- Repeating the message, utilizing different media simultaneously or in short succession can help improve saturation

- If the message is dealing with timeline information, it is beneficial to briefly recap information leading up to the current announcement
A plan for internal communications is just as important as preparing statements for the public.

In many ways, how well you communicate internally at the onset of a crisis will dictate the value and credibility of your external communications.
Develop your Internal Communication Strategy

• Identify your crisis categories
  • Bus accident – no injuries
  • Bus accident – injuries
  • Weather related emergency
  • Active shooter
  • Angry patron
  • School lockdown – for any reason
  • Loss of life (on and off campus)
  • Public health emergency

• The timeline to respond is driven by the severity of the crisis and the urgency to act
When the Crisis Hits

- Determine what has happened
  - Collect the facts and data that are immediately available
- Notify your crisis team and co-ordinate activities
  - This will depend upon the size of your school, but it should minimally include the superintendent and building level administrator
    - Depending on the crisis, it may also include the school board president
When the Crisis Hits (cont’d)

- Manage the situation
  - Plan consistent internal updates
  - Start a log of events
  - Assign the spokesperson
    - Superintendent, Asst. Superintendent, HR Director, School Resource Officer
    - Board official spokesperson (usually the president)
Prepare the message(s)

- Develop a message for each media type you will be using
- Make sure you review the message with the team
- Be prompt with your communication; a proactive approach that utilizes the best information that can be shared will help in maintaining control of the situation
When the Crisis Hits (cont’d)

- Monitor the media
  - Evaluate the crisis coverage
    - Monitor social media
  - Look for any trends in the opinion feedback
  - Be sensitive to storyline trend response
Be Prepared

• It is not a question of “if” there will be a crisis; the question is “when”.
• The best time to have a plan is before you need one
Dialogue on Current Legal Issues Impacting Public Schools

Presenters:
Lisa Tanselle, General Counsel, Indiana School Boards Association
Julie Slavens, Dir. of Policy Services/Senior Counsel, Indiana School Boards Association
Executive Orders

42 Executive Orders in 2020

√ 10 issued in 2018
√ 3 issued in 2019

41 Orders this year related to COVID-19
EXECUTIVE ORDERS Continued

Declaration of Public Health Emergency

- 30-day period
- Renewed six times
- Current order expires October 2
- Authorized modifications to the Open Door Law
EXECUTIVE ORDERS Continued

ODL Modifications

▪ Initial order required at least one board member to be present

▪ Subsequent orders allowed all board members to participate remotely

▪ Many boards now conducting hybrid meetings
EXECUTIVE ORDERS Continued

Public Attendance at Meetings

* No more than 250 people
* Must socially distance
  may need to use multiple rooms
* Must wear face masks
* Public comment optional (as always)
RECENT CASES

(1) Bostock v. Clayton County, Georgia

US Supreme Court concludes that Title VII’s prohibition on sex discrimination forbids firing an employee based on gender identity and/or sexual orientation.
(2) Johnson v. Northeast School Corp.

Seventh Circuit concludes that school officials appropriately responded to a student’s claims of sexual harassment.

The school’s response was not clearly unreasonable and therefore was not deliberately indifferent.
RECENT CASES Continued

(3) Culver Community Teachers Assoc. et al. v. IEERB

Indiana Court of Appeals concluded that bargained language on ancillary duties was compliant with the law.

IEERB’s conclusion that the language was impermissible because it contained limitations on the assignment of an ancillary duty was reversed.
TRANSGENDER STUDENTS -- Updates

Adams v. School Board of St. Johns County, 11th Circuit

Policy on student use of bathrooms by birth sex discriminated against transgender male student as non-transgender male students were allowed to use bathrooms, there was no evidence of privacy violations when the transgender male used the boys’ restroom, and requirement to use a single-stall bathroom in the office isolates transgender student from peers and causes humiliation and insult to transgender male student.

Court relied on Whitaker and Bostick cases finding the policy violates the Equal Protection Clause and Title IX.
TRANSGENDER STUDENTS -- Updates

Grimm v. Gloucester County School Board, 4th Circuit

Policy on student use of bathrooms by birth sex and transgender students had to use single-stall bathrooms discriminated against transgender male student as non-transgender male students were allowed to use boys bathroom, there were no privacy issues when the transgender male used the boys restroom, use of nurse’s office bathroom caused student to be late for class, and student was the only student required to use a single-stall bathroom.

Student suffered harm by policy as he became depressed and suicidal and developed urinary tract infections due to non-use of bathroom during school hours.
TRANSGENDER STUDENTS -- Updates

Grimm v. Gloucester County School Board, 4th Circuit

School board discriminated against transgender male student when it refused to change the gender on his transcript to male after the student presented the school board with state court ordered and official state documents showing his gender as male.

School board’s refusal was based upon its belief the documents were fake. Board was presented with affidavit of state official stating the amended birth certificate and driver’s license were valid.

Court relied on Whitaker, Bostick, and Adams cases finding the policy and Board’s refusal to change records violates the Equal Protection Clause and Title IX.
TITLE IX Sexual Harassment Grievance Procedures

School Board Responsibilities

- Name Title IX Coordinator – include designation in job title
- Post Name and Contact Information of the Title IX Coordinator on school corporation website
- Adopt policy on sexual harassment grievance procedures in compliance with OCR regulations
- Post the policy on the school corporation website
- Provide training for Title IX Coordinators, Investigators, Decision Makers on complaint/investigation requirements
- Train all employees on reporting requirements of sexual harassment regulations
- Post training materials on the school corporation website
Next Level Career and Technical Education: Rethinking and Revitalizing Indiana’s CTE System

Presenters:
Anthony Harl, Assistant Director of Career and Technical Education Programs, Indiana Office of CTE/Governor’s Workforce Cabinet
Enjema Beckley, Career Specialist, Indiana Office of CTE/Governor’s Workforce Cabinet
Rethinking & Revitalizing Indiana’s CTE System

Next Level Programs of Study
It’s Time to Rethink CTE!

Why...

- isn’t high quality CTE available for all students?
- doesn’t CTE give HS students the chance to master the same skill set?
- don’t dual credits align and lead to specific certificates and degrees?
- can’t more HS CTE students earn a stackable credential before they graduate?

Why ...
Indiana’s Workforce Challenge

- Only **48.5%** of Hoosiers have attained a post-secondary certificate or diploma, ranking Indiana #35 in the nation.
- Roughly **540,000** Hoosiers have begun college but have no credential to show for it.
Paradigm Shift #1

Secondary CTE can be more than exploration.

Education has evolved in the last 20 years.
CTE should provide both exploration and preparation.
Missed opportunities for the students that need it most.
CTE is an early college program.
Paradigm Shift #2
Stackable Credentials Matter

Career Training is a Lifelong Endeavor
Validates Learning
Portability of Credentials
Job vs Career– Opportunities to Advance
Research shows that more education and training = higher wages, greater opportunities.
CTE
Past, Present, and Future

**PAST**
Perkins IV
Pathways designed for flexibility require 6 credits wide variety of courses.

**PRESENT**
Perkins IV to Perkins V
- Identified two course sequence
- Courses still defined as 2 -6 credits
- Poor alignment with postsecondary

**FUTURE**
Next Level PoS
- Consistent content requirements
- Directly aligned to postsecondary courses
- Opportunities to earn quality credentials
NL PoS Vision

- HS Students able to progress further down a career path.
- Reduce duplication of education and training.
- Increased talent levels leads to higher skilled, higher wage careers.
Redesign Criteria

- Pathways aligned to Middle and High Skill occupations
- Improve quality and consistency of CTE Programming.
- CTE Concentrator = More employable and enrollable
- Meet the two advanced course definition.
- Students can earn postsecondary credentials while in high school.
Helping Students Complete One Year of Postsecondary

Technical Certificate (TC) or Certificate of Graduation (CG) –
Intermediate workplace credential - about 30 credit hours
Combination of technical and general education courses
Technical alternative to STGEC
Courses required for TC/CG can be applied to the requirements for an applied associate degree

Applied Associate Degree (AAS) –
Designed for immediate workforce preparation upon completion
Courses may transfer into related baccalaureate programs
What is a Program of Study?

**Program of Study**
A comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

<table>
<thead>
<tr>
<th>Supporting Elements</th>
<th>Course Sequence</th>
<th>High Quality Student Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Guidance/Advising</td>
<td>Principles 2 credits</td>
<td>Industry Certification</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Concentrator A 2 credits</td>
<td>Dual Credits / Postsecondary</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Concentrator B 2 credits</td>
<td>Work-Based Learning Opportunities</td>
</tr>
<tr>
<td>Legislation and Policies</td>
<td>Capstone 2-6 credits</td>
<td>Placement</td>
</tr>
</tbody>
</table>
**Program of Study Course Sequence**

**Architecture and Construction: Construction Trades - Carpentry**

<table>
<thead>
<tr>
<th>Principles</th>
<th>Concentrator A</th>
<th>Concentrator B</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Construction Trades</td>
<td>General Carpentry</td>
<td>Carpentry Framing &amp; Finishing</td>
<td>Construction Trade Capstone</td>
</tr>
<tr>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
<td>2-6 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductory and Related Courses</th>
<th>Academic Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for College and Careers</td>
<td>Technical Math</td>
</tr>
<tr>
<td>Introduction to Construction</td>
<td>Communications/Speech</td>
</tr>
<tr>
<td></td>
<td>English Composition</td>
</tr>
</tbody>
</table>

**Dual Credit** - Each 2 credit course is aligned to up to 6 dual credits.

**Certifications** – Where appropriate, each course will be aligned to industry recognized certifications.
Advantages

Improves CTE consistency and quality across Indiana.

A CTE Concentrator is comparable for each pathway.

Students have opportunities to explore multiple pathways.

Pathway Capstone course will provide an opportunity to complete technical courses for TC/CG or customize.

Each Program of Study will help students meet WBL requirements and at least 3 graduation pathways options.
What will stay the same?

- Perkins V CTE Concentrator definition
- Perkins V Career Pathways
- Current CTE funding model
- Flexibility to be offered at all schools
# Delivery Models

## Traditional High School Program of Study

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep for College &amp; Careers</td>
<td>Principles of Healthcare</td>
<td>Healthcare Fundamentals</td>
<td>Healthcare Specialist - Capstone - 2-6 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthcare Specialist - CNA</td>
<td></td>
</tr>
</tbody>
</table>

## Half-Day Program of Study

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep for College &amp; Careers - 1 cr</td>
<td>Introduction Health Sciences</td>
<td>Principles of Healthcare - 2 credits</td>
<td>Healthcare Specialist - Capstone - 2-6 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthcare Fundamentals - 2 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthcare Specialist - CNA - 2 credits</td>
<td></td>
</tr>
</tbody>
</table>
Measures of Program Quality

Measurement of Program Quality - Indiana will monitor all CTE programs based upon three indicators of program quality.

- Dual Credits Earned
- Postsecondary Credentials Obtained
- Work-Based Learning Experiences
## College Going and Performance

<table>
<thead>
<tr>
<th>College Going</th>
<th>Need Remediation</th>
<th>Freshman GPA 3.0 or Above</th>
<th>Persistence to 2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc</td>
<td>93%</td>
<td>3%</td>
<td>73%</td>
</tr>
<tr>
<td>Early</td>
<td>89%</td>
<td>4%</td>
<td>65%</td>
</tr>
<tr>
<td>Early</td>
<td>71%</td>
<td>11%</td>
<td>43%</td>
</tr>
<tr>
<td>Later</td>
<td>47%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>College</td>
<td>65%</td>
<td>14%</td>
<td>45%</td>
</tr>
</tbody>
</table>

On-Time Completion

- **Associate**: Earned Dual Credit - 11%; Did Not Earn Dual Credit - 4%
- **Bachelor's**: Earned Dual Credit - 44%; Did Not Earn Dual Credit - 32%

*Data for 2015 cohort persistence (2014 cohort)*
Why Work-Based Learning?

About 35% of teens participate in the workforce today, compared to 58% in 1979.

Note: Shaded areas represent recessions as determined by the National Bureau of Economic Research. *Ages 16-19
Work-Based Learning

CTE concentrators who participated in at least 75 hours of a work-based learning experience where the student has a work record in a position(s) aligned to the student’s career pathway on their graduation plan. Examples of WBL include:

- Job site placement and internship;
- Apprenticeship/Pre-Apprenticeship;
- State Earn and Learn;
- Clinical or Practicum;
- School-Based Enterprise; or Simulated Work Environment.
“Life circumstance or obstacles should not dictate ability to achieve.”

- Commission for Higher Education Equity Report
Equity and Access

Programs of study need to be accessible to all students, specifically special populations. Programs of study should be free of unnecessary barriers to enrollment and participation. Historically underrepresented students should be actively recruited and have the opportunity to succeed in these programs.
Special Populations Defined

Special Populations include:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency
Career Coaching and Advisement

Students and their families need to be provided career advisement and academic guidance to help students identify career interests and to best prepare for college and career opportunities.

- Involvement and buy-in from counselors and teachers for recruitment of students into the program
- Alignment between the students’ career interest and post-secondary preparations
Career Guide

Why CTE?

