

LAKE CENTRAL SCHOOL CORPORATION

**Lake Central High School
LGI ROOM – Enter Door E
8260 Wicker Avenue, St. John, IN 46373
Monday, August 15, 2022 at 7:00 p.m.**

SCHOOL BOARD MEETING MINUTES

Monday, August 15, 2022

Board Members Present

Nicole Kelly, Secretary
Janice Malchow, Board Member
Howard Marshall, Board Member
Jennifer Medlen, Vice-President
Cindy Sues, President

Board Members Not Present

Administration Present

Dr. Lawrence Veracco, Superintendent
Yolanda Bracey, Director of Primary Education
Rob James, Director of Business Services
Bill Ledyard, Director of Facilities
Rebecca Gromala, Director of Student Services

Administration Not Present

Terry Mucha, Director of Human Resources
Sarah Castaneda, Director of Secondary Education
Rick Moreno, Director of Technology

**To view the archived video of the meeting in its entirety,
go to the School Board section of website at www.lcsc.us*

*All Motions Were Passed With a 5-0
Vote Unless Otherwise Indicated*

- I. Call to Order – *Cindy Sues*
 - The meeting was called to order and Pledge of Allegiance led by Board President Cindy Sues.
- II. Agenda: Approval, Deletions, Additions – *Dr. Veracco* – **Action Required**
 - Revisions were made to the Personnel Packet under Terry Mucha's section.
 - An addition of Professional Leave Requests and Field Trip Requests under Sarah Castaneda's section.
 - Nicole Kelly moved to approve the Revised Agenda.
 - Janice Malchow seconded the motion.
 - Motion carried.
- III. Correspondence – *Nicole Kelly*
 - There was no correspondence to report.
- IV. Liaison Committee Updates – *Cindy Sues*
 - A. Personnel Interview Committee: Howard Marshall
 - B. Schererville Redevelopment Commission: Nicole Kelly
 - C. Schererville Parks Department: Nicole Kelly
 - D. Lake Central Education Foundation: Janice Malchow
 - E. Dyer Parks Department - Janice Malchow
 - F. St. John Redevelopment Commission: Cindy Sues
 - G. Dollars for Scholars: Cindy Sues

- H. Wellness Committee: Jennifer Medlen
- I. Dyer Redevelopment Commission: Jennifer Medlen

V. Official School Board Business Topics: Consent Agenda – *Dr. Veracco* – **Action Required**

- A. Approval of Minutes
 - Special Board Meeting: August 1, 2022
 - Executive Session: August 1, 2022
 - Regular Board Meeting: August 1, 2022
- B. Approval of Claims, Payroll and Extracurricular Expenditures
 - Howard Marshall moved to approve the Consent Agenda.
 - Jennifer Medlen seconded the motion.
 - Motion carried.

VI. Public Comments Regarding Action Items

- There were no public comments regarding action items.

VII. Official School Board Business Topics: Regular Agenda

- A. Superintendent – *Dr. Veracco*
 - 1. Recognition: LCHS Athletic Trainer, Chris Hall - *Document Attached*
 - 2. Professional Leave Requests - **Action Required** - *Document Attached*
 - Janice Malchow moved to approve.
 - Nicole Kelly seconded the motion.
 - Motion carried.
 - 3. McKinney Vento Workshop Recap - *Document Attached*
- B. Director of Human Resources/Personnel – *Terry Mucha*
 - 1. Personnel Recommendations – **Action Required** - *Document Attached*
 - Howard Marshall moved to approve the revised Personnel Recommendations.
 - Nicole Kelly seconded the motion.
 - Motion carried.
 - 2. Mentors - **Action Required** - *Document Attached*
 - Nicole Kelly moved to approve.
 - Cindy Sues seconded the motion.
 - Motion carried.
 - 3. Professional Leave Requests - **Action Required** - *Document Attached*
 - Howard Marshall moved to approve.
 - Jennifer Medlen seconded the motion.
 - Motion carried.
- C. Director of Primary Education – *Yolanda Bracey*
 - 1. Plan for Staff Evaluation : Certified Staff - **Action Required** - *Document Attached*
 - Nicole Kelly moved to approve.
 - Howard Marshall seconded the motion.
 - Motion carried.
 - 2. Presentation: Paraprofessional PD

D. Director of Secondary Education – *Sarah Castaneda*

E. Director of Student Services - *Becky Gromala*

1. Professional Leave Requests - **Action Required** - *Document Attached*

- Nicole Kelly moved to approve.
- Jennifer Medlen seconded the motion.
- Motion carried.

