



Gary Community School Corporation
Doing What is Best for Students - Today - Tomorrow - Everyday

EMERGENCY MANAGER REPORT

DISTRESSED UNIT APPEALS BOARD (DUAB)

October 8, 2019

Prepared by



**Gary
Schools
Recovery, LLC**



Distressed Unit Appeals Board

Emergency Manager Report

Prepared by Gary Schools Recovery, LLC

October 8, 2019

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I.0 GCSC BUDGET 2020 SUBMISSION



Gary Community School Corporation
Doing What is Best for Students - Today - Tomorrow - Everyday

2020 Budget Submission

Distressed Unit Appeals Board (DUAB)

October 10, 2019

Gary Community School Corporation
900 Gerry Street
Gary, IN 46406

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Gary Community School Corporation
900 Gerry Street
Gary, IN 46406

GARY COMMUNITY SCHOOL CORPORATION

BUDGET SUBMISSION COMPARISON 2018-2019-2020

FUND NAME	BUDGET	LEVY	BUDGET	LEVY	BUDGET	LEVY
	ESTIMATE	RECEIVED	ESTIMATE	RECEIVED	ESTIMATE	RECEIVED
	2018	2018	2019	2019	2020	2020
Debt Service	11,404,877	8,518,914	9,978,239	9,970,939	12,483,818	TBD
Exempt Debt Service	2,261,857	3,070,710	2,651,695	2,412,121	***	TBD
Education/General	50,442,048	N/A	48,494,089	N/A	49,930,112	N/A
Transportation	5,998,376	\$ 14,327,660	Transportation and Capital Projects fund eliminated and combined in the operation fund			
Capital Projects	14,750,000	\$ 9,807,811				
Total Opera	20,748,376	24,135,471	24,072,201	24,955,271	26,658,978	TBD
Totals	84,857,158	35,725,095	85,196,224	37,338,331	89,072,908	TBD

Source: Budget form #3 - Notice to Taxpayers
 *** Exempt Debt eliminated for the 2020 budget year

9/23/2019

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NOTICE TO TAXPAYERS

The Notice to Taxpayers is available online at www.budgetnotices.in.gov or by calling (888) 739-9826.

Complete details of budget estimates by fund and/or department may be seen by visiting the office of this unit of government at 9th & 900 Gerry Street, Gary Indiana.

Notice is hereby given to taxpayers of **GARY COMMUNITY SCHOOL CORPORATION, Lake County, Indiana** that the proper officers of **Gary Community School Corporation** will conduct a public hearing on the year **2020** budget. Following this meeting, any ten or more taxpayers may object to a budget, tax rate, or tax levy by filing an objection petition with the proper officers of **Gary Community School Corporation** not more than seven days after the hearing. The objection petition must identify the provisions of the budget, tax rate, or tax levy to which taxpayers object. If a petition is filed, **Gary Community School Corporation** shall adopt with the budget a finding concerning the objections in the petition and testimony presented. Following the aforementioned hearing, the proper officers of **Gary Community School Corporation** will meet to adopt the following budget:

Public Hearing Date	Friday, October 04, 2019	Adoption Meeting Date	Friday, October 18, 2019
Public Hearing Time	4:00 PM	Adoption Meeting Time	4:00 PM
Public Hearing Location	Administration Office 9th & 900 Gerry Street, Gary Indiana	Adoption Meeting Location	Administration Office 9th & 900 Gerry Street, Gary Indiana
Est. School Operations Max Levy	\$25,829,624		
Property Tax Cap Credit Estimate	\$22,582,520		

Special Notes: Exempt Debt Fund was eliminated and therefore required to be moved to the Debt Service Fund for the 2020 budget year.

1 Fund Name	2 Budget Estimate	3 Maximum Estimated Funds to be Raised (including appeals and levies exempt from maximum levy limitations)	4 Excessive Levy Appeals	5 Current Tax Levy	6 Levy Percentage Difference (Column 3 / Column 5)
0180-DEBT SERVICE	\$12,483,818	\$17,649,290	\$0	\$9,970,939	77.01%
0188-EXEMPT DEBT - LAKE AND ST. JOSEPH COUNTIES ONLY	\$0	\$0	\$0	\$2,412,121	-100.00%
3101-EDUCATION	\$49,930,112	\$0	\$0	\$0	
3300-OPERATIONS	\$26,658,978	\$29,720,331	\$0	\$24,955,271	19.09%
Totals	\$89,072,908	\$47,369,621	\$0	\$37,338,331	

Gary Community School Corporation
900 Gerry Street
Gary, IN 46406



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NOTICE TO TAXPAYERS

The Notice to Taxpayers is available online at www.budgetnotices.in.gov or by calling (888) 739-9826.

Complete details of budget estimates by fund and/or department may be seen by visiting the office of this unit of government at 1988 Polk Street, Gary, IN 46407.

Notice is hereby given to taxpayers of GARY COMMUNITY SCHOOL CORPORATION, Lake County, Indiana that the proper officers of Gary Community School Corporation will conduct a public hearing on the year 2019 budget. Following this meeting, any ten or more taxpayers may object to a budget, tax rate, or tax levy by filing an objection petition with the proper officers of Gary Community School Corporation not more than seven days after the hearing. The objection petition must identify the provisions of the budget, tax rate, or tax levy to which taxpayers object. If a petition is filed, Gary Community School Corporation shall adopt with the budget a finding concerning the objections in the petition and testimony presented. Following the aforementioned hearing, the proper officers of Gary Community School Corporation will meet to adopt the following budget:

Public Hearing Date	Monday, October 08, 2018	Adoption Meeting Date	Monday, October 22, 2018
Public Hearing Time	4:00 PM	Adoption Meeting Time	6:00 PM
Public Hearing Location	1800 E. 35th Avenue, Gary, IN 46409	Adoption Meeting Location	1800 E. 35th Avenue, Gary, IN 46409
Est. School Operations Max Levy	\$24,956,158		
Property Tax Cap Credit Estimate	\$15,510,387		

1 Fund Name	2 Budget Estimate	3 Maximum Estimated Funds to be Raised (including appeals and levies exempt from maximum levy limitations)	4 Excessive Levy Appeals	5 Current Tax Levy
0180-DEBT SERVICE	\$9,978,239	\$14,256,883	\$0	\$8,518,914
0188-EXEMPT DEBT - LAKE AND ST. JOSEPH COUNTIES ONLY	\$2,651,695	\$2,460,148	\$0	\$3,070,710
3101-EDUCATION	\$48,494,089	\$0	\$0	\$0
3300-OPERATIONS	\$24,072,201	\$28,852,661	\$0	\$24,135,471
Totals	\$85,196,224	\$45,569,692	\$0	\$35,725,095

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9/26/2019

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The Notice to Taxpayers is available online at www.budgetnotices.in.gov or by calling (888) 739-9826.

Complete details of budget estimates by fund and/or department may be seen by visiting the office of this unit of government at 1988 Polk Street, Gary, IN.

Notice is hereby given to taxpayers of **GARY COMMUNITY SCHOOL CORPORATION, Lake County, Indiana** that the proper officers of **GCSC** will conduct a public hearing on the year 2018 budget. Following this meeting, any ten or more taxpayers may object to a budget, tax rate, or tax levy by filing an objection petition with the proper officers of **GCSC** not more than seven days after the hearing. The objection petition must identify the provisions of the budget, tax rate, or tax levy to which taxpayers object. If a petition is filed, **GCSC** shall adopt with the budget a finding concerning the objections in the petition and testimony presented. Following the aforementioned hearing, the proper officers of **GCSC** will meet to adopt the following budget:

Public Hearing Date	Thursday, October 19, 2017	Adoption Meeting Date	Tuesday, October 31, 2017
Public Hearing Time	4:00 PM	Adoption Meeting Time	8:00 AM
Public Hearing Location	1800 E. 35th Avenue, Gary, IN	Adoption Meeting Location	402 W. Washington St, Indianapolis, IN
Est. Transportation Max Levy	\$14,327,739		
Property Tax Cap Credit Estimate	\$12,034,684		

1 Fund Name	2 Budget Estimate	3 Maximum Estimated Funds to be Raised (including appeals and levies exempt from maximum levy limitations)	4 Excessive Levy Appeals	5 Current Tax Levy
0101-GENERAL	\$50,442,048	\$0	\$0	\$0
0180-DEBT SERVICE	\$11,404,877	\$16,249,081	\$0	\$15,794,206
0188-EXEMPT DEBT - LAKE AND ST. JOSEPH COUNTIES ONLY	\$2,261,857	\$4,037,746	\$0	\$2,487,063
1214-CAPITAL PROJECTS (School)	\$14,750,000	\$24,826,260	\$0	\$8,843,091
6301-TRANSPORTATION	\$5,998,376	\$21,514,848	\$0	\$13,775,616
Totals	\$84,857,158	\$66,627,935	\$0	\$40,899,976

Gary Community School Corporation
900 Gerry Street
Gary, IN 46406

Gary Community School Corporation Certified Net Assessed Valuation History

2015 CNAV	2,082,651,556	2018 CNAV	1,801,434,396
2016 CNAV	1,888,857,618	2019 CNAV	1,801,916,021
2017 CNAV	1,808,773,058		

Levy Comparison

Fund	2015	2016	2017	2018	2019	Advertised 2020	Difference
General/Education							
Debt Service	4,977,537	4,725,922	15,794,206	8,518,914	9,970,939	17,649,290	5,266,230
Exempt Debt*	7,493,380	1,858,636	2,487,063	3,070,710	2,412,121		
Capital Projects	5,850,168	10,180,943	8,843,091	9,807,811			
Transportation	12,841,629	13,169,115	13,775,616	14,327,660			
Operation					24,955,271	29,720,331	4,765,060
Total Levy	31,162,714	29,934,616	40,899,976	35,725,095	37,338,331	47,369,621	10,031,290

The advertised levy is always inflated so we capture all allowable funding. The DLGF will reduce to the allowable levy in our budget order. Additionally keep in mind that our estimated circuit breaker credit has been projected at \$22,582,520 resulting in a large reduction to our maximum levy of \$25,829,634. Actual levy could potentially be as low as \$3,247,104 if all estimates become actual.

Tax Rate Comparison

Fund	2015	2016	2017	2018	2019	Advertised 2020	Difference
General/Education							
Debt Service	0.239	0.2502	0.8732	0.4891	0.5535	0.8641	0.1767
Exempt Debt*	0.3598	0.0984	0.1375	0.1763	0.1339		
Capital Projects	0.2809	0.5390	0.4889	0.5631			
Transportation	0.6166	0.6972	0.7616	0.8226			
Operation					1.3853	1.7486	0.3633
Total Levy	1.4963	1.5848	2.2612	2.0511	2.0727	2.6127	0.1866

The tax rate has been calculated based on an intentionally reduced net assessed value of \$1,621,724,418, the certified net assessed value is actually \$1,801,916,021. When the certified net assessed value is applied, the tax rate will drop. We build the budget this way to assure we receive all the funding allowable to our school district.

Appropriation Comparison

Fund	2015	2016	2017	2018	2019	Advertised 2020	Difference
General/Education		48,578,926	50,100,000	50,442,048	32,726,804	49,930,112	17,203,308
Debt Service		4,988,671	6,916,672	7,624,340	9,972,103	12,483,818	139,980
Exempt Debt*		2,767,710	2,730,950	2,261,857	2,651,695		
Capital Projects		11,185,860	14,750,000	5,722,923			
Transportation		5,041,256	5,353,276	2,747,042			
Operation					24,072,039	26,658,978	2,586,939
Total Levy	denied	72,562,423	79,850,898	68,798,210	69,422,641	89,072,908	19,650,267

Appropriation for the education fund supports only educational expenses. Debt Service Fund support actual amortization schedules. The operations fund supports all transportation, capital projects and non educational costs (outside if the classroom) expenses.

*Exempt Debt is eliminated in the 2020 budget and therefore was moved to the debt service fund.

Gary Community School Corporation
900 Gerry Street
Gary, IN 46406

Gary Community School Corporation

ESTIMATED AND CERTIFIED LEVY							
	<u>2020</u>	<u>2019</u>	<u>2019</u>	<u>2018</u>	<u>2018</u>	<u>2017</u>	<u>2017</u>
	<u>Est. Levy</u>	<u>Est. Levy</u>	<u>Certified Levy</u>	<u>Est. Levy</u>	<u>Certified Levy</u>	<u>Est. Levy</u>	<u>Certified Levy</u>
Debt Service*	17,649,290	3,935,645	9,970,939	1,029,040	8,518,914	3,346,913	15,794,206
Exempt DS	-	3,655,004	2,412,121	4,125,360	3,070,710	4,514,079	2,487,063
Operations**	29,720,331	24,956,158	24,955,271	-	-	-	-
CPF	-	-	-	8,497,525	9,807,811	8,687,517	8,843,091
Transportation	-	-	-	14,327,739	14,327,660	13,776,672	13,775,616
TOTAL	47,369,621	32,546,807	37,338,331	27,979,664	35,725,095	30,325,181	40,899,976
ESTIMATED AND ACTUAL CURCUIT BREAKER CREDITS							
	<u>2020</u>	<u>2019</u>	<u>2019</u>	<u>2018</u>	<u>2018</u>	<u>2017</u>	<u>2017</u>
	<u>Est. CB</u>	<u>Est. CB</u>	<u>Actual CB</u>	<u>Est. CB</u>	<u>Actual CB</u>	<u>Est. CB</u>	<u>Actual CB</u>
Operations	22,582,520	15,509,536	18,840,095	-	-	-	-
Debt Service	1,739	851	1,302	1,584	1,479	2,469	4,258
CPF	-	-	-	5,124,981	7,259,007	8,105,887	7,643,201
Transportation	-	-	-	6,908,119	10,604,260	10,926,174	11,906,448
TOTAL	22,584,259	15,510,387	18,841,398	12,034,684	17,864,746	19,034,530	19,553,907
% OF LOSS	47.7%	47.7%	50.5%	43.0%	50.0%	62.8%	47.8%

*Debt Service includes Exempt Debt for 2020 budget year

Gary Community School Corporation
 900 Gerry Street
 Gary, IN 46406

NOTICE TO TAXPAYERS

Notice is hereby given to taxpayers of Gary Community School Corporation that the proper officers of Gary Community School Corporation will conduct a public hearing on the year 2020 proposed Capital Projects Plan pursuant to IC 20-40-18-6. Following the public hearing, the proper officers of Gary Community School Corporation may adopt the proposed plan as presented or with revisions.

Complete details of the Capital Projects plan may be seen by visiting the office of this unit of government at the following address:
<https://www.garycsc.k12.in.us/>

Public Hearing Date: Friday, October 4, 2019
Public Hearing Time: 4:00 PM
Public Hearing Place: 9th & Gerry Street, Gary Indiana

Taxpayers are invited to attend the meeting for a detailed explanation of the plan and to exercise their rights to be heard on the proposed plan. If the proposed plan is adopted by resolution, such plan will be submitted to the Department of Local Government Finance as per IC 20-40-18-6.

Gary Community School Corporation
900 Gerry Street
Gary, IN 46406

Pursuant to IC 20-40-18-6(b)(3), the **Gary Community School Corporation** plan contains a listing of all sources of all revenue to be dedicated to the proposed capital expenditures in the upcoming calendar year along with the amount of property taxes to be collected in the upcoming calendar year and retained in the fund for capital expenditures proposed for a later year.

Capital Project Plan Adoption Date: **Friday, October 18, 2019**

Sources and Estimates of Revenue for Capital Project Plan		2020
1.) Projected December 31, 2019 Capital Projects Fund Cash Balance		75,000
2.) Less Encumbrances Carried Forward from Previous Year		
3.) Estimated Cash Balance Available for Plan		75,000
4.) Capital Projects' Portion of the Operation Fund's Property Tax Revenue		13,689,701
5.) Estimated Property Tax Cap Credits Allocated to Capital Projects (show as a negative)		-11,968,736
6.) Auto Excise, CVET and FIT Receipts Allocated to Capital Projects		387,960
7.) Other Revenue (Interest Income) Allocated to Capital Projects Ed Transfer		3,300,000
8.) TOTAL FUNDS AVAILABLE FOR THE PLAN		5,483,925

Gary Community School Corporation
 900 Gerry Street
 Gary, IN 46406

Pursuant to IC 20-40-18-6, the **Gary Community School Corporation** plan contains a listing of all proposed projects that are capital in nature that exceed \$10,000 that are expected to begin within the three years immediately following the year the plan was adopted.

Capital Project Plan Adoption Date: **Friday, October 18, 2019**

	Project Description*	Estimated Start Date	Estimated End Date	Estimated Project Cost
1	Facility Improvements, Repair, Replacement (Roofs, Security, Ceilings, parking lots, playgrounds, fencing, etc.)	2/1/2020	12/31/2020	\$ 3,000,000
2	Equipment Repair or Replacement (Boilers, Air Conditioning, Chillers, etc.)	2/1/2020	12/31/2020	\$ 2,000,000
3	Electronic Equipment (Printers, Computers, laptops, Data Access Points, etc.)	2/1/2020	12/31/2020	\$ 400,000
	Total			\$ 5,400,000.00

Note: Project Description may include a description of the project including physical location, scope of work, and/or internal project name or tracking number.

Pursuant to IC 20-40-18-6, the **Gary Community School Corporation** plan contains a listing of all proposed capital expenditures that exceed \$10,000 that are expected to be acquired within the three years immediately following the year

Capital Project Plan Adoption Date: **Friday, October 18, 2019**

	Asset Description*	Acquisition Amount
1	Facility Improvements, Repair, Replacement (Roofs, Security, Ceilings, parking lots, playgrounds, fencing, etc.)	\$ 3,000,000
2	Equipment Repair or Replacement (Boilers, Air Conditioning, Chillers, etc.)	\$ 2,000,000
3	Electronic Equipment (Printers, Computers, laptops, Data Access Points, etc.)	\$ 400,000
	Total	\$ 5,400,000.00

Note: The description may include a physical description of the asset and/or any applicable make, model, manufacturer, or VIN Number if applicable.

Gary Community School Corporation
 900 Gerry Street
 Gary, IN 46406

2.0 GCSC ACADEMIC PLAN



Gary Community School Corporation
Doing What is Best for Students - Today - Tomorrow - Everyday

ACADEMIC PLAN

DISTRESSED UNIT APPEALS BOARD (DUAB)

September 2019



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DISTRICT PROFILE

Gary Community School Corporation, located in the north west part of Indiana, consists of ten schools serving Gary, Indiana.

Gary demographics from 2018 census establish the following:

- 25.4 percent of the residents are younger than 18 years of age, 7.4 percent of the residents are younger than five and 17.2 percent of the residents are older than 65.
➤ 84.9 percent of the community has a high school diploma and 12.8 percent of the residents have a college degree.



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EXECUTIVE SUMMARY



- The top three ethnic groups for the school corporation are 81 percent black or African American, 11.8 percent Caucasian, and 5.8 percent Hispanic or Latino.
- 35.8 percent of the Gary populations below the poverty line. The average income per capita within the school corporation is \$17,392.

The community demographics drive focus toward special programs and services to ensure GCSC is meeting all of the needs of children. As a full Title I School District (reflecting income levels of households), GCSC has the opportunity to allocate funds toward the wrap around services students of poverty require.

The GCSC faculty years of experience largely mirrors that of the community, but not of the state.

Teacher experience	GCSC	Indiana
5 years or less	4.5%	27.7%
6-10 years	6.7%	17.4%
11-15 years	11.4%	16.4%
16-20 years	22.8%	14.1%
20 or more years	54.6%	24.4%

Within the next five years the majority of the GCSC workforce could retire. As such, it is important to build academic programs and services that are of interest to emerging educators and build a pipeline for future qualified teachers to the district.

EXECUTIVE SUMMARY

Throughout the Spring of 2019, GCSC leaders took initial steps to develop a System of Great Schools. Mature examples of this model of the System of Great Schools can be found Denver, Cleveland, New Orleans, and Memphis. The Texas Education Agency (TEA) has also adopted this System of Great Schools model to pilot an initiative for implementation by eight small and large urban school districts in Texas. Step one toward the development of this System is the establishment of a community wide understanding of Quality Schools, and the framework to depict Quality Schools.

The Quality Schools Framework (detailed in Appendix A) for measuring school quality that goes beyond metrics considered through state accountability; specifically evaluating school culture as a major contributor to student success. Vital to this Framework is the allowance for fluidity. The metrics and success indicators will evolve over time and with ongoing community feedback and the regular convening of focus groups to provide critical input.

Through a series of initial focus groups including parents, students, teachers, members of the community and an online survey, GCSC sought input on “What is a Quality School” and what cultural elements and indicators contribute to quality. By combining these community voices, The Quality School Framework provides each of these stakeholders with a comprehensive perspective on how each school within the Gary network of schools performs, grows and establishes a positive, student-centered environment.

The Quality School Framework establishes five domains:



EFFECTIVE LEADERSHIP



- Effective Leadership
- Supportive School Culture that Promotes Student Success
- Ambitious Instruction and Student Learning
- Effective and Collaborative Teachers
- Involved Family and Community

Alongside focus group meetings, the University of Chicago conducted their 5 Essentials School Improvement Survey which identifies the same five domains in the school improvement process. Ongoing support from the University of Chicago will help collect data to measure school outcomes around these metrics.

Throughout the 2019-20 school year, leadership of GCSC will introduce the Framework and the measures of quality to all stakeholders. This framework will also be reflected in monthly data collection and review for each GCSC school (see Data Dashboard).

In the past two years, The Gary Community School Corporation (GCSC) has implemented a number of changes in academic offerings and advancement that will impact student enrollment, performance growth and proficiency. GCSC has implemented the 8 Step Process for instructional improvement, purchased new textbooks and technology, and created a scope and sequence for instructional delivery and aligned curriculum maps to the state standards. The middle school has a new STEAM project-based technology lab. The elementary schools will now teach Coding to all students. The Career Center is co-located with Ivy Tech Community College, enabling Gary students to have access to a variety of industry certifications and dual credit offerings. These advancements serve as the baseline for continuous improvement and will serve to attract families back to GCSC and elevate the expectations of learning. All efforts described herein seek to raise the district to meet the measures of the Quality School Framework.

EFFECTIVE LEADERSHIP

Through the feedback process to develop the Quality Schools Framework, community members described Effective Leaders as those who do the following:

- Reduce the number of incidences of safety issues, complaints and disruptions each month.
- Allow all students to demonstrate academic growth on state assessments every year.
- Recruit and retain highly effective teachers and staff. Fill each open position in advance of the start of the school year, and retain all staff rated effective and highly effective.
- Demonstrate year over year improvement in parent and student satisfaction survey results.

The structure of the academic leadership team reflects the roles necessary to support the scope of academic services available to all students in GCSC. This structure, sustained into the future, will allow for maximum support of curriculum and instruction and positive impact on the success indicators outlined by the community.

Emergency Manager

The Emergency Manager of the GCSC is an instructional leader, communicator to all stakeholders and supports the vision and mission of the school district. He recognizes the most important job of the



EFFECTIVE LEADERSHIP



<p>school district is to make sure students are learning and achieving at high levels. He is knowledgeable of the best practices for maximizing student achievement and is supportive of teachers in the district.</p>
<p>Chief Academic Officer/Deputy Superintendent</p> <p>Chief Academic Officer (CAO) works in collaboration with other district leaders and administrators to maintain academic systems and problem-solves current challenges in the organization. The CAO ensures that all programs, staff and departments meet performance outcomes and achieve student goals. The Chief Academic Officer is in charge of managing internal professional development programs for school principals and teachers. The CAO is involved with daily operations and the implementation of services, discipline and academic intervention programs.</p>
<p>Director of Elementary Curriculum and Instruction</p> <p>Directors of Elementary and Secondary Curriculum and Instruction lead the development of curriculum and instruction using achievement data to plan extensively with the Chief Academic Officer, other academic directors and building principals to develop strategic implementation of the district initiatives for continuous school improvement.</p>
<p>Director of Secondary Curriculum and Instruction</p> <p>Directors of Elementary and Secondary Curriculum and Instruction lead the development of curriculum and instruction using achievement data to plan extensively with the Chief Academic Officer, other academic directors and building principals to develop strategic implementation of the district initiatives for continuous school improvement.</p>
<p>Director of Special Populations</p> <p>The Director of Special Populations oversees programs that provide assistance to children with mental, learning or physical disabilities. The director provides support to students, teachers, and parents. This role includes support to homeless children, children who speak English as a second language and children who are chronically absent due to truancy or other issues.</p>
<p>Assistant Director of Special Populations</p> <p>The assistant director will assist the Director of Special Populations in directing programming for all diverse learners.</p>
<p>Director of Title I and Instructional Support</p> <p>This Director works with building principals to ensure the Title I programs are implemented successfully and effectively.</p>



EFFECTIVE LEADERSHIP



<p>IT Coordinator</p> <p>Coordinates academic technology used in every classroom. This role supports blended learning, assessment and general use of technology and technological supports for teachers and staff.</p>
<p>Assessment Coordinator</p> <p>Manages all assessment data including benchmark assessments and state assessments while monitoring the usage of assessments.</p>
<p>Curriculum Specialists</p> <p>These specialists support the development of curriculum, supplemental resources, and assessments for teachers.</p> <p>Specialists actively track and evaluate the effectiveness of created or purchased resources and provide professional development and coaching for teachers</p>

To begin the 2019-20 school year, a number of new principals and building leaders joined the GCSC team. Most schools within GCSC have an identified area of focus or programming.