CTE Offers

Work-Based Learning

Grad Pathways

NL Programs of Study

Career Planning
May 2020
- Awarded Pilot Program Grant Recipients
- Programs of Study developed
- Standards for each Pilot Program course
- Dual Credit Crosswalk

July 2020
- Ped and vetted all remaining pathway courses with Postsecondary
- Designed with Pilot Program Implementation Grants to prepare for Fall launch

Sept – Oct 2020
- Develop CTE Dual Credit Crosswalk for 2021 - 2022
- Create Career Guide
- Monitor Pilot Programs
- Finalize Implementation workshop resources

November – Mid Dec 2020
- Regional Implementation Workshops

Jan – Feb - March 2021
- Finalize course standards for all Next Level Programs of Study courses
- Develop and align Middle School CTE courses

Spring – Summer 2021
- Professional Development for Instructors and Counselors
Questions
Contact Us

- Anthony Harl, Assistant Director of CTE – Program
  aharl1@gov.in.gov

- Enjema Beckley, Career Specialist,
  ebeckley@gov.in.gov

- PJ McGrew, Executive Director of GWC,
  pamcgrewn1@gov.in.gov
Johnson Melloh Solutions

Innovative Energy Solutions for Educational Facilities

Industry Best Practices

- Provides sustainable, clean, and renewable energy
- Decreases utility costs
- Increases efficiency of facilities
- No increase in community taxes
- Positive impact on school and local community

JMS is a leader in innovative solutions for educational facilities. Each project is customized to fit our client’s needs, while guaranteeing lower operating costs and greater savings over the life of the project. JMS has the experience and expertise to increase renewable energy at your facility.

To see how we can help you save, contact us at 317-536-6106 or visit us online at www.johnsonmellohsolutions.com.

JMS Services and Solutions

- HVAC
- Lighting
- Plumbing
- Building Automation
- Distributed Energy
- Analytics & Monitoring
- Building Envelope
- Electrical Distribution
- Engineering & Design

VEREGY  www.johnsonmellohsolutions.com  5915 Stockberger Place Indianapolis, IN 46241
Charting Your Course to Success With Education Foundations

Presenters:
Cori Korn, Executive Director, Lawrence Township School Foundation
Jeff Hauswald, Superintendent, Kokomo School Corporation
Kent DeKoninck, Superintendent, Greenwood Community Schools
Teresa Ransdell, Executive Director, Indiana Association of Public Education Foundations
Charting Your Course to Success with Education Foundations

- Kent DeKoninck, Superintendent, Greenwood Community School Corp.
- Jeff Hauswald, Superintendent, Kokomo School Corporation
- Cori Korn, Executive Director, Lawrence Township School Foundation
What is INAPEF?

- **INAPEF** = Indiana Association of Public Education Foundations

- Provide *education, training, collaboration, standards* and *advocacy* to the state’s public education foundations
• INAPEF’s 62 members are spread throughout the state

• Another 15-20 foundations exist
Indiana’s Public Education Foundation Landscape

- **Raised** more than $16 million during last fiscal year
  - More than double what education foundations raised in 2015
- **Awarded** more than $7.7 million during last fiscal year
  - More than double what education foundations awarded in 2015
A Key to the Success of Foundations:

Superintendent and School Board Member Support
Greenwood Schools + Greenwood Education Foundation

- Truly support the foundation’s mission
- Work closely with foundation leader(s)
- Help garner community support
  - Monte Carlo fundraiser
Greenwood Schools + Greenwood Education Foundation

Grants awarded at school board meetings – presentations and impact testimonials

EF liaison at staff meetings – last day, ongoing

Photo from Greenwood Education Foundation
Greenwood Schools + Greenwood Education Foundation

about the relationships and collaboration...

- Foundation & teachers/administrators
- Volunteers & the Foundation
- Foundation board members supporting each other, succession
- Superintendent & Foundation leader
- School Board & Foundation
Kokomo Public Schools + Kokomo Public Schools Education Foundation

Strategies for Building a Successful Foundation

- Communicating Foundation roles and successes
- Building endowments
- Setting Foundation goals
- Fundraising
Kokomo Public Schools + Kokomo Public Schools Education Foundation

How the Foundation Helps the District

✓ Enrichment Activities
✓ Student and Teacher Scholarships
✓ Teacher/Classroom Grants
✓ Program-Specific Funds
• Support the foundation’s mission
• Seat at superintendent’s cabinet for foundation leader
• Share lists, introduce to corporation vendor

Photos from Lawrence Township School Foundation
MSD of Lawrence Township Schools + Lawrence Township School Foundation

- Alumni engagement
- Community public relations/representation
- Unexpected fundraising needs

Photo from Lawrence Township Schools
Advantages of Education Foundations

Raises money to impact educational needs
Provides additional public relations
Supports local students
Builds community
Raises awareness of school needs
Handles specific donations
  • Anonymous
  • More flexibility in spending
  • Some have to be to 501(c)3 organization

Photo from Brownsburg Education Foundation
Public Education Foundations – More Than Teacher Grants & Scholarships

• Literacy Mentoring Programs
• Homework Clubs After School – with Bus Transportation
• Enrichment Programs
• Parental Literacy Programs
• Financial Literacy Programs
• Dual-credit Programs
• Backpack Programs
How Else Can You Help?

Work actively with YOUR local foundation to support students, teachers, classrooms, district
and form an education foundation if you don’t have one (INAPEF can help)
INAPEF can help you start or grow your education foundation

inapef@inapef.org
www.inapecf.org
317.697.2601

Public Schools Foundation of Tippecanoe County
Developing a 360 Degree School Safety Program

Presenters:
Dottie Davis, Founder/President, Davis Corporate Training, Inc.
Mike McCarty, CEO, SafeHiring Solutions
Developing a 360-Degree School Safety Program

Mike McCarty
Former Nashville Detective
CEO SafeHiring Solutions
CEO SafeVisitor Solutions

Dottie Davis
Ret. Deputy Chief Fort Wayne Police Dept.
Davis Corporate Training, Inc.
SafeHiring Solutions Advisory Board
Presenters

Mike McCarty
- Founder/CEO SafeHiring Solutions
- CEO RefLynk & SafeVisitor
- Violent Crime Detective Nashville PD
- Violence Prevention Consultant:
  - U.S. Dept of Justice
  - U.S. Dept of Defense
  - U.S. Homeland Security
  - Federal Law Enforcement Training Center
  - National Sheriff’s Assoc
  - IN Law Enforcement Training Academy
  - Numerous State Attorney General Offices

Dottie Davis
- Deputy Chief (Ret.) Fort Wayne Police Department
- Former Director of Training – Fort Wayne Police Academy
- Graduate FBI National Academy Session #212
- Graduate Gavin de Becker & Associates Advanced Threat Assessment Academy
- Founder/President of Davis Corporate Training, Inc., a private consulting business
- Expert Witness for Civil and Criminal Cases
Current School Safety Climate

- Vendor fatigue
- New “safety” products released almost weekly
- Tunnel vision on COVID-19
  - Redacting safety protocols- back packs, locked classrooms
  - Focus on masks, social distancing & not behaviors, mental health
- Policymakers
  - Reliance on police admins with little prevention experience- voice of SRO’s, Secret Service absent
    - Recent police admin: #1 role of police in school to end a shooting
    - This messaging leads to poor laws, policy and safety
  - Focus on hardening/physical security
Violence Prevention Proven Models: Nashville Model 1994

**Problem**
- 25 women/children killed annually by partner, parent, etc.
- National mindset:
  - “crime of passion”
  - “impulsive”
  - “not preventable”
- Focus on felony cases
- ZERO community collaboration—we all worked in silos
- No threat assessment understanding

**Solution**
- Data indicated opposite
- Violence planned and controlled
- Police av. 5-8 calls to home before homicide
- Victim had reached out to 6-8 community partners before law enforcement
- Developed largest DV Unit in U.S.
- Detectives
- Courts
- Mental Health
- Health care/ social workers/ advocates
- 50% reduction in DV homicides
Keys to Nashville Model

- Created threat assessment/ lethality tool
  - No profile of abuse
  - Focus on behaviors
- Trained/equipped 1200 officers
- Created threat teams including police, prosecutors, mental health/ social services, advocacy programs and health care
- EARLY intervention & flags
- Mandated BIP programs for offenders
How is Nashville DV Model Similar to School Targeted Violence

  
  “These are not spontaneous, emotion-driven, impulsive crimes emanating from a person’s immediate anger or fear”

Develop Prevention Mindset

- Prevention should be foundation
- Prevention model is NOT punitive but a model to HELP
- We will lose every time if we are engaging an active shooter in our hallways
- We want to intersect with a student in need LONG before they have made a decision to use violence/suicide
Highlights Secret Service Guide
Study of 41 Targeted School Incidents

- No profile of a student attacker
  - Focus on threat assessment
  - Student behaviors

- Attackers had multiple motives
  - Grievances with classmates
  - Issues w/ staff, romantic relationships, desire to kill

- Attackers experienced psychological, behavioral or developmental symptoms (50%)
  - Psychological: depression, suicidal ideations
  - Behavioral: defiance/misconduct, ADHD/ADD
  - Neurological/Developmental Delays
Highlights Secret Service Guide
Continued

- Interest in violent topics (50%)
- Social stressors involving relationships
  - 100% experienced 1 within 6 months of attack
  - 50% w/in 2 days of the attack
- Negative home life factors
  - Nearly 100%
  - Domestic violence (impact of witnessing violence on children)
- Bullying
  - Most attackers victim of bullying
  - 50% persistent, ongoing bullying
History of school disciplinary actions
- Punitive measures do not prevent
- Removing from school is not always safest option

Exhibit concerning behaviors, concern from others
- 100% exhibited concerning behaviors
- Most communicated threat or had leakage
Justice Department Recommendations
School Safety Working Group (2020)

- Comprehensive school safety assessment which is updated annually and would be a foundation for educators to evaluate potential vulnerabilities
- Mass notification system to students and parents
- Established reunification site/s
- Mental health services and employees with specialized training to assist someone experiencing a mental health crisis
- Practice drills
- Anonymous reporting systems (Securly, Gaggle)
- Social media monitoring
- Increased coordination with first responders
Threat Assessment Best Practice for Preventing Incidents of Targeted Violence

We must intersect with kids in crisis long before it escalates to violence
Forming a Threat Assessment Team

- Multi-disciplinary team
- Access to different information
- Different lens
- Identify multiple strategies to mitigate risk
- Utilize different resources
- Documentation of the incident
Shift Focus to Prevention

- Safety climate survey
  - How do stakeholders (SRO’s, nurses, admins, students, teachers, classified etc.) feel about security
  - Are protocols working?
  - Create roadmap
- Implement threat assessment model (multiple models)
- Bullying prevention programs
- Anonymous reporting
- Physical security assessments
- Training, training, training
There is a difference between making a threat and posing a threat.
Is he/she dangerous?

- No one is dangerous to everyone all the time
- Not a permanent state of being
- Everyone is capable of great violence as inhibitors are moved away
- Dangerousness is circumstantial
- An assessment of a situation determines danger
“Those people we are willing to suspect are far less dangerous than the people we do not suspect.”

Robert Martin – created the nation’s first threat assessment unit in 1989 for LAPD. He currently serves as a Senior Advisor for Gavin de Becker & Associates.
“It’s not like him.”

“They are from a really good family.”

“I know he would never do that.”
Does your staff and students know the plan?

- Who is in charge during a critical incident?
- Staff must have options
- Options must be non-linear – ADD
- Everyone must be taught to think differently
- Are you conducting your active shooter drills similar to your fire drills?
- A drill should no longer be turning off the lights and being quiet
- It doesn’t matter your size, age, or formal training. Everyone has the ability to develop a survival mindset.
Hiding and Hoping is NOT a Strategy
“Indiana teachers hurt by Airsoft guns used in active shooter drill…” USA News, March 2019

"The training was meant to be realistic — to show what happens if you don't act," White County Sheriff Bill Brooks said.
Other types of threats -

- Non-Student Threats/ Sexual Misconduct
  - Former students
  - Coaches
  - Contractors
  - Volunteers
  - Domestic violence
- Visitor Management
- Background Checks- not one-and-done
- Crisis Alert Systems
Threat Information Portal (TIP)  
Beta

- Integrated Solution- Red Flags
  - Visitor management
  - ArrestAlerts
  - Crisis management/ alert systems
  - Incident reporting
  - Student information system
  - Social media monitoring
  - Learning management

- Behavioral Threat Assessment
Vulnerability Assessments of Your Buildings

- Vulnerability
- Assessment
- Recommendations
- Identify the strengths and areas for improvement
- Interviews of key staff members to determine the security culture
- Identify the security infrastructure
- Documentation of infrastructure
- Crime analysis
- Environmental scan

Buildings of Your
Assessments
Vulnerability
Upcoming Learning Opportunities

SafeVisitor Weekly Demo

www.safehiringsolutions.com
Questions?

Safe Hiring Solutions
Mike McCarty, CEO
Mike.mccarty@safehiringsolutions.com
317-451-4070 Direct Line

Dottie Davis
Davis Corporate Training, Inc.
dottie625@comcast.net
260-615-7376
Engaging Husky Nation - How to (and not to) keep your community engaged

Presenters:
Peggy Georgi, HHSC Media Relations Specialist, Hamilton Heights School Corporation
Julie Davis, Board Member, Hamilton Heights School Corporation
Arnie Cooper, Board Member, Hamilton Heights School Corporation
Derek Arrowood, Superintendent, Hamilton Heights School Corporation
Engaging Husky Nation
How to (and not to) Keep Your Community Engaged
Welcome & Introduction

An engaging conversation on community engagement from the frontlines (and during a pandemic) with

Dr. Derek Arrowood, Superintendent
Arnett Cooper, Board of School Trustees
Julie Davis, Board of School Trustees
Peggy Georgi, Media Relations

#WeAreHuskies
Successful Engagement Begins With…

...looking for every opportunity to bring people together - talking, listening, developing a shared vision, and creating a plan of action which has value in and of itself. Engagement builds trust and goodwill. It expands the capacity of the community to undertake effective problem solving and to bring additional resources to the table.
It's About What You Say & How You Say It

"The difference between the right word and the almost right word is the difference between lightning and a lightning bug." - Mark Twain
<table>
<thead>
<tr>
<th>7 Cs of Communication Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Concise</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Concrete</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Correct</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Coherent</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Complete</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Courteous</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Clear & Concise
Say what you mean without forgoing the other C’s of communication

- Emphasizing a specific message or goal at a time, rather than trying to achieve too much at once
- Makes understanding easier
- More appealing and comprehensible
- Makes use of exact, appropriate, and concrete words
- Complete clarity of thoughts and ideas enhances the meaning of your message
Concrete & Correct
Clear and specific. Strengthens confidence.