2. Summer PD Update

3. Campagna Update

F. Director of Facilities – *Bill Ledyard*

1. Grimmer MS HVAC Renovation Project - Update

2. 2022 Summer Projects Summary - Update

G. Director of Technology – *Rick Moreno*

H. Director of Business Services – *Rob James*

Document Attached

1. Donations - **Action Required**

- Howard Marshall moved to approve.
- Nicole Kelly seconded the motion.
- Motion carried.

2. 2023 Budget Timeline

VIII. Public Comments – *Cindy Sues*

- There were no public comments.

IX. Board Comments and Consideration of Future Agenda Items – *Cindy Sues*

Howard Marshall:

Labor Day is right around the corner. I wish everybody well and thank you for the efforts extended to get the start of a great school year. Stay safe.

Nicole Kelly: Welcome back to everybody and I hope you have a great year.

Janice Malchow: I had some community people reach out to me and they were absolutely totally, totally, totally amazed at the experience they had at Bibich school with registration. And I said, “oh that is so exciting.” And, not only that but you know how we need to jumpstart kids and have them pre experience school school, so this parent, these parents, were able to have a pre visit in the hallways and find out where their classroom was and everything because the teachers were so willing and comfortable in doing that. So, we have those good things going on and it’s important to share those. And, now that Erin is here tonight, I wanted to thank her for the handy dandy card that she put together for our students that includes trafficking and suicide awareness and there’s others on there too, I just don’t remember all of them, it’s quite the handy tool, thank you Erin.

Cindy Sues asked if a student wanted one of those cards, how would they get one?

Erin Novak replied that it is part of the student ID, on the back side of their IDs.

Cindy Sues: I share the same sentiments on the start of school. But I wanted to say that I had a staff member reach out to me via email saying that she was extremely pleased with starting on a Thursday and a Friday and then having the weekend to regroup and come back on Monday. She felt very relaxed and good about starting the school year on a Thursday/Friday.

Dr. Veracco: It was just the luck of the calendar.

Cindy Sues: So I had to look at next year's calendar, and we do start on a Friday. So to those that do the calendars, good things are coming to me about that.

Dr. Veracco: We will start the school year as late as we can, thereby still ending the semester before Christmas for high school students, especially those who challenge themselves with all sorts of college level curriculum and rigor. I know its a sore topic with some people both ways, but we do believe it is in the best interest of our students, especially our high school students, to get a true break at Christmas.

X. Board Calendar of Future Activities – *Dr. Veracco*

- Please watch the website so view calendars for extracurricular activities. Thank you for those who attended the last football scrimmage.
- Next School Board Meeting: Tuesday, September 6, 2022
- Moving forward, we will get back to going back and forth between the Kay Trapp Room and the LGI Room for School Board meetings, depending on the size of the crowd attending.

XI. Adjournment – *Cindy Sues* – **Action Required**

- Nicole Kelly moved to adjourn the meeting at 7:47 pm.
- Howard Marshall seconded the motion.
- Motion carried, meeting adjourned.

Minutes of the August 15, 2022 School Board Meeting were approved and adopted by the Board of School Trustees at the September 6, 2022 School Board Meeting.

Cindy Sues, President

ATTEST:

Nicole Kelly, Secretary

BOARD RECOGNITION OF OUTSTANDING PERFORMANCE

For a student/teacher to be eligible for Board Recognition, the following criteria must be met before his/her name is submitted:

- A. Honors or awards received while participating in school corporation-sponsored activities.
 - 1. State and national honors and awards
 - 2. Athletic honors and awards beyond the conference and sectional level (i.e. regional, state, national)
 - 3. Awards and honors that are rare and bring credit to the Lake Central School Corporation.
- B. Honors and awards from activities NOT directly sponsored by the lake Central School Corporation which are rare and bring credit to the school corporation.
 - For group or team recognition, a certificate will be made out to the Team/Group (more than 12 members) and will be accepted by the captain or designee. Individual team members will receive their certificates at a later date to be determined by the coach or mentor. If the team has fewer than 12 members, certificates are issued to individual team members at the Board meetings.
 - The office will mail letters to the students and their parents, inviting them to attend a particular Board Meeting to receive their certificates (usually one week prior to the Board Meeting). Copies of the letters will be sent to the principal and sponsor/coach.
 - It is the responsibility of the school principal, coach, or mentor to submit, to the corporation office, the correct names and addresses of the students to be recognized.
 - Please take pictures during meets/events so the entire team is present. Pictures should be sent to Jeanne Nowacki and Matt Toczek.