PRE-K & ELEMENTARY SCHOOLS and LEADERS	ACADEMIC AND/OR SPECIAL PROGRAMS
<p>Bethune Early Childhood Development Center (Grades PK-K)</p> <p>Principal, Angela Grayson</p>	<p>Montessori, Traditional and Early Childhood Special Education</p>
<p>Banneker Elementary at Marquette (Grades K-5)</p> <p>Principal, Demetrius Bunch</p> <p>Assistant Principal, Debbi Cuttino</p> <p>Dean, Todd McCain</p>	<p>Accelerated Curriculum for High Ability Students and Traditional</p>
<p>Daniel Hale Williams Elementary (Grades K-5)</p> <p>Principal, Linda Gholston</p> <p>Assistant Principal, Keisha Odom</p> <p>Dean, Leslie Dillion</p>	<p>Traditional</p>
<p>Glen Park Academy (Grades K-5)</p> <p>Principal, Brandi Herrod</p>	<p>Traditional</p>



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EFFECTIVE LEADERSHIP



Assistant Principal, Jenninne Anthony-Smith Dean, DeJuan Eskew	
Frankie Woods McCullough Academy (Grades K-5) Principal, Sharmayne McKinley Assistant Principal, Victoria Patton Dean, Dwight Pointer	Traditional
Beveridge Elementary (Grades K-5) Principal, Dr. Linda Rugg Dean, Chaitra Wade	Purdue University Partnership

SECONDARY SCHOOLS	ACADEMIC AND/OR SPECIAL PROGRAMS
Westside Leadership Academy (Grades 9-12) Principal, Othniel Mahone Assistant Principal, Tonia Brewer Assistant Principal, William Roberts Assistant Principal, Shelly Martin	College Preparatory
Gary Area Career Center (Grades 9-12) Director, Delincia Smith	Post-High School Career Readiness/ Career Pathways
Gary Middle School (Grades 6-8) Principal, Antoinette Dixon Assistant Principal, Shenita Walker Assistant Principal, Tenisha Best Dean, Derek Broadly	Visual and Performing Arts
Bailly STEM Academy (Grades 6-8) Principal, Kwafle Bradley Assistant Principal, Marcus Muhammad Assistant Principal, Sandra Brown	Science Technology Engineering Mathematics



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SUPPORTIVE SCHOOL CULTURE THAT PROMOTES STUDENT SUCCESS



Dean, Leah Hogan	
Theodore Roosevelt Career and Technical Academy Principal, Joshua Batchelor	Edison Learning
Gary Digital Academy Principal, Tina Walker	Virtual and Blended Learning

SUPPORTIVE SCHOOL CULTURE THAT PROMOTES STUDENT SUCCESS

Success indicators for a supportive school culture were defined by the community as:

- Year over year improvement in parent and student satisfaction survey results.
- Growth in the number of sustainable community partnerships that support student learning and emotional health.
- Engagement of students in remote learning opportunities each semester through modern Technologies
- Students and families know their teachers for the coming year prior to leaving for the summer
- Customized PD around employability, emotional health to all staff.
- Increase in the number of students participating in extracurricular activities.

Each of the opportunities described in this section address the indicators of the Quality School Framework.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

GCSC provides a supportive, well-rounded educational program that meets the social, emotional and academic needs of each student through Positive Behavior Intervention Supports for all students. PBIS is the use of evidence-based prevention and intervention practices along a multi-tiered continuum of support. This initiative enables the climate and culture for a learning environment conducive to high achievement. GCSC has leveraged Title I opportunities to place a dean and a behavior support coordinator at each building to provide alternatives to suspension, implement restorative justice practices (learning from past mistakes) and oversee student-led conflict resolution practices.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The Multi-Tiered System of Supports (MTSS) is a documented systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with positive behavior development. MTSS teams are set up by build and grade level. The team of school professionals leverage school and community resources to support students when they struggle academically, socially and emotionally.



SUPPORTIVE SCHOOL CULTURE THAT PROMOTES STUDENT SUCCESS



EDGEWATER MENTAL HEALTH SERVICES

GCSC has partnered with Edgewater in order to make mental health services easily accessible to all students to improve the lives of individuals and to create a ripple effect that will contribute to the quality of life and overall health of the entire community. Edgewater is committed to services, partnerships, and collaborations that promote healthy sustainable communities. Edgewater agrees to ensure therapeutic services rendered in the school 3 days/week for 3 hours/day by Master level Clinicians and supervised master level interns. Additionally, Edgewater will provide outplacement for students who need a more therapeutic placement.

SPECIAL POPULATIONS

The mission of the GCSC Special Populations Department is to meet the unique needs of all certified and eligible special education students, English Language Learners, High Ability Learners, and students with a 504 plan. GCSC leverages McKinney Vento resources to strengthen family participation via FACE Liaisons.

The Special Populations Department encourages collaboration at all the GCSC schools. For example, at McCullough Academy through a collaborative effort between case manager, behavioral specialist and the Director, provide opportunities for students and parents involvement in extracurricular activities by sponsoring and or hosting the cheerleading team, dance team, Father Daughter Dance, various field trips and additional after school tutoring. The goal is to enhance parents' and students' perception of how the special education population can succeed. Students are involved with the school wide Teacher's Investment Plan, offering a chance for students to purchase (using their accumulated points) items from the Rewards Shop. Students are provided with a variety of strategies which reinforce positive behavior and academic outcomes.

The Special Populations Department has created an English Language Learning program that works for the GCSC population. GCSC has a growing number of language minority students. GCSC is training certified classroom teachers in the language acquisition method to provide necessary services for these students. GCSC entered into the Wabash Valley Title III grant consortium which has provided endless professional development opportunities.

The Special Populations Department has partnered with Selah, an outplacement facility. Selah provides therapy services for students who require intensive supports, GED Readiness for clients wanting to obtain a GED, credit recovery via an online learning program, and Medicaid after school program/summer camp. They also self-transport students.

The Special Populations Department trains all staff on protocol when a student is in crisis. The Crisis Prevention Institute offers nonviolent crisis intervention training designed to teach best practices for managing difficult situations and disruptive behaviors. Teachers learn how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile behavior.

MCKINNEY-VENTO ACT

A student may qualify for certain rights and protections under the federal McKinney-Vento Act if he/she lives in any of the following situations:

- A Shelter
- A motel or campground due to the lack of an alternative adequate accommodation
- A car, park, abandoned building, bus or train station



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SUPPORTIVE SCHOOL CULTURE THAT PROMOTES STUDENT SUCCESS



- Doubled up with other people due to loss of housing or economic hardship

An eligible student has the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school or continue attending school of origin (the school they attended when permanently housed or the school in which they were last enrolled, if that is their preference and is feasible)
- If the school district believes that the school selected is not in the student's best interest, the district must provide a written explanation of its position and inform student/family of the right to appeal its decision
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to need.

HEALTH AND WELLNESS

The Special Population Department has created a culture where all clinicians including medical clinicians contribute to the wellbeing of the whole child. The school medical clinician provides direct care to students, including, care for injuries and acute illness and long-term management of students with special health care needs. The school medical clinician ensures that the student's individualized health care plan is part of the individualized education plan (IEP). The school medical clinician provides for the physical and emotional safety of the school community by monitoring immunizations, ensuring appropriate exclusion for infectious illnesses, and reporting communicable diseases as required by law. In addition, the school clinician provides for the safety of the environment by participating in environmental safety monitoring (playgrounds, indoor air quality, and potential hazards). The school medical clinician also participates in implementation of a plan for prevention and management of school violence, bullying, disasters, and terrorism events. He/she may also coordinate with school counselors in developing suicide prevention plans. The school medical clinician participates as the health expert on the IEP and 504 teams.

HIGH ABILITY

The Special Populations Department recognizes the unique needs accelerated learners and students who meet IDOE's eligibility standards for High Ability. The High Ability program at Gary Community School Corporation seeks to ensure students are ready to compete academically on a national level, providing an emphasis on college preparedness.

The state defines a high ability (gifted) student as "one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests."

GCSC identifies students for high ability programming in grades K, 2 and 5. CogAT Screener and full CogAT alongside a teacher evaluation and ILEARN review is the IDOE-approved assessment process to identify placement in high ability programming. Any student identified as High Ability, in the 94th percentile, will be identified as such in the School Information System so that the IDOE is made aware of current numbers enrolled. Parents, guardians, or teachers may fill out a request to test form. Appeals around placement decisions may be made to the Office of Special Populations.



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AMBITIOUS INSTRUCTION AND STUDENT LEARNING



Participation in high ability (HA) curriculum after identification includes the following activities:

- Elementary K-5: Pull-out services during Success Time in which a certified teacher provides advanced curriculum and increased differentiation to meet the needs of gifted students.
- Middle School 6-8: Pull-out services from certified teacher that provides advanced curriculum or are placed in cluster group classrooms; identified gifted students with similar abilities are placed in the same classroom which allows for easier and increased differentiation to meet the needs of gifted students in a large group rather than a few students within a class or placed in a middle school honors class.
- High School 9-12: Honors, AP, and Dual Credit classes are available in specific content areas. These are available to all students who wish to engage in rigorous coursework.

Junior Great Books Series K-5 and Great Books 6-8 will be used with identified students in order to fully focus on developing critical and creative thinking skills. This series is appropriate for students with identified high abilities and encourages them to grow in their thinking. If a high ability student is placed in a cluster-grouped classroom, teachers will use this series in a guided reading setting, progressing from one story to the next and developing key critical thinking skills through exploration of different genres of reading. Students receiving pull-out services will follow the same sequence as would a student in a cluster grouped class.

AMBITIOUS INSTRUCTION AND STUDENT LEARNING

Input from GCSC stakeholders was clear around ambitious instruction and student learning. Stakeholders agreed that following indicators of success must be demonstrated:

- Every student demonstrates academic growth.
- Annually increase the percentage of students who master grade level content.
- Graduate all students on time with evidence of success toward postsecondary placement with Dual Credit, Advanced Placement, Industry Certifications or ASVAB benchmark scores.
- Monitoring postsecondary success through College Readiness Reports and the National Student Clearinghouse.
- Schools must demonstrate 100% compliance with state test administrations.

8-STEP CONTINUOUS IMPROVEMENT PROCESS

The Gary Community School Corporation has committed to the 8 Step Process which is researched based and a proven system for meeting the needs of all students. The process applies eight components to education through the “plan”, “do”, “check”, and “act” instructional cycle. 8 Step has been highly successful across Indiana in providing the *common vocabulary and systematic approach* to student learning and school improvement.

The 8 Step Process for Continuous Improvement ensures that staff has a strong understanding of mission and systems, unrelenting instructional leadership, high quality core instruction with a strategic and robust curriculum timeline, utilizing formative and summative assessments, effective remediation and enrichment, maintaining mastery of skills and consistent monitoring in order to secure academic achievement for all students.



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AMBITIOUS INSTRUCTION AND STUDENT LEARNING



STEP 1 - STAKEHOLDER BUY-IN

Stakeholders who are invested in the 8 Step Process include everyone who engages with students to improve their learning, including parents and the community. The culture of each school must focus on learning and setting high expectations. Stakeholders must create a “community” of high expectations and success. Each stakeholder has a role in the success of the child, including parents, who support and encourage their children, working with classroom teachers to ensure their child’s success. This collaborative, student-centric culture of the school sets the tone for staff and the routines and expectations for students. This process requires strategic and on-going community building to support students as the primary stakeholders.

STEP 2 - DATA DISAGGREGATION

This second step of the 8 Step Continuous Improvement Process is crucial to helping teachers and principals identify areas of weak and strong student performance on state standards using real-time data to inform the instructional team in planning both core instruction and selecting groups of students for enrichment, reteaching and remediation. The assessment program must be comprehensive, using both formative (every 3 weeks) and summative (i.e. end of course) assessments to make informed decisions. Once assessments are taken, it is critical to review the student-level data to identify gaps in learning.

Summative Data

Instructional leaders review the most current results from state assessment data (ILEARN, IREAD, WIDA), to identify strengths and deficits in the curriculum and student learning proficiencies as students move from one grade to the next. The data gives the instructional staff evidence of specific areas for collaboration and professional development to improve instruction and student achievement. The data identifies concepts most students are missing, concepts higher level students are not passing, concepts low-performing students are passing and other patterns across grade levels and within content areas.

Using this data, as well as the Indiana Department of Education Academic Standards Blueprint, the district leadership team creates an instructional calendar for English Language Arts and Mathematics for each grade level.

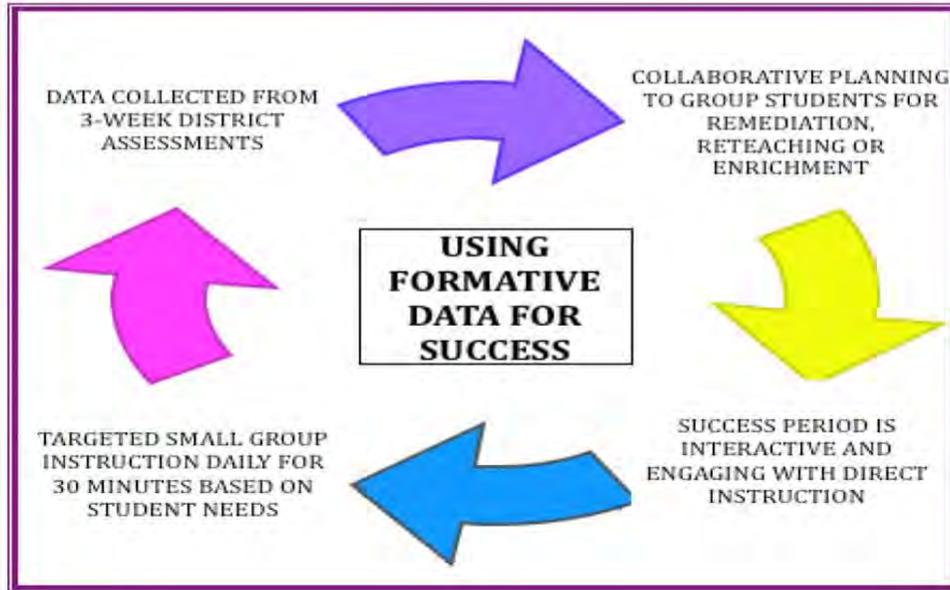
Formative Data

Teachers give frequent district assessments to decide on next-step instruction following each three-week teaching window. The district formative assessments, Exact Path, cover the standards taught during a specific instructional window and inform teachers of student understanding for Learning Log discussions (data analysis). After each 3-week assessment, the principal conducts a Learning Log meeting where teachers meet in grade levels and/or departments to analyze the 3-week assessment results, organize instructional groups for Success Period (tutoring) and plan small group direct instruction that is interactive and engaging. Success Period groups are not intended to label students and are fluid based on mastery of a learning objective, changing after each 3-week assessment.

The results of the Learning Log meeting show student progress toward mastery compared to where they should be within the instructional calendar. The discussion helps teachers prioritize and modify instruction and helps the principal know what teachers need to do to identify areas of concern for real-time intervention and professional development.



AMBITIOUS INSTRUCTION AND STUDENT LEARNING



Data Walls

Within each school, staff are building data walls to keep summative and formative data visible for staff analysis with individual student data cards identifying progress toward proficiency. Data walls include ILEARN data, and Reading and Math Inventories, among other achievement results. The data wall is an important visual display of disaggregated data because it keeps summative data front of mind for building staff. The data wall is confidential and sheltered from the eyes of parents and students since names are included. The data wall is divided into four instructional groups and is color-coded for easy identification, using common language and for clarity and understanding by all.

Helping Students with their own Data

For students to understand their learning goals, they must assume responsibility for their success and similarly their data. Through individual data conferences, teachers share, discuss and affirm students as they review and chart their individual results. Students are taught to review and understand their own progress through honest conversations. Students collect their data from 3-week district assessments, weekly classroom assessments, reading inventories, math tests and are taught to record and graph their data either in data folders or digitally. This information allows students to lead the conversation with their parents about their personal achievement. Student led conferences allow parents and students to deeply understand student success throughout the year.

Test Talks

Principals look at school data and conduct one-on-one conversations with students with near passing scores or near pass plus scores to discuss their results in detail, siting questions missed and strategies to



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approach the next assessment. The principal plans whole class meetings at testing grades to discuss test taking strategies, show school trends and current data, including the school letter grades. The purpose is to provide personal and group encouragement to achieve growth in individual performance and support school pride which collectively lifts the school culture and achievement. The attention from the principal promotes importance, confidence and self-worth in students.

Teachers also play a vital role in giving test talks to every student in his or her classroom. During this student-teacher conference, the teacher reviews the data folder, individual trend data and highlights student strengths. Students set goals to excel. During whole class discussions, the teacher reminds students of test taking strategies.

STEP 3 - INSTRUCTIONAL TIMELINE

GCSC has created and annually maintains an instructional calendar. This calendar is used as a roadmap for all teachers detailing the scope and sequence of content. Throughout the year, student performance on formative assessments may dictate that teachers modify the calendar, adjusting to meet student needs.

GCSC curriculum maps and timelines address some of the most critical questions regarding the delivery of instruction. Maps determine what standards are being taught within a designated time period. They support an efficient and effective alignment of curriculum delivered across the district. The GCSC curriculum timeline organizes the content standards, allows for adjustable pacing, presents essential questions for learning, states necessary skill targets for student mastery, suggests connected activities, and provides aligned assessments. The calendar also promotes collaboration among teachers to determine pacing and pedagogy that works.

Yearly reviews and adjustments are conducted by the District and Building Curriculum and Instruction Leadership Teams.

STEP 4 - INSTRUCTIONAL FOCUS

In order for students to realize significant academic gains, the emphasis must be on developing a concentrated focus on core content areas. Teachers deliver focused and intentional instruction following the Indiana Academic Standards through effective lesson planning, engaging activities, differentiated instruction, the IDOE Literacy Framework, Project Based Learning and integration of depth of knowledge questions, activities and reinforcement work. This includes leveled text, small group instruction, blended learning and personalized learning. Classroom observations ensure that district curriculum maps are applied, standards-based/objective-driven lesson plans and assessments are developed, comprehensive materials and resources are selected and created, and effective communication with all students is the norm.

GCSC protects instructional time so that every classroom minute counts. In elementary and middle schools, 90-minute blocks are scheduled for both Reading and Math in the instructional day. The high school concentrates on strong content instruction to ensure student readiness for graduation and post-secondary options. Furthermore, the instructional day continues to be designed so that teachers have planning time to collaborate and create solutions that improve academic achievement and conduct other non-negotiable tenets. In the coming school year, the high school will reorganize into departments rather than grade levels to promote this collaboration.



AMBITIOUS INSTRUCTION AND STUDENT LEARNING



Based on the district data, students across all grade bands are challenged with literacy and reading on grade level. Grades K-2 are focused on literacy as the core for all instruction. Every student in grades K-2 receives an intervention to prevent or remediate the development of any literacy gap.

As a student progresses through grade levels and content, varying levels of skill deficit may exist. Details about Core Instruction and Intervention Tools (Tiers 2 and 3) may be found in Appendix D.

STEP 5- FREQUENT BENCHMARK ASSESSMENTS

As part of the loop of continuous improvement, giving frequent assessments is directly tied to the data disaggregation step. Through checking for understanding, teachers know whether the instruction delivered to students was retained or not. Assessments provide feedback to the teacher indicating which students mastered the standard taught, which students need additional practice, which students need the lesson repeated to them, and which students are ready for more challenging content.

Teachers use data from frequent assessments to group their students into appropriate groups for further instruction. Once these groups are established, students with similar skill sets are grouped together for additional support and teaching during a thirty-minute Success Period each day.

GCSC has adopted Exact Path as its adaptive assessment tool to address skill gaps for the 2019-2020 school year. Adaptive assessments serve to diagnose student deficiencies, understanding better *why* a student has not gained grade level skills rather than simply identifying the missing skill. For example, if a student is struggling to understand algebraic functions, Exact Path might identify the student does not have the underlying ability to factor. Exact Path utilizes assessments paired with individualized learning paths to promote academic growth. The four key functions of this program are:

- Target unique learner needs and support lesson planning and differentiation for teachers with supplemental digital assignments for individual students.
- Diagnose learning needs with valid adaptive assessments.
- Instruct K-12 students with competency-based curriculum and automatic remediation at the individual student's skill level.
- Analyze growth, progress, and usage via aggregated data views and specific student reports.

GCSC has adopted Study Island as its formative assessment in 2019-2020. Study Island is a customizable K-12 practice and assessment tool that supports formative assessment strategies in the classroom. This program offers thousands of items built specifically from state standards.

STEP 6 - TUTORIALS AND ENRICHMENT

In highly effective 8 Step schools the daily schedule includes thirty minutes a day to address the needs of all students within a building. This "Success Period" is where grade level students are grouped into three instructional groups. The three groups are identified as Enrichment, Maintenance and Tutorials (Remediation) and are determined from the results of formative assessments. It is critical that these groups are fluidly moving students to placements based on current performance. In 2019-20 the focus of tutorials will shift to literacy across the curriculum based on the results from the ILEARN assessment.

Success Group I: Enrichment



AMBITIOUS INSTRUCTION AND STUDENT LEARNING



Each school and grade level group of teachers considers two different sections for enrichment. One section has mastered the assessed standards. The other section has students who exceed the standards and consistently go to enrichment ready for advanced work. The materials for these students must be new, different and more challenging, including activities that develop higher-order thinking skills and critical thinking.

Success Group 2: Maintenance

Students in this group have a fair understanding of the standards; however, they need additional practice and reinforcement to achieve mastery. Through additional guided practice, positive reinforcement and teacher support, students can achieve mastery of the standards and in so doing their ability and confidence increases.

Success Group 3: Tutorials

Remediation focuses on the pre-skills necessary to master the grade-level standards. It is important that the teacher supports students to understand the importance of additional practice to close the gap in their learning. Materials to support student success should be hands-on materials like flash cards, white boards, and other manipulatives.

STEP 7-MAINTENANCE

With student populations that frequently move during their school career, the need for maintenance of skills is especially vital and can fundamentally affect students' retention of skills. Step 7 stresses the necessary daily maintenance activities to review and reinforce previously taught skills by checking for understanding, providing practice, and reteaching critical skills from past lessons. Embedding key concepts from previous lessons into current lessons helps students to connect ideas and become more successful. Students are taught to apply previously learned skills to new materials through a variety of instructional activities, including:

- Exit Tickets
- Beginning a lesson with prior knowledge to make connections from previously taught lessons to the new lessons.
- Questioning beginning to understand depth of knowledge and progressing to higher levels to deepen understanding
- Small group instruction
- Cumulative Review – Flashback Fridays
- Bell ringers, Do Nows, or Board Work at the beginning of the day, when students return from lunch and at the beginning of each period
- Learning stations
- Practice at home
- Review questions on a classroom assessment
- “Waiting in Line” review and practice as students make transitions

STEP 8 - MONITORING

The Gary Community School District is keenly aware that keeping 8 Step priorities requires regular and consistent monitoring. All eight steps of the process are equally important to bringing about systemic change and improve student achievement and teacher instruction. Therefore, monitoring the 8 Steps by district and building leaders is methodical and frequent. Monitoring addresses achievement gaps and



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EFFECTIVE AND COLLABORATIVE TEACHERS



produces viable solutions by holding staff accountable. It provides continuous collaboration with all stakeholders to keep primary function of learning on track and in focus.