- Supported by and with specific facts, figures, and data
- Makes use of words that are clear and that build the reputation and brand
- Leaves little room for misinterpretation
Coherent & Complete

*Develops and enhances reputation of an organization.*

- Convey all facts required by all demographics living within the district
- No additional costs (time and resources) if communication is complete
- Leaves no questions
- Helps in better decision making
- Persuades the audience
- Includes a call to action
Courteous

Know and respect your community. Being sincere, polite, non-judgmental, reflective, and optimistic.

- Takes into consideration/implies all viewpoints
- Positive, focused, and on point
- Uses language and terms that show respect
- Builds goodwill through tact and thoughtfulness
- Express empathy. Show optimism/enthusiasm
- Emphasize on “what is possible”
TRANSPARENCY

TRUST

TRANSFORM

FACTS

MYTHS
Transparency

The single most important ingredient in the recipe for success is transparency because transparency builds trust.

Denise Morrison
Trust

Trust is the essential factor for collaboration and creating a strong relationship with the community and within the school culture.
Transform

Taking a proactive approach, utilizing a wide range of communication tools and providing a wide variety of opportunities for involvement and access, can effectively transform adversaries into advocates.
make your community a priority for your school

a simple plan
• STORIES
• IMAGES
• UNDERSTANDING
• RELEVANCE
• RESPONSIVE
• GRATITUDE
• ENTHUSIASM!
Put your **Color** in your Community

We love **orange** and **white**! Our community does too! We are always working to expand the corporation’s visibility and brand throughout our district to help build interest, involvement, pride, and support.
Here's What You've Been Waiting For!

**Do**
- Communicate early & often
- Anticipate & expect
- Involve students & staff
- Invite the community in
- Be present & visible
- Celebrate accomplishments
- Be available & accessible
- Be positive & enthusiastic
- All hands on deck

**Don't**
- Talk more than you listen
- Fail to communicate
- Take an authoritarian approach
- Use complex language
- Be negative
- Get angry or argue
- Ignore responses or questions
- Take it personally
- Go there...
Impact/Benefits of Successful Community Engagement

- Increase student achievement, attendance, & retention
- Cultivate trust, respect, & transparency between school & community
- Better understanding of family-community needs
- Establish & maintain stronger school performance & reputation
In sum, ensuring your community is actively engaged is an ongoing thoughtful, and proactive process. Be innovative, be inspiring, be positive, and most of all, always show gratitude. Continue to involve your village in every possible way as you build your nation of supporters and advocates. Your efforts will pay big dividends in terms of positive outcomes in student learning, staff recruitment and retention, and community support.
thanks for joining us!
ARCHITECTURAL SERVICES

Expert Guidance Throughout All Phases:

- Building Planning & Design
- Budget Analysis and Cost Estimating
- Staff Input Collection & Integration of Ideas
- Interior Design & Color / Material Selection
- Space Planning & Furniture Selection
- Environmentally Conscious Planning (LEED) Advisement
- Building Envelope Investigation - Roofing
- Historical Building Analysis and Planning

ENGINEERING SERVICES

Energy & Environmentally Conscious Engineering in

- Mechanical Systems (HVAC & Plumbing) Design
- Electrical Systems (Power & Lighting) Design
- Technology Systems (Data Infrastructure & Interface) Design
- Security Systems (Alarm, CCTV & Door Access) Design
- Structural Systems Design & Engineering
- Civil (Roadways, Site Traffic, Drainage & Utility, Athletic Field) Design

☎️ 260-489-9079 | 🌐 www.bartoncoevilamaa.com
OFFICERS
PRESIDENT: Dr. Robert M. Stwalley, III, Lafayette
1ST VICE-PRESIDENT: Tom Simpson, Yorktown
2ND VICE-PRESIDENT: Rebecca Gardenour, New Albany-Floyd County
PAST-PRESIDENT: Kimberly Woodward, Avon

DIRECTORS
REGION 1: Thomas Hoffman, Crown Point
REGION 2: Becky Linnemeier, Wawasee
REGION 3: Steve Corona, Ft. Wayne
REGION 4: Robert Sondgeroth, Benton
REGION 5: Layla Spanenberg, Carmel
REGION 6: Wade Beatty, Charles A. Beard
REGION 7: John Preble, Linton-Stockton
REGION 8: Jack Russell, Center Grove
REGION 9: Mark Iunghuhn, North Gibson
REGION 10: Bill Wilson, Clarksville

STAFF MEMBERS
Terry Spradlin – Executive Director
Lisa Tanselle, Esq. – General Counsel
Julie Slavens, Esq. – Director of Policy Services/Senior Counsel
Dr. Michael Adamson – Director of Board Services
Kayla Baldwin – Administrative Assistant
Rae Anne Motsinger – Comptroller
Brooke Orner – Events and Communications Manager
EXECUTIVE COMMITTEE MEMBERS
President: Dr. Tracy Lorey, Greater Jasper Consolidated Schools
Past-President: Mr. John Hunter, Union Township School Corporation
President-Elect: Dr. Greg Hinshaw, Yorktown Community Schools
Vice-President: Dr. Stacey Schmidt, Porter Township Schools
Secretary: Dr. Rich Arkanoff, Center Grove Community School Corporation
Treasurer: Dr. Jim Roberts, Bartholomew Consolidated School Corporation
Legislative Committee Chair: Karl Galey, Lawrenceburg CSC
Policies and Resolutions Committee Chair: Dr. Jeff Butts, MSD of Wayne Twp.

DISTRICT CHAIRPERSONS
Northwest District I Chair: Dr. Larry Veracco, Lake Central School Corporation
Northeast District II Chair: Phil Downs, MSD of Southwest Allen County
North Central District III Chair: Ms. Michele Starkey, Logansport Community Schools
West Central District IV Chair: Dr. Shawn Greiner, South Montgomery Schools
Central District V Chair: Dr. Sherry Grate, Westfield-Washington Schools
East Central District VI Chair: Bryan Rausch, Liberty Perry CSC
Southwest District VII Chair: Dr. Tara Bishop, Perry Central School Corporation
Southeast District VIII Chair: Mark Eastridge, South Harrison CSC

STAFF MEMBERS
Executive Director – Dr. J.T. Coopman
Assistant Executive Director – Dr. Robert Taylor
Office Manager – Sherry Brewer
Executive Secretary – Lana White
# 2020 ISBA Awards Committee

<table>
<thead>
<tr>
<th>Region</th>
<th>Member</th>
<th>School Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cindy Sues</td>
<td>Lake Central School Corporation</td>
</tr>
<tr>
<td>2</td>
<td>Tim Yoder</td>
<td>Concord Community Schools</td>
</tr>
<tr>
<td>3</td>
<td>Maria Norman</td>
<td>Fort Wayne Community Schools</td>
</tr>
<tr>
<td>4</td>
<td>Ellen Ball</td>
<td>Crawfordsville Community School Corporation</td>
</tr>
<tr>
<td>5</td>
<td>Aimee Romero</td>
<td>Eastern Howard School Corporation</td>
</tr>
<tr>
<td>6</td>
<td>Elizabeth Rowray</td>
<td>Yorktown School Corporation</td>
</tr>
<tr>
<td>7</td>
<td>Penny Cox</td>
<td>Southwest Parke Community School Corporation</td>
</tr>
<tr>
<td>8</td>
<td>Zach Smith</td>
<td>Franklin Township Community School Corporation</td>
</tr>
<tr>
<td>9</td>
<td>Amy Bingham</td>
<td>North Gibson School Corporation</td>
</tr>
<tr>
<td>10</td>
<td>Doug Coffman</td>
<td>West Clark Community Schools</td>
</tr>
</tbody>
</table>
## 2020 ISBA Nominating Committee

<table>
<thead>
<tr>
<th>Region</th>
<th>Member</th>
<th>School Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kathleen Murzyn</td>
<td>School City of Whiting</td>
</tr>
<tr>
<td>2</td>
<td>Tom Smith</td>
<td>Union North United School Corporation</td>
</tr>
<tr>
<td>3</td>
<td>Kristi Schlatter</td>
<td>Northwest Allen County Schools</td>
</tr>
<tr>
<td>4</td>
<td>Jane Burgess</td>
<td>Zionsville Community School Corporation</td>
</tr>
<tr>
<td>5</td>
<td>Scott Dubois</td>
<td>Oak Hill United School Corporation</td>
</tr>
<tr>
<td>6</td>
<td>Cynthia Neal</td>
<td>Charles A. Beard</td>
</tr>
<tr>
<td>7</td>
<td>Cathy Fuentes-Rohwer</td>
<td>Monroe County Community School Corporation</td>
</tr>
<tr>
<td>8</td>
<td>Brandon Bowman</td>
<td>M.S.D. Wayne Township</td>
</tr>
<tr>
<td>9</td>
<td>Geoff Gentil</td>
<td>MSD of North Posey County</td>
</tr>
<tr>
<td>10</td>
<td>Elizabeth Galligan</td>
<td>New Albany Floyd County Community School Corporation</td>
</tr>
</tbody>
</table>
## 2020 ISBA Federal Relations Network Committee

<table>
<thead>
<tr>
<th>Congressional District</th>
<th>Member/Address</th>
<th>School Corporation/Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pete Visclosky</td>
<td>Merillville Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Mark Lucas</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jackie Walorski</td>
<td>Penn-Harris-Madison School Corporation</td>
</tr>
<tr>
<td></td>
<td>James Garrett</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jim Banks</td>
<td>Garrett-Keyser-Butler Community School District</td>
</tr>
<tr>
<td></td>
<td>Wayne Funk</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>James Baird</td>
<td>Benton Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Jennifer Barce</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Susan Brooks</td>
<td>MSD of Pike Township</td>
</tr>
<tr>
<td></td>
<td>Veronica (Roni) Ford</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Greg Pence</td>
<td>Mt. Vernon Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Tony May</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>André Carson</td>
<td>MSD of Warren Township</td>
</tr>
<tr>
<td></td>
<td>Julie French</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Larry Bucshon</td>
<td>Warrick County School Corporation</td>
</tr>
<tr>
<td></td>
<td>Jane Wilhelmus</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Trey Hollingsworth</td>
<td>Springs Valley Community Schools</td>
</tr>
<tr>
<td></td>
<td>Todd Marshall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senator Mike Braun</td>
<td>Western School Corporation</td>
</tr>
<tr>
<td></td>
<td>Linda Singer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senator Todd Young</td>
<td>Northwest Allen County Schools</td>
</tr>
<tr>
<td></td>
<td>Ron Felger</td>
<td></td>
</tr>
<tr>
<td>Region</td>
<td>Member</td>
<td>School Corporation</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Linda Jonaitis</td>
<td>Merrillville Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Steve Lesko</td>
<td>East Porter County School Corporation</td>
</tr>
<tr>
<td>2</td>
<td>Rodolfo Monterrosa</td>
<td>South Bend Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Heather Reichenbach</td>
<td>Warsaw Community Schools</td>
</tr>
<tr>
<td>3</td>
<td>Tim Ehlerding</td>
<td>North Adams Community Schools</td>
</tr>
<tr>
<td></td>
<td>Mike Murray</td>
<td>M.S.D of Bluffton Harrison</td>
</tr>
<tr>
<td>4</td>
<td>Linda Day</td>
<td>Tippecanoe School Corporation</td>
</tr>
<tr>
<td></td>
<td>Karen Sutton</td>
<td>Community Schools of Frankfort</td>
</tr>
<tr>
<td>5</td>
<td>John Underwood</td>
<td>Northwestern Howard School Corporation</td>
</tr>
<tr>
<td></td>
<td>Doug Ozolins</td>
<td>Hamilton Heights School Corporation</td>
</tr>
<tr>
<td>6</td>
<td>Todd Trehearne</td>
<td>Wes-Del Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Nannett Polk</td>
<td>New Castle Community Schools</td>
</tr>
<tr>
<td>7</td>
<td>William Roberson</td>
<td>Mooresville Consolidated School Corporation</td>
</tr>
<tr>
<td></td>
<td>Kris Jarman</td>
<td>Bloomfield School District</td>
</tr>
<tr>
<td>8</td>
<td>Susan Collins</td>
<td>Indianapolis Public Schools</td>
</tr>
<tr>
<td></td>
<td>David Finkel</td>
<td>Shelbyville Central Schools</td>
</tr>
<tr>
<td>9</td>
<td>Alex Knepp</td>
<td>Barr- Reeve Community Schools</td>
</tr>
<tr>
<td></td>
<td>Andrew Guarino</td>
<td>Evansville-Vanderburgh School Corporation</td>
</tr>
<tr>
<td>10</td>
<td>Jenny Higbie</td>
<td>New Albany Floyd County Community School Corporation</td>
</tr>
<tr>
<td></td>
<td>Josh Holland</td>
<td>South Dearborn Community School Corporation</td>
</tr>
</tbody>
</table>
### Solve Problems Through Multiple Services