BUILDING PRINCIPAL'S AUTHORIZATION: Jim Nowacki DATE: 8-1-22

All Recognition Requests must be approved by Dr. Veracco before being presented to the School Board

Please complete this form in its entirety and send to Central Office, ATTN: Susie Glasgow/Lori Olson

SCHOOL LCHS CONTACT PERSON Erin Novak

NAME OF EVENT: Indiana Athletic Trainers Assoc. LOCATION OF EVENT: Yearly Award DATE OF EVENT: July 2022

CRITERIA/GENERAL INFORMATION REGARDING ACHIEVEMENT

(To be read by Dr. Veracco during Board Meeting – attach sheet or use reverse side for additional information)

Chris Hall was chosen to receive the
2022 Professional Excellence Award from
the Indiana Athletic Trainers Association

CERTIFICATE OF ACHIEVEMENT

(Please indicate exact writing that should be on the certificate)

Being recognized by the Indiana Athletic
Trainers Association as the recipient
of the 2022 Professional Excellence Award.

Please indicate the following information on separate sheet of paper or on back of this form: ☐ Individual ☐ Group/Team

Name of Student, Address, Zip, Grade and any additional information. Name of Sponsor, Coach or Mentor

Name Chris Hall - Athletic Trainer at LCHS Title _____

Name _____ Title _____

Name _____ Title _____

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Sarah Castaneda
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Rebecca Gromala
Director of Student Services

TO: Board of School Trustees
FROM: Dr. Larry Veracco, Superintendent
DATE: August 11, 2022
RE: **Board Meeting of August 15, 2022**

PROFESSIONAL LEAVE REQUESTS

NAME	Dr. Larry Veracco
POSITION	Superintendent
SCHOOL	Lake Central School Corporation
EVENT	ISBA/IAPSS Collective Bargaining Seminar
DATES	8/19/2022
PLACE	Indianapolis, IN
DESCRIPTION	Collective Bargaining Seminar
SPONSORING ORGANIZATION	ISBA/IAPSS
EXPENSES	Estimated Meal Cost - \$0 Estimated Hotel Cost - \$0 Estimated Required Fees - \$225 Estimated Travel Cost - Mileage
FUNDING	030-0-23210-58000-0001

LV/vv

McKinney Vento Workshop Recap

- LCSC hosted a regional workshop last Thursday, August 4th to provide required training to regional school personnel
- Early session focused on the most basic right granted under the law which is the right to be enrolled immediately even when paperwork (enrollment documents) is incomplete if the school year is in session
- Removing barriers to enrollment was emphasized by IDOE presenters
- The law focuses on providing every opportunity for students with unstable (fixed, regular and adequate), housing situations to achieve at the same rate as their peers who are not experiencing a lack of consistent and adequate housing
- Confusion many times centers on families who are “doubling up” that is, living with friends or relatives temporarily while they do not have stable housing of their own (this category is underreported as many families do not report)
- Monitoring and following up with individuals does require schools to seek documentation of residency while not demanding it unless there is evidence that the individual is no longer staying inside of district boundaries
- Regionally, data suggests more families have been uprooted from their stable residence for a variety of reasons
- 133/159 registrants from over 20 different school districts participated
- Our friends from the Indianapolis consortium provided valuable support through servings as emcee, sitting on the panel, providing tricky questions to the panel and recruiting specialists from IU and the Department of Education
- Indianapolis schools serve a much greater number of students with housing instability than our schools in Lake County
- Our facilitator, Dr. Lackey, Merrillville, has retired and Debi Di Annì, Hammond will take over as facilitator beginning this month
- As district liaison, I will continue to attend and support the consortium as the efforts of the group benefit our schools as well as other regional schools
- While our consortium does not foresee this type of workshop as an annual occurrence, with school support staff turnover, we believe it is appropriate every 3-4 years

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Superintendent

Terry Mucha

Director of Human Resources

Yolanda Bracey, Ed. D.