School leader observation and feedback is an important element of the monitoring system. Principals conduct regular walk-through observations with reflective questions. The principals require each teacher to post the 3-week curriculum standards for ELA and Math in a prominent space in the classroom.

There are regular District 8 Step Leadership Team meetings at which the district administrators conduct process checks with each school grade level team/department and discuss the process concerns and successes as well as review the school data wall. Process Checks occur each semester in an environment where teachers are free to discuss challenges and successes with the principal and district administrators.



EFFECTIVE AND COLLABORATIVE TEACHERS

Providing teachers with the all support necessary for students to succeed was a leading conversation element in community focus groups. Each of these indicators of success will demonstrate such support.

- Graduation rate increases with all graduates earning full Graduation Pathway.
- GCSC will increase the number of applicants for all open teaching and staff positions.
- GCSC will provide to all staff an annually updated curriculum, interim assessments, and pacing guides, vertically aligned to state standards.



EFFECTIVE AND COLLABORATIVE TEACHERS



- GCSC will increase the number of communications with parents and families on student progress.

INSTRUCTIONAL DESIGN AND LESSON PLANNING

GCSC district and building leadership developed these common identifiers for instructional practice. Several of these make up the non-negotiable tenants of instruction to recognize common practices for all classrooms.

<p>Required Lesson Plans</p>	<ul style="list-style-type: none"> • Identify desired results: <ul style="list-style-type: none"> ○ <i>Standards, objectives, essential questions</i> • Determine acceptable evidence: <ul style="list-style-type: none"> ○ <i>How do you know they will achieve results? (Progress Monitoring, Bell Ringer, Independent Review, Exit Ticket)</i> • Plan learning experiences and instruction? <ul style="list-style-type: none"> ○ <i>Instruction, Activities, Sequence, I DO, WE DO, YOU DO Together, YOU DO</i>
<p>Standards-Based Instruction</p>	<ul style="list-style-type: none"> • Review the standards that need to be addressed in the three-week period. • Determine the objective of the standard. • Depending on the number of standards determine the number of standards to be covered each day. • Ideally no more than two standards should be addressed per subject, per day. • Standards should ALWAYS be posted in a common area, this area should remain the same each and every day.
<p>Clearly Defined Learning Objectives</p>	<ul style="list-style-type: none"> • Elementary - written in "I CAN" statements • Middle and High Schools - written in "SWBAT - The student will be able to" • A Learning Objective is a statement that describes what students will be able to DO and what the student will KNOW at the end of a lesson, as a result of instruction. • A Learning Objective defines the purpose of the lesson, giving it direction from the very start. While it may appear to be a small part of the lesson, a well-written Learning Objective lays the foundation for a great lesson.
<p>Bell Ringers and Do Now</p>	<p>Incorporate a Review, Focus, and Stretch problem</p>



EFFECTIVE AND COLLABORATIVE TEACHERS



	<ul style="list-style-type: none"> • Review standard from a previous day(s) • Focus on a problem(s) that is similar to the day's standard • Stretch- do a problem(s) that is challenging for students related to the upcoming standard <ul style="list-style-type: none"> • Review, Focus for Elementary • Review, Focus, Stretch for Middle and High Schools • Review (past skill taught), Focus (Current skill), Stretch (Future) • Bell Ringer should take no more than 5 minutes • Questions/Problems should be created from objectives within the 3-week period • Questions/Problems should be posted before students arrive • 2 Questions/Problems for Elementary • 3 Questions/Problems for Middle and HS • Utilize improved questioning based on higher order thinking skills
<p>Modeling – Mini Lesson</p>	<p>The “I Do” portion of a lesson involves:</p> <ul style="list-style-type: none"> • Teacher models the lesson. • Students observe the lesson. • Teacher models think aloud. • A think-aloud is where the teacher speaks out loud to the class what he/she would think if he/she were in the shoes of the student trying to solve the problem.
<p>Guided Instruction</p>	<p>The “We Do” portion of a lesson involves:</p> <ul style="list-style-type: none"> • Students trying to do it themselves and you are assisting them. • This can also be done differently where you give them a minute to try it themselves and you check it together immediately afterwards. • The point of the “we do” portion is to have “assistance” in some way and provide immediate feedback.



EFFECTIVE AND COLLABORATIVE TEACHERS



<p>Collaboration</p>	<p>The “You Do It Together” portion of a lesson involves:</p> <ul style="list-style-type: none"> • Students working with partners or in small groups on a problem/skill and then checking it. • Each student in a group is responsible for demonstrating the skill/task.
<p>Independent Instruction</p>	<p>The “You Do Alone” portion involves:</p> <ul style="list-style-type: none"> • Students are completely independent on completing the assignment or task. • It can be in the form of an assessment, or it can be just regular classwork. • They are typically just practicing the skill to mastery.
<p>Small Group Instruction</p>	<ul style="list-style-type: none"> • Each lesson should have an indicator of which small group(s) the teacher will work with and include which data is used to form groups. • The purpose of including it on the plan is so that both data and thoughtful planning have been used to strategically address student needs. • Small groups should rotate and are differentiated based on student needs.

EDUCATIONAL TECHNOLOGY

Technology support has been added to all schools including new computer labs, laptops for 1:1 instruction in several schools and Smart boards in all classrooms. This new technology will allow teachers to implement technological supports for learning. The technical skills required of students on the new ILEARN assessments require direct instruction and regular practice. Interventions in Core Instruction and Intervention Tools have been added for students to receive additional support to gain technology skills. With a district-wide effort on these interventions’ leaders can easily track data from school to school in a consistent way to create plans for significant change throughout GCSC.

SHARED and LEARNER SUPPORT TECHNOLOGIES

Learner support technologies include all hardware and software designed to support student learning and technological skill building. Software supports are described in the Core Instruction and Intervention Tools Appendix.

For the 2019-20 school year, Gary schools will be transitioning to a new student information system; from Sungard to Infinite Campus. Student Information Systems house all student-level data around attendance, behavior, grades, progress toward standards, assessment results and the like. This new system will provide superior customer service and best-in-class technological capabilities. Infinite Campus hosted trainings throughout the summer of 2019.



INVOLVED FAMILY AND COMMUNITY



Gary Middle School has one computer for every student, providing comprehensive student access. GCSC is working to expand this one-to-one opportunity across the district in order to offer at-the-ready access to computing devices throughout the school day.

ELEARNING DAYS

E-learning days were implemented by the Indiana Department of Education to allow students to maximize instruction by removing traditional time limits typical in brick and mortar school buildings. GCSC will implement eLearning Day Program in the winter of the 2019-2020 school year. In addition to giving our students practice with online platforms to support college/career readiness skills, the district will use these days to support teacher professional development and to provide continuity in learning during inclement weather incidents. E-learning allows teachers to incorporate high-quality digital resources into their lessons, and to encourage virtual collaboration among colleagues and students. Through e-Learning, teachers will be more accessible to parents and students to support instruction.

In developing the e-learning plan for the district, GCSC has established criteria to ensure inclusion for all students, including those students with required accommodations and modifications. GCSC is moving toward 1:1 technology for all elementary schools, with a plan to have all schools 1:1 by 2021. All teachers will have access to online platforms and resources necessary for successful implementation of e-learning. Assignments will be as robust and meaningful for students as if students were in the traditional classroom setting. All families who qualify may access internet in their homes at a rate of \$10/month.

INVOLVED FAMILY AND COMMUNITY

Continuous involvement of all GCSC stakeholders to update the Quality Schools Framework, to engage in effective partnerships around student achievement and to inform about the work of the schools is paramount to the success of the district. These indicators reflect those shared during stakeholder focus groups:

- Attain 35-40% of parent participation in events/meetings.
- Schools will increase enrollment each year by 5%.
- Schools will reduce suspension and discipline rates to at or below the state average.
- Schools will increase attendance rates for students and staff to 95%.

The initiation of the 8 Step Process requires the buy in of all stakeholders. This includes parents and community partners. In 2019-20, principals will include parents in the building 8 Step meetings that involve the discussion of their child's progress. Principals will track through monthly Data Dashboards the engagement of community partners that assist with learning and classroom activities. This monitoring intends to promote the vital inclusion of community partners and resources.

Parent conferences in the 2019-20 school year will be student-led with a focus on understanding student progress toward mastery, consistent with the steps within this best practice model. Furthermore, schools will hold "Parent University" to inform parents of what their child is learning on a daily basis.

The adoption of Infinite Campus as the district Student Information System will exponentially improve the individualized communication to families about student progress. Infinite Campus has an online portal and



GARY COMMUNITY SCHOOL CORPORATION ACADEMIC ACHIEVEMENT



a mobile application that allows parents and guardians to check daily attendance, classroom assignments, notes from teachers and upcoming events.

GCSC is committed to the open, continuous communication with the Mayor of Gary and the Gary City Council. Engagement with this group of leaders will include the presentation of the Academic Plan and discussion around supports available for future academic success. Moreover, the engagement of the City of Gary in every-day school events is paramount to success. Recent outreach efforts have engaged city leaders in back to school events. This outreach will be routine in the coming school year.

GARY COMMUNITY SCHOOL CORPORATION ACADEMIC ACHIEVEMENT

LONGITUDINAL SCHOOL LETTER GRADES

Accountability letter grades assigned to K-8 schools include a combination of proficiency and growth on state standardized assessments.

High School accountability letter grades include proficiency, growth, graduation rate and college and career readiness indicators such as Advanced Placement and Dual Credit.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	*2018-2019	2019-2020
Bailly	D	B	D	F	F	Target: C	Target: B
Banneker	A	A	C	B	F	Target: C	Target: B
Beveridge	F	F	F	F	F	Target: C	Target: B
Glen Park	C	D	F	F	F	Target: C	Target: B
McCullough	A	A	A	N/A	F	Target: C	Target: B
Marquette	F	F	F	D	F	Target: C	Target: B
Williams	F	A	F	F	F	Target: C	Target: B
West Side	F	C	D	B	B	Target: B	Target: A

*Hold Harmless Year: no grades will be assigned.

IREAD-3 DATA 2018 AND 2019

The State of Indiana requires all students pass a 3RD grade reading assessment. The content when a student transitions from third to fourth grade moves a student from the learning to read process to a process of reading to learn. The success of a student on this assessment has significant correlation to future school success.



GARY COMMUNITY SCHOOL CORPORATION ACADEMIC ACHIEVEMENT



School	2018 Number Tested	2018 Number Passed	2018 % Passed	2019 Number Tested	2019 Number Passed	2019 % Passed	2020 % Pass Target
Bally	41	19	46%	44	33	75%	80%
Banneker	50	50	100%	101	66	65%	70%
Beveridge	97	41	42%	98	28	29%	70%
Glen Park	115	60	52%	68	35	51%	70%
Marquette	67	36	54%	--	--	--	70%
McCullough	64	45	70%	43	30	70%	75%
Williams	95	56	59%	70	45	64%	70%
GCSC	529	307	58%	424	237	56%	70%

*Marquette merged with Banneker in 2019

ADVANCED PLACEMENT

GCSC students may take Advanced Placement® (AP) courses and their corresponding exams after demonstration of interest and discussion with counselors and teachers about readiness for rigor. Upon completing an AP course, the student is expected to take the corresponding AP exam which will potentially provide college credit for the student (if he/she scores a 3, 4, or 5 on the exam). Public Law 1135, 2011 requires Indiana public colleges and universities to provide college credit for those scores of 3, 4 or 5. AP exams in Math, Science and English are paid by the State. All other exams are paid using Title funds (history, arts, etc.).

While students have taken the corresponding exams in recent years, no student has passed an AP assessment in 2017, 18 or 19.

Dedicated professional development for AP teachers is to be required using The College Board’s professional development content-specific offerings. Additionally, teachers and administrators will have on-site PD to review the Summary of Answers and Skills and the AP Potential Reports developed by The College Board. These reports itemize skills tested on the PSAT each fall and identify longitudinal and group deficiencies in skill attainment, correlated directly to the skills assessed on specific AP exams.

DUAL CREDIT

Dual credit allows students to earn college credit while in high school. These courses also count for high school credit in the corresponding course when college courses meet the Indiana Academic Standards for high school credit. Dual credit allows students the opportunity to begin a college career at little to no cost to the student and gives them exposure to the rigorous academic work required in a postsecondary institution. Dual credit partnerships have been established with Indiana University and Ivy Tech Community College. Courses taken through these partnerships transfer to all public higher education institutions in the state of Indiana.

DUAL CREDIT OFFERINGS 2019-20

Indiana University:
 Humans and the Biological World
 Intro to American Politics
 Pre-Calculus

Ivy Tech Community College:
 Trigonometry
 English Composition
 Calculus



GARY COMMUNITY SCHOOL CORPORATION

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GARY COMMUNITY SCHOOL CORPORATION ACADEMIC ACHIEVEMENT



GRADUATION RATES

SCHOOL	2020 Target	2019	2018	2017
West Side Leadership Academy	89%	TBD	85.71%	86.23%
Wm A Wirt/Emerson VPA	NA	Closed 2018-19	96.72%	98.78%

ILEARN GOALS

IDOE Released the following points on new assessment, ILEARN, first administered in Spring, 2019:

- It is difficult to compare the proficiency rates from ISTEP+ in 2018 to the ILEARN proficiencies of 2019 or comparing ISTAR to I AM based on blueprint, test design and item deployment. For ILEARN, performance level descriptors highlighted the expectations for college and career readiness as an independent indicator.
- It is understood that Indiana’s students or educators did not decrease their commitment to instructional delivery or ability even though the cut score is lower.
- Indiana continues to reinforce college and career readiness through multiple pathways in high school to achieve success.
- Local proficiency rates will be affected by the new cut scores but are also sensitive to local interventions and efforts.
- Academic progress (or growth) may offer a way for understanding how local results on ILEARN compare to 2018 growth shown on ISTEP+ based on the student growth percentile. Progress can be legitimately measured across assessments with different scales and different proficiency cuts, but comparisons must be thoughtful in light of the content and policy expectations.

The new ILEARN assessment was given on computers and used technology techniques previously used on state assessments. In addition to preparing students for the content skills on these assessments, GCSC must address the computer skills necessary to adequately demonstrate knowledge. These skills will be practiced in school regularly, using computer on wheels – sets of laptop computers that can be transported from room to room.

As a result of all changes, the State of Indiana will not assign letter grades to schools using the 2019 results. GCSC will target one letter grade improvement for each school with the results of the 2020 ILEARN assessment. These letter grades include both student proficiency and student annual growth.



SCHOOL DATA COLLECTION AND REVIEW

In January 2019, school leaders started to use monthly data dashboards to consider various data points that impact student learning and develop trend data on each of these indicators. Each month school leaders collect and evaluate each of the data points within this Data Dashboard. Collectively leaders will continue to review the school data compared to district-level data and develop strategies to improve each data element. These dashboards were included in the Comprehensive Needs Assessment and School Improvement Plans for each school in 2019-20. Each data element collected reflects success measures within the Quality Schools Framework. Making gains toward these targets each month has assisted schools with progress toward the ideals set forth in the Framework.

Monthly Metric	Target	January	February	March	April	May
Attendance	95%					
Truancy Reports Filed	Decrease monthly					
Staff Daily Attendance	98%					
Suspensions	Decrease monthly					
Discipline Referrals	Decrease monthly					
Students Tardy	Decrease monthly					
Reported Bullying Incidents	Decrease monthly					
Formal Teacher Observations	2/week					
Classroom Walk Throughs	3-5/day					
Total Enrollment	5% increase annually					

PROFESSIONAL DEVELOPMENT: TALENT MANAGEMENT



Cycle assessments	Increase of 5% monthly of mastery level					
Learning Log Meetings	Every 3 weeks					
Frequency of Success Time	Daily					
8 Step Team Meetings (list dates)	Monthly					
Staff Meetings (list dates)	Monthly					
Community connections and partnerships	Increase monthly					

GRADUATION REQUIREMENTS

Starting with the class of 2023 (9th graders in 2019-20), the state will require additional learning experiences for high school graduation. Among these are Project-Based Learning, Service-Based Learning or Work-Based Learning. This new requirement will largely be fulfilled through experiences in the FUSE lab and at the Career Center. This expectation will allow for increased enrollment in Career and Technical programs. The development of long-term, meaningful service-learning programs will be initiated through student and teacher input this school year. Additional requirements include the demonstration of readiness for postsecondary opportunities. Both the diploma curricular requirements and the pathway options are found in the following tables. Appendix B provides full detail of Indiana's Graduation Requirements.

PROFESSIONAL DEVELOPMENT: TALENT MANAGEMENT

The 8 Step Process is a data-driven, cyclical continuous improvement approach implemented at GCSC for systemic change. During the 2019-2020 school year, laser focus will be placed on core instruction, interventions, accountability and community building.

GCSC leaders understand that teachers are the most crucial factor in student achievement. Further recognition has been given to the focus on building instructional capacity by developing a strong cadre of teachers.

Building a strong teaching force begins with the hiring process. All teachers must be highly qualified and possess the knowledge and skills to be effective in the classroom. Robust interviews and rigorous selection processes are crucial. Partnerships with Indiana University Northwest and Purdue University will assist with building a pipeline for future teachers.



EVALUATION



GCSC will continue to provide job-embedded professional development to school principals, who are accountable for providing the training and coaching to teachers with assistance from the district leadership, district 8 Step Team for Academic Improvement, the School Improvement Consultant Group and the IDOE Office of School Improvement. Principals, serving as the instructional leaders of their buildings, are responsible for training teachers on curriculum and instructional strategies. The district is supporting the principals by providing professional development based on the selected curriculum and interventions as well as the new technology.

GCSC is reinvesting in on-line intervention supports. In the summer of 2018, the district used Title I funds to invest in technology (Fuse Lab, laptops carts, and free-standing computer labs). Teachers and administrators received professional development on all of the educational products purchased.

GCSC was awarded school improvement planning funds through IDOE and school improvement implantation dollars for the 2019-2020 school year. The district has leveraged these dollars along with Title I and Title 2 grants to provide ongoing and robust professional development experience for the entire district.

School administrators participated in a weeklong leadership training during the summer of 2019. This professional development week included sessions presented by the Indiana Department of Education Office of School Improvement specialists. In the 2019-2020 leaders will receive job embedded PD monthly (a continuation of what they received in the summer) with and assigned leadership mentor/consultant and meet twice a month for district leader professional development core instruction, intervention, accountability, and building community within the schools.

All GCSC teachers, counselors, paraprofessionals, and support staff were offered the opportunity to participate in the Gary Teacher Institute which was a two-week Professional Development Conference hosted at West Side High School. The district administration partnered with the IDOE Department of School Improvement, Purdue University Northwest, Infinite Campus, and a number of other educational partners and district level internal experts.

The full calendar of Professional Development opportunities can be found in Appendix C.

EVALUATION

Principals are responsible for daily observations of teachers and feedback on instruction. Principals submit evidence to the Chief Academic Officer that coaching occurs regularly and that objective evidence for evaluations is collected. The teacher evaluation system reflects the impact on student learning. During the 2019-2020 school year there will be a laser focus on community building, core instruction, interventions and accountability within the 8 STEP process.

Standards for Success (SFS) is the teacher evaluation platform that GCSC adopted for the 2019-20 school year. This program is web-based and easy to use. Administrators were trained to use this system in the summer of 2019. The teacher rubrics used over the last several years will not be changed. The rubrics will be uploaded into the new system. This data is accessible from anywhere and will historicize communication between teachers and leaders on teacher effectiveness. SFS will allow district leadership to see teacher evaluation and teacher effectiveness trends across the district.

EVALUATION



Standard for Success is a good fit for GCCS schools because it's convenient, easy to use and adaptable. Leaders can record classroom walkthroughs via a phone application and provide instant feedback to teachers. SFS allows for partnership with the Gary AFT Teachers Union to design, customize and track teacher and staff evaluations easily and efficiently using a web-based portal on a variety of devices. Standards for Success is an Indiana based company with an array of features and benefits, this program is becoming the performance evaluation tool of choice for educators in our state and across the country.

INSTRUCTIONAL EXPECTATIONS

Alongside performance evaluations, teachers and schools identified a number of normal practices and expectations that can be seen in every classroom, every day. The table identifies those expectations that teachers will practice daily.

<p>District-Wide Instructional Norms and Expectations</p>	<p>SCHOOLS</p> <ul style="list-style-type: none"> • 8 Step Process must be implemented with FIDELITY. • All schools will develop and implement school-wide procedures. • All school personnel will report to school on time and in professional work attire. • All schools will implement RTI/MTSS. • Every school will have a data room with current student Achievement Data. • All Schools will send out a parent/family newsletter each month. • All Schools will host at least 2 Parent University/Title One Meetings. <p>CLASSROOMS</p> <ul style="list-style-type: none"> • All teachers will develop, post and implement classroom procedures. • All teachers will take attendance daily and keep accurate attendance records. • Teachers of ELA and math must follow the curriculum maps. • All classrooms will have an academic board configuration. ("I Can Statement" or "Students Will Be Able To") • All teachers will use a principal approved template to create lesson plans. • All teachers will provide students with intervention or enrichment. • All classrooms will have an evolving Word Wall. • Each classroom will have general data walls with student goals and outcomes. • Every teacher/classroom will have an administrative walkthrough at least once a week • Teachers will send home progress reports every 4 weeks. • Teachers must enter 2-3 new grades per week. • Teachers will keep parent communication logs. • All classrooms will be neatly maintained with relevant instructional information posted on walls and bulletin boards. • All teachers will create a substitute teacher binder for days absent.
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GARY COMMUNITY SCHOOL CORPORATION

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PROGRAMS AND SERVICES



<p>Teacher Evaluations and Feedback and Weekly Walkthrough</p>	<ul style="list-style-type: none"> Principals will complete weekly walkthroughs to give teachers immediate feedback on instructional practice, effectiveness, and classroom environment and culture. Summative evaluations will be completed by the building principals for building certified staff per district policy.
<p>Principal Leadership Monitoring/Support and Accountability</p>	<ul style="list-style-type: none"> Bi-Monthly meetings with district leadership. (EM, CAO, Directors) Leadership Professional Development Regular Director Walkthroughs in schools with feedback provided to building leaders Quarterly 8 Step Process Checks Consultants will work in the buildings monthly to evaluate instructional program implementation. Feedback will be provided to EM Team and building leadership
<p>8 Step Non-negotiables</p>	<ul style="list-style-type: none"> 8 Step Process begins the first day of school SUCCESS Period (30 minutes daily) will be developed by each school. Flexible groups are established at each learning log meeting (LLM) to address individual learning gaps District Formative Assessments: Every teacher must administer formative assessments to all students and grade open-ended responses immediately following test. Learning Log Meetings occur immediately following formative assessments within the designated window Countdown calendars must be applied Monitor instruction and the total process to ensure FIDELITY

With these foundations, all schools will be able to demonstrate progress and compliance with the community-designed Quality Schools Framework. Future programs, services, professional development, funding opportunities, and other academic considerations will coalesce around meeting the success measurements within the Quality School Framework.

PROGRAMS AND SERVICES

GARY AREA CAREER CENTER

There is broad consensus among community members, local leaders, and students and their families that the Career Center is the best underutilized resource in the city of Gary. Current enrollment at the Career Center is 151 students, which includes enrollment from a number of local charter schools. The functional capacity of the building is 612 students.



GARY COMMUNITY SCHOOL CORPORATION

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PROGRAMS AND SERVICES



Currently the unused “bays” in the career center are being utilized by Roosevelt Career and Technical Academy. This is not a long-term solution for the location of this high school, as these bays must be used to provide career-specific instruction. With the development of Career Pathways as a graduation requirement starting with students in the class of 2023 (current 9th graders), the career center must provide instruction that allows students to meet the requirements of these Pathways.

During the 2018-19 school year, GCSC partnered with Ivy Tech Community College to co-locate at the career center campus, bringing their Welding and Construction Trades programs into the GCSC building. This partnership allows Gary students to attend these Ivy Tech classes and earn corresponding credentials at no cost to the student.

The following is a complete list of Career and Technical Educational offerings for the 2019-20 school year:

- Cosmetology I and II
- Barbering
- Health Science Education I
- Health Science II: Nursing
- Early Childhood Education I and II
- Culinary Arts and Hospitality I and II
- Graphic Design and Layout
- Graphic Imaging Technology
- Aviation Operations
- Welding Technology I and II
- Radio and Television
- Construction Trades I and II
- Criminal Justice I and II
- Diesel Services Technology I and II

BLENDED LEARNING

GCSC introduced the Gary Digital Academy as a small program to students seeking an alternative to traditional school settings in the 2018-19 school year. In 2019-20 Gary Digital Academy (GDA) became a separate school, offering instruction to students in grades K-9. This blended program allows a student to attend on-line courses three days a week, while attending in-person classes two days a week.