<table>
<thead>
<tr>
<th>Administrator Mentoring Building Level</th>
<th>Financial Assessment of a School Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Retreats</td>
<td>Grant-Writing</td>
</tr>
<tr>
<td>Budget Preparation</td>
<td>Interim Positions: Superintendent/Principal/ Other</td>
</tr>
<tr>
<td>Business Manager (Part-Time)</td>
<td>Non-Tested Consortium</td>
</tr>
<tr>
<td>Collaboration Studies</td>
<td>Ongoing Financial/ Administrative Advising</td>
</tr>
<tr>
<td>Collective Bargaining</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Conducting Teacher Observations/Evaluations</td>
<td>Referendum Assistance</td>
</tr>
<tr>
<td>Curriculum Audit</td>
<td>School Climate Audits</td>
</tr>
<tr>
<td>Curriculum Director (Part-time)</td>
<td>Special Projects</td>
</tr>
<tr>
<td>Construction Assistance</td>
<td>Strategic Planning for a Corporation</td>
</tr>
<tr>
<td>Demographic Studies</td>
<td>Superintendent Mentoring Program– IAPSS</td>
</tr>
<tr>
<td>Extra Curricular Account—Reviews</td>
<td>Superintendent Searches</td>
</tr>
<tr>
<td>Feasibility Studies</td>
<td>Technology Audit</td>
</tr>
</tbody>
</table>
ISBA Service Members

Administrator Assistance
Steve Wittenauer
stevewittenauer@gmail.com

AdTec Administrative and Technical Consulting Inc.
Katy Smith
katy@adtecerate.com

AECOM Hunt
James Gulley
jim.gulley@aecom.com

Alliance Environmental Group, Inc.
Sandy Shadley
sshadley@aegindy.com

AME Group
Terry Enlow
terry.enlow@gmail.com

Anthem
Karen Bunch
karen.bunch@anthem.com

Baker Tilly
Curt Pletcher
marketing@umbaugh.com

Barnes & Thornburg
Jeffery Qualkinbush
jqualkin@btlaw.com

Barton-Coe-Vilamaa
Nik Vilamaa
nik@bartoncoevilamaa.com

Beck Studios, Inc.
Cathie Haverkamp
cathie@beckstudios.net

Bose McKinney & Evans
Jim Hamilton
jhamilton@boselaw.com

Boyce Systems/Komputrol
Michael Galliher
mgalliher@boycesystems.com
ISBA Service Members

Church Church Hittle + Antrim
Jennifer Wareham
wareham@cchalaw.com

CMTA Energy Solutions
Tim Hockensmith
THockensmith@cmta.com

CORE Construction
Brice Johnson
bricejohnson@coreconstruction.com

CSO Architects
Tim Jeffers
tjeffers@csoinc.net

Education Networks of America Inc
Brian Hubbard
bhubbard@ena.com

Etica Group, Inc.
Kate Zale
kzale@eticagroup.com

Fanning/Howey Associates Inc
Bill Payne
wpayne@fhai.com

Fifth Third Securities Inc
Jay Ryals
jon.ryals@53.com

Financial Solutions Group, Inc. - FSG
Gregory Guerrettaz
greg@fsgcorp.com

Frost Brown Todd LLC
Thomas Wheeler
twheeler@fbtlaw.com

Garmong Construction Services
Ryan Berry
rberry@garmong.net

Gibraltar Design Inc
James Thompson
jthompson@gibraltardesign.com
ISBA Service Members

GMB Architecture + Engineering
Nick Van Wieren
nickvw@gmb.com

Havel An EMCOR Company
Tim Pitts
tpitts@shambaugh.com

Ice Miller LLP
Jane Herndon
jane.herndon@icemiller.com

Johnson Melloh Solutions
Jim Garrison
JGarrison@johnsonmelloh.com

Keystone Architecture
Mark Brandyberry
mark@keystonearch.com

KI / Binford Group of Indiana
Susan Binford
susan.binford@ki.com

Kovert Hawkins Architects
Christy Miley
christy.miley@koverthawkins.com

krM Architecture
Susan Guindon
sguindon@krmarchitecture.com

Lancer + Beebe Architecture
Terry Lancer
tlancer@lancerbeebe.com

Lewis & Kappes
Michelle Cooper
mcooper@lewis-kappes.com

Moake Park Group
Karen Stahl
kstahl@moakepark.com

Moisture Management
Jason Bush
jbush@moisturemanagementllc.com
ISBA Service Members

**Neola, Inc.**  
Sandra Krueger  
skrueger@neola.com

**Nutrition Group**  
Kevin Rindock  
krindock@thenutritiongroup.biz

**Pepper Construction**  
Mitch Denton  
mdenton@pepperconstruction.com

**Performance Services Inc**  
Timothy Thoman  
tthoman@performanceservices.com

**Piper Sandler & Co.**  
David Wimmer  
david.wimmer@psc.com

**R & R Benefits/Risk Management**  
Gregg Hixenbaugh  
gregg.hixenbaugh@randrbenefits.com

**Rachel Wixey & Associates**  
Rachel Wixey  
rachel@rachelwixey.com

**Raymond James & Associates**  
Damian Maggos  
jill.delross@raymondjames.com

**RE Sutton & Associates**  
Diane Titchenell  
diane@resutton.com

**SafeHiring Solutions**  
Mike McCarty  
mike.mccarty@safehiringsolutions.com

**Schmidt Associates Inc**  
Ben Bain  
bbain@schmidt-arch.com

**SitelogIQ**  
Ellen Schmidt  
ellen.schmidt@sitelogiq.com
ISBA Service Members

Skillman Corporation
Bart York
byork@skillman.com

Sodexo
Tara Golden
tara.golden@sodexo.com

Southwest Foodservice Excellence - SFE
Sarah Subdon
sarah.subdon@sfellc.org

Standard for Success LLC
Todd Whitlock
todd@standardforsuccess.com

Sugar Creek Sanitizer
Shadi Khoury
Sales@sugarcreeksanitizer.com

Teachers Credit Union
Lindsay Wirtz

Telamon Energy
Bruce Breeden
bruce.breeden@telamon.com

TowerPinkster Architecture, Engineering, Interiors
Shawn Parshall
sparshall@towerpinkster.com

Trane
Brian Pickering
bpickering@trane.com

TWPeterson Law Office
Thomas Peterson
thomas@twpetersonlaw.com

VALIC
Amy Cummings
amy.cummings@valic.com

Veridus Group, Inc.
Tim Jensen
tjensen@theveridusgroup.com
ISBA Service Members

VPS Architects Inc
George Link
glink@vpsarch.com

Warrick & Boyn, LLP
Randall Hesser
rhesser@warrickandboyn.com

Weigand Construction
Chris Sosebee
csosebee@weigandconstruction.com
ISBA Associate Members

Area 30 Career Center
Lora Busch
lbusch@area30.k12.in.us

Blue River Career Programs
Steve Shaw
sshaw@brcp.k12.in.us

Burris Laboratory School, Ball Sate University
Robert Marra
ramarra@bsu.edu

Butler University
Deb Lecklider
dlecklid@butler.edu

Central Indiana Educational Service Center
Andrew Melin
amelin@ciesc.org

Central Nine Career Center
David Edds
dedds@centralnine.org

Daviess Martin Special Education Cooperative
Mary Rodimel

Earlywood Educational Services
Angela Balsley
abalsley@earlywood.org

East Central Ed Service Center
Larry John
ljohn@ecesc.k12.in.us

Heartland Career Center
Mark Hobbs
mhbobs@hcc.k12.in.us

Indiana Association of Colleges for Teacher Education (IACTE)
Jill Shedd
jshedd@indiana.edu

Indiana University School of Education - Bloomington
Lemuel Watson
watsonlw@iu.edu
ISBA Associate Members

Ivy Tech Community College
Paula Birt
pbirt@ivytech.edu

Northern Indiana Educational Services Center
Don Harman
dharman@niesc.k12.in.us

Northwest Indiana Special Education Cooperative (NISEC)
Lisa Rosinko
lisa.rosinko@eastporter.k12.in.us

Old National Trail Special Services
Joseph Kwisz
jkwisz@ont.k12.in.us

Porter County Education Services
Diane Massa
dmassa@pces.k12.in.us

Purdue University, College of Education
Nancy Marchand-Martella
nmarchand-martella@purdue.edu

Region 8 ESC
Josh Wenning
jwenning@r8esc.k12.in.us

Ripley-Ohio-Dearborn Special Ed Coop
Alex Brewer
abrewer@rodspecialed.org

ROD Special Education
Alex Brewer
abrewer@rodspecialed.org

Wabash Valley Education Center
Judi Hendrix
judi.hendrix@esc5.k12.in.us
## IAPSS Business Partners

### DIAMOND PARTNERS
- Baker Tilly
- Performance Services Inc
- Standard for Success

### PLATINUM PARTNERS
- American Fidelity
- Barton-Coe-Vilamaa
- Forecast5 Analytics
- Ice Miller
- IKORCC
- Indiana Construction Roundtable
- NWEA
- Raymond James
- Stifel

### GOLD PARTNERS
- Education Networks of America
- Horace Mann

### SILVER PARTNERS
- Association Member Benefits Advisor
- Core Construction
- CSO Architects
- Education Elements
- EMCOR Construction Services
- Illuminate Education
- Imagine Learning
- Lancer & Beebe Architects
- Lewis Kappes Attorneys
- Meyer Najem Construction
- Taft Stettinius & Hollister LLP
- Teachers Credit Union

### BRONZE PARTNERS
- Administrator Assistance
- Arcient
- GMB Architecture & Engineering
- Houghton Mifflin Harcourt
- IN Teachers of Tomorrow
- RE Sutton & Associates
- Schmidt Associates
- Skillman Corporation
- sitelogiQ

### FRIEND PARTNERS
- Apple
- Astra Insurance
- Church Church Hittle
- Compass-Keynote Consulting
- Energy Systems Group
- ESS
- Fanning/Howey Associates
- Garmann/Miller Architects-Engineers
- Henriott Group
- Ivy Tech Community College
- KeyBanc Capital Markets
- Keystone Architecture
- KI/Binford Group
- Matrix Integration
- Renaissance
- Sodexo
- Steele Benefits
- VPS Architecture
- Winston/Terrell Group

### MENTOR PARTNERS
- Anthem
- Baker Tilly
- Gibraltar Design
- Ice Miller
- IN Ret Pub School Supts
- Proactive MD
- RE Sutton
- Trane
ISBA PAST PRESIDENTS

2017-2019 Kim Woodward* ................................................. Avon
2016-2017 Todd Trehearne. .................................................. Wes-Del
2015-2016 Bill Wilson. ......................................................... Clarksville
2014-2015 Sally Krouse ......................................................... Manchester
2013-2014 Larry Stillson. ....................................................... Mishawaka
2012-2013 Dr. Terry Reed. ..................................................... Speedway
2011-2012 Jane Troup ......................................................... Goshen
2011-2012 Jack Montgomery. ............................................. Brownstown Central
2010-2011 Jane Troup ......................................................... Goshen
2009-2010 John Payne. ..................................................... Blackford County
2008-2009 Linda Day. ......................................................... Tippecanoe
2007-2008 Paul Stemm ......................................................... Elkhart
2006-2007 Lloyd Acton. ...................................................... Avon
2005-2006 Dr. Mary Busch. ................................................. Indianapolis
2004-2005 Barry Lauber. ..................................................... South Ripley
2003-2004 James Wheeler. ................................................ Knox
2001-2003 Twyman Patterson ............................................. Greater Clark
1999-2001 Michael Downham. ............................................ Cowan
1998-1999 Linda Singer. ....................................................... Western
1997-1998 Ron Felger. ......................................................... Northwest Allen
1996-1997 Linda Hobbs. ..................................................... Brown County
1995-1996 Joyce Hall. ......................................................... Center Grove
1992-1993 Nancy McNabb. ................................................ DeKalb County Central
1990-1991 James Vanderlin. .............................................. Lake Station
1989-1990 Ann Schaefer ..................................................... MSD of Washington Township
1987-1989 Carolyn Tate ....................................................... Vincennes
1986-1987 Meredith Kincaid. .............................................. Danville
1985-1986 Joe Pearson ......................................................... Blackford County
1984-1985 Ken Bickel. ......................................................... Penn-Harris-Madison
1983-1984 Sue Zinser. ......................................................... Carmel-Clay
1982-1983 John Terpstra ..................................................... Highland
1981-1982 George Bullion .................................................... Northwest Allen
1980-1981 Helen S. Conrad ................................................ Lawrenceburg
1979-1980 Arthur E. Vyzral. ............................................... Kokomo-Center Township
1978-1979 Phyllis Lewis ..................................................... MSD of Wayne Township
1977-1978 Alan W. Nass ..................................................... Southwest Dubois
1976-1977 Jay Beehler ......................................................... Penn-Harris-Madison
1975-1976 Betty R. Stephen ................................................. Shelbyville Central
1972-1974 Dr. William Gitlin .............................................. Bluffton-Harrison
1971-1972 Dr. Russell W. Hardin ....................................... Lebanon
1970-1971 Dr. Iverson C. Bell ................................. Vigo County
1969-1970 John Wagner. ................................. South Bend
1968-1969 John Barnard ................................. Evansville-Vanderburgh
1967-1968 James S. Miles. ................................. Tippecanoe
1966-1967 J. Gordon Queen. ............................... Shoals
1965-1966 Claire Stern. ................................. Hammond
1964-1965 Wayne Hatfield. ................................. Mitchell
1963-1964 Milton D. Marx. ................................. Huntington County
1962-1963 Ralph Weston. ................................. Clay
1961-1962 Charles A. Hathaway. ........................ Kokomo-Center Township
1960-1961 Granger H. Smith. ................................. Seymour
1959-1960 Kenneth E. Knight. ............................. Crown Point
1958-1959 Raymond Snapp. ................................. North Lawrence
1957-1958 Fred J. Hums. ................................. Mishawaka
1956-1957 Harry D. Heinzerling ........................ Garrett-Keyser-Butler
1955-1956 Sara Ronald. ................................. Jay
1954-1955 John W. Davies. ................................. Gary
1953-1954 Carlyle A. Mutschler ........................ Wa-Nee
1952-1953 John L. Bloxsome. ................................. Vigo County
1949-1951 Herb Roberts, Jr. ................................. Evansville-Vanderburgh