PURDUE AT BEVERIDGE

Beveridge Elementary has had a state accountability grade of “F” for eight consecutive years. Doing the same things in this building is not an option. To begin the 2019-20 school year, Beveridge will partner with the College of Education at Purdue University Northwest. This partnership will evaluate daily operations – academic decisions, hiring of new staff, evaluating staff, etc. – in collaboration with the Dean of the College. Additionally, PUNW will give student teaching experiences and counseling internship experiences to their students in the Beveridge School. These new professionals will be automatically hired upon successful completion of their program, adding new teachers to the GCSC pipeline.



PROGRAMS AND SERVICES

THEODORE ROOSEVELT CAREER AND TECHNICAL ACADEMY:
INNOVATION NETWORK WITH EDISON LEARNING

GCSC has an ongoing partnership with Edison Learning, which established an Innovation Network in 2017. This allows GCSC and Edison Learning to have shared services and monitor the academic progress of students who enroll at Theodore Roosevelt Career and Technical Academy.

THE CROSSINGS

The Crossings is a faith based private school that will provide drop-out recovery services to students who have chosen to leave the traditional school setting. The Crossings is a partnership with GCSC offering work-based learning component, teaching students how to build and manage businesses.

SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS (STEM)

Fuse Lab

Gary Community Schools will continue a partnership with FUSE, a program developed and supported by Northwestern University, funded by Boeing. FUSE facilitates STEAM (Science, Technology, Engineering, Arts, Mathematics) content areas through the completion of high-tech challenges or project-based learning. Challenges include 3D Design, Music Amplification, Building Design and Animation. These challenges replicate real job embedded problems and practices.

The FUSE Innovate package provides the perfect foundation for excitement about learning, connectivity to school, and relevance to real world experiences. With the adoption and implementation of FUSE, Gary anticipates a continued resurgence of enthusiasm, engagement and success in middle grades.

Bailly Middle School, new in 2019-2020, will utilize the FUSE model with challenges as the foundation for classroom learning with support and complementary instruction in traditional content area classroom settings.

Coding

To support a focus on the 21st century skill of coding, GCSC is partnering with CODE.org to teach coding in elementary schools. Coding will also be infused in the many projects at the Bailly Stem Academy (discussed above), partnering with Northwestern University and Boeing to support a FUSE technology, project-based lab at the Bailly Stem Academy.

EARLY CHILDHOOD DEVELOPMENT CENTER

Bethune is one of two GCSC pre-school locations. It offers a combination of Montessori, traditional education with full special education services available. Support services are available that include a social worker, a nurse and a case manager. The Bethune Early Childhood Development Center will include:

- Kindergarten Classrooms
- Computers in the classrooms
- Free breakfast and lunch, as well as free bus transportation
- All day Pre-K
- Discovery lab



PROGRAMS AND SERVICES



VISUAL AND PERFORMING ARTS: THE WEST SIDE THEATER GUILD

Housed at West Side Leadership Academy in Gary and featuring the largest performing arts theater in Northwest Indiana, WSTG Performing Arts Department offers students in the Gary Community School Corporation a full range of courses that meet academic standards required by the Indiana Department of Education. WSTG also serves the community at large by annually presenting a full calendar of musical, theatrical, and dance performances.

The Performing Arts Department including the consolidation of Wirt-Emerson Visual and Performing Arts Academy and West Side Theater Guild, provides students with high quality classroom instruction, practical experience, master classes, and performances in Concert Band, Orchestra, Drama, Technical Theater, Dance, and Visual Arts. Classroom instruction is augmented and enhanced through engagement with professional musicians, artists, and dancers who present a wide array of master classes and practical experiences.

The focus on performing arts at Gary Middle School will provide a pipeline for talent development as well as allow parents to select the middle school that best suits their child. Gary Middle School located in the Miller community was home to the performing arts high school and has a rich history of supporting the arts.



APPENDIX A: THE QUALITY SCHOOLS FRAMEWORK



APPENDIX A: THE QUALITY SCHOOLS FRAMEWORK

Feedback provided through focus groups and surveys are reflected in the second light blue row. Each element of feedback fit within the Five Domains, which coincide with the Five Essentials School Improvement Survey conducted by the University of Chicago. With building leaders and community input, the success measures were developed for each domain.

**Domain 1:
Effective Leadership**

Provides a clear and engaging vision	Effective resource management (human and fiscal)	Effective structuring of school environment to ensure student learning	Rigorous and reliable data on all aspects of school performance	Establishment of systems and processes to ensure the safe and orderly operations of the school
<p>Success is:</p> <p>Schools will reduce number of incidences of safety issues, complaints and disruptions each month.</p> <p>All students demonstrate academic growth on state assessments every year.</p> <p>Recruit and retain highly effective teachers and staff. Fill each open position in advance of the start of the school year, and retain all staff rated effective and highly effective.</p> <p>Year over year improvement in parent and student satisfaction survey results.</p>				

**Domain 2:
Supportive School Culture that Promotes Student Success**

Provide a wide range of curricular and extracurricular offerings and choices for students	Provide resources and supports necessary to meet the employability, emotional, behavioral, social and coping needs of students	Provide robust afterschool programs and extended learning opportunities during the school day	Integrate technology appropriately to enhance and not supplant effective classroom instruction	Establish a master schedule that facilitates learning and is student focused
<p>Success is:</p> <p>Realize year over year improvement in parent and student satisfaction survey results.</p> <p>Grow number of sustainable community partnerships that support student learning and emotional health.</p> <p>Engage students in remote learning opportunities each semester through 21st Century Technologies</p> <p>Students and families know their teachers for the coming year prior to leaving for the summer</p> <p>Provide biannual, customized PD around employability, emotional health to all staff.</p> <p>Increase number of students participating in extracurricular activities.</p>				



APPENDIX A: THE QUALITY SCHOOLS FRAMEWORK



**Domain 3:
Ambitious Instruction and Student Learning**

Alignment of daily instruction with content area standards	Mastery of grade level content	Use of strategies that promote student engagement and critical thinking in the classroom	Use of effective formative assessments that benchmark academic progress	Robust preparation for postsecondary placement opportunities
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Success is:
 Every student demonstrates academic growth
 Annually increase the percentage of students who master grade level content
 Graduate all students on time with evidence of success toward postsecondary placement with Dual Credit, Advanced Placement, Industry Certifications or ASVAB benchmark scores.
 Monitoring postsecondary success through College Readiness Reports and the National Student Clearinghouse.
 Schools demonstrate 100% compliance with state test administrations.

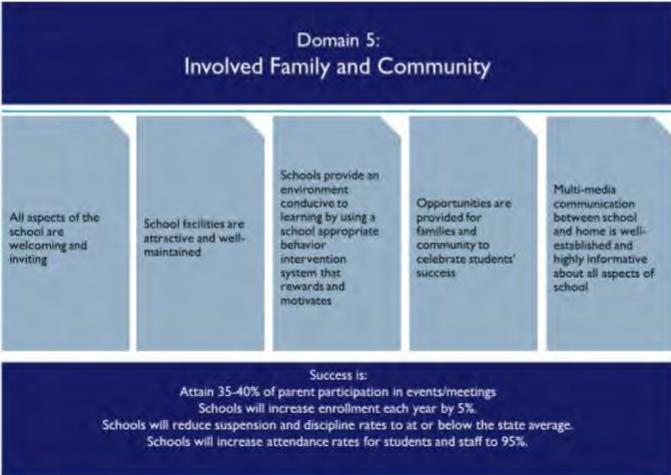
**Domain 4:
Effective and Collaborative Teachers**

Schools have established and well-understood meaning of highly qualified teachers	Schools have established procedures for ensuring daily instruction is student focused	Lessons are taught at the appropriate level of rigor to provide both enrichment and remediation	Collaboration and sharing of resources and strategies among colleagues is evident	Teacher professional growth is promoted through job-embedded development opportunities
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Success is:
 Graduation rate increases with all graduates earning full Graduation Pathway
 Increase the number of applicants for all open positions
 Provide to all staff an annually updated curriculum, interim assessments, and pacing guides, vertically aligned to state standards.
 Increase the number of communications with parents and families on student progress



APPENDIX A: THE QUALITY SCHOOLS FRAMEWORK



APPENDIX B: GRADUATION REQUIREMENTS



APPENDIX B: GRADUATION REQUIREMENTS

INDIANA
CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Or complete Integrated Math I, II, and III (6 credits) <small>(Students must take a total number of quantitative reasoning credits each year in high school)</small></small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students.
* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (including electives or a deliberate course) to take full advantage of career and college exploration and preparation opportunities.
** Scores updated September, 2017

CORE40 with Academic Honors (minimum 47 credits)

- For the **Core 40 with Academic Honors** diploma, students must:
- Complete all requirements for Core 40
 - Earn 2 additional Core 40 math credits
 - Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
 - Earn 2 Core 40 fine arts credits
 - Earn a grade of a "C" or better in courses that will count toward the diploma.
 - Have a grade point average of a "B" or better.
 - Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

- For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for Core 40
 - Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
 - Earn a grade of "C" or better in courses that will count toward the diploma.
 - Have a grade point average of a "B" or better.
 - Complete one of the following:
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys: Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Information - Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Graduation Pathway Requirements	Graduation Pathway Options
High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
Learn and Demonstrate Employability Skills (student must complete <u>at least one</u> of the following).	Learn employability skill standards through locally developed programs. Employability skills are demonstrated by one of the following: <ul style="list-style-type: none"> • Project-Based Learning (PBL) Experience; OR • Service-Based Learning (SBL) Experience; OR • Work-Based Learning (WBL) Experience. Any demonstration needs to be validated locally by student work product AND school validation.
Postsecondary-Ready Competencies (Students must complete <u>at least one</u> of the following).	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR



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APPENDIX B: GRADUATION REQUIREMENTS



	<ul style="list-style-type: none">• ACT: College-ready benchmark; OR• SAT: College-ready benchmark; OR• ASVAB: Earn minimum AFQT score to qualify for placement into one of the branches of US military; OR• State & Industry-recognized Credential or Certification; OR• Federally recognized Apprenticeship; OR• Career-Technical Education Concentrator: Must earn a C average or higher in at least 6 high school credits in a career sequence; OR• AP/Dual Credit or CLEP Exams: Must earn a C average or higher in at least three courses; OR• Locally created pathway that meets the framework from and earns the approval of the State Board of Education
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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR

June 2018	State Accountability
Administrative Retreat	Graduation Pathways
Focus: 8 Step Process	Monitoring Instructional Practice
	Curriculum Mapping and Implementation
	Teacher Evaluation
	Data Analysis
	Special Education
	Student Handbook
	School Safety
	School Improvement
	Exact Path Formative Assessments
	School Discipline

Gary Leadership Institute

Location: West Side High School

Dates: Summer 2019 June 17-21

Staff Included: Principals, Assistant Principals, Deans, District Administrators

	Monday	Tuesday	Wednesday	Thursday	Friday
Session I: 8:30 -10:00	Student Engagement and Checks for Understanding	Identifying High Priority Standards using iLearn Blueprints	8 Step-Nuts and Bolts-- Tighten Up!!	Finding Your WHY: Leading with Purpose (Pt. I)	Looking for Learning: Effective Classroom Observation and Feedback (Pt. I)
Presenter(s):	Kelley Grate	Kelley Grate/Melissa Blossom	Ermalene Faulkner Steve Foster Phil Talbert	Michelle Hairston	Benita Stephens
Objectives:					
Deliverables:	*Participants will learn how to move students toward authentic		*Participants will engage in a series of	*Participants will engage in a	



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



	<p>engagement by exploring specific teaching strategies to increase student engagement.</p> <p>*Participants will see checks for understanding methods in action, understand different methods and know what to do with the information gathered.</p>	<p>*IDOE staff will provide guidance on accessing, reading and using the new ILEARN Blueprints as well as other ILearn resources and frameworks.</p>	<p>discussions, activities and simulations to increase the depth of knowledge required for effective implementation of the 8 Step Process. Participants will receive templates, check sheets, and samples of documents to ensure fidelity of the process.</p>	<p><i>series of highly interactive activities that will encourage them to closely examine their purpose for becoming an administrator. This introspection will equip them with tools to develop a highly effective learning environment.</i></p> <p><i>*Participants will take away personal belief statements and their "WHY" for becoming an administrator.</i></p>	<p>Velma Briggs Roberta Walkers</p> <p><i>*Participants will develop their observation skills and learn to effectively monitor instruction and give appropriate feedback to teachers to improve learning for students.</i></p> <p><i>*Participants will receive a template of "look fors" and be given a variety of tools for providing feedback to teachers.</i></p>
<p>Session 2: 10:15 - 11:45 Presenter(s): Objectives: Deliverables:</p>	<p>Universal Design for Learning</p> <p>Sarah Larrison</p> <p>*Participants will gain a better understanding of the 3 components of Universal Design for Learning (UDL), Why UDL is a framework used in Indiana, and how UDL can support the</p>	<p>Unpacking Standards & I Can Statements</p> <p>Kelley Grate</p> <p>*Participants will know how to unpack Indiana Academic Standards and recognize if they are being taught to the full depth in classrooms in their school.</p>	<p>8 Step-Nuts and Bolts-- Tighten Up!!</p> <p>Ermalene Faulkner Steve Foster Phil Talbert</p> <p><i>*Continued 8 Step planning engagement</i></p>	<p>Finding Your WHY: Leading with Purpose (Pt. 2)</p> <p>Michelle Hairston</p> <p><i>*The second block of this session will continue the activities previously outlined, with the same learning</i></p>	<p>Looking for Learning: Effective Classroom Observation and Feedback (Pt. 2)</p> <p>Benita Stephens Velma Briggs Roberta Walkers</p> <p><i>*The second block of this session will continue the activities</i></p>



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



	needs of ALL Learners.	*Participants will know how to create a measurable learning objectives (“I CAN”) and recognize them in their teachers’ classrooms.		<i>outcomes and deliverables.</i>	<i>previously outlined, with the same learning outcomes and deliverables.</i>
Session 3: 12:45 - 2:15 Presenter(s): Objectives: Deliverables:	Indiana Social-Emotional Learning Competencies: Serving the Whole Child Courtney Hott *Participants will learn about Indiana’s Seven Social-Emotional Learning (SEL) competencies, the role adults play in social-emotional learning, how to implement SEL Competencies in your school, SEL strategies that can be used in schools, and other IDOE resources to support SEL work.	Creating Instructional Calendars Melissa Blossom *Participants will utilize the identified high priority standards to begin creating an instructional calendar to guide yearlong instructional planning.	8 Step-Nuts and Bolts--Tighten Up!! Ermalene Faulkner Steve Foster Phil Talbert <i>*Continued 8 Step planning engagement</i>	Championing Your Children: Building Your Students into Their Best Selves Simmie Raiford <i>*This session is inspired by Rita Pierson, who advocated that “every child needs a champion.” Participants will engage in a series of simulations that require them to answer the question, “What does it take to create an environment that celebrates every child and supports the full realization of their potential?”</i> <i>*Participants will receive guidance documents on creating learning</i>	Leading Effective Lesson Planning Simmie Raiford <i>*Participants will enhance their ability to serve as instructional leaders through assisting effective lesson planning.</i> <i>*Participants will receive a protocol for unpacking state standards as well as skills for guiding teachers to develop lessons which motivate and develop strategic learners.</i>



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



				<i>environments that support the needs of all students.</i>	
<p>Session 4: 2:30 - 4:00</p> <p>Presenter(s): Objectives: Deliverables:</p>	<p>Multi-tiered System of Supports: Pathways to Success for ALL students</p> <p>John Purcell</p> <p><i>*This presentation defines the components of MTSS, explains how it differs from PBIS and RTI, and provides participants with useful tools and information for building a sound MTSS framework in their schools. The presentation is interactive, with opportunities for reflection and discussion. As a result, each participant will leave with a "next steps" plan for maximizing MTSS in their schools.</i></p>	<p>Creating Common Formative Assessments-Checking for Alignment</p> <p>Kelley Grate/Melissa Blossom</p> <p><i>*Participants will understand how the benefits of CFA's, how to use them effectively, and the necessary supports needed.</i></p>	<p>8 Step-Nuts and Bolts--Tighten Up!!</p> <p>Ermalene Faulkner Steve Foster Phil Talbert</p> <p><i>*Continued 8 Step planning engagement</i></p>	<p>Championing Your Children: Building Your Students into Their Best Selves</p> <p>Simmie Raiford</p> <p><i>*The second block of this session will continue the activities previously outlined, with the same learning outcomes and deliverables.</i></p>	<p>Leading Effective Lesson Planning</p> <p>Benita Stephens Roberta Walker</p> <p><i>*The second block of this session will continue the activities previously outlined, with the same learning outcomes and deliverables.</i></p>
<p>Wrap-Up 4:00 - 4:30</p>	<p>Evaluation and Close with Nakia</p>	<p>Evaluation and Close with Nakia</p>	<p>Evaluation and Close with Ermalene</p>	<p>Evaluation and Close with Nakia</p>	<p>Evaluation and Close with Nakia</p>

Gary Teachers Institute Week 1



GARY COMMUNITY SCHOOL CORPORATION



APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



Location: West Side High School
Dates: Summer 2019 July 15-19
Staff Included: Teachers, Counselors, Paraprofessionals, Support Staff

	Monday, July 15	Tuesday, July 16	Wednesday, July 17	Thursday, July 18	Friday, July 19
Objective Presenter Room Session: 1A 8:30 - 11:45 Audience	<p>Objective: Identifying and Unpacking High Priority Standards</p> <p>Presenter(s): Kelley Grate/Melissa Blossom</p> <p>Room:</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will be able to utilize the ILearn blueprints to identify high priority standards as well as unpack the standard to understand the full depth of the Indiana Academic Standards.</p>	<p>Objective: Depth of Knowledge...Getting to the Heart of Rigor and Creating Common Formative Assessments</p> <p>Presenter(s): Diane Vielee and John Purcell</p> <p>Room:</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will be able to identify the four Depth of Knowledge levels and the types of cognitive processing needed at each level as well as begin tweaking questions on their own assessments to ensure all levels are addressed. Participants will understand the benefits of CFA's, how to use them effectively, and the necessary supports needed.</p>	<p>Objective: Student Information and Campus Navigation</p> <p>Presenter(s): Maria Ziegler</p> <p>Room: West Side Library</p> <p>Time: 8:30 - 10:00</p> <p>Audience: IEP Coordinators, Special Education Teachers, Behavior Specialists, Speech Path Assistants, School Psychologists, El Specialist, Social Workers, School Counselors, Administrators, Registrars, all teachers, secretaries</p> <p>Deliverable: This session will introduce participants to the navigation of the Campus Application, Campus Community and the location of basic student information.</p>	<p>Objective: Grading Setup/ Scheduling/ Student Scheduling</p> <p>Presenter(s): Maria Ziegler</p> <p>Room: 135</p> <p>Time: 8:00 - 4:00</p> <p>Audience: School Counselors, Administrators, Registrars</p> <p>Deliverable:</p> <p>Part 1: 8:00 - 9:00 This session will introduce participants to the navigation of the Campus Application, Campus Community and adding, editing & planning of courses and sections</p> <p>Part 2: 9:00 - 11:30 Scheduling courses This course is designed to assist users in the scheduling process and explain the Walk-in Scheduling tools.</p> <p>Part 3: 12:30 - 4:00 Student scheduling This course is designed to assist users in the scheduling process and explain the Walk-in Scheduling tools.</p>	<p>Objective: Grading Setup/ Scheduling/ Student Scheduling</p> <p>Presenter(s): Maria Ziegler</p> <p>Room: 135</p> <p>Time: 8:00 - 4:00</p> <p>Audience: IEP Coordinators, Special Education Teachers, Behavior Specialists, Speech Path Assistants, School Psychologists, El Specialist, Social Workers, School Counselors, Administrators, Registrars, Positive Behavior Support Leaders</p> <p>Deliverable:</p> <p>Part 1: 8:30 -11:30 Attendance This course will introduce office staff to the Attendance Module and how to utilize the tools for their daily attendance tasks, learn basic navigation of Campus and how to manage Behavior, and learn how to setup and modify Transcripts in Campus</p> <p>Part 2: 11:30 -2:30 Behavior</p> <p>Part: 2:30 4:00 Transcripts</p>
	Monday, July 15	Tuesday, July 16	Wednesday, July 17	Thursday, July 18	Friday, July 19
Objective Presenter Room Session: 1B	<p>Objective: Student Engagement/Check for Understanding</p>	<p>Objective: Identifying and Unpacking High Priority Standards-</p>	<p>Objective: Census</p> <p>Presenter: Maria Ziegler</p>	<p>Objective: Special Populations Presentations</p> <p>Presenter: Katie Chayhitz</p>	<p>Customer Service for Secretaries and office Staff</p>



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



<p>8:30 - 11:45 Audience</p>	<p>Presenter: Diane Velece/John Purcell Room: _____ Audience: Teachers Deliverable: Participants will learn how to move students toward authentic engagement by exploring specific teaching strategies to increase student engagement. Participants will see checks for understanding methods in action, understand different methods and know what to do with the information gathered.</p>	<p>Step I Presenter: Kelley Grate/Melissa Blossom Room: _____ Audience: Teachers Deliverable: Participants will be able to utilize the ILearn blueprints to identify high priority standards as well as unpack the standard to understand the full depth of the Indiana Academic Standards.</p>	<p>Room: _____ Time 10:00-4:00 Audience: IEP Coordinators, Special Education Teachers, Behavior Specialists, Speech Path Assistants, School Psychologists, El Specialist, Social Workers, School Counselors, Administrators, Registrars Deliverable: Participants will learn how to enroll students and manage Census information for their students, families and staff.</p>	<p>Room: 122 Audience: High Ability Teachers, coordinator Deliverable: High Ability 101</p>	<p>Objective: Customer Service Presenter: Vanessa Allen -Mcloud and NWU Urban League Room: Library Audience: Support Staff Deliverable:</p>
<p>Presenter Room Session: JC 8:30 - 11:45 Audience</p>	<p>Objective: Special Populations Presentations Presenter: Iliana, Katie, Tennille Room: _____ Audience: All Teachers, Admin, Behavior Specialists, Counselors, Speech Assistants, IEP Coordinators, School Psychs, El Coordinator, Social Workers Deliverable: ELL 101 Truancy Procedures McKinney Vento Overview What is FACE? High Ability 101</p>	<p>Objective: Special Populations Presentations Presenter: Iliana & Katie Room: _____ Audience: Lead Teachers, School Counselors, and Administrators Deliverable: MTSS & PLCS</p>	<p>Objective: This is our Amazing Brain Presenters: Anne Gregory and Mary Jane Eisenhauer Room: _____ Audience: All Teachers, School Counselors, Behavior Specialists, Speech Path Assistants, School Psychologists, El Specialist, Social Workers, and Administrators Deliverable: This session examines the structures, functions, and</p>	<p>Objective: Special Populations Presentations Presenter: Jodi Parrett, Debra Bush, Tantra Posey Room: 123 Audience: IEP Coordinators, Special Education Teachers, Behavior Specialists, Speech Path Assistants, School Psychologists, El Specialist, Social Workers, School Counselors, Administrators Deliverable: Case Management 101: -Basic Indiana Case Conference procedures -Indiana State law/Federal Law</p>	<p>Objective: Writing Fix Presenter: Anne Gregory Room: 122 Audience: Teachers Deliverable: This session explores ways in which writing can be used to increase reading proficiency and capture students' natural desire to communicate.</p>