* acting past president
ISBA AWARD RECIPIENTS

AWARD FOR DISTINGUISHED SERVICE
1965 Dr. H.B. Kohlmeyer. ................................. West Lafayette
2008 Dr. Suellen K. Reed. .............................. Indianapolis
2014 Dr. Frank Bush. ................................. Indianapolis

LORIN A. BURT AWARD
1968 Dr. J. Everett Light. .............................. Indianapolis
1969 Aaron T. Lindley. ............................... Lafayette
1970 Charles C. Thornburg. ....................... East Chicago
1971 Dr. Maurice E. Stapley. ....................... Bloomington
1972 Paul C. Garrison. ............................... Richmond
1973 Lewis C. Bose. ............................... Indianapolis
1974 Lois Parker ....................................... Avon
1975 Joe C. Rice ........................................ Elkhart
1976 Eldon F. Lundquist. ............................ Elkhart
1977 Amy Cook Lurvey ................................. Indianapolis
1978 Philip T. Warner. ............................... Goshen
1979 Ray Geyer ......................................... Maconaquah
1980 Dr. Lester Grile. ................................. Fort Wayne
1981 Jean Porter ......................................... Western
1982 Dr. Robert Dalton. ............................... Kokomo-Center Township
1983 Dr. Dean F. Berkley .............................. Bloomington
1984 Lee Williford ....................................... Northwestern
1985 Dr. Victor Fisher, Jr. ....................... Evansville-Vanderburgh
1986 Dr. Harmon Baldwin ........................... Monroe County
1987 Gerald Heindselman .......................... Elkhart
1988 William A. Hadley ............................... Pendleton
1989 John F. Young ................................. Fort Wayne
1990 Sam Bianco ......................................... Gary
1991 Charles E. Fields ................................ Indianapolis
1992 Paul Tully ........................................ Merrillville
1993 Earl E. Nelson ....................................... Lafayette
1994 Frank A. Shackelford ......................... School Town of Speedway
1995 Melvin Levin ........................................ MSD of Mt. Vernon
1996 Dr. Robert E. Herrold .......................... Brownsburg
1997 Ralph J. Bailey ....................................... Whitley County
1998 Raymond A. Dault ................................ Speedway
1999 Dr. John Hayden Emhuff ..................... MSD of Mt. Vernon
2000 Lowell C. Rose .................................... Bloomington
2001 Chris Chalker ...................................... MSD of Warren Township
2002 No Recipient
2003 Gina Berridge ...................................... Northern Wells
2004 Dr. Richard Helton ................................ Avon
ISBA AWARD RECIPIENTS

2005 Pete Goerges. ................................................. Hobart
2006 Lorie Woycik. ................................................. Valparaiso
2007 Donald H. Stinson. ........................................... MSD of Decatur Township
2008 Thomas R. Langdoc. ....................................... MSD of Wayne Township
2009 Dr. Richard Wood. .......................................... Tippecanoe
2010 Dr. Bruce Stahly. ............................................. Goshen
2011 Dr. Edward Eiler. ............................................. Lafayette
2012 Peggy Hinckley. ............................................. MSD of Warren Township
2013 Mark Booth. .................................................... Noblesville
2014 Vera Jones. .................................................... Michigan City Schools
2015 Dr. Peggy Buffington. ....................................... MSD of Wayne Township
2016 Ned L. .......................................................... Rensselaer
2018 Dennis Stockdale ............................................. East Washington
2019 Dr. Debra Howe. ............................................. Tri-Creek
2020 Dr. Wanda Thruston. ....................................... MSD of Washington Township

OUTSTANDING BOARDMANSHIP AWARD
1973 John Terpstra. ................................................. Highland
1974 John C. Wagner. ............................................. South Bend
1975 Mann Spitler, Jr. ............................................. Valparaiso
1976 William A. Gitlin. .......................................... Bluffton-Harrison
1977 Luise Schnakenburg. ....................................... Evansville
1978 Iverson C. Bell. ............................................... Vigo County
1979 Terry Lehr. ..................................................... South Bend
1980 James Weaver. ................................................ Bartholomew Consolidated
1981 Phyllis Tully. .................................................. Merrillville
1982 Kenneth Simmons. ......................................... Blackford County
1983 Leon Trachman. ............................................. West Lafayette
1984 John E. VonPein, Jr. ......................................... Richmond
1985 Dr. Mary E. Busch. .......................................... Indianapolis
1986 S. Suzanne Zinser. .......................................... Carmel-Clay
1987 Richard Jensen. .............................................. Elkhart
1988 Bernard D. Carmin. ........................................ Marion
1989 James H. Black. .............................................. Clark-Pleasant
1990 Carolyn L. Tate. ............................................... Vincennes
1991 Sylvia E. Tramm. ............................................ MSD of Pike Township
1992 Joyce Hall. ..................................................... Center Grove
1993 Phillip T. Ross. ............................................... Franklin Township
1993 Kenneth D. Bartlett ........................................ MSD of Decatur Township
1994 Philip E. Buecher. .......................................... Greater Jasper
1995 Dale “Woody” Emmons. .................................... Mishawaka
1996 Nancy McNabb. .............................................. DeKalb County Central
1997 Phyllis Lewis. ................................................... MSD of Wayne Township
1998 Ann D. Schaefer .............................................. MSD of Washington Township
ISBA AWARD RECIPIENTS

1999 Diane M. Black .................................................. Franklin
2000 John Payne ......................................................... Blackford County
2001 Carl Johnson ....................................................... Fort Wayne
2002 Fran Milo .......................................................... LaPorte
2003 John Heerema ..................................................... Kankakee Valley
2004 Stephen Maple .................................................. MSD of Perry Township
2005 Dale Petrie ........................................................ Crawfordsville
2006 Susan Switzer ..................................................... MSD of Warren Township
2007 Nancy Habig ..................................................... Greater Jasper
2008 Lisa Tanselle ..................................................... North West Hendricks
2009 Richard Anderson ............................................. Griffith
2010 Patricia G. Heiny ............................................... Richmond
2011 Todd Marshall .................................................... Springs Valley
2012 Terry Jo Lightfoot .............................................. East Allen County
2013 Linda Singer .................................................... Western
2014 Linda Yeaton Day .............................................. Tippecanoe School Corporation
2015 Mark Iunghuhn .................................................. North Gibson
2016 Charles Sprague ................................................. Franklin Community
2017 Jane Troup ........................................................ Goshen
2018 Bill Wilson ........................................................ Clarksville
2019 Terry Butler ...................................................... School City of Hobart
INDIVIDUAL LEVELS

Each Exemplary Governance Award (EGA) level is determined by points a board member earns by attending continuous improvement and professional development activities as described as qualifying electives. Level designations are awarded ± based upon every board member's accumulation of points during consecutive years of board service.

COMMENDABLE: 75* POINTS

This level one award recognizes a member’s commendable efforts by demonstrating a desire for advancing the principles of good governance. This individual has worked to attain the 1st level towards exemplary governance by earning 75 EGA points through participation in training, seminars, and/or conferences.

ADVANCED: 125* POINTS

The second level award reflects a commitment to excellence for those board members who have demonstrated their passion for service and leadership by advancing their professional development education through training opportunities that boosts their total EGA points accumulated to 125.

DISTINGUISHED: 175* POINTS

This award recognizes the outstanding achievement of a board member, dedicated to board governance at a distinguished level. Board members earning this level demonstrate a commitment to continuing education and effective board governance. This level is attained by a member earning a total of 175 EGA points.

EXEMPLARY: 225* POINTS

This is the highest level an individual board member can earn. Board members at this level have demonstrated an exemplary commitment to their own professional development in leadership and board governance through their continuous engagement in ISBA’s professional development programs. Exemplary governance status requires earning 225 EGA points.

± Level awards are determined by the total EGA points accumulated by December 31st of each year. Awards are presented at the board members’ respective Spring Regional meeting.

* The points required to advance to each level must include points earned by attending a minimum of one core elective.

BOARD LEVELS

An entire board can qualify for awards in four categories based on the collective Exemplary Governance Award (EGA) status of its individual members and completing certain criteria as a unit. The first three categories are: Commendable, Advanced, and Distinguished. The fourth category represents the highest award offered by ISBA, the Exemplary Governance Award.

COMMENDABLE

Commendable board recognition requires that a majority of a board’s members have attained EGA Level One (75 points) or higher. Points earned must include points earned by attending one or more Core meetings.

ADVANCED

Advanced board recognition requires that all board members be at EGA Level One (75 points) or higher. Points earned must include points earned by attending one or more Core electives. Additionally, the board must complete an annual board self-assessment with ISBA by December 31st of each year.

DISTINGUISHED

Distinguished boards must be second year Advanced Boards. Each member must earn a minimum of 25 additional EGA points per year including points earned by attending one or more Core electives. The board must also show evidence of a board retreat with an outside facilitator (agenda and name of facilitator; minimum of 4 hours) and complete an annual board self-assessment with ISBA.

EXEMPLARY GOVERNANCE AWARD

The Exemplary Governance Award is the highest award a school board can earn. This distinction is earned by validating exemplary board service by showing evidence of leadership and governance effectiveness, student achievement initiatives, continuous improvement, strategic planning, and policy review. Any board earning this award will have clearly demonstrated EGA expectations showing how training and professional development translates into greater governance performance through effective leadership.

Earning the Exemplary Governance Award requires that:
- Each board member must be at EGA Level One (75 points) or higher
- The board must submit an annual performance portfolio by December 31st documenting their adherence, completion and/or validation of the following:
  - Board self-assessment with ISBA
  - Annual board retreat
  - Annual review of corporation goals
  - Evidence of the board’s commitment to student achievement
  - Evidence of a board’s continuing education and professional development commitment
  - Evidence of an annual superintendent evaluation
  - Adoption of a board compact and/or code of ethics

Board EGA’s are determined by boards meeting the required criteria by December 31st of each year. Awards are conferred at the boards’ respective Spring Regional Meetings.
<table>
<thead>
<tr>
<th>ASSOCIATED SCHOOL</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown Point Community School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Duneland School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Hammond, School City Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Highland, School Town Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Hobart, School City Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Kankakee Valley School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Lake Central School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Lake Ridge Schools</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Merrillville Community School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Munster, School Town Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Portage Township Schools</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>River Forest Community School Corporation</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>Tri-Creek School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Union Township School Corporation</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Valparaiso Community Schools</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Whiting, School City Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Concord Community Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Eastern Pulaski Community School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Elkhart Community Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>John Glenn School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Knox Community School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Middlebury Community Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Mishawaka, School City Of</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Oregon-Davis School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Penn-Harris-Madison School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Plymouth Community School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Tippocanoe Valley School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Union North United School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Wa-Nee Community Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Wawasee Community School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>West Central School Corporation</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Dekalb County Central United School District</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>Dekalb County Eastern Community School District</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>East Allen County Schools</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>South Adams Schools</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>Southwest Allen County, M.S.D. Of</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>Crawfordsville Community School Corporation</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Lafayette School Corporation</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>Rossville Consolidated School District</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>South Newton School Corporation</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>Tippocanoe School Corporation</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>West Lafayette Community School Corporation</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>Carmel Clay Schools</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Eastern Howard School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Elwood Community School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Hamilton Southeastern Schools</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Kokomo School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Macounaqua School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Madison-Grant United School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Mississinew Community School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Noblesville Schools</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Peru Community School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Taylor Community School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Western School Corporation</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Centerville-Abington Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Charles A. Beard Memorial School Corporation</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Cowan Community School Corporation</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Daleville Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Delaware Community School Corporation</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Randolph Central School Corporation</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Richmond Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Wes-Del Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Yorktown Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Avon Community School Corporation</td>
<td>Region 7</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Danville Community School Corporation</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Linton-Stockton School Corporation</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Martinsville, M.S.D. Of</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Monroe County Community School Corporation</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Mooresville Consolidated School Corporation</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Richland-Bean Blossom Community School Corporation</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Shakamak, M.S.D. Of</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Decatur Township, M.S.D. Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Pike Township, M.S.D. Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Shelbyville Central Schools</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Southern Hancock County, Comm. School Corporation</td>
<td>Region 8</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Speedway, School Town Of</td>
<td>Region 8</td>
<td>Exemplary Governance</td>
</tr>
<tr>
<td>Warren Township, Misd Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Washington Township, M.S.D. of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Wayne Township, M.S.D. Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Greater Jasper Consolidated Schools</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Mt. Vernon, M.S.D. Of</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>North Gibson School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>North Posey County, M.S.D. Of</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>North Spencer County School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Northeast Dubois County School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Perry Central Community School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Southeast Dubois County School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Vincennes Community School Corporation</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Brown County Schools</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Brownstown Central Community School Corporation</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Decatur County Community Schools</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Flat Rock-Hawcreek School Corporation</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Franklin County Community School Corporation</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Lanesville Community School Corporation</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>New Albany-Floyd County Csc</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Scott County School District 1</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>South Harrison Community School Corporation</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>BOARD MEMBER</td>
<td>EGA POINTS</td>
<td>SCHOOL CORPORATION</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Carlotta Blake-King</td>
<td>75</td>
<td>Hammond, School City Of</td>
</tr>
<tr>
<td>Victor Garcia</td>
<td>75</td>
<td>Highland, School Town Of</td>
</tr>
<tr>
<td>Richard Perez</td>
<td>75</td>
<td>River Forest Community School Corp.</td>
</tr>
<tr>
<td>Rodney Dale</td>
<td>75</td>
<td>Elkhart Community Schools</td>
</tr>
<tr>
<td>Babette Boling</td>
<td>75</td>
<td>Elkhart Community Schools</td>
</tr>
<tr>
<td>Keilee Mullins</td>
<td>75</td>
<td>Elkhart Community Schools</td>
</tr>
<tr>
<td>Joss Elzakai</td>
<td>75</td>
<td>Goshen Community Schools</td>
</tr>
<tr>
<td>William Pemberton</td>
<td>75</td>
<td>Mishawaka, School City Of</td>
</tr>
<tr>
<td>Rudolfo Monterrosa</td>
<td>75</td>
<td>South Bend Community School Corp.</td>
</tr>
<tr>
<td>Lacy Wise</td>
<td>75</td>
<td>Tipppecanoe Valley School Corp.</td>
</tr>
<tr>
<td>Amanda Sharpe</td>
<td>75</td>
<td>West Central School Corp.</td>
</tr>
<tr>
<td>Mrs. Julie Thompson</td>
<td>75</td>
<td>Bluffton-Harrison, M.S.D. Of</td>
</tr>
<tr>
<td>John Wicker</td>
<td>75</td>
<td>East Noble School Corp.</td>
</tr>
<tr>
<td>Dean Geiger</td>
<td>75</td>
<td>Smith-Green Community Schools</td>
</tr>
<tr>
<td>Aaron Westfall</td>
<td>75</td>
<td>Southern Wells Community Schools</td>
</tr>
<tr>
<td>Jennifer Jacoby</td>
<td>75</td>
<td>Rossville Consolidated School District</td>
</tr>
<tr>
<td>Gloria Kimmard</td>
<td>75</td>
<td>Twin Lakes School Corp.</td>
</tr>
<tr>
<td>Brad Boyer</td>
<td>75</td>
<td>Hamilton Southeastern Schools</td>
</tr>
<tr>
<td>Pam Carter</td>
<td>75</td>
<td>Western School Corp.</td>
</tr>
<tr>
<td>Jill Newby</td>
<td>75</td>
<td>Western School Corp.</td>
</tr>
<tr>
<td>Leslie Jacobs</td>
<td>75</td>
<td>Fayette County School Corp.</td>
</tr>
<tr>
<td>Janet Caudle</td>
<td>75</td>
<td>Randolph Southern School Corp.</td>
</tr>
<tr>
<td>Emily Hartman</td>
<td>75</td>
<td>Perry Township Schools</td>
</tr>
<tr>
<td>Mrs. Amy Bingham</td>
<td>75</td>
<td>North Gibson School Corp.</td>
</tr>
<tr>
<td>Katie Hutchinson</td>
<td>75</td>
<td>Greater Clark County Schools</td>
</tr>
<tr>
<td>Amy Petitt</td>
<td>75</td>
<td>Jennings County Schools</td>
</tr>
<tr>
<td>Corey Potts</td>
<td>75</td>
<td>Rising Sun-Ohio County Community School Corp.</td>
</tr>
<tr>
<td>Deborah Moore</td>
<td>76</td>
<td>Richmond Community Schools</td>
</tr>
<tr>
<td>Alex Knepp</td>
<td>76</td>
<td>Ball-Reeve Community Schools Inc.</td>
</tr>
<tr>
<td>Derrick Stalbaum</td>
<td>77</td>
<td>North Judson-San Pierre Schools</td>
</tr>
<tr>
<td>Rodney Tobias</td>
<td>77</td>
<td>Madison-Grant United School Corp.</td>
</tr>
<tr>
<td>Beth Foster</td>
<td>77</td>
<td>Franklin County Community School Corp.</td>
</tr>
<tr>
<td>Larry Michael Taylor</td>
<td>78</td>
<td>Washington Community Schools, Inc.</td>
</tr>
<tr>
<td>Diane Smith</td>
<td>80</td>
<td>East Chicago, School City Of</td>
</tr>
<tr>
<td>Annette Ferch</td>
<td>80</td>
<td>Oregon-Davis School Corp.</td>
</tr>
<tr>
<td>Angie Gates</td>
<td>80</td>
<td>Penn-Harris-Madison School Corp.</td>
</tr>
<tr>
<td>Donald Bolshart</td>
<td>80</td>
<td>Wawasee Community School Corp.</td>
</tr>
<tr>
<td>Michael Godlove</td>
<td>80</td>
<td>Twin Lakes School Corp.</td>
</tr>
<tr>
<td>William Harting</td>
<td>80</td>
<td>Speedway, School Town Of</td>
</tr>
<tr>
<td>Kreg Christy</td>
<td>80</td>
<td>North Gibson School Corp.</td>
</tr>
<tr>
<td>Rich Stermer</td>
<td>80</td>
<td>Bartholomew Consolidated School Corp.</td>
</tr>
<tr>
<td>April Hauber</td>
<td>80</td>
<td>Clarksville Community School Corp.</td>
</tr>
<tr>
<td>Lizette Bell</td>
<td>80</td>
<td>Decatur County Community Schools</td>
</tr>
<tr>
<td>Lee Ann Wisheart</td>
<td>82</td>
<td>New Albany-Floyd County Csc</td>
</tr>
<tr>
<td>Patrick Riall</td>
<td>83</td>
<td>Highland, School Town Of</td>
</tr>
<tr>
<td>Brandon Kraft</td>
<td>85</td>
<td>Dundeal School Corp.</td>
</tr>
<tr>
<td>Joe Forgey</td>
<td>85</td>
<td>Noblesville Schools</td>
</tr>
<tr>
<td>Tiffani King</td>
<td>85</td>
<td>Wabash City Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>EGA POINTS</th>
<th>SCHOOL CORPORATION</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Dana</td>
<td>85</td>
<td>Avon Community School Corp.</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Joe Rutledge</td>
<td>85</td>
<td>Mt. Vernon, M.S.D. Of</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Annelle Fitzpatrick</td>
<td>85</td>
<td>Greater Clark County Schools</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Gloria Williams</td>
<td>87</td>
<td>Warren Township, Mud Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Scott Johnson</td>
<td>88</td>
<td>Eastern Hancock County Community School Corp.</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Karman Eash</td>
<td>89</td>
<td>Union-North United School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Kyle Mitch</td>
<td>90</td>
<td>Tri-Creek School Corp.</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Glenn Jeff</td>
<td>90</td>
<td>Fort Wayne Community Schools</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>Mary Eversole</td>
<td>90</td>
<td>Union County/College Corner Joint School District</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Cherlisa Richardson</td>
<td>90</td>
<td>Pike Township, M.S.D. Of</td>
<td>Region 8</td>
<td>Commendable</td>
</tr>
<tr>
<td>Timothy DeMotte</td>
<td>90</td>
<td>Greater Jasper Consolidated Schools</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Stephen AmRhein</td>
<td>90</td>
<td>Decatur County Community Schools</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Elizabeth Galligan</td>
<td>90</td>
<td>New Albany-Floyd County Csc</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Todd Stackman</td>
<td>92</td>
<td>Bremen Public Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Christine Stobisk</td>
<td>95</td>
<td>Whitinger, School City Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Richard Currey</td>
<td>95</td>
<td>Mishawaka, School City Of</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>James Garrett</td>
<td>95</td>
<td>Penn-Harris-Madison School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Cynthia Brookings</td>
<td>95</td>
<td>Mitchell Community Schools</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Phil Harsh</td>
<td>95</td>
<td>Franklin County Community School Corp.</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Debbie Ungar</td>
<td>97</td>
<td>Zionsville Community School Corp.</td>
<td>Region 4</td>
<td>Commendable</td>
</tr>
<tr>
<td>Todd Marshall</td>
<td>98</td>
<td>Springs Valley Community Schools</td>
<td>Region 9</td>
<td>Commendable</td>
</tr>
<tr>
<td>Thomas Fry</td>
<td>100</td>
<td>Boone Township, M.S.D. Of</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Jim Arnold</td>
<td>100</td>
<td>La Porte Community School Corp.</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Robert Tichy</td>
<td>100</td>
<td>Union Township School Corp.</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Caleb Pontius</td>
<td>100</td>
<td>Baugo Community Schools</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Jennie Smith</td>
<td>100</td>
<td>Rochester Community School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Kallie Sneed</td>
<td>100</td>
<td>Madison-Grant United School Corp.</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Ronald Mullett</td>
<td>100</td>
<td>Peru Community School Corp.</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Lynn Hale</td>
<td>100</td>
<td>Western School Corp.</td>
<td>Region 5</td>
<td>Commendable</td>
</tr>
<tr>
<td>Vick Conway</td>
<td>103</td>
<td>Cowan Community School Corp.</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Kathy Ruesken</td>
<td>105</td>
<td>Griffith Public Schools</td>
<td>Region 1</td>
<td>Commendable</td>
</tr>
<tr>
<td>Robin Cupka</td>
<td>105</td>
<td>Plymouth Community School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Adam Heckaman</td>
<td>105</td>
<td>Tipppecanoe Valley School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Anita Downing-Otten</td>
<td>105</td>
<td>Avon Community School Corp.</td>
<td>Region 7</td>
<td>Commendable</td>
</tr>
<tr>
<td>Beth Ruff</td>
<td>110</td>
<td>Eastern Pulaski Community School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
<tr>
<td>Julie Hollingsworth</td>
<td>110</td>
<td>Fort Wayne Community Schools</td>
<td>Region 3</td>
<td>Commendable</td>
</tr>
<tr>
<td>Todd Duke</td>
<td>110</td>
<td>Centerville-Abington Community Schools</td>
<td>Region 6</td>
<td>Commendable</td>
</tr>
<tr>
<td>Jenny Higbie</td>
<td>110</td>
<td>New Albany-Floyd County Csc</td>
<td>Region 10</td>
<td>Commendable</td>
</tr>
<tr>
<td>Leslie Wesley</td>
<td>123</td>
<td>South Bend Community School Corp.</td>
<td>Region 2</td>
<td>Commendable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>EGA POINTS</th>
<th>SCHOOL CORPORATION</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Kivel</td>
<td>125</td>
<td>River Forest Community School Corp.</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>Christopher Riley</td>
<td>125</td>
<td>Penn-Harris-Madison School Corp.</td>
<td>Region 2</td>
<td>Advanced</td>
</tr>
<tr>
<td>Brian DeFrees</td>
<td>125</td>
<td>Tippecanoe School Corp.</td>
<td>Region 4</td>
<td>Advanced</td>
</tr>
<tr>
<td>Michael Kricschner</td>
<td>125</td>
<td>Carmel Clay Schools</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Cynthia Simmons</td>
<td>125</td>
<td>Avon Community School Corp.</td>
<td>Region 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>Jeremy Mullins</td>
<td>129</td>
<td>Warsaw Community Schools</td>
<td>Region 2</td>
<td>Advanced</td>
</tr>
<tr>
<td>Connie Sterkelwitz</td>
<td>130</td>
<td>Hanover Community School Corp.</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>John Castro</td>
<td>130</td>
<td>Muncie, School Town Of</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>BOARD MEMBER</td>
<td>EGA POINTS</td>
<td>SCHOOL CORPORATION</td>
<td>REGION</td>
<td>LEVEL</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------</td>
<td>-------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Jennifer Couch</td>
<td>130</td>
<td>Southwest Allen County, M.S.D. Of</td>
<td>Region 3</td>
<td>Advanced</td>
</tr>
<tr>
<td>Elizabeth Keith</td>
<td>130</td>
<td>Lebanon Community School Corp.</td>
<td>Region 4</td>
<td>Advanced</td>
</tr>
<tr>
<td>Laura Roeter</td>
<td>130</td>
<td>Hamilton Heights School Corp.</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Mary Brunt</td>
<td>130</td>
<td>Madison-Grant United School Corp.</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Ronald Stewart</td>
<td>130</td>
<td>Madison-Grant United School Corp.</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Susan Miller</td>
<td>130</td>
<td>Mississinewa Community Schools</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Jeff Siller</td>
<td>130</td>
<td>Richmond Community Schools</td>
<td>Region 6</td>
<td>Advanced</td>
</tr>
<tr>
<td>Cynthia Sues</td>
<td>135</td>
<td>Lake Central School Corp.</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>John Doherty</td>
<td>135</td>
<td>Munster, School Town Of</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>Larry Getts</td>
<td>135</td>
<td>Garrett-Keyser-Butler Community School</td>
<td>Region 3</td>
<td>Advanced</td>
</tr>
<tr>
<td>Nathan McCullough</td>
<td>135</td>
<td>Rossville Consolidated School District</td>
<td>Region 4</td>
<td>Advanced</td>
</tr>
<tr>
<td>Sheryl Fullhart</td>
<td>135</td>
<td>Eastern Howard School Corp.</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Michelle Fuller</td>
<td>135</td>
<td>Hamilton Southeastern Schools</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Steve Brock</td>
<td>135</td>
<td>Martinsville, M.S.D. Of</td>
<td>Region 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>Amanda Kelch</td>
<td>137</td>
<td>Madison-Grant United School Corp.</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Paul Harwar</td>
<td>138</td>
<td>Cowan Community School Corp.</td>
<td>Region 6</td>
<td>Advanced</td>
</tr>
<tr>
<td>Carl Johnson</td>
<td>140</td>
<td>Noblesville Schools</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Brad Howell</td>
<td>140</td>
<td>Noblesville Schools</td>
<td>Region 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Andy Wanderssee</td>
<td>143</td>
<td>Centerville-Abington Community Schools</td>
<td>Region 6</td>
<td>Advanced</td>
</tr>
<tr>
<td>Nicole Davenport</td>
<td>145</td>
<td>Whiting, School City Of</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>Scott Andrews</td>
<td>145</td>
<td>Tiffin Lake Schools Corp.</td>
<td>Region 4</td>
<td>Advanced</td>
</tr>
<tr>
<td>Glenn Etienne</td>
<td>145</td>
<td>Perry Central Community School Corp.</td>
<td>Region 9</td>
<td>Advanced</td>
</tr>
<tr>
<td>Marlene Barnett</td>
<td>148</td>
<td>Brown County Schools</td>
<td>Region 10</td>
<td>Advanced</td>
</tr>
<tr>
<td>Andy Maletta</td>
<td>149</td>
<td>Portage Township Schools</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
<tr>
<td>Curt Flickinger</td>
<td>150</td>
<td>Wa-Nee Community Schools</td>
<td>Region 2</td>
<td>Advanced</td>
</tr>
<tr>
<td>Mike Murray</td>
<td>150</td>
<td>Bluffton-Harrison, M.S.D. Of</td>
<td>Region 3</td>
<td>Advanced</td>
</tr>
<tr>
<td>Gail Ruff</td>
<td>150</td>
<td>Greensburg Community Schools</td>
<td>Region 10</td>
<td>Advanced</td>
</tr>
<tr>
<td>Jay Baumgarter</td>
<td>155</td>
<td>Warsaw Community Schools</td>
<td>Region 2</td>
<td>Advanced</td>
</tr>
<tr>
<td>Lynn Wilson</td>
<td>162</td>
<td>New Durham Township, M.S.D. Of</td>
<td>Region 1</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### EXEMPLARY GOVERNANCE AWARDS