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



	Monday, July 15	Tuesday, July 16	Wednesday, July 17	Thursday, July 18	Friday, July 19
resilience of our brain as the foundations for the learning opportunities provided.				-Meeting Etiquette	
Objective Presenter Room Session: 2A 1:00-4:15 Audience Deliverable	<p>Objective: Instructional Calendars - Step 2</p> <p>Presenter: Melissa Blossom/Kelley Grate</p> <p>Room:</p> <p>Audience:</p> <p>Deliverable: Participants will utilize the identified high priority standards to begin creating an instructional calendar to guide yearlong instructional planning.</p>	<p>Objective: Student Engagement/Check for Understanding</p> <p>Presenter: Diane Viece/John Purcell</p> <p>Room:</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will learn how to move students toward authentic engagement by exploring specific teaching strategies to increase student engagement. Participants will see checks for understanding methods in action, understand different methods and know what to do with the information gathered.</p>	<p>Objective: Curious Classroom</p> <p>Presenter: La Vada Taylor</p> <p>Room: Library</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will learn how to create a learning environment that is focused on the amazing and interesting questions learners ask; a learning environment that encourages inquiry and avoids challenging behaviors.</p>	<p>Objective: Special Populations Presentations</p> <p>Presenter: Katie Chayhitz</p> <p>Room: 122</p> <p>Audience: EL Service Providers (School Psych, SIOP Teachers)</p> <p>Deliverable: ILP 101</p>	<p>Objective: Nonfiction Cafe</p> <p>Presenter: Mary Jane Eisenhauer</p> <p>Room: Library</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will explore the characteristics of nonfiction and informational texts as an important means to integrate curriculum.</p>
Objective Presenter Room Session: 2B 1:00-4:15 Audience	<p>Objective: Depth of Knowledge...Getting to the Heart of Rigor and Creating Common Formative Assessments</p> <p>Presenter: Diane Viece and John Purcell</p> <p>Room:</p> <p>Audience: Teachers</p> <p>Deliverable:</p>	<p>Objective: Creating Instructional Calendars - Step 2</p> <p>Presenter: Melissa Blossom/Kelley Grate</p> <p>Room:</p> <p>Audience: Teachers</p> <p>Deliverable: Participants will utilize the identified high priority standards</p>	<p>Objective: Census</p> <p>Presenter: Maria Ziegler</p> <p>Room: 135</p> <p>Time: 10:00-4:00</p> <p>Audience: IEP Coordinators, Special Education Teachers, Behavior Specialists, Speech Path</p>	<p>Objective: Special Populations Presentations</p> <p>Presenter: Tennille Foster</p> <p>Room: Little Theater</p> <p>Audience: Admin, Behavior Specialists, Counselors, IEP Coordinators, EI, Coordinator, Social Workers, FACE Liaisons</p> <p>Deliverable: Bridging the Gap Truancy Procedures</p>	<p>*Saved for Purdue</p> <p>Objective:</p> <p>Presenter:</p> <p>Room:</p> <p>Audience:</p> <p>Deliverable:</p>



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	Participants will be able to identify the four Depth of Knowledge levels and the types of cognitive processing needed at each level as well as begin tweaking questions on their own assessments to ensure all levels are addressed. Participants will understand the benefits of CFA's, how to use them effectively, and the necessary supports needed.	to begin creating an instructional calendar to guide yearlong instructional planning	Assistants. School Psychologists, El Specialist, Social Workers, School Counselors, Administrators, Registrars Deliverable: Participants will learn how to enroll students and manage Census information for their students, families and staff.	McKinney Vento Overview Supporting Families	
	Monday, July 15	Tuesday, July 16	Wednesday, July 17	Thursday, July 18	Friday, July 19
Objective Presenter Room Session: 2C 1:00-4:15 Audience	Objective: Special Populations Presentations Presenter: Iliana & Katie Room: _____ Audience: All Teachers, Admin, Behavior Specialists, Counselors, Speech Assistants, IEP Coordinators, School Psychs, El Coordinator, Social Workers, Positive Behavior Support Leaders Deliverable: Navigating Special Population Resources Special Populations Clean Data Collection Behavior Referral/Collection Procedures Suspension procedures		Objective: Graduation Pathways/SCOIR Presenter: Amy Marsh Room: 123 Audience: School Counselors Deliverable: All district counselors should attend this meeting to understand the new Graduation Pathways and the college and career readiness system called SCOIR.	Objective: Let's Team Up: What Every Paraprofessional Needs for Student Success Presenter: Jodi/Debra/Linda Room: 123 Audience: Paraprofessionals, Special Education Teachers Deliverable: Effective Teacher/Para Teamwork	

Gary Teachers Institute Week 2
Location: West Side High School
Dates: Summer 2019 July 22-26



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



Staff Included: Teachers, Counselors, Paraprofessionals, Support Staff

	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 1A 8:30 -11:45 Audience Deliverable	<p>Objective: What Does Good Instruction Look Like: Building a Classroom of Learners (Gr. PK-5) Presenter: Benita Stephens and Roberta Walker Room: <u>Little Theater</u> Audience: Gr. PK-5 Deliverable: Participants will be able to plan and implement effective lessons that are aligned with the standards and include success criteria. This session is for elementary teachers only. Participants will receive samples of model lessons that incorporate protocols for unpacking standards.</p>	<p>Objective: IREAD HMH Presenter: <u>Dianne Grome</u> Room: <u>136</u> Audience: K-1-2 Deliverable: Training K-1-2 Teachers on IREAD Software. Teachers will understand how iRead uses adaptive technology to build foundational reading skills for all children, efficiently manage classes, plan instruction, and monitor and assess progress with SAM Central, and learn to seamlessly implement iRead with the core reading program.</p>	<p>Objective: Building Balanced Literacy Blocks: Connecting Large Group Instruction, Small Group Instruction, and independent Practice (Gr. PK-5) Presenter: Roberta Walker Room: <u>Library</u> Audience: Gr. PK-5 Deliverable: Participants will learn to develop an extended literacy block, wherein whole group, small group and independent practice support the learning targets and success criteria. This session is for elementary teachers only. Participants will receive a graphic and template that illustrate how to organize the instructional components of the literacy block, as well as suggested learning activities.</p>	<p>Objective: Building Balanced Literacy Blocks: Connecting Large Group Instruction, Small Group Instruction, and independent Practice (Gr. PK-5) Presenter: Roberta Walker Room: <u>Library</u> Audience: Gr. PK-5 Deliverable: Participants will learn to develop an extended literacy block, wherein whole group, small group and independent practice support the learning targets and success criteria. This session is for elementary teachers only. Participants will receive a graphic and template that illustrate how to organize the instructional components of the literacy block, as well as suggested learning activities.</p>	<p>Objective: READ 180 HMH Presenter: Dianne Grome Room: <u>136</u> Audience: Middle and High School Teachers Deliverable: Training Teachers on 180 Read Software and program. Teachers will learn how READ 180 Universal accelerates reading and literacy, how to introduce and set up the Blended Learning Model and prepare students for success in each rotation, how to check for understanding, monitor progress, and differentiate instruction using formative assessment and reports, and how to navigate HMH Teacher Central to plan, teach, and monitor.</p>
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 1B 8:30 -11:45 Audience Deliverable	<p>Objective: Special Populations Presentations Presenter: Karlisa & Freddie</p>	<p>Objective: Educating Everybody's Children: Building a Culturally Responsive Classroom Presenter: Velma Briggs</p>	<p>Objective: CPI AM Day 1 Presenter: Jodi and Freddie Room: <u>Gym</u> Audience: Anyone who wants</p>	<p>Objective: Special Populations Presentations Presenter: Karlisa & Freddie Room: <u>PODSS</u></p>	<p>Objective: CPI AM Day 2 Presenter: Jodi and Freddie Room: <u>Gym</u> Audience: Anyone who</p>



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	<p>Room: Library Audience: Admin, Behavior Specialists, Social Workers, School Counselors Deliverable: PBIS Part 1 for Behavior Specialists and Administrators</p> <p><i>Must attend both parts 1 and 2.</i></p>	<p>Room: Little Theater Audience: Teachers Deliverable: Participants will be sensitized to, recognize, and understand students' individual academic and personal learning needs, and how to use this knowledge to create highly effective learning environments. *Participants will receive culturally responsive strategies and activities to incorporate into daily lessons.</p>	<p>to be trained in verbal and physical de-escalation practices. Deliverable: You will learn to stay calm, manage your own response, set limits, handle challenging questions, prevent a physical confrontation, and start learning how to respond to difficult behavior in the safest, most effective ways possible! (20 spots available) Will send email to paras and teachers to register <i>Must attend both AM and PM sessions and both days for new certification and one full am/pm session for a refresher.</i></p>	<p>Audience: Teachers, Paraprofessionals Deliverable: PBIS for Teachers, Paraprofessionals</p>	<p>wants to be trained in verbal and physical de-escalation practices. Deliverable: You will learn to stay calm, manage your own response, set limits, handle challenging questions, prevent a physical confrontation, and start learning how to respond to difficult behavior in the safest, most effective ways possible! (20 spots available) Will send email to paras and teachers to register <i>Must attend both AM and PM sessions and both days for new certification and one full am/pm session for a refresher.</i></p>
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 1C 8:30 -11:45 Audience Deliverable	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 8:30 - 12:00 Audience: Elementary 1 Deliverable: Campus Instruction module and the daily classroom management Infinite Campus</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 8:30 - 12:00 Audience: Elementary 3 Deliverable: Campus Instruction module and the daily classroom management Infinite Campus</p>	<p>Objective: Special Populations Presentations Presenter: Debra & Linda Room: 122 Audience: Gen ed and special ed co-teachers Deliverable: Co-teaching 101</p>	<p>Objective: Special Populations Presentations Presenter: Debra & Linda Room: 122 Audience: Gen ed and special ed co-teachers Deliverable: Writing Effective IEPs</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 8:30 - 12:00 Audience: Secondary 4 Deliverable: Campus Instruction module and the daily classroom management Infinite Campus</p>
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



Objective Presenter Room Session: ID 8:30 -11:45 Audience Deliverable			Objective: Exact Path Presenter: Jackie Weber Room: 136 Audience: All Teachers Deliverable: Implementation, diagnostic testing, learning path, and data analysis	Objective: Exact Path Presenter: Jackie Weber Room: 136 Audience: All Teachers Deliverable: Implementation, diagnostic testing, learning path, and data analysis	
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 2A 1:00-4:15 Audience Deliverable	Objective: What Does Good Instruction Look Like: Building a Classroom of Learners Presenter: Benita Stephens and Roberta Walker Room: Library Audience: Gr. 6-12 Deliverable: Participants will be able to plan and implement effective lessons that are aligned with the standards and include success criteria. Participants will receive samples of model lessons that incorporate protocols for unpacking standards.	Objective: System 44 HMH Presenter: Dianne Grome Room: 136 Audience: 4th-5th grade teachers Deliverable: Teachers will understand how: System 44 NG raises student reading and writing achievement, prepares students to meet rigorous standards, to use resources to effectively teach, manage and assess each part of the instructional model, to manage classes with SAM, and to plan and teach effectively with the Teacher Dashboard.	Objective: Building Balanced Literacy Blocks: Connecting Large Group Instruction, Small Group Instruction, and independent Practice Presenter: Roberta Walker Room: Library Audience: Gr. 6-12 Deliverable: Participants will learn to develop an extended literacy block, wherein whole group, small group and independent practice support the learning targets and success criteria. Participants will receive a graphic and template that illustrate how to organize the instructional components of the literacy block.	Objective: IREAD HMH Presenter: Dianne Grome Room: 136 Audience: K-1-2 Deliverable: Training Teachers on IREAD Software. Teachers will understand how iRead uses adaptive technology to build foundational reading skills for all children, efficiently manage classes, plan instruction, and monitor and assess progress with SAM Central, and learn to seamlessly implement iRead with the core reading program.	Objective: CPI PM Day 2 Presenter: Jodi and Freddie Room: GYM Audience: Anyone who wants to be trained in verbal and physical de-escalation practices. Deliverable: You will learn to stay calm, manage your own response, set limits, handle challenging questions, prevent a physical confrontation, and start learning how to respond to difficult behavior in the safest, most effective ways possible! (20 spots available) Will send email to paras and teachers to register <i>Must attend both AM and PM sessions and both days for new certification and one full am/pm session for a refresher.</i>



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APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 2B 1:00-4:15 Audience Deliverable	<p>Objective: Special Populations Presentations Presenter: Karlisa & Freddie Room: 122 Audience: Admin, Behavior Specialists, Social Workers, School Counselors Deliverable: PBIS Part 2 for Behavior Specialists and Administrators</p> <p><i>Must attend both parts 1 and 2.</i></p>	<p>Objective: Educating Everybody's Children: Building a Culturally Responsive Classroom Presenter: Velma Briggs Room: Little Theater Audience: Teachers Deliverable: Participants will be sensitized to, recognize, and understand students' individual academic and personal learning needs, and how to use this knowledge to create highly effective learning environments. *Participants will receive culturally responsive strategies and activities to incorporate into daily lessons.</p>	<p>Objective: CPI PM Day I Presenter: Jodi and Freddie Room: GYM Audience: Anyone who wants to be trained in verbal and physical de-escalation practices. Deliverable: You will learn to stay calm, manage your own response, set limits, handle challenging questions, prevent a physical confrontation, and start learning how to respond to difficult behavior in the safest, most effective ways possible!</p> <p>(20 spots available) Will send email to paras and teachers to register</p> <p><i>Must attend both AM and PM sessions and both days for new certification and one full am/pm session for a refresher.</i></p>	<p>Objective: Building Balanced Math Blocks: Connecting Large Group Instruction, Small Group Instruction, and Independent Practice Presenter: Roberta Walker Room: Library Audience: Gr. 6-12 Deliverable: Participants will engage in a highly interactive, hands-on session to learn how to develop an extended math block, wherein whole group, small group and independent practice support the learning targets and success criteria. This session is for secondary teachers only.</p> <p>*Participants will receive a graphic and template that illustrate how to organize the instructional components of the math block, as well as recommended activities.</p>	<p>Objective: Special Populations Presentations Presenter: Iliana, Linda Elliott, Esther A./Celisa C, Well-Johnson, Sherrie Johnson Room: PODSS Audience: Everyone! Deliverable: Autism 101 Iliana DHH 101- Sherrie Johnson VI 101- Elliott Dyslexia 101- Elliott SEL 1-1- Well-Johnson LI/Spl101- Esther/Celisa</p>
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 2C 1:00-4:15 Audience Deliverable	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 12:30-4:00 Audience: Secondary 4 Deliverable: Campus Instruction</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 12:30-4:00 Audience: Secondary 4 Deliverable: Campus Instruction module and the daily classroom management</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 12:30 - 4:00 Audience: Secondary 4 Deliverable: Campus Instruction module and the</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 12:30 - 4:00 Audience: Secondary 4 Deliverable: Campus Instruction module and the</p>	<p>Objective: Infinite Campus Presenter: Maria Ziegler Room: 135 Time: 12:30 - 4:00 Audience: Secondary 5 Deliverable: Campus Instruction</p>



GARY COMMUNITY SCHOOL CORPORATION



APPENDIX C: PROFESSIONAL DEVELOPMENT CALENDAR



	module and the daily classroom management Infinite Campus	Infinite Campus	daily classroom management Infinite Campus	daily classroom management Infinite Campus	module and the daily classroom management Infinite Campus
	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
Objective Presenter Room Session: 2D 1:00-4:15 Audience Deliverable		Objective: Standards for Success Presenter: Room: <u>Federal Programs Lab</u> Audience: Administrators Deliverable: Implementation	Objective: Exact Path Presenter: Jackie Weber Room: <u>136</u> Audience: All Teachers Deliverable: Implementation, diagnostic testing, learning path, and data analysis	Objective: Exact Path Presenter: Jackie Weber Room: <u>Federal Programs Lab</u> Audience: All Teachers Deliverable: Implementation, diagnostic testing, learning path, and data analysis	

APPENDIX D: CORE INSTRUCTION AND INTERVENTION TOOLS



APPENDIX D: CORE INSTRUCTION AND INTERVENTION TOOLS

	Math	English/Language	Other subjects
Pre-Kindergarten	Bid Day Pre K	Bid Day Pre K	
Kindergarten Tier 1 Tier 2	Envision Math	Reading Street IREAD	Tier 1 Pilot: Into Reading
Grade 1 Tier 1 Tier 2	Envision Math	Reading Street IREAD	
Grade 2 Tier 1 Tier 2	Envision Math	Reading Street IREAD	
Grade 3 Tier 1 Tier 2	Envision Math	Reading Street System 44	
Grade 4 Tier 1 Tier 2 Tier 3	Envision Math	Reading Street Exact Path System 44	
Grade 5 Tier 1 Tier 2 Tier 3	Envision Math	Reading Street Exact Path System 44	
Grade 6 Tier 1 Tier 2 Tier 3	Envision Math	Reading Street Exact Path System 44	Elevate Science
Grade 7 Tier 1 Tier 2	Envision Math	my Perspectives Read 180 and Exact Path	Elevate Science
Grade 8 Tier 1 Tier 2	Envision Math	myPerspectives Read 180 and Exact Path	Elevate Science



GARY COMMUNITY SCHOOL CORPORATION

ACADEMIC PLAN SEPTEMBER, 2019



APPENDIX D: CORE INSTRUCTION AND INTERVENTION TOOLS



Grade 9			
Tier 1	(course based)	my Perspectives	
Tier 2	Carnegie	Read 180, Exact Path	
Tier 3		Achieve 300	
Grade 10			
Tier 1	(course based)	myPerspectives	
Tier 2	Carnegie	Read 180, Exact Path	
Tier 3		Achieve 300	

Carnegie Learning is a blended learning model that delivers both group and individual learning. This program uses consumable texts that are designed to help students “learn by doing” in a collaborative classroom. Carnegie MATH software continues that learning, serving as a personal coach to help students learn on their own.

READ 180® is the leading blended learning solution for struggling readers, grades 4-12. This helps students who are two or more years behind become active, accomplished readers. By bringing teachers, families, and adaptive technology together, it meets students on their unique paths to provide a truly personalized learning experience. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction.

System 44® places all students, at any level, on a path to achievement and provides the foundational tools they need to achieve real success in school and life. For students who are significantly behind or have learning challenges, success means more than improved reading scores. It means broader academic achievement, the pursuit of a college education, and a career path that allows them to reach their fullest potential.

Achieve3000 is designed for Tier II small group instruction or Tier III intensive one-to-one intervention and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. Achieve3000’s focus on nonfiction content and vocabulary, your intervention students will not miss out on the essential grade-level, standards-aligned instruction in Science and Social Studies classes.

IREAD is a K-2 solution for early intervention before the achievement gap starts. IREAD uses adaptive software which allows for uniquely tailored instruction and practice for every child while a virtual staff of dynamic faculty members guide children through lessons targeting phonological awareness, alphabet knowledge, phonics, decoding, word recognition, fluency, and morphological awareness.

In 2018-2019 GCSC adopted **Big Day for PreK** as its pre-school curriculum. The program has done a great job strategically preparing our students for kindergarten success. *Big Day for PreK* provides intentional instruction in all learning domains: Social-Emotional Development, Oral Language and Vocabulary, Emergent Reading, Emergent Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology.



GARY COMMUNITY SCHOOL CORPORATION

ACADEMIC PLAN SEPTEMBER, 2019

APPENDIX E: 8 STEP SAMPLE DAILY SCHEDULE



APPENDIX E: 8 STEP SAMPLE DAILY SCHEDULE

	Kindergarten	First	Second	Third	Fourth
8:40-9:00	Classroom Meeting Time				
	Morning Work				
9:00	8:40-9:15	8:40-9:15	8:40-9:00	8:40-9:00	8:40-9:00
9:30	90-Minute Block	90-Minute Block	Writing	Dismissal	Math/STEM Pt 1
	9:15-10:45	9:15-10:45	9:00-9:40	9:00-9:30	9:00-9:20
10:00			90-Minute Block	Writing	Specials
			9:40-11:10	9:30-10:10	9:25-10:05
10:30				Specials	90-Minute Block
				10:10-10:50	10:10-11:40
11:00	Lunch	Tier 2		90-Minute Block	
	10:50-11:20	10:50-11:20		11:00-12:30	
11:30	Restroom/Recess	Lunch	Tier 2		
	11:20-11:40	11:25-11:55	11:15-11:45		
12:00	Math/STEM				Tier 2
	11:50-12:40	Restroom/Recess	Lunch		11:40-12:10
12:30	Pt. 1	11:55-12:15	12:00-12:30		Math/STEM
	Specials	Math/STEM	Math/STEM	Lunch	12:15-1:10
1:00	12:45-1:25	12:20-1:25	12:35-1:45	12:35-1:05	Lunch
		Pt. 1		Recess	1:10-1:40
1:30	Math/STEM	Specials		1:05-1:25	
	Pt.2	1:30-2:10		Tier 2	Dismissal
2:00	1:30-1:55		Recess	1:40-2:10	1:50-2:30
	Writing	Math/STEM	1:50-2:10	Math/STEM	Dismissal
2:30	Tier 2	2:15-2:25	Dismissal	2:15-3:30	2:20-1:00
	2:25-2:55	Dismissal/Recess	2:15-2:45		Recess
3:00	Writing	2:25-2:55	Specials		3:10-3:30
	2:50-3:30	Writing	2:50-3:30		
3:30		2:50-3:30			
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:35-3:40					

3.0 SPECIAL POPULATIONS CONTRACT APPROVAL

SELAH DAY TREATMENT

1. Description of service needed and population served:
Selah's day treatment programs provide a structured educational environment alongside of mental health services, Monday-Friday from 8 am – 3 pm, year-round. Students receive 3 hours of educational instruction and 3 hours of therapeutic activities, as well as individual therapy and case management. Parents receive individual therapy, family counseling, and parent education. The day treatment program is designed to serve children diagnosed with serious emotional disorders, behavioral problems, and mental health needs in a more structured setting. Children and youth with complex needs will be able to remain with their families in their communities and continue learning while receiving intensive mental health treatment. Our staff includes a child psychiatrist, therapists, case manager, nurse, certified special education teacher, teacher aide, and program manager who will work together to ensure every child receives the care and attention he or she deserves. This program services our students who have severe social emotional disabilities.
2. The options to provide service (in-house or contracted):
This is only an outplacement option after we have exhausted all services able to be provided in district. This population requires a more restrictive setting to meet their needs.
3. Recommendation and basis for recommendation for either in-house or contracted:
The decision to be outplaced to this facility is a case conference decision. The team has to consider other less restrictive options. The team reviews data to determine if outplacement is the best option for the student.
4. Describe the research on contractors or quotes or proposals received from contractors:
In Gary, there are only two options for placement: Selah and Edgewater. These two facilities have a limited number of spots. Additionally, we tried to find other outplacement facilities in order to establish a MOU such as Campania, but no other facility was willing to work with us.
5. Recommendation for contractor – why most beneficial:
The recommendation of this outplacement facility is decided during the case conference. We typically chose Selah for middle school and high school students because they use Plato for academics.
6. Cost of contract:
\$100 daily rate
7. Funding source of contract:
IDEA
8. How to measure contractor performance – How to ensure service provided as agreed:

We review outplacement every sixty days. We review the behavioral data to see if transition is needed. We evaluate outplacement facilities based on student outcomes and transition successes as well as relevant, quality data.

9. Remedy if services are not provided as agreed:

We would discuss concerns and how improvements will be made. If Selah cannot improve, we would no longer outplace and pull students out and place them at Edgewater since that is our only other choice.

LUNA 360

1. Description of service needed and population served:

LUNA Language Services provides government, medical facilities, educational institutions, legal offices, non-profits, businesses (large and small) and individuals with a full spectrum of language services in over 200 spoken languages and American Sign Language. GCSC mainly uses the service for our DHH students. Luna offers American Sign Language (ASL) interpreting and is available across the state of Indiana. It is provided by LUNA's team of state and nationally-certified interpreters.

2. The options to provide service (in-house or contracted):

Since this is a specialized service, it been difficult to find a full-time interpreter who is fully licensed to work in district.

3. Recommendation and basis for recommendation for either in-house or contracted:

The recommendation is based on needs listed on the IEP. We contract this service because it has been difficult to find a full-time interpreter to work in district.

4. Describe the research on contractors or quotes or proposals received from contractors:

We have reached out to Tradewinds, Professional Interpreters for the Deaf as well as Luna. Luna was the only agency who can provide certified, or at least partially certified, interpreters.

5. Recommendation for contractor – why most beneficial:

Although we would prefer an interpreter to work with our district directly, we still have to fulfill the needs of the student. Since we were unable to find someone to work in district, we had to contract out to Luna.

6. Cost of contract:

Varies by assignment:

Cost Rate Information: (daily school services):

- \$55 per hour for ASL Interpreter Services.
- A minimum time payment of two (2) hours shall be paid to interpreters at the hourly rate. Time exceeding the two-hour minimum shall be billed in 15-minute increments.
- \$40 per hour door-to-door travel.

- Mileage will be reimbursed at the current state rate of Indiana for every assignment where the interpreter travels over 20 miles one way, to the location of the interpreting assignment.
- 24-hour cancellation policy.

Cost Rate Information (event services, if different):

- \$55 per hour for ASL Interpreter Services.
- A minimum time payment of two (2) hours shall be paid to interpreters at the hourly rate. Time exceeding the two-hour minimum shall be billed in 15-minute increments.
- \$40 per hour door-to-door travel.
- Mileage will be reimbursed at the current state rate of Indiana for every assignment where the interpreter travels over 20 miles one way, to the location of the interpreting assignment.
- 24-hour cancellation policy.
- Lunch time will be reimbursed when interpreters work through it.

7. Funding source of contract:

IDEA

8. How to measure contractor performance:

The Contractor shall submit progress reports to the Gary Community School Corporation upon request. The report shall be oral, unless the Gary Community School Corporation upon receipt of the oral report, should deem it necessary to have it in written form. The progress reports shall serve the purpose of assuring the Gary Community School Corporation that work is progressing in line with the schedule, and that completion can be reasonably assured on the scheduled date.

9. Remedy if services are not provided as agreed:

- Termination of contract

ADVANCED MEDICAL PERSONNEL SERVICES

1. Description of service needed and population served:

Advanced Staffing Associates is a blended company offering temporary and permanent placement of employees that will step in and meet GCSC's current needs. GCSC uses this agency to staff our most needed positions such as speech pathologists and occupational therapists. Advanced manages the entire employment process and is responsible for the financial burden of recruiting, screening, testing and pre-employment paperwork.

2. The options to provide service (in-house or contracted):

Since this is a specialized service, it been difficult to find full time clinicians who are fully licensed to work in district. We have been able to find some clinicians to work in district, but we are still short staff.

3. Recommendation and basis for recommendation for either in-house or contracted:

The recommendation is based on needs listed on the IEP. We contract this service because it has been difficult to find full-time clinicians to work in district.

4. Describe the research on contractors or quotes or proposals received from contractors:

We have reached out to Soliant, Advanced Medical, the Love Institute. In the past, we have worked with all of these agencies. Sometimes, we have to work with multiple agencies in order to hire the number of clinicians to cover service minutes per IEP.

Recommendation for contractor – why most beneficial

We chose working with agencies based on their ability to provide certified clinician staff.

5. Cost of contract:

Classification	Regular Rate Range
Speech Language Pathologist (SLP)	\$70 p/hr
Occupational Therapist (OT)	\$70 p/hr
Physical Therapist (PT)	\$70 p/hr
Speech Language Pathologist Assistant (SLPA)	\$60 p/hr
Certified Occupational Therapy Assistant (COTA)	\$60 p/hr
Physical Therapy Assistant (PTA)	\$60 p/hr
Clinical Fellow w/ Advanced Supervision (CF)	\$67 p/hr
School Psychologist (LSSP)	\$80 p/hr
Board Certified Behavioral Analyst (BCBA)	\$75 p/hr

6. Funding source of contract

IDEA

7. How to measure contractor performance:

The Contractor shall submit progress reports yearly to the Gary Community School Corporation upon request. Additionally, incidents, complaints, errors and sentinel events must be communicated with Advanced (Director of Operations) within 24 hours of the occurrence. All reported issues will be investigated immediately and thoroughly by Advanced. Resolution information will be documented appropriately and disseminated to all required persons.

8. Remedy if services are not provided as agreed

- Termination of Contract

ARDOR HEALTH SOLUTIONS

1. Description of service needed and population served:

Ardor Health is a Healthcare Staffing company. They specialize in the temporary and permanent placement of Physical, Speech and Occupational Therapists as well as PTA’s (Physical Therapist Assistant) COTA’s (Certified Occupational Therapist Assistant), SLPA’s (Speech and Language Assistant), School Psychologists, and RN’s in school districts. Ardor provides quality positions and care for its travelers/candidates, as well as the facilities they staff them in. We currently use them to staff our Occupational Therapist, Certified Occupational Assistant, and a speech pathologist.

2. The options to provide service (in-house or contracted):

Since this is a specialized service, it been difficult to find full time clinicians who are fully licensed to work in district. We have been able to find some clinicians to work in district, but we are still short staff.

3. Recommendation and basis for recommendation for either in-house or contracted:
The recommendation is based on needs listed on the IEP. We contract this service because it has been difficult to find full time clinicians to work in district.
4. Describe the research on contractors or quotes or proposals received from contractors:
We have reached out to Soliant, Advanced Medical, the Love Institute. In the past, we have worked with all of these agencies. Sometimes, we have to work with multiple agencies in order to hire the number of clinicians to cover service minutes per IEP.
Recommendation for contractor – why most beneficial
We chose working with agencies based on their ability to provide certified clinician staff.
5. Cost of contract:
\$72/hr
6. Funding source of contract
IDEA
9. How to measure contractor performance:
The Contractor shall submit progress reports yearly to the Gary Community School Corporation upon request.
10. Remedy if services are not provided as agreed
 - Termination of Contract

4.0 SPECIAL POPULATIONS CONTRACTS 2019-2020 SY

SELAH DAY TREATMENT

**Memorandum of Understanding Between
Selah Academy and
Gary Community School Corporation**

This agreement entered into as August 15, 2019, between The Gary Community School Corporation (hereinafter referred to as "the school") and Selah Academy (hereinafter referred to as "Selah Academy"). The term of this agreement is from August. 15, 2019 to June 30, 2020.

WHEREAS, this Memorandum of Understanding is between Selah Academy and Gary Community School Corporation.

WHEREAS, Selah's mission is to provide comprehensive physical and behavioral healthcare services for students in northwest Indiana.

NOW THEREFORE, Selah and the school agree as follows:

I. Selah Academy AGREESTO

- Selah Academy agrees to ensure "double" billing for therapeutic services rendered is prohibited.
- Selah Academy will ensure that 'double billing for services will not occur' to both parties will coordinate services to ensure that double billing does not occur.
- That Selah Academy will be capable of providing services based upon the needs of the individual children referred to Selah Academy
- All records are the exclusive property of Selah Academy and the information from a child's records can only be released to the school upon proper release signed by the child's parent/guardian.
- Selah Academy agrees to obtain parental consent for Selah Academy to communicate with the school's designated staff This authorization will include permission for reporting to the

school regarding the quantity and type of services received by referrals for informational purposes to determine the continuity of care between Selah Academy and the school of record.

II. THE SCHOOL AGREES TO

- .. Gary Community School Corporation agrees to work with the parent/guardian to make sure that all insurance information is provided to Selah Academy prior to services being rendered as well as to provide transportation to and from Selah Academy.

III. BOTH PARTIES AGREE TO for Day-Treatment Services:

- Participate in "Cross Training" to transition the student back to his/her regular school environment when day treatment services are rendered.
- .. Facilitate the ongoing and productive relationship between the above parties.
- Assist with basic information exchange that serves to clarify goals, requirements, and procedures of the programs, thereby reducing and eliminating misunderstandings to facilitate maximum collaboration.

- Communicate regularly with key representatives of the two entities to maximize coordination and minimize duplication of activities and functions.
- .. Work together to best assist those in need.
- To the extent permitted under the laws of the State of Indiana to mutually indemnify and hold harmless the other organization, its trustees, officers, employees, and agents from and against all liabilities, claims, actions, expenses (including attorneys' fees, and costs related to the investigation or any such claim, action or proceeding), obligations, losses, fines, penalties, and assessments resulting from or arising out of the nonperformance or the negligent performance of other party's obligations under this MOU.
- This MOU may be amended in writing at any time by mutual agreement of the parties to this MOU. Mutual assessment and evaluation of services shall occur during the period of this MOU, and shall form a basis for decisions regarding continuation and/or revision of MOU services.
- That either party to this MOU has the right to cancel this MOU for failure of the other party to perform in accordance with the terms outlined herein or in amendments hereto. If this MOU is cancelled for any reason, payment for services becomes payable within thirty (30) days from receipt of final invoice or voucher submitted to GCSC. This MOU may be terminated by one party giving thirty (30) days written notice to the other at the address included herein.
- This MOU shall be governed by and construed in accordance with the laws of the State of Indiana.
- This MOU document, constitutes the entire MOU between Selah Academy and GCSC.
- No additional terms or conditions shall become a part of the MOU without the written consent of both parties and compliance with relevant state law.

- That any written notice provided under this MOU or required by law shall be deemed to have been given and received when it is sent by Register or Certified Mail, or hand delivered to the other party of this MOA. The official recipients of such notices shall be as follows
- Representatives selected for each entity will annually review this agreement.
- This Memorandum of Understanding shall be effective once authorized signatures are obtained from official representatives of both parties and shall remain in effect until either Party asks for this MOU's termination in writing
- This MOU contains Appendix A which is "Successful Transition Back to School."

IV. FINANCIAL PAYMENTS

- Selah Academy agrees to bill Medicaid or other primary insurance first when the student is insured.
- The school agrees to pay a fee of \$102.06/day for day treatment services rendered. If Medicaid will not pay any portion of day treatment services, Gary Community School Corporation will pay a daily rate of \$102.06.
- Selah Academy agrees to send invoices and attendance sheets to the designated person at the school monthly. The school agrees to pay all invoices within 60 days after receipt of the invoice.

This MOU becomes effective when properly authorized signatures of parties are affixed.

**APPENDIX A
SUCCESSFUL TRANSITION BACK TO SCHOOL**

Transition Process

The goal of the transition process is to support the student's ability to be successful in school when they return to school following a period of outplacement.

Through the process, the administrator and meeting attendees complete a transition plan. The transition plan should be reasonable and achievable.

Transition Meeting

The purpose of the Transition meeting is to develop a plan to re-engage the student in a school program tailored to the student's individual circumstances.

Gary CSC will initiate the Transition conference. Gary CSC will schedule the re-engagement meeting with the student and the student's parents or guardians within 10 days before student is to reintegrate back into homeschool.

Transition Plan

The purpose of the transition plan is to:

- Discuss the services available to the student.
- Define what the student is required to do before returning to school, and
- Identify supportive interventions that will be in place when the student returns to school.

While developing a Transition plan, school districts should consider:

- Plan supportive interventions that support academic success, and keep the student engaged and on track to access academics.

Transition Strategies

Academic

Academic transition strategies, as developed by school staff, the student, and the student's parents/guardians, should be included in the re-engagement plan. During the period of exclusion, avoid the loss of academic credit whenever possible.

Behavioral

Behavioral transition strategies should be reasonable and related directly to the rationale for outplacement.

Communication

Communication strategies should inform school staff, students, and parents/guardians about services, reentry plans, and/or accommodations. Incorporate these communication strategies into the Transition plan.

Other

Address the possibility of other supportive interventions as a way to help the student reintegrate successfully into the classroom and all aspects of the school environment.

Resources for Students

Help students and parents/guardians meet the requirements of a transition plan by building in community-specific resources that could keep the student on track. List specific supports for issues related to the disciplinary action. For example, mental health, behavioral assessments and supplemental services, as well as academic supports, such as tutoring and other academic services available through Gary CSC.

Example Strategies to Include in the Plan**Academic**

- Complete academic work as outlined in the conference
- Partial-day schedule
- Meet with counseling, guidance, or other reengagement staff
- Enroll in an alternative education program
- Credit Recovery/Completion of assignments for credit

Behavioral

- Complete identified behavioral assessments
- Implement a partial school schedule to phase in transition
- Other, at administrator's discretion

Communication

- Upon completion of developing the re-entry plan, the school will develop a communication plan to notify appropriate staff about the student's readmission and expectations
- Meet with appropriate school staff (SRO, behavior specialists, counselors, etc.)

Resources for Students:

- Child/Youth/Young Adult Programs
- Counseling
- Programs & Support Groups
- School/Training/Employment

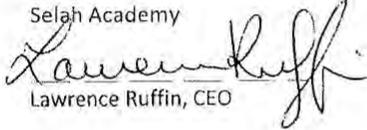
Resources for Parents:

- Behavioral/Mental Health

GARY COMMUNITY SCHOOL CORPORATION

Pete Morikis, Emergency Manager

Selah Academy



Lawrence Ruffin, CEO

LUNA 360



**CONTRACTS REQUIRING BOARD APPROVAL
SUMMARY REPORT – ABOVE \$500.00**

CONTRACTOR: _____ NUMBER – **CA** _____

NAME Luna Language Services

ADDRESS 8935 North Meridian Street, Suite 250

CITY Indianapolis STATE IN ZIP 46240

SSN/FEDERAL ID# 35-2151943

PRINCIPLE OWNER Indianapolis Interpreters, Inc. d/b/a/ Luna Language Service

TELEPHONE NO. 1-317-341-4137

CONTRACT AMOUNT Not to exceed \$ 300,000

CONTRACT PERIOD August 2019 thru June 2020

CONTRACT PURPOSE To provide substitute services when the Speech and Language Interpreters are absent so we will be in compliance with IDOE Special Education Department. "To provide substitute services when the Speech and Language Interpreters are absent so Corporation will be in compliance with IDOE Special Education Department requirements. Contractor will provide certified or qualified (pre-certified) interpreters for these services, depending on availability.

OFFICE/DEPARTMENT OF ORIGINATION Special Populations Department

ADMINISTRATOR IN CHARGE Iliana El-Khailani/Tori Graham

CONTRACT ACCOUNT NO. 5280.12510.319.0000

DATE OF BOARD APPROVAL _____



GARY COMMUNITY SCHOOL CORPORATION
 620 East 10th Place
 Gary, Indiana 46402

CONTRACTUAL AGREEMENT

This Contract Agreement made and entered into this 5th day of August, 2019,

by and between Luna Language Services
 (Owner)

8935 N. Meridian Street, Suite 250 Indianapolis IN 46260
 (Address) (City) (State) (Zip)

Telephone Number 1-317-341-4137 SS# and/or Federal ID# 35-2151943

herein referred to as the "contractor" and the Gary Community School Corporation hereinafter referred to as the "Corporation". Special Population Department
 (Department)

In consideration of the actual promises and conditions contained herein, the parties agree as follows:

TERMS AND CONDITIONS:

1. **CONTRACT PERIOD:**

August 2019 thru June 2020

2. **CONTRACT PURPOSE AND SCOPE OF WORK:**

To provide substitute services when the Speech and Language Interpreters are absent so we will be in compliance with IDOE Special Education Department. "To provide substitute services when the Speech and Language Interpreters are absent so Corporation will be in compliance with IDOE Special Education Department requirements. Contractor will provide certified or qualified (pre-certified) interpreters for these services, depending on availability.

3. **CONTRACT AMOUNT** (Include rate, number of hours, days, etc. as appropriate):

Not to exceed 300,000

4. **BUDGET ACCOUNT CODE:**

5280.12510.319.0000

The Contractor and the Corporation agree to follow school district procedures for payment and performance of the agreement.

BY: GARY COMMUNITY SCHOOL CORPORATION

NAME OF CONTRACTOR

SIGNATURE OF CONTRACTOR

TITLE

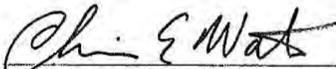
PETE MORIKIS, EMERGENCY MANAGER

Copies: Contractor
Department/Program
Accounting

The Contractor and the Corporation agree to follow school district procedures for payment and performance of the agreement,

BY: GARY COMMUNITY SCHOOL CORPORATION

Chris Waters
NAME OF CONTRACTOR


SIGNATURE OF CONTRACTOR

CEO
TITLE

PETE MORIKIS, EMERGENCY MANAGER

Copies: Contractor
Department/Program
Accounting

ADVANCED MEDICAL PERSONNEL SERVICES

**CONTRACTS REQUIRING BOARD APPROVAL
SUMMARY REPORT – ABOVE \$500.00**

CONTRACTOR: _____ NUMBER – **CA** _____

NAME Advanced Medical Personnel Services, Inc.

ADDRESS 5535 S Williamson Blvd, Ste 774

CITY Port Orange STATE FL ZIP 32128

SSN/FEDERAL ID# 59-2961282

PRINCIPLE OWNER AMN Healthcare

TELEPHONE NO. 888-682-4022

CONTRACT AMOUNT Not to exceed \$ 53,000

CONTRACT PERIOD August 2019 to June 2020

CONTRACT PURPOSE Provide Speech Language services to The Gary Community School Corporation Special Education students for speech services.

OFFICE/DEPARTMENT OF ORIGINATION Special Populations Department

ADMINISTRATOR IN CHARGE Iliana El-Khailani/Thorie Graham

CONTRACT ACCOUNT NO. 5280.12510.319.0000.

DATE OF BOARD APPROVAL _____



ADVANCED OBSERVED HOLIDAYS

Holiday billing applies to any of the following holidays worked from 12:00am until 11:59pm: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and for Christmas worked from 7:00pm Christmas Eve through 11:59pm Christmas Day.

ASSIGNMENT CANCELLATION POLICY

If the Client cancels an assignments less than seven (7) days prior to the Assignment start, as Identified in the Client Confirmation Letter, Client will pay Advanced a minimum of forty (40) regular hours plus a maximum of \$1,500 for housing costs Advanced has or will incur for the cancelled Assignment.

TRAVEL ASSIGNMENT TERMINATION

Once a Healthcare Professional commences an assignment, Client can only terminate the assignment for 'cause'. 'Cause' shall be defined as: (i) a Professional is determined by Client to be incapable of performing the duties of the position. (ii) A Professional fails to meet the qualifications of his/her Assignment. (iii) Professional fails to follow and adhere to the policies and procedures of Client. If Client terminates an Assignment for cause, it shall notify Advanced in writing within one (1) day setting forth the reasons for the termination. In the event Client terminates other than for cause as described above, Client shall be responsible for payment to Advanced for the minimum guaranteed hours stated in the Client Confirmation Letter, times the Rate for the remainder of the assignment that is improperly terminated by the Client.

Hours Guarantee supersedes productivity standards. Should caseload drop, client must agree to provide additional facilities and/or caseloads to meet Hours Guarantee/Productivity Standard.

TERMS

Advanced invoices Clients weekly; all invoices are payable Net 30, and will accrue finance charges after 30 days. If Client invoice payments are delinquent beyond 30 days, Advanced reserves the right to pull the Traveler without notice to Client. A finance charge of one and one half percent (1.5%) per month shall be added to balances outstanding for 30 days or more. Should unpaid invoices be forwarded to a collection agency, or law firm, for further collection activity, Client will be responsible for all associated fees and expenses.

Any invoice/payroll/timesheet discrepancy must be brought immediately to the attention of Advanced Medical Personnel Services via payroll@gowithadvanced.com. All invoices/payrolls/timesheets will be deemed true and correct after 45 days of submission and no changes will be accepted or considered.

Please sign and fax back to 386-944-7202 or you can scan and send it to: accountmanagement@gowithadvanced.com. If you have any questions or concerns, please contact Kristin Miller at 800-330-7711.

Gary Community School Corporation

Advanced Medical Personnel Services

Signature *Iliana El-Khailani*
 Print Name Iliana El-Khailani
 Title Director of Special P
 Date Mar 25, 2019

Signature *Kristin Miller*
 Print Name Kristin Miller
 Title Senior Account Manager
 Date 3/25/2019

GoWithAdvanced.com
 800-330-7711





Staffing Confirmation Agreement

This agreement is entered into on by and between **Advanced Medical Personnel Services (Advanced)** and **Gary Community School Corporation (Client)**.

Facility agrees to the following:

Traveler's Name	<u>Julia Bruns, SLP</u>	Cancellation Notice	<u>30 days</u>
Assignment Dates	<u>04/08/2019 to 05/28/2019</u>	Bill Rate	<u>\$75.00</u>
Number of Weeks	<u>6.00 weeks</u>	Shift Overtime Rate	<u>(Billed after null shift hours) \$75.00</u>
Approved Days	<u>3 Days -05-27-2019, 04-19-2019, 04-22-2019</u>	Weekly OT Rate	<u>\$112.50</u>
Work Cycle	<u>37.50 Hours Per Week</u>	Holiday Rate	<u>\$75.00</u>
Guaranteed Hours	<u>No</u>	Weekly Schedule	<u>Weekly</u>

All time over 40 hours per week will be billed at the Weekly Overtime Rate shown above.

Please complete the following information:

Facility Name	<u>GCSC</u>
Facility Address	<u>W 9th Ave & Gerry St, Gary, IN 46406</u>
Facility Phone	<u>2198866400</u>
Orientation Day	<u>4/08/2019</u>
Orientation Time	<u>08:30</u>
Person to Report to	<u>Uliana El-Khailani</u>
Dress Code	<u>Professional</u>
Should Advanced provide nametag, or will the facility provide one?	<u>we will</u>
Billing Address	<u>W 9th Ave & Gerry St, Gary, IN 46</u>
Billing Contact Name	<u>Uliana El-Khailani</u>
Billing Contact Phone	<u>(219) 886-6400</u>
Can Invoices be emailed? If so, to which email?	<u>iel-khailani@garycsc.k12.in.us</u>

The Contractor and the Corporation agree to follow school district procedures for payment and performance of the agreement.

BY: GARY COMMUNITY SCHOOL CORPORATION

KRISTIN MILLER

NAME OF CONTRACTOR

Kristin Miller

SIGNATURE OF CONTRACTOR

TITLE

PETE MORIKIS, EMERGENCY MANAGER

Copies: Contractor
Department/Program
Accounting

ARDOR HEALTH SOLUTIONS



**CONTRACTS REQUIRING BOARD APPROVAL
SUMMARY REPORT – ABOVE \$500.00**

CONTRACTOR: _____ NUMBER – **CA** _____

NAME Ardor Health Solutions

ADDRESS 5830 Coral Ridge Drive, Suite 300

CITY Coral Springs STATE FL ZIP 33076

SSN/FEDERAL ID# 65-1133176

PRINCIPLE OWNER All Source Recruiting Group

TELEPHONE NO. 866-425-5768

CONTRACT AMOUNT Not to exceed \$ 400,000

CONTRACT PERIOD August 2019 to June 2020

CONTRACT PURPOSE Provide therapeutice and evaluative services to students as well as supervision of appropriate therapy assistants with the Gary Community School Corporationb

OFFICE/DEPARTMENT OF ORIGINATION Special Populations Department

ADMINISTRATOR IN CHARGE Iliana El-Khailani/Tori Graham

CONTRACT ACCOUNT NO. 5280.12510.319.0000.

DATE OF BOARD APPROVAL _____



GARY COMMUNITY SCHOOL CORPORATION
620 East 10th Place
Gary, Indiana 46402

CONTRACTUAL AGREEMENT

This Contract Agreement made and entered into this 5th day of August, 2019.

by and between Ardor Health Solutions
 (Owner)

5830 Coral Ridge Drive, Suite 300 Coral Springs IN 46319
 (Address) (City) (State) (Zip)

Telephone Number _____ SS# and/or Federal ID# _____ herein
 referred to as the "contractor" and the Gary Community School Corporation hereinafter referred to as
 the "Corporation". Special Education Department/Student Services
 (Department)

In consideration of the actual promises and conditions contained herein, the parties agree as follows:

TERMS AND CONDITIONS:

1. **CONTRACT PERIOD:** August 5, 2019 to June 30, 2020

2. **CONTRACT PURPOSE AND SCOPE OF WORK:** Provide therapeutice and evaluative services to students as well as supervision of appropriate therapy assistants with the Gary Community School Corporationb

3. **CONTRACT AMOUNT** (Include rate, number of hours, days, etc. as appropriate):
 No to exceed \$ 400,000

4. **BUDGET ACCOUNT CODE:** 5280.12510.319.0000



STAFFING AGREEMENT

This Staffing Agreement ("Agreement") is effective as of the 5th day of August, 2019 ("Effective Date") and is made by and between **All Source Recruiting Group, Inc.** a Florida Corporation, d/b/a Ardor Health Solutions ("Ardor") located at 5830 Coral Ridge Drive, Suite 300, Coral Springs, FL 33076, and **Gary Community School Corporation** ("Client") A School District located at 620 East 10th Place, Gary, IN 46402.

RECITALS

Ardor is engaged in the business of, recruiting, employing, and providing on a supplemental staffing basis; and recruiting and placing on a direct hire basis, physical therapists, physical therapy assistants, occupational therapists, certified occupational therapy assistants, speech language pathologists, specialist in school psychology and rehab managers (collectively, "Healthcare Professionals") to provide healthcare services for the Client (the "Ardor Services");

Client operates medical facilities, health care or school systems that from time to time have the need for Healthcare Professionals on supplemental staffing basis for temporary assignments that range in length from 4 weeks to 42 weeks (each an "Assignment") or on a direct hire basis for employment by the Client ("Direct Hire"). Assignments and Direct Hire employment are collectively referred to as, "Placements"; and Ardor is willing to provide the Ardor Services to the Client in accordance with the terms and conditions of this Agreement.