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>EGA POINTS</th>
<th>SCHOOL CORPORATION</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alme Romero</td>
<td>185</td>
<td>Eastern Howard School Corp.</td>
<td>Region 5</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Patricia Tillson</td>
<td>185</td>
<td>Randolph Southern School Corp.</td>
<td>Region 6</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Gregory Schmitt</td>
<td>185</td>
<td>North Posey County, M.S.D. Of</td>
<td>Region 9</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Vincent Oakley</td>
<td>185</td>
<td>North Posey County, M.S.D. Of</td>
<td>Region 9</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Steve Gruszewski</td>
<td>185</td>
<td>South Gibson School Corp.</td>
<td>Region 9</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Joel Rodriguez</td>
<td>186</td>
<td>East Chicago, School City Of</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Susan Wanzer</td>
<td>186</td>
<td>Monroe County Community School Corp.</td>
<td>Region 7</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Brad Lambright</td>
<td>187</td>
<td>Centerville-Abington Community Schools</td>
<td>Region 6</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Terri Amos</td>
<td>187</td>
<td>Warren Township, M.S.D. Of</td>
<td>Region 8</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Andy Dunlap</td>
<td>190</td>
<td>Merrillville Community School Corp.</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Heather Krebs</td>
<td>190</td>
<td>Dekalb County Central Unified School District</td>
<td>Region 3</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Meagan Miller</td>
<td>195</td>
<td>Southwestern Allen County, M.S.D. Of</td>
<td>Region 3</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Chris Gayler</td>
<td>195</td>
<td>Atlica Consolidated School Corp.</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Jonathan Underwood</td>
<td>195</td>
<td>Northwestern (Howard) School Corp.</td>
<td>Region 5</td>
<td>Distinguished</td>
</tr>
<tr>
<td>William Hutton</td>
<td>195</td>
<td>South Madison Community School Corp.</td>
<td>Region 5</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Sharon Ratliff</td>
<td>195</td>
<td>Lanesville Community School Corp.</td>
<td>Region 10</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Luke Bicker</td>
<td>198</td>
<td>Speedway, School Town Of</td>
<td>Region 8</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Jane Burgess</td>
<td>199</td>
<td>Zionville Community School Corp.</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Paul Krauff</td>
<td>200</td>
<td>Valparaiso Community Schools</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Jim Miller</td>
<td>205</td>
<td>Westview School Corp.</td>
<td>Region 3</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Robert Sondgeroth</td>
<td>205</td>
<td>Benton Community School Corp.</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Justin Lollar</td>
<td>206</td>
<td>Edinburgh Community School Corp.</td>
<td>Region 8</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Stacey Buchler</td>
<td>210</td>
<td>Union Township School Corp.</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Tim Ehlerding</td>
<td>214</td>
<td>North Adams Community Schools</td>
<td>Region 3</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Arden Balmer</td>
<td>217</td>
<td>Union-North United School Corp.</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Deke Demarco</td>
<td>222</td>
<td>Eastern Pulaski Community School Corp.</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

### EXEMPLARY

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>EGA POINTS</th>
<th>SCHOOL CORPORATION</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Berenda</td>
<td>225</td>
<td>South Newton School Corp.</td>
<td>Region 4</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Michael Crouch</td>
<td>225</td>
<td>Mississinewa Community School Corp.</td>
<td>Region 5</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Maize Badger</td>
<td>225</td>
<td>Southwest Sullivan School Corp.</td>
<td>Region 7</td>
<td>Exemplary</td>
</tr>
<tr>
<td>John Marshall</td>
<td>228</td>
<td>Duneland School Corp.</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Karl Cender</td>
<td>230</td>
<td>Valparaiso Community Schools</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Kami Wat</td>
<td>232</td>
<td>Concord Community Schools</td>
<td>Region 2</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Chris Boots</td>
<td>232</td>
<td>South Madison Community School Corp.</td>
<td>Region 5</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Wendy McIntire</td>
<td>233</td>
<td>Knox Community School Corp.</td>
<td>Region 2</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Melissa Higgason</td>
<td>234</td>
<td>Munster, School Town Of</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Gary Plumer</td>
<td>234</td>
<td>Tipton Community School Corp.</td>
<td>Region 5</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>235</td>
<td>Tippecanoe School Corp.</td>
<td>Region 4</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Wesley Hacker</td>
<td>235</td>
<td>South Putnam Community School Corp.</td>
<td>Region 7</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Karen Lopp</td>
<td>242</td>
<td>South Harrison Community School Corp.</td>
<td>Region 10</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Amanda Sheri</td>
<td>243</td>
<td>Hamilton Southeastern Schools</td>
<td>Region 5</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Shawn Johnson</td>
<td>251</td>
<td>Wa-Nee Community Schools</td>
<td>Region 2</td>
<td>Exemplary</td>
</tr>
<tr>
<td>James Sokolinski</td>
<td>257</td>
<td>Hanover Community School Corp.</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Ronald Stone</td>
<td>275</td>
<td>Duneland School Corp.</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Jill Duttlinger</td>
<td>275</td>
<td>Kankakee Valley School Corp.</td>
<td>Region 1</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Teresa Bidstrup Perkins</td>
<td>343</td>
<td>Greater Clark County Schools</td>
<td>Region 10</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

### DISTINGUISHED

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>EGA POINTS</th>
<th>SCHOOL CORPORATION</th>
<th>REGION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Osteen</td>
<td>95</td>
<td>Lake Ridge Schools</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Paul Gayler</td>
<td>95</td>
<td>Middlebury Community Schools</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>David Moulton</td>
<td>95</td>
<td>Lafayette School Corp.</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Patrick Hill</td>
<td>95</td>
<td>Anderson Community School Corp.</td>
<td>Region 5</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Clint Coleman</td>
<td>95</td>
<td>North Spencer County School Corp.</td>
<td>Region 9</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Todd Miller</td>
<td>95</td>
<td>West Central School Corp.</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Jeff Stratton</td>
<td>95</td>
<td>Rush County Schools</td>
<td>Region 8</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Jennifer Bogner</td>
<td>95</td>
<td>Valparaiso Community Schools</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Douglas Weaver</td>
<td>95</td>
<td>Elkhart Community Schools</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Bob Borik</td>
<td>95</td>
<td>John Glenn School Corp.</td>
<td>Region 2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Kent Minnette</td>
<td>95</td>
<td>Crawfordsville Community School Corp.</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Karen Sutton</td>
<td>95</td>
<td>Franklin, Community Schools Of</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Joseph Hufford</td>
<td>95</td>
<td>Rossville Consolidated School District</td>
<td>Region 4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Dana Kerr</td>
<td>95</td>
<td>Richmond-Bean Blossom Community School Corp.</td>
<td>Region 7</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Gregory Quin</td>
<td>95</td>
<td>Peru Community School Corp.</td>
<td>Region 5</td>
<td>Distinguished</td>
</tr>
<tr>
<td>David Warne</td>
<td>95</td>
<td>Crown Point Community School Corp.</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Kristy Stowers</td>
<td>95</td>
<td>Kankakee Valley School Corp.</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Greg Tenorio</td>
<td>95</td>
<td>Lake Station Community Schools</td>
<td>Region 1</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>
CORE's rich history started with one key moment in 1937, when our founder, Otto Baum, applied for a loan to start a masonry company. He had nothing to use as collateral except for his proven character and exemplary reputation. When the bank manager asked the loan officer why they should consider Otto's request, the officer simply replied, 

"I TRUST HIM."

This event sparked our mission to earn the trust of our employees, building partners and clients. Achieving this mission begins by building teams with members who have unwavering, comprehensive trust in one another.
Virtual Exhibitors

Administrator Assistance
P O Box 87 116 W 7th Street
Brookston, Indiana 47923
Educational Consultant
Steve Wittenauer
stevewittenauer@gmail.com
(765) 5638210
www.administratorassistance.com

Alliance Environmental Group, Inc.
5153 Commerce Square Drive Suite E
Indianapolis, Indiana 46237
Provides environmental, health and safety consulting services
Sandy Shadley
accounting@aegindy.com
(317) 865-3400
www.aegindy.com

American Fidelity
8770 Guion Rd. Suite R
Indianapolis, Indiana 46268
S125
Kevin Gray
kevin.gray@americanfidelity.com
(317) 871-2480
https://www.americanfidelity.com

Astra Insurance
10401 North Meridian Stree Suite 200
Indianapolis, Indiana 46290
Property & casualty insurance and risk management services for Indiana schools.
David Paul
info@astrainsurancegroup.com
(888) 225-8933
http://www.astrainsurancegroup.com/

AstroTurf
2680 Abutment Rd
Dalton, Georgia 30721
Synthetic Turf
Rob Mitchell
rmitchell@astroturf.com
(706) 22-7708
www.astroturf.com
Virtual Exhibitors

**Baker Tilly**
1301 W 22nd Street
Indianapolis, Indiana 60523
*Accounting, auditing, advisory, capital planning and public finance.* Nik Vilamaa
belvia.gray@bakertilly.com
(317) 4651523
www.bakertilly.com

**Barton-Coe-Vilamaa**
225 Airport North Office Park
Fort Wayne, Indiana 46825
*Architectural and Engineering Services*
Nik Vilamaa
nik@bartoncoevilamaa.com
(260) 4899079
www.bartoncoevilamaa.com

**Benefits 7 Inc.**
780 Old Wheatland Rd
Vincennes, Indiana 47591
*Employee Benefits*
James Franklin
jim@benefits7.com
(812) 882-9100
www.benefits7.com

**BoardDocs**
111 W 33rd St 16th Floor
New York, New York 10120
*Board Management Solution*
Andrea Walsh
awalsh@diligent.com
(800) 407-0141
BoardDocs.com

**Bowen Center**
2621 E Jefferson Street
Warsaw, Indiana 46580
*School, family and faculty Mental Health Services*
Tim Nussbaum
Tim.Nussbaum@bowencenter.org
(800) 342-5653
www.bowencenter.org
Virtual Exhibitors

**BR Bleachers**
14200 Washington Street
Woodstock, Illinois 60098

*Bleacher repair & maintenance, Athletic Equipment service & inspection, inso*

Kevin Foley
kfoley@brbleachers.com
(815) 382-0524
www.brbleachers.com

**BuyBoard - NSBA**
P.O. Box 400
Austin, Texas 78767

*The BuyBoard National Purchasing Cooperative is a cooperative formed between the National School Boards Association and several state school boards associations to streamline the buying process for schools, municipalities, and other public entities.*

David Ricketts
David.Ricketts@buyboard.com
(913) 424-5758
https://www.buyboard.com/join.aspx

**Cambridge Assessment International Education**
295 Madison Avenue Suite 715
New York, New York 10017

*Cambridge International meets Graduation Pathway requirements: Diploma, Demonstrate Employability, Postsecondary-Readiness*

Allison Ibarra
allison.ibarra@cambridgeinternational.org
(917) 522-2140
https://www.cambridgeinternational.org/

**Chartwells**
16718 Kehrs Mill Estates Drive
Chesterfield, Missouri 63005

*Specializing exclusively in K12 school dining*

Molly Quirin
molly.quirin@compass-usa.com
(314) 330-6954
http://www.chartwellsschools.com/
Virtual Exhibitors

**CIESC**
3500 DePauw Blvd. Suite 2020
Indianapolis, Indiana 46268
*support services to teachers, administrators, educators, and students.*
Dr. Andy Melin
amelin@ciesc.org
(317) 759-5547
https://ciesc.org/

**CORE Construction**
833 West Lincoln Hwy #120W
Schererville, Indiana 46375
*CORE is a construction management company offering the highest level of professional services in the industry*
Brice Johnson
brincejohnson@coreconstruction.com
(765) 7192959
www.coreconstruction.com

**CSO**
8831 Keystone Crossing
Indianapolis, Indiana 46240
*Architecture, Interior Design, Master Planning, Facility Assessment, and Community Outreach*
John Rigsbee
jrigsbee@csoinc.net
(317) 848-7800
www.csoinc.net

**DehlerPR**
10569 Camille Ct
Indianapolis, Indiana 46236
*Public Relations and Communications Consulting*
Jeff Dehler
jeff@dehlerpr.com
(763) 443-1093
http://www.dehlerpr.com

**EF Contract**
11834 Wedgeport Ln
Fishers, Indiana 46037
*Carpet Tile, LVT and Kinetex Flooring*
Mike Smith
michael.smith@efcontractflooring.com
(317) 850-5888
www.efcontractflooring.com
Virtual Exhibitors