In consideration of the foregoing and the mutual promises set forth in this Agreement and for other good and valuable consideration the receipt and sufficiency of which is hereby acknowledge, the parties hereto intending to be legally bound agree as follows:

1. **Services.** During the terms of this Agreement from time to time Client may request the assistance of Ardor to fill opening for Assignments or for Direct Hire positions. The Parties have agreed that all such openings will be filled in accordance with the fee schedule and Client requirements attached hereto and made a part hereof as Attachment A. Such Attachment A may be amended from time to time by Ardor upon 30 day's prior written notice to Client. If Client continues to request and accept Placements from Ardor after the notice period, the new terms of the amended Attachment A shall apply to such Placements and shall be deemed attached hereto and made a part hereof and subject to the remaining terms and conditions of this Agreement.
2. **Ardor Obligations.** During the term of this Agreement Ardor shall:
 - A. At the request of Client, recruit qualified Healthcare Professional applicants ("Candidates") to provide to Client for consideration for a Placement at the Client.
 - B. Provide the Client with such information as Ardor can reasonably obtain from each respective Candidate for submittal to the Client for its consideration of the Healthcare Professional for the Placement. Such information, depending on the nature of the Placement may include: Candidate's resume, employment application, applicable skills checklists, references, and employment evaluations.

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C. Once a Candidate has been selected by the Client for Direct Hire, Ardor will assist the Client in negotiating a salary, and provide Client with such other assistance as Client may reasonably request to facilitate the Candidate's start date as a Client employee.

D. Once a Candidate has been selected by the Client for an Assignment, a Candidate Confirmation Form ("Confirmation Form") in the form of Attachment B hereto will be prepared and once completed and signed by the Client, such form will be deemed attached hereto and made a part hereof as an Attachment B. Each Attachment B deemed attached hereto shall be subject to the terms and conditions of this Agreement.

E. Once there is a signed Confirmation Form for the Assignment Ardor will:

- (1) Provide the Client with the following information regarding the Healthcare Professional assigned:
 - a. Verification of Current Professional State License;
 - b. Annual skills inventory;
 - c. Proof of a satisfactory score on a competency examination;
 - d. Current CPR Certification (if specifically required by the Client);
 - e. Annual education, including, but not limited to the following:
 - i. Fire and safety;
 - ii. Universal precautions/OSHA standards;
 - iii. Infection control;
 - iv. Patient rights;
 - v. Cultural diversity;
 - vi. HIPAA;
 - vii. National Safety Goals.
 - f. Criminal background check/statement as to non-exclusion from federal/state reimbursement programs;
 - g. Results of a ten (10) panel drug screen;
 - h. Health screening;
 - i. Annual TB skin test or screening;
 - j. Hepatitis B vaccination, titer or waiver;
 - k. All other medical screenings as required by state/federal law or regulation.
- (2) Maintain professional liability insurance coverage for each Healthcare Professional while on Assignment in the amount of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate and provide Client with a current Certificate of Insurance that such coverage is in full force and effect.
- (3) Serve as the employer of all Healthcare Professionals while on Assignment to the Client and assume direct responsibility for the payment of wages, federal and state income tax withholding, social security tax withholdings, unemployment insurance, workers' compensation, ensure that the Healthcare Professional is authorized to work in the United States, check references, and such other obligations imposed by federal, state and local law, and facilitate housing and utilities for each Healthcare Professional placed on Assignment.
- (4) Provide benefits as required under the Affordable Care Act, as same may be amended or superseded, to eligible Healthcare Professionals.

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(5) Provide Healthcare Professional with information regarding reporting of workers' compensation and other incidents, universal precautions for every patient receiving care, and training regarding signs, labels and color coding using to identify bio hazardous material.

F. Ardor will endeavor to provide Healthcare Professionals to Client for Assignments or on a Direct Hire basis each time the Client requests a Placement; however, nothing herein contained shall require Ardor to fill all Placement requests nor does anything contained herein prevent Ardor from providing the same or similar services to other clients in the same business as Client.

3. **Client Obligations.** Client shall during the Term of this Agreement:

A. Notify and keep Ardor current on any and all staffing needs and/or changes regarding particular Placement requirements. In the event that Client desires to reassign a Healthcare Professional on an Assignment to a unit or location to which the Healthcare Professional was not originally assigned, Client will advise Ardor prior to any reassignment and ensure that such reassignment is made to a unit that is within the scope of the Healthcare Professional's clinical expertise, and to which the Healthcare Professional has been fully oriented.

B. With respect to Healthcare Professionals placed on an Assignment at Client, Client will:

(1) Accept Healthcare Professional after selection by Client for an Assignment as set forth in the applicable Confirmation Form.

(2) Validate the identity of all Healthcare Professionals referred hereunder prior to the commencement of that Healthcare Professional's first scheduled shift on an Assignment.

(3) Provide Healthcare Professionals with general and unit specific orientation as deemed appropriate by the Client for each Assignment, including any site-specific Occupational Safety and Health Administration training as required per OSHA policy and any facility specific orientation to safety and emergency response protocols including those related to blood borne pathogens. Orientation will be considered as contractual hours worked by the Healthcare Professional. Comply with all OSHA and other applicable federal, state and local safety and other laws, rules, and regulations including as they related to any Healthcare Professional while on Assignment to Client.

(4) Provide Healthcare Professional with specific information about Client's exposure control plan, work practices, and Client procedures to follow should an exposure to blood borne pathogens occur while at Client including information regarding where the Personal Protective Equipment used to protect against blood borne pathogens is located; and provide such equipment free of charge to the Healthcare Professional.

(5) Assume professional and administrative direction and control on a daily basis for all services rendered by Healthcare Professional and responsibility to the extent Healthcare Professional follows Client's directives.

(6) Work with Ardor to provide ongoing observation of job competence and periodic review of performance of the Healthcare Professional while on an Assignment to Client. Client acknowledges and agrees to conduct direct observation of the competency for Healthcare Professional while on Assignment to Client; and Client agrees to immediately notify Ardor of any and all deficiencies noted by Client during such observation.

(7) Make available any on-going educational programs and/or training which it offers or provides to its staff to any Healthcare Professional on Assignment at Client.

(8) Immediately notify Ardor and provide written documentation of any unsatisfactory performance, unexpected incidents, including errors, unexpected deaths, and other events, injuries (staff or patient), safety hazards, related to the care or services provided by any Healthcare Professional during his/her Assignment with Client.

(9) Make responsible an authorized representative of Client to approve and transmit Healthcare Professional's hours worked on the Assignment each week to Ardor in the agreed method and prior to the end of the appropriate reporting day. Client acknowledges that the hours transmitted are the basis for the payment by Ardor to the Healthcare Professional. Client will not request Healthcare Professional to work off the clock hours.

(10) Upon receipt of an invoice, Client shall promptly pay Ardor for all Ardor Services including the hours worked by the Healthcare Professional on Assignment at the Client during the time period of the invoice as indicated on the Client approved time record.

(11) Refrain from, except through Ardor, directly or indirectly, recruiting, hiring or otherwise employing or using any Healthcare Professional assigned to Client or whom the Client became acquainted with due to the introduction to him/her by Ardor or as a result of the information provided by Ardor about the Healthcare Professional.

(12) To the extent permitted by law exclude Healthcare Professionals from its benefit plans, policies, and practices, and not make any offer or promise relating to any Healthcare Professional's compensation, benefits, or employment status.

C. With respect to Healthcare Professionals referred to Client for Direct Hire:

(1) Client is responsible for all credentialing, orientation, and other employment requirements once the Candidate is selected by Client for an employment offer.

(2) Client will promptly remit payment for Direct Hire services rendered by Ardor.

4. **Term and Termination:**

A. The term of this Agreement shall be one (1) year, commencing on the Effective Date, and will automatically renew each year, on the anniversary date, unless terminated by either party in writing at least sixty (60) days prior to the anniversary date or unless or until otherwise terminated as provided herein.

B. Either party may terminate this Agreement within sixty (60) days prior written notice to the other party.

C. Notwithstanding the foregoing, a party may immediately terminate or suspend performance under this Agreement in whole or in part, or any Assignment under this Agreement, at any time in the event of a material breach of this Agreement by the other party (including non-payment by the Client) or a violation of any federal, state, county or local law, statute or ordinance by the breaching party, its employees, agents, or subcontractors. If terminated, or suspended such action shall be effective immediately upon written notice by the breaching party.

given in accordance with this Agreement from the non-breaching party stating the nature of the breach or the violation and the action taken.

D. Except as otherwise specifically provided in this Agreement, neither party shall be entitled to any compensation or claim for goodwill or other loss, cost or expense, which either of them may suffer, or claim to have suffered, by reason of termination of this Agreement, an Assignment; or suspension of services regardless of the reason for such action.

E. Upon expiration, termination, or suspension of any Assignment or this Agreement for any reason by either party, Client shall immediately pay upon receipt of the invoice all monies due to Ardor for services rendered by Ardor and the Healthcare Professional and related approved expenses incurred through the effective date of expiration, termination, or suspension. Further, to the extent that Healthcare Professional(s) continue to work at the Client to complete an Assignment after termination, expiration or suspension of the Agreement, the Client shall be obligated to continue to make payment for all such work and expenses in accordance with the provisions of this Agreement.

F. Notwithstanding anything contained herein to the contrary, for thirteen (13) week Assignments, Client agrees to provide Ardor in writing at least thirty (30) days prior notice if it intends to terminate an Assignment at any time before its originally scheduled end date. If Client terminates an Assignment prior to the original completion date without providing at least thirty (30) days written notice, Client will pay for all unbilled and/or pre-paid services including, but not limited to, housing expenses, all insurances, travel reimbursements to the Healthcare Professional, license reimbursements to the Healthcare Professional, per-diem pay, car allowance and costs associated with car rentals for the employee, and all out of pocket expenses incurred by the Ardor or the Healthcare Professional including the fees that would have been due from the Client during the thirty (30) day period based upon eight hours (8) per day and a forty hour (40) work week. If the Client provides thirty (30) days prior written notice it will only be billed for the hours actually worked and no additional fees or charges will be charged.

G. Client, in its sole discretion, may terminate an Assignment immediately for "Cause" and require the Healthcare Professional to leave the premises without prior notice. However, Client will notify Ardor in writing within twenty-four (24) business hours of any such dismissal. "Cause" is defined as any violation of Client policies, insubordination, incompetence, poor attendance, poor performance, failure of Healthcare Professional to maintain proper licensure or any violation of the drug abuse policy or any act of omission by the Healthcare Professional which has an adverse impact on the Client. Ardor will not reassign Healthcare Professional to Client without the Client's specific authorization. Notwithstanding the foregoing, prior to the termination, if it is not for patient care, theft or fraud, Client will provide Ardor the opportunity to counsel the Healthcare Professional and if within twenty-four hours (24) there is an improvement there will be no termination.

5. Indemnification.

A. Ardor agrees to indemnify, defend and hold harmless Client, its directors, officers, employees, and agents from and against any and all claims, suits, damages, fines, judgments, penalties, liabilities, costs and expenses (including reasonable attorney fees, court costs and advancements of counsel) incurred, paid or suffered by Client, which result or rise out of any claim by a third party for an act or omission by Ardor or any of its directors, officers, employees or agents in providing Services as set forth I under this Agreement. . Provided however, Client is not entitled to indemnification for its own acts or omissions or that of its agents, servants, or employees unless such act or omission was taken as a result of the direct instructions of Ardor.

B. Client agrees to indemnify, defend and hold harmless Ardor its current and former directors, officers, employees, and agents from and against any and all claims, suits, damages, fines, judgments, penalties, liabilities, costs and expenses (including reasonable attorney fees, court costs and advancements of counsel) incurred, paid or suffered by Ardor, which result or arise out of any claim, act or omission by Client or any of its directors, officers, employees, or agents including other vendors pertaining to services under this Agreement. Provided however, Ardor is not entitled to indemnification for its own acts or omissions or that of its agents, servants, or employees unless such act or omission was taken as a result of the direct or indirect instructions of the Client.

C. In connection with the above indemnification obligations the Client acknowledges that as between it and Ardor, Client is responsible for training, patient quality control and on-site supervision of Healthcare Professionals.

D. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER, INCLUDING FOR INDEMNIFICATION FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES OR EXPENSES OR LOST PROFITS (REGARDLESS OF HOW CHARACTERIZED AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES) UNDER OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, STATUTORY LIABILITY, OR OTHERWISE) EXCEPT FOR FEES RELATED TO THE TERMINATION OF AN ASSIGNMENT WITHOUT THE REQUIRED NOTICE.

E. The provisions of this Paragraph shall survive the expiration or termination of this Agreement.

6. Fees

A. Fees will be billed in accordance with the Confirmation Form applicable to the particular Assignment.

B. The School District will not be required to make payment for lunch, break time, sick time, or Holidays. Ardor Health Solutions agrees to follow the school calendar holidays days off, early student release days, Professional development days and emergency school closings. Overtime will be billed in accordance with applicable state and federal laws and Client will be billed the applicable legal premium rate. Holiday and call back rate to be billed at same rate as overtime. (Call back subject to a minimum of two (2) hours call back). Paid holidays are Labor Day, Memorial Day, July 4th, Christmas Day, Thanksgiving Day and New Year's Day. The total hours per week will be guaranteed in the individual's Candidate Confirmation.

C. Invoices are generated from weekly timesheets, signed and approved by Client supervisor, and mailed weekly with the Invoice. Client shall pay each invoice within thirty (30) days from date of the invoice. Client further agrees to pay a 1-1/2% per month (or if less, the maximum rate permitted by applicable law) service charge on any invoice balances over thirty (30) days old. In the event any invoice gets turned over to collection, whether or not litigation become necessary, Client shall be responsible for all invoices, service charges, collection and other fees, interest, court costs, reasonable attorneys' fees paid to any third party by Ardor for collection. In the event of breach by Client of the thirty (30) day payment terms Ardor reserves the right to remove the Healthcare Professional from the Assignment to the Client and Client will pay Ardor for the remaining unfilled term of the Assignment. The amount due will be based on the Assignments original end date multiplied by eight (8) hour work days' times the agreed hourly bill rate.

7. **Conversion and Non-Solicitation.**

A. Healthcare Professionals are unique and valuable assets of Ardor and Ardor expends significant time and money in recruiting, screening, testing, training, reference checking, marketing and other business activities to locate and maintain qualified Healthcare Professionals for assignment to its clients.

B. If a "Client Entity" directly or "Indirectly" uses the services of any Healthcare Professional as its direct employee, as an independent contractor, or through any person or firm other than Ardor during or within two (2) years after the end of any Assignment of that Healthcare Professional to Client, Client must notify Ardor and (1) continue the Healthcare Professional's Assignment until the Healthcare Professional has worked 2 full school year assignments of 80 fulltime weeks (3000 hours) for Client through Ardor; or (2) pay Ardor a fee for its loss of services of the Healthcare Professional ("Conversion Fee") of 20% of the Healthcare Professional's annualized base salary. If the Healthcare Professional becomes a direct employee of a Client Entity after completing 80 fulltime consecutive work weeks (3000 consecutive hours) as an Ardor employee on Assignment to Client no Conversion fee is due, the Conversion Fee applies separately to each Healthcare Professional placed on Assignment to Client. A Healthcare Professional's hours are not transferable or combinable with other Healthcare Professionals.

C. For purposes of this Agreement, "Client Entity" includes the Client and its parent, subsidiaries, affiliates, successors and permitted assigns. "Indirectly" for purposes of this Agreement means acting through an intermediary or series of intermediaries such as the use of or contract with third parties (i.e. other staffing firms, affiliates, etc.) specially to accomplish a task which Client Entity is prohibited from doing directly.

D. (1) If Client Entity uses directly or Indirectly the services of a Candidate referred for an Assignment or Direct Hire (other than through Ardor) within two (2) years after the individual was referred or introduced to Client by Ardor, Client shall pay Ardor a placement fee of 20% of the Candidate's annualized base salary. Acceptance of referrals and/or use directly or indirectly by a Client Entity of Candidates referred by Ardor is considered Client's agreement to pay the fee to Ardor as provided above.

(2) Ardor guarantees all Direct Hire Candidates for a period of thirty (30) days from their start date with the Client. Should any Direct Hire Placement resign or be terminated for any reason other than a low census, corporate layoff, bankruptcy, downsizing or lack of work during the first thirty (30) days of employment by the Client, then a free search will be conducted by Ardor to replace that Candidate, or a pro-rated refund will be issued to the Client, at Client's option.

E. Fees due Ardor under this Paragraph are due and payable immediately on the date that a Client Entity directly or Indirectly uses the services of a Healthcare Professional or Candidate referred by Ardor other than through Ardor.

F. The provisions of this Paragraph shall survive the expiration or termination of this Agreement.

8. **Relationship.**

A. Ardor and Client are independent contractors with respect to each other and nothing contained in this Agreement shall be construed to create the relationship of partners, joint ventures, agents or representatives of each other and neither shall have any authority to bind the other in any contractual arrangement. Ardor's relationship to Client under this Agreement is that of an independent contractor.

B. The Healthcare Professionals are not employees or agents of Client. Client is solely responsible for meeting its goals for profits, costs, production, and scheduling. Healthcare Professionals have no authority to legally bind Ardor. Neither party shall be deemed to be the legal representative of the other. Each party agrees to assume complete responsibility for its own employees with regard to federal and state withholding tax, workers' compensation, social security, unemployment insurance, and compliance with other federal, state and local laws. Notwithstanding the foregoing, the Client shall be responsible for compliance with state, federal and local Occupational Safety and Health requirements including OSHA as it relates to the Healthcare Professional and the Assignment. Client at its sole cost and expense ensure prompt remediation if required and hold Ardor harmless from any and all claims, penalties and assessments related to any violations.

C. Both parties agree to comply with all federal, state and local rules and regulations regarding employment and neither party shall discriminate in any fashion against any Healthcare Professional or Candidate on the basis of any protected characteristic or other violate any state, federal or local law, rule or regulation related to employment.

9. **Miscellaneous.**

A. **Choice of Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Florida, without reference to any conflicts of law principles thereof. For purposes of any dispute between them, Client and Ardor consent to the personal jurisdiction of the courts of the State of Florida and consent to venue in the state or federal courts located in Broward County, Florida. The parties each waive any defense of inconvenient forum to the maintenance of any action or proceeding so brought.

B. **Survival.** Provisions of this Agreement, which by their terms extend beyond the termination, expiration or suspension of this Agreement will survive and remain effective in accordance with their terms and to the extent necessary to the intended preservation of such rights and obligations.

C. **Waiver.** No provision of this Agreement may be amended or waived unless agreed to in a writing signed by the parties.

D. **Severability.** This Agreement is intended to be performed in accordance with, and only to the extent permitted by, all applicable laws, ordinances, rules, and regulations of the jurisdiction in which the parties do business. If any provision of this Agreement or the application thereof to any person or circumstances shall, for any reason or to any extent, be invalid or unenforceable, the remainder of this Agreement and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by law.

E. **Entire Agreement.** This Agreement contains the entire understanding between the parties and supersedes all prior agreements and understandings relating to the subject matter of this Agreement.

F. **Modifications.** This Agreement, as well as the various Attachments made a part hereof, shall not be modified or altered in any respect, except in writing signed and agreed to by the parties hereto.

G. **Assignment/Successors.** The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and permitted assigns. Neither party may assign, transfer its interest herein, or delegate its duties hereunder, without the prior written consent of the other party. However, Ardor may assign its rights and delegate its duties hereunder without the consent of Client to any of its subsidiaries, affiliates or divisions, and any purchaser of all or substantially all of Ardor's assets or stock or

any other successor to Ardor's business. Further, Ardor may without the written consent of the Client utilize the services of subcontractors to perform Assignments and/or provide all or some of the Services hereunder. Any assignment or delegation of duties in violation of this provision shall be null and void.

H. Notices. All notices and other communications pursuant to this Agreement shall be in writing and shall be deemed to have been duly given if delivered to the other party if by hand, telephone facsimile to the other party with confirmation of successful transmission, to the other party by electronic mail to the address for the party on file with confirmation of delivery to that party's electronic mail, sent by United States Mail certified, return receipt or registered, postage prepaid, or by nationally recognized overnight mail service prepaid for overnight delivery, and addressed to the other party at the address set forth on the signature page of this Agreement (or such other address as shall be given in writing by one party to the other in conformity with the provisions of this Paragraph). All written notices and reports permitted or required to be delivered by the provisions of this Agreement shall be deemed so given on the earliest of (1) receipt; (2) attempted delivery if delivery is refused; (3) the close of business on the first business day after transmission by a nationally recognized overnight carrier, telephone facsimile or other electronic system (including electronic mail); (iv) or close of business on the second business day after the date delivered to in the United States Mail if sent postage prepaid by registered or certified mail.

I. Force Majeure. Neither party will be responsible for failure or delay in performance of this Agreement (except for payment failures) if the failure or delay is due to labor disputes, strikes, fire, riot, war (declared or undeclared), terrorism, acts of God, or any other causes beyond the control of the nonperforming party.

J. Construction and Recitals. The parties agree that this Agreement shall not be construed against the drafter of the document because they drafted the document, as they have done so merely for the convenience of the parties. The Recitals to this Agreement is incorporated herein by this reference.

K. Headings and Pronouns. The paragraph headings in this Agreement are for convenience only; they form no part of this Agreement and shall not affect its interpretation. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate.

L. No Third Party Beneficiary. This Agreement is made solely and specifically among and for the benefit of the parties hereto, and their respective permitted successors and assigns subject to the express provisions hereof relating to successors and assigns, and no other person shall have any rights, interest or claims hereunder or be entitled to any benefits under or on account of this Agreement as a third-party beneficiary or otherwise.

M. Legal Action. If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of an alleged dispute, breach, default or misrepresentation in connection with any provision of this Agreement, if successful, the prevailing party shall be entitled to recover reasonable attorneys' fees, sales and use taxes, court costs and all other charges and expenses even if not taxable as court costs (including, without limitation, all such fees, taxes, costs and expenses incident to arbitration, appellate, bankruptcy and post judgment proceedings), incurred in that action or proceeding, in addition to any other relief to which the prevailing party may be entitled.

N. Change of Law Compliance. If any change of law, prohibits, restricts, limits or otherwise adversely affects either party's rights or obligations herein in a manner material to this Agreement or would result in foreseeable exposure to legal noncompliance or material financial adverse consequences, the parties agree, upon

the written request for such negotiations, to make their best efforts to negotiate in good faith reasonable revisions to this Agreement to avoid or mitigation such consequences and results in any provisions of this Agreement. If the parties fail to agree to such revisions within thirty (30) days then either party may terminate this Agreement upon an additional fourteen (14) days' written notice to the other party and this Agreement will terminate on the same grounds as if it reached the end of its final term without additional liability to either party except for the services rendered prior to the termination and as otherwise provided herein.

O. Counterparts. This Agreement may be executed in one or more counterparts and all such counterparts when taken together shall constitute one amendment, binding on the parties. Facsimile copies of this Agreement, signed in counterparts, shall be considered for all purposes, including delivery, as originals, and shall also constitute one agreement, binding on all of the parties hereto.

P. Authority. The individuals whose signatures appear below represent and warrant that they are authorized representatives of the entities on whose behalf they entered into this Agreement and that they possess the full power and authority to enter into this Agreement and to bind the party they purport to represent.

(Signature line is on the next page)

Attachment A: Contract Assignment SCH. Rate Sheet

Position	Hourly Rate
Physical Therapist	\$63 - \$75
Physical Therapy Assistant	\$53 - \$60
Occupational Therapist	\$63 - \$75
Certified Occupational Therapy Assistant	\$53 - \$60
Speech Language Pathologist	\$63 - \$75
Speech Language Pathologist – Clinical Fellowship Year	\$55 - \$65
Speech Language Pathology Assistant	\$53 - \$65
Specialist in School Psychology	\$65 - \$75
School Nurse	\$60 - \$70
School Vocational Nurse/Licensed Practical Nurse	\$55 - \$60
Special Education Teachers & School Social Workers	\$60 - \$70
Board Certified Behavior Analyst	\$60 - \$70
Applied Behavior Analyst	\$55 - \$60
Tele-Therapist – Occupational and Speech Therapy	\$61 - \$73

Travel Contract: Please be aware that all final rates will be agreed upon and will require authorized signature on the Candidate Confirmation sheet. The School District will not be required to make payment for sick time or holidays. The District will only be responsible for paying Ardor Health Solutions for the hours worked by our employee.

Conversion Clause: If a “Client Entity” directly or “Indirectly” uses the services of any Healthcare Professional as its direct employee, as an independent contractor, or through any person or firm other than Ardor during or within two (2) year after the end of any Assignment of that Healthcare Professional to Client, Client must notify Ardor and (1) continue the Healthcare Professional’s Assignment until the Healthcare Professional has worked 2 full school year assignment of 80 weeks (3000 hours) for Client through Ardor; or (2) pay Ardor a fee for its loss of services of the Healthcare Professional (“Conversion Fee”) of 20% of the Healthcare Professional’s annualized base salary. If the Healthcare Professional becomes a direct employee of a Client Entity after two full school years (3000 consecutive hours) as an Ardor employee on Assignment to Client no Conversion fee is due, the Conversion Fee applies separately to each Healthcare Professional placed on Assignment to Client.

Confidentiality: Please note that any and all documents shared between Ardor Health Solutions and your facility regarding business that takes place between the two, shall be deemed confidential and should not be shared with any Healthcare employee of Ardor Health Solutions. This does include the Ardor Agreement, Candidate Confirmation, Certificate of Insurance and anything else that may contain private information.

Payment Terms: Invoices are generated from weekly timesheets, signed and approved by Client supervisor, and mailed weekly with the Invoice. Client shall pay each invoice within thirty (30) days from date of the invoice.

Termination:

With Cause - Client, in its sole discretion, may terminate an Assignment immediately for “Cause” and require the Healthcare Professional to leave the premises without prior notice. However, Client will notify Ardor in writing within twenty-four (24) business hours of any such dismissal.

Without Cause - Client agrees to provide Ardor in writing at least thirty (30) days prior notice if it intends to terminate an Assignment at any time before its originally scheduled end date.

****If candidate is floating between facilities or doing home health, facility will be billed mileage at the current IRS rate****

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first written below.

Gary Community School Corporation (“Client”)

All Source Recruiting, Inc. d/b/a
Ardor Health Solutions (“Ardor”)

By: 
Hana El-Khailani

By: _____

Its: Director, Special Population

Its: _____

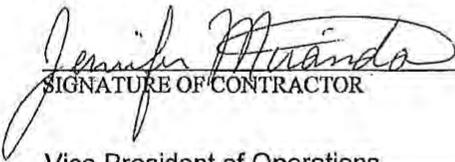
Date: August 5, 2019

Date: _____

The Contractor and the Corporation agree to follow school district procedures for payment and performance of the agreement.

BY: GARY COMMUNITY SCHOOL CORPORATION

Jennifer Miranda
NAME OF CONTRACTOR


SIGNATURE OF CONTRACTOR

Vice President of Operations
TITLE

PLEASE SIGN & RETURN

PETE MORIKIS, EMERGENCY MANAGER

Copies: Contractor
Department/Program
Accounting

5.0 ENROLLMENT

PRELIMINARY 2019-20 ADM

Data is as of Friday, September 13, 2019

The preliminary 2019-20 ADM is 4,415 students.

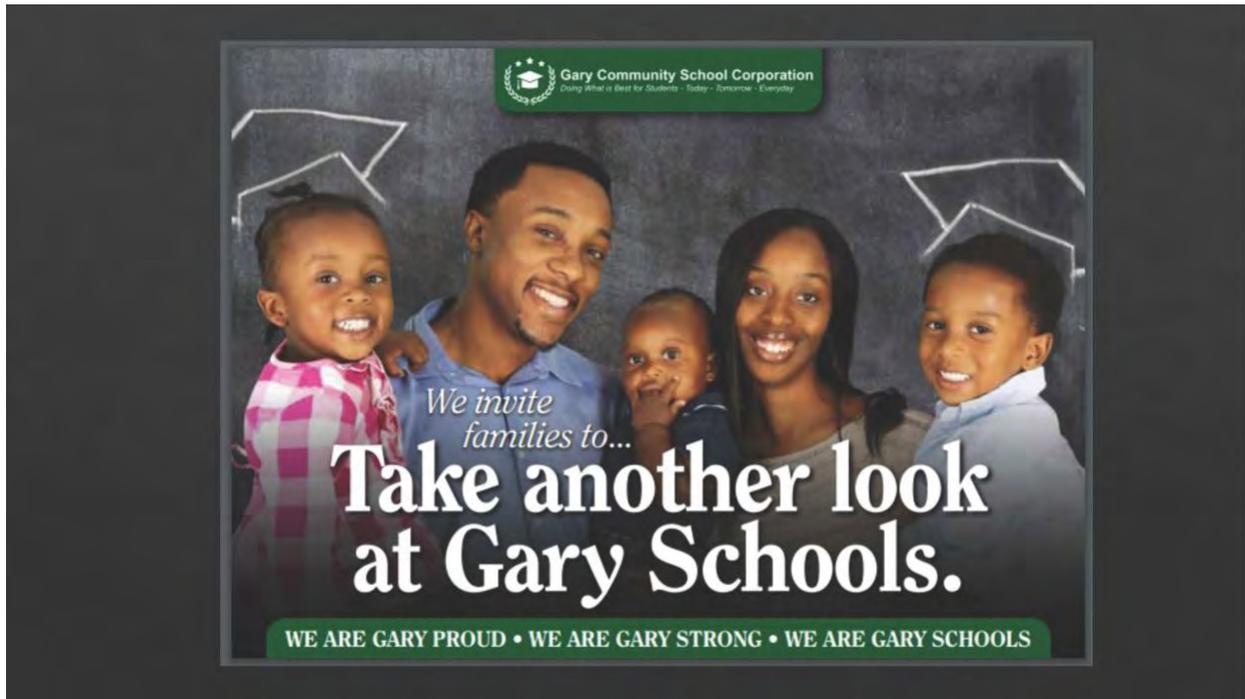
	<u>Fall ADM</u>	<u>Change</u>	<u>% Change</u>
CY09	11,570		
CY10	10,579	(991)	-8.56%
CY11	9,898	(681)	-6.44%
CY12	9,121	(777)	-7.85%
CY13	7,752	(1,369)	-15.01%
FY14	7,406	(347)	-4.47%
FY15	6,530	(876)	-11.83%
FY16	5,915	(615)	-9.41%
FY17	5,255	(660)	-11.16%
FY18	4,681	(574)	-10.92%
FY19	4,584	(97)	-2.07%
FY20*	4,415	(169)	-3.69%

*Preliminary

INITIAL STRATEGY FOR 2020-21 ENROLLMENT

- ◆ Continue the 2019-20 enrollment campaign to increase enrollment for the second 2019-20 count.
- ◆ Use data analysis to help craft the 2020-21 enrollment campaign.
- ◆ Implement lessons learned from 2019-20 campaign.
 - Ease of registration
 - Timing of registration
 - All parent data available by April 1, 2020
- ◆ Emphasize retention of current students as much as recruitment of future students.
 - Leverage new Student Information System
 - Register current students by April 1, 2020 for 2020-21 school year
 - All parent data available by April 1, 2020

6.0 COMMUNICATION



Community Outreach Campaign Continues

- ◆ Public Relations meetings being held with every school
- ◆ Covering school activities – Photography, Video, Social Media
- ◆ Radio advertisement campaign
- ◆ Community events
- ◆ Photo of the Week (Gary Crusader)



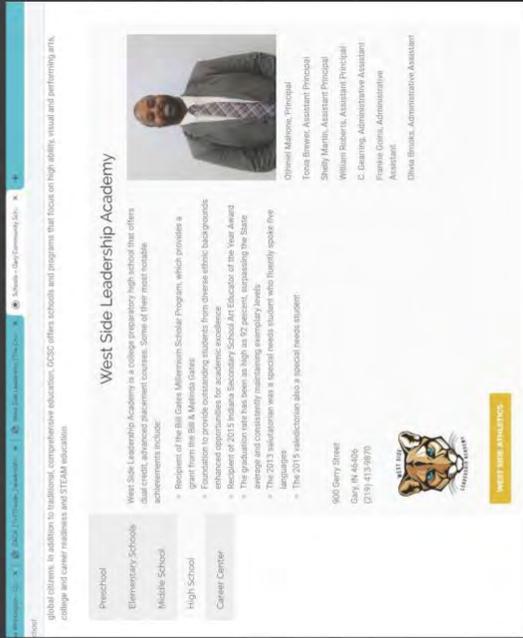
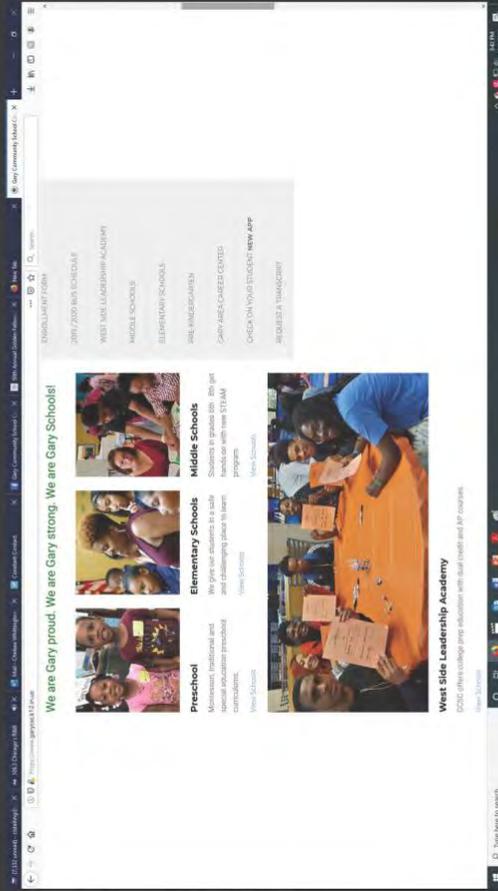


Engaging Schools in Traditional / Social Media

The Public Relations team spent the month of September meeting with the Principals and FACE Liaisons of every school to discuss their individual plans social media and ideas for promoting their brands via school activities and accomplishments. The next steps include the finalization of our social media policy and social media training with the identified social media ambassadors at each school. We are also recruiting student social media ambassadors from West Side Leadership Academy as well as the Gary Area Career Center.

Gary Community School Corporation
Doing What is Best for Students - Today - Tomorrow - Everyday

WEBSITE UPDATES



GARY AREA CAREER CENTER CAMPAIGN



GARY AREA CAREER CENTER CAMPAIGN

GACC GARY AREA CAREER CENTER
CULINARY ARTS PROGRAM
 GENERALLY KNOWN AS THE PUBLIC #1

MEET GREET & EAT

FEATURING "Cookies & Milk"
 Homemade Chocolate Chip, Macadamia Nut, and Peanut Butter Cookies & Brownies

High School Juniors & Seniors Interested in Enrolling...
Wednesday, September 4, 2019
 Noon to 2pm
 Gary Area Career Center
 1800 E. 35TH AVE. • GARY, IN • GaryAreaCareerCenter.com

ATTENTION JUNIORS & SENIORS

Take another look at Gary Area Career Center!

- BARBERING
- COSMETOLOGY
- CONSTRUCTION
- CRIMINAL JUSTICE
- CULINARY ARTS
- EARLY CHILDHOOD
- GRAPHIC DESIGN
- HEALTH SCIENCE
- WELDING
- WOCOE

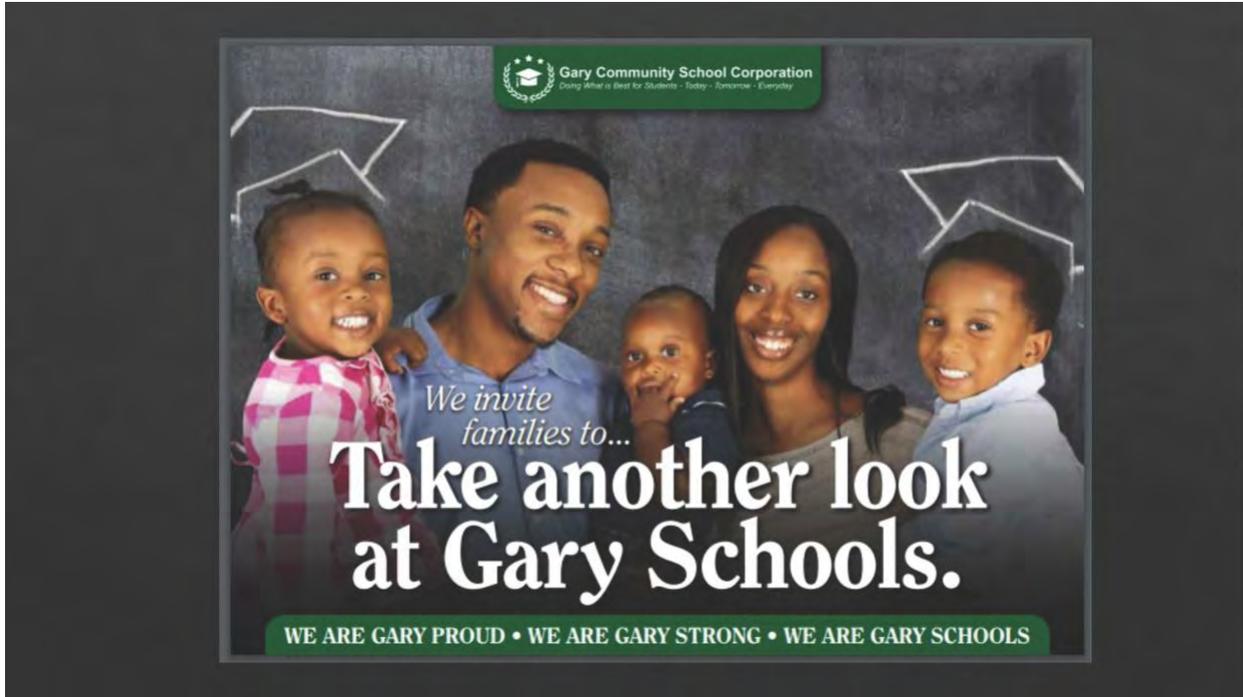
GACC GARY AREA CAREER CENTER

FOR MORE INFORMATION Call 219.962.7273 or visit www.garyareacareercenter.com

GACC GARY AREA CAREER CENTER
COSMETOLOGY PROGRAM
 (PROUDLY AFFILIATED)

FREE MANICURE - OR - PEDICURE - WITH - HAIRSTYLE

Thursday, September 25, 2019 & Wednesday, January 8, 2020
 Book An Appointment Today!
 Call (219) 962.7273 ext. 2450
 1800 E. 35TH AVE. • GARY, IN • GaryAreaCareerCenter.com



7.0 EMERGENCY MANAGER UPDATE

EMERGENCY MANAGER'S SUMMARY

During the month of September, a great deal of focus has been placed on District coordination of efforts. Specifically, and more clearly, we have a number of new Administrators and Department Heads and the learning curve for all of us is steep and fast. With that being said, our new Administrative Team has done a fantastic job of opening the school year and meeting the needs of students, parents, and staff. I am proud of the Gary Team.

A key initiative for the school year is community involvement and engagement. With the assistance of Chelsea Whittington, our P.R. Director, we have actively sought opportunities to meet with community groups. I have also asked all administrators employed by the Gary Community School Corporation to be engaged in at least two community and civic events each semester. This creates an opportunity for the community and administration to interact in an environment that is comfortable and relaxed.

GARY COMMUNITY SCHOOL CORPORATION EVENTS

DR. MORIKIS' CALENDAR OF EVENTS

- ◆ 2nd & 4th Mondays - Meet Dr. Pete J's Breakfast Club – 10:00am
- ◆ 2nd & 4th Tuesdays – Radio Broadcast (WLTH) – 12:30
- ◆ September 8 – Bargaining Meeting – 8:00am
- ◆ September 5 – McCullough Staff Meeting - 3:30pm
- ◆ September 9 – GCSC & GTU Public Hearing – 3:30pm
- ◆ September 10 – Advisory Board Meeting – 6:00pm
- ◆ September 21 – GTU Back to School Outing – 12:00pm
- ◆ September 28 – Community HealthNet 5k Fight Breast Cancer Walk – 9:30am
- ◆ September 30 – Public Meeting to Approve Resolution – 4:00pm

GCSC DISTRICT HAPPENINGS

- ◆ September 4 – GACC Culinary Arts “Meet & Greet & Eat” – 12:00pm
- ◆ September 6 – Bethune Grandparents Day – 8:30am
- ◆ September 11 - Gary Middle School Art Explosion – 5:00pm
- ◆ September 12 – Glen Park Academy Block Party – 3:30pm
- ◆ September 24 – Glen Park Academy Music Presentation – 11:30am

- ◆ September 25 – McCullough Open House – 3:30pm
- ◆ September 25 – Williams Open House – 4:00pm
- ◆ September 26 – Beveridge Grandparents Day – 10:00am
- ◆ September 27 – West Side Homecoming Pep Rally – 12:00pm/Homecoming Game – 5:30pm
- ◆ September 27 – Glen Park Academy Ice Cream Social – 1:30pm

GCSC DEPARTMENT UPDATES

BUSINESS SERVICES

- ◆ Reconcile and upload payroll and pension data to the financial software July, August
- ◆ Reconcile and upload benefit files July, August
- ◆ Correct extra duty pays that were not assigned to the correct BAC numbers
- ◆ Securing an interest earning checking account, our present bank does not provide interest to any of our school accounts. Reviewing quotes from local banks. Initiate change in banking October 1
- ◆ Working thru grant and fund reconciliation. Working on bank reconciliation. Completion last week of September
- ◆ Presently analyzing the cost for a new software provider. DUAB approval by the last week of September
- ◆ Presentation for the October 4th Public Hearing and October 10th DUAB meeting. October 1st for Courtney Review
- ◆ Hire a payroll employee; will be interviewing the last week of September
- ◆ Realign staffing and duties. Second week of October, once DUAB approves new financial software provider

BUILDINGS GROUNDS & MAINTENANCE

- ◆ Exit sign placement/replacement throughout the District
- ◆ Fire lanes to be painted (RED) at all schools. There will be no parking in designated fire lanes going forward.
- ◆ State Fire Inspector report items to be cleared
- ◆ Gary Fire Department Inspection report items to be cleared
- ◆ Review and stage inspections for sprinkler systems (in new schools)
- ◆ State Boiler Inspection began this week

- ◆ Beveridge walk through with Attorney Tolbert re: Minor v GCSC
- ◆ Elevator Inspections have begun to obtain current certificates
- ◆ Career Center Ivy Tech inspection items being addressed
- ◆ Rate review meeting with NIPSCO
- ◆ Outside lighting and timer maintenance (district wide)
- ◆ Boiler & Cold Weather Firing Training
- ◆ Implementation of Lead Custodian Standard Operating Process (SOP) for purposes of tracking and assessing efficiency.
- ◆ All shop vehicles have expired plates; gathered all vehicle information to get plates up to date
- ◆ Acquired all vehicles to be auctioned VINs and titles to have for October 1st
- ◆ Installation of the scoreboard at West Side has begun.
- ◆ Winterization preparation for chiller systems
- ◆ Staging of BG&M lot for upcoming auction
- ◆ Ongoing efforts to scrap broken and unrepairable furniture and equipment.
- ◆ Continued efforts to remove furniture from and secure closed buildings

ONGOING PROJECTS

- ◆ Maintenance of lighting indoors and out throughout the District
- ◆ Vehicle Maintenance of all shop vans
- ◆ Creation of Architect RFP for roofing replacements
- ◆ Pest Control district wide

CHIEF ACADMENIC OFFICE

- ◆ Academic Plan submitted

FACE (FAMILY AND COMMUNITY ENGAGEMENT)

- ◆ Continue to work on enrollment.
- ◆ Work with the IT team to ensure that the parent portal with infinite campus is completed and ready for parents.
- ◆ Make sure we continue to input student in infinite campus.
- ◆ Make sure our homeless/foster students are receiving services.
- ◆ Continue to work toward my center being completed for helping families.

- ◆ Work with Chief McCray on the back program.
- ◆ Continue to make sure each school is in compliance (Ex. Right to Know Letters, Title I etc.).
- ◆ Start our donation box for our families for the winter.
- ◆ Founding a FACE Liaison for Bethune.
- ◆ Continuing working with Mr. Little on attendance and truancy workshops for each school.

FOOD SERVICE

- ◆ Equipment inventory was completed for most school buildings. Food service has taken over the responsibility of completing departmental work orders.
- ◆ Currently working with FACE to find funding for the backpack program. Has provided information regarding 'Market Day' to the curriculum and FACE department.
- ◆ After-school feeding began.
- ◆ Lunch matrons are going through the hiring process.
- ◆ Submitted corrective action responses to the SFSP IDOE audit.

HUMAN RESOURCES

- ◆ Training New Payroll Specialist
- ◆ Continue to update employee benefit banks
- ◆ Continue unpacking boxes
- ◆ Working with Vibe on Benefits deductions
- ◆ Working with IDOE on teacher licensure
- ◆ Processing Payroll
- ◆ Interviewing for staff for CPS Cases
- ◆ Working with Secretaries on Payroll issues and policies
- ◆ Processing Worker's Comp Claims & Investigations

INSTRUCTIONAL TECHNOLOGY

- ◆ Ricoh copier quota
- ◆ Infinite Campus (training)
- ◆ RFP for Category 2 network equipment (2020-2025) October-November
- ◆ Dell Monitor installation
- ◆ West Side Technology Walk Through
- ◆ Bailly WIFI Issue

PUBLIC RELATIONS

- ◆ Meeting with Beveridge
- ◆ WLTH
- ◆ Career Center Meet & Greet
- ◆ PR getting trained on Infinite Campus
- ◆ Bethune Open House
- ◆ Banneker Open House
- ◆ Pushing Enrollment through social media
- ◆ Scheduling more schools for information –

SOCIAL MEDIA

- ◆ Posts around grandparent's day and homecoming
- ◆ Open positions
- ◆ Community Meeting – Oct 2nd

WEBSITE CONTENT

- ◆ Met w/web designer to breakdown re-design
- ◆ Added Tutoring bus schedule
- ◆ Updates as requested

COMMUNITY RELATIONS

- ◆ 5K CHN Breast Cancer Walk (9/28)

SECURITY SERVICES

- ◆ Currently completing burglar alarm system at West Side Leadership
- ◆ Placement of sensors in parking lots, to be completed by Sept 30th
- ◆ Alarm system codes given to admin staff
- ◆ Officer Goffin is being deployed for 4 years
- ◆ Replacement Roving Officer selected
- ◆ Implementing more training within security services
- ◆ State Auditing/Homeland Sec. Grant completion
- ◆ Security Building Assessment on all open schools
- ◆ Next 3 weeks for audit and Grant completion.

- ◆ Building assessments completed before Thanksgiving break

SPECIAL POPULATION DEPARTMENT

- ◆ Staffing
- ◆ Suspension PDs
- ◆ Seclusion and Restraint PDs
- ◆ Behavior plan implementation Oversight
- ◆ VocRehab Coordination of services
- ◆ Classroom Management PD
- ◆ Existing Data/Present Levels PD
- ◆ Evening out caseloads, collapsing classes due to low enrollment, and teacher movement
- ◆ Ongoing professional development during teacher common planning periods
- ◆ Ongoing compliance monitoring
- ◆ Updating medicaid billing to increase revenue

TRANSPORTATION

- ◆ Continuing search for Assistant.
- ◆ Meeting with regional directors on transportation inter-district strategies.
- ◆ Gap analysis starting this week between Versatrans and proposed routing vendor.
- ◆ Continue to direct SOP events, e.g., reroutes, new requests, incident reports.
- ◆ Begin documenting building pickup procedures with focus on safety.
- ◆ Bus Stop Audits began this week. Working on ridership numbers in preparation of our September 13 adjustment in bus utilization. The goal is to access ridership and reallocate bus resources if necessary.
- ◆ All three white buses are beyond repair. I test drove a 66-passenger bus and an activity bus yesterday at Midwest Transit in Kankakee. I have quotes.
- ◆ Managing Standard Operating Items: McKinney Vento, SPED, GenEd, CC-WS-CC, Indiana U., PM shuttles, field trips, and athletics charters.

TRUANCY/ATTENDANCE/MCKINNEY VENTO

- ◆ PD for Parents and Schools around Truancy (finished our first one last week at Williams)
- ◆ Trying to teach myself how to pull reports in Infinite Campus
- ◆ Working on binders

- ♦ Working on spreadsheets