ENA
320 N. Meridian Street Suite 118
Indianapolis, Indiana 46204
Providing Broadband, Wi-Fi/LAN, Communication, Cloud, Security, and Software Solutions to Community Institutions Across the Nation.
Brian Hubbard
bhubbard@ena.com
(615) 3126148
www.ena.com

Energy Harness Corporation
10815 Deandra Dr
Zionsville, Indiana 46077
LED Lighting Solutions
Kyle Chaffee
kchaffee@energyharness.com
(317) 999-5561
https://energyharness.com/

ESS
212 Kent Street, Suite 12 PO Box 516
Portland, Michigan 48875
K-12 Education Staffing and Management.
Heidi Smith
HSmith@ess.com
(517) 5264227
https://ess.com/

Fanning Howey
350 E. New York Street Unit 300
Indianapolis, Indiana 46204
Architecture, Engineering and Interior Design
William Payne
wpayne@fhai.com
(317) 8480966
fhai.com

Forecast5 Analytics, Inc.
2135 CityGate Lane Suite 420
Naperville, Illinois 60563
Data Analytics Software
Josh Rader
jrader@forecast5analytics.com
(630) 955-7602
www.forecast5analytics.com
Virtual Exhibitors

FranklinCovey Education
2200 Parkway Blvd
SLC, Utah 84119
Leader in Me is a CASEL-endorsed K-12 whole school improvement model.
Rachael Whitlock
rachael.whitlock@franklincovey.com
(317) 432-7843
https://www.leaderinme.org/

Get More Math
905 Mono Way
Sonora, California 95370
Web-Based and Results-Based Math Practice and Retention Program
Tony Gonzales
tgonzales@getmoremath.com
(814) 322-2516
https://getmoremath.com/

Gibraltar Design, Inc.
9102 N Meridian St Ste 300
Indianapolis, Indiana 46260
Full Service Architectural/Engineering/Interior Design
James B. Thompson
jthompson@gibraltardesign.com
(317) 580-5777
www.gibraltardesign.com

GMB Architecture + Engineering
310 North Alabama Street Suite 230
Indianapolis, Indiana 46204
Architecture and Engineering
Nick Van Wieren
nickvw@gmb.com
(317) 641-0674
www.gmb.com

Houghton Mifflin Harcourt
2700 La Frontera Blvd.
Round Rock, Texas 78681
Provider of K-12 core curriculum, supplemental solutions.
Caryl Anderson
Carly.Anderson@hmhco.com
(630) 341-1167
https://www.hmhco.com/
Virtual Exhibitors

**Indiana Ready Mixed Concrete Association**
12045 Michigan Road
Zionsville, Indiana 46077
*Free concrete project consulting and design*
Chad Montgomery
cmontgomery@irmca.com
(574) 780-1549
www.irmca.com

**Indiana School PR Association**
4341 Cairo Way
Avon, Indiana 46123
*Communications, advice, resources and professional development for school communications leaders.*
Donna Petraits
dkpetaits@gmail.com
(317) 748-1125
indiana-nspra.org

**Interface + Nora.**
235 w 84th str
Indpls, Indiana 46260
*100% Recycled Nylon, Carpet Tile & LVT no transition + NORA Rubber*
Larry Boyle
larry.boyle@interface.com
(317) 4452813
www.interface.com

**JA Benefits, LLC**
1630 H St
Bedford, Indiana 47421
*An employer-employee benefits consulting firm providing a wide array of client-focused services.*
Doug Johnson
doug.johnson@jabenefits.com
(812) 279-9500
www.jabenefits.com

**Johnson Melloh Solutions**
5915 Stockberger Pl.
Indianapolis, Indiana 46241
*Energy Service and Solutions*
Craig Martin
cmartin@johnsonmellohsolutions.com
(317) 536-6106
www.veregy.com
Virtual Exhibitors

**Kerlin Bus Sales & Leasing Inc.**
9294 S State Road 15 PO Box 157
Silver Lake, Indiana 46982
*School Bus Sales, Parts and Service*
Clifford Zehr
Clifford.zehr@kerlinbus.com
(260) 352-2722
http://www.kerlinbus.com

**Keystone Architecture, Cordogan Clark Group**
322 Main Street
Lafayette, Indiana 47901
*Architectural and Engineering Design*
Mark Brandyberry
mark@keystonearch.com
(765) 420-7400
www.keystonearch.com

**Lancer + Beebe Architecture**
719 East New York Street
Indianapolis, IN 46202
*Architecture, Planning, Interior Design, Design Criteria Development*
Terry Lancer
tlancer@lancerbeebe.com
(317) 797-6595
www.lancerbeebe.com

**Larson-Danielson Construction Co., Inc.**
302 Tyler Street
La Porte, Indiana 46350
*General Contractor & Construction Management*
Tony Oss
tjo@ldconstruction.com
(219) 5756123
www.ldconstruction.com

**LEE COMPANY INC**
27 S. 12th Street
Terre Haute, Indiana 47807
*Distributors of Bleachers, Casework, Lockers, Education Furniture, Library, & Athletic Equipment*
Ken Senseman
sales@leecompanyinc.com
(812) 235-8155
www.leecompanyinc.com
Virtual Exhibitors

**Midwest Transit Equipment, Inc**
146 W Issert Drive
Kankakee, Illinois 60901
*New and used school bus sales, services, parts, and financing.*
Sam Day, Kevin Feldmann, Ashley Stevenson
jerod.collins@midwesttransit.com
(815) 9332412
https://www.midwesttransit.com/

**Moake Park Group**
7223 Engle Road Suite Suite 200
Fort Wayne, Indiana 46804
*Architecture, Interiors, and Project Planning for inspirational teaching and learning.*
Karen Stahl
kstahl@moakepark.com
(260) 424-6516
www.moakepark.com

**Mobilease Modular Space, Inc.**
201 Route 130
Pedricktown, New Jersey 0
*Sell/Lease mobile/modular buildings*
Brian McGlone
brian@mobileasemodular.com
(888) 6496007
www.mobileasemodular.com

**Musco Sports Lighting**
100 1st Ave W
Oskaloosa, Iowa 52577
*Sports Lighting*
Mark Lusch
lighting@musco.com
(641) 673-0411
https://www.musco.com/

**Neola, Inc.**
3914 Clock Pointe Trail Suite 103
Stow, Ohio 44224
*School Board Policy, Administrative Guideline, Update Service and Digital Publishing.*
Scott Westhoven
swesthoven@neola.com
(330) 926-0514
www.neola.com
Virtual Exhibitors

**NIPSCO Energy Efficiency Programs**
8585 Broadway
Merrillville, Indiana 46410

*Cash incentives for energy-saving upgrades.*
Kirby Dipert
Kdipert@trccompanies.com
(574) 485-8846
https://www.nipsco.com/saveenergy

**NSBA**
1680 Duke Street FL2
Alexandria, Virginia 22314

*Working with and through our State Associations, NSBA advocates for equity and excellence in public education through school board governance*
Valarie Carty
vcarty@nsba.org
(703) 838-6799
https://www.nsba.org/services

**NWEA**
8519 Peachtree Lane
Fort Wayne, Indiana 46804

*MAP Growth, MAP Reading Fluency, MAP Accelerator*
Jim Tilghman
jim.tilghman@nwea.org
(503) 444-6424
www.nwea.org

**Paradigm Shift LLC**
125 North Cherokee Avenue
Muskogee, Oklahoma 74402

*Leadership Development and College Readiness*
Kolton Lynn
kolton@paradigmshiftleadership.com
(918) 6350735
https://paradigmshiftleadership.com

**Performance Services**
4670 Haven Point Blvd
Indianapolis, Indiana 46280

*Design-Build Construction | Guaranteed Energy Savings | Solar Power Solutions*
Tim Thoman
tthoman@performanceservices.com
(317) 713-1750
www.performanceservices.com
Virtual Exhibitors

RE Sutton & Associates, Brown & Brown of Indiana
11595 N Meridian Suite 250
Carmel, Indiana 46032
Employee Benefits
Richard Sutton
Richard@resutton.com
(317) 574-5002
resutton.com

Reading Plus
110 W Canal St
Winooski, Vermont 0
Reading Intervention & Instruction building Cognitive, Physical & Emotional skills - grades 3-12
Casey Miller
carey@readingplus.com
(800) 732-3758
https://www.readingplus.com/

Schmidt Associates
415 Massachusetts Avenue
Indianapolis, Indiana 46204
Our full-service design and engineering team creates student-first education environments.
Ben Bain
bbain@schmidt-arch.com
(317) 2636226
https://schmidt-arch.com/

Share Our Strength
1030 15th St NW Suite 1100
Washington, District of Columbia 20005
Funding Opportunities, technical assistance, back to school resources, USDA waivers
Tarrah Westercamp
twestercamp@strength.org
(463) 900-8090
state.nokidhungry.org/indiana

Southwest Foodservice Excellence
9366 East Raintree Drive
Muskegon, Michigan 49445
K-12 Foodservice
Sarah Subdon
sarah.subdon@sfellc.org
(231) 736-8806
www.sfellc.com
Virtual Exhibitors

**Standard for Success**
10741 S Co Rd 850 E
Cloverdale, Indiana 46120

*Staff evaluation, Graduation Pathways, Early Learning Program Evaluation, Professional Development*

Tammy Brothers
tammy@standardforsuccess.com
(765) 301-0688
www.standardforsuccess.com

**Teachers Credit Union**
445 S Post Road
Indianapolis, Indiana 46219

*Financial solutions to meet your unique needs.*

Lindsay Wirtz
lwirtz@tcunet.com
(317) 268-3434
www.tcunet.com

**The Motz Group**
3607 Church St
Cincinnati, Ohio 45244

*Synthetic turf field construction & maintenance*

Chris Larbes
clarbes@themotzgroup.com
(513) 533-6452
themotzgroup.com

**The Nutrition Group**
P.O. Box 160
Newark, Ohio 0

*Food Service Management, nourishing one meal at a time*

Kevin Rindock
krindock@thenutritiongroup.biz
(419) 5667118
www.thenutritiongroup.biz

**The Skillman Corporation**
3834 S. Emerson Avenue
Indianapolis, Indiana 46203

*Construction Management Services*

Bart York
byork@skillman.com
(317) 7836151
www.skillman.com
Virtual Exhibitors

**VitalSigns**
4430 Tuller Rd
Dublin, Ohio 43017

**Wall of Fame**
John Townsend
john@vitalsignswalloffame.com
(614) 499-2673
www.vitalsignswalloffame.com

**VPS Architecture**
528 Main Street Suite 400
Evansville, Indiana 47708

**Architectural Design Services**
George Link
glink@vpsarch.com
(812) 423-7729
www.vpsarch.com

*Exhibitors in red are noted as Fall Conference Sponsors. We greatly thank them for their support!*
TCU thinks our schools are out of this world!

We want to help you achieve your financial goals. Check out these special TCU Products and Services:

**Financial Wellness Program**
TCU provides a no-cost interactive, online learning experience built around your financial goals with topics such as debt management, identity protection, paying for college and retirement planning.
Learn more at [tcunet.com/FinancialEmpowerment](http://tcunet.com/FinancialEmpowerment)

**Risk Management for Schools**
TCU Insurance Agency can help you protect your most valuable asset – your students. Our team will work with you to create a package of coverages to protect your assets and provide peace of mind.
Learn more at [tcuinsurance.com](http://tcuinsurance.com)

**Business Services**
We offer personalized, local service, an experienced and knowledgeable commercial lending team, custom tailored checking and merchant services, online and mobile account access and much more!
Learn more at [tcunet.com/MyBusiness](http://tcunet.com/MyBusiness)

**Coronavirus Relief Measures**
We are here for you! The Coronavirus (COVID-19) continues to impact us all. Now and always, we are working to provide you with financial peace of mind.
Learn more at [tcunet.com/Coronavirus-Update](http://tcunet.com/Coronavirus-Update)

Visit [tcunet.com](http://tcunet.com) to learn more!
SitelogIQ is a “Program Management Firm” that assists with the revitalization, renovation, and new construction of educational institutions and municipalities.

YOU HAVE OPPORTUNITIES, WE HAVE IDEAS

*Every facility is different.* That is why we take the time to perform a comprehensive assessment of your facilities, your educational institution, and your community in order to gain a better understanding of your unique needs. From there, we can assist you in creating a project plan that fits your district, your budget, and your educational goals.

SITELOGIQ’S SERVICES

- Strategic Planning
- Community Engagement
- Facility Assessments
- Master Planning
- Energy Optimization
- Staff & Community Surveys
- Educational Consulting
- Education Adequacy Assessment
- Financial Analysis
- Operational Cost Analysis
- Building Systems Assessment
- Indoor Environment Assessment
- Facility Improvement Options
- Referendum Support
- Community Engagement

Visit our website for more information: [www.sitelogiq.com](http://www.sitelogiq.com)
WE’RE HERE FOR THE HEROES.

Standard For Success

Standard For Success is a privately-held education software and services company founded and staffed by former educators and administrators. We serve teachers and administrators at every level, throughout the world. We were recently named one of Inc. Magazine’s 5,000 fastest growing companies - #55 in the education sector. Our flagship teacher evaluation tools are the industry standard in K12 teacher evaluation, and our Graduation Pathways tools are helping guide students toward their degrees every day. We also serve the early learning sector with our Early Learning Program Assessment Tools (ELPAT®) and serve Higher Ed with our Accreditation tools. We’d like to thank all the teachers, administrators, and other school personnel for all you do. Please join us on our mission to build better teachers, better students, and a better world.

Learn more at StandardForSuccess.com or call 844-SFS-EVAL.