Director of Primary Education

Sarah Castaneda

Director of Secondary Education

Rebecca Gromala

Director of Student Services

TO: Board of School Trustees
FROM: Terry Mucha, Director of Human Resources
DATE: August 11, 2022
RE: Board Meeting of August 15, 2022

Personnel

REVISION

(Board action required)

We are recommending that the following be approved:

I. Classified Appointments, Transfers, Change of Hours/Days, Retirement, & Resignations:

A. Appointments:

1. Shelly Ores (Schererville), ELL Tutor, Peifer Elementary School, (effective August 11, 2022).
2. Luke Dragos (St John), Paraprofessional, Lake Central High School, (effective August 11, 2022).
3. Laura Ruiz-Stephen (Munster), Paraprofessional, Protsman Elementary School, (August 11, 2022).
4. Claudia Spigolon (Crown Point), School Nurse, Watson Elementary School, (effective August 22, 2022).
5. Sherry Cook (Dyer), Paraprofessional, Kahler Middle School, (effective August 11, 2022).
6. Lisa Wallis (Schererville), Paraprofessional, Homan Elementary School, (effective August 10, 2022).
7. Hilary VanderVelde (Schererville), Paraprofessional, Watson Elementary School, (effective August 11, 2022).

B. Transfers:

1. Cheryl Sepulveda, from Food Service to Paraprofessional, Kolling Elementary School, (effective August 11, 2022).
2. Sarah Matthies, from Paraprofessional at LCHS to Custodian 1A at Grimmer Middle School, (effective August 10, 2022).
3. Jeffrey Cook, from Corporation Mow Crew to Head Custodian 3B, Clark Middle School, (effective July 25, 2022).

C. Change of Hours/Days:

1. Lisa Misirly, Title 1 Tutor-from 6 to 6.5 hours per day, Peifer Elementary School, (effective August 11, 2022).
2. Lourdes Acevez, Title 1 Tutor-from 6 to 6.5 hours per day, Peifer Elementary School, (effective August 11, 2022).
3. Carley Eagan, Paraprofessional from 5 to 4 days per week, Homan Elementary School, (effective August 9, 2022).
4. Paula Sheppard, Paraprofessional-from 6.5 hours per day at Campagna to 7 hours per day at Lake Central High School, (effective August 11, 2022).
5. Marylyn Stafford, Paraprofessional – from 6.5 to 6.75 hours per day at Homan Elementary School, (effective August 11, 2022).
6. Mindy Miedema, Paraprofessional – from 6 to 6.75 hours per day, Protsman Elementary School, (effective August 15, 2022).

D. Retirement:

1. Lynne Cowan, Head Custodian, Protsman Elementary School, (effective December 5, 2022; *14 years of dedicated service*).
2. Bonnie Bielski, Custodian 1A, Protsman Elementary School, (effective December 9, 2022; *31 years of dedicated service*).

E. Resignations:

1. Carlianne Romero, School Nurse, Watson Elementary School, (effective August 3, 2022).
2. Joy Cappello, Elementary Food Service Manager 8.0 hours, Homan Elementary School, (effective August 2, 2022).
3. Samantha Janiszewski, Paraprofessional, Kahler Middle School, (effective August 3, 2022).
4. Marisela Guerrero, Paraprofessional, Protsman Elementary School, (effective August 2, 2022).
5. Leticia Esquivia-Bombino, Bus Aide, Transportation, (effective August 5, 2022).
6. Natalie Nelleman, Paraprofessional, Homan Elementary School, (effective August 8, 2022).
7. Gloria Fonseca, Paraprofessional, Homan Elementary School, (effective August 8, 2022).
8. Brady Extin, Custodian 2A, Corporation Mow Crew, (effective August 8, 2022).
9. Katrina Keilman, Paraprofessional, Protsman Elementary School, (effective August 9, 2022).
10. Jamie Otten, Paraprofessional, Homan Elementary School, (effective August 9, 2022).

II. Certified Extracurricular Appointment & Resignations:

A. Appointment:

1. Christina Miljevic, Co-Robotics Sponsor, Homan Elementary School, (effective August 10, 2022).
2. Danielle Carr, Purchase of Plan – Computers, Lake Central High School, (effective August 11, 2022).
3. Corrie Erdelles, Athletic Coordinator, Kahler Middle School, (effective for the 22-23 school year).
4. Doug DeVries, Traffic Duty, Lake Central High School, (effective for the 2022-23 school year).

B. Resignations:

1. Miranda Peterson, N-Teen Assistant, Lake Central High School, (effective August 3, 2022).
2. Trishanne Riordan, Play Director, Grimmer Middle School, (effective August 5, 2022).
3. Samantha Golden, Assistant Play Director, Grimmer Middle School, (effective August 8, 2022).

III. Approval of Lake Central School Corporation Substitute Staff Appointments and Resignations – Refer to attached list of substitutes that have been hired and have resigned.

2022-2023 Mentor List

NEW HIRE	SCHOOL	POSITION	Assigned Mentor
Butler, Rebecca		Psychologist	Emily Adams Stone
Pratt, Hannah	Bibich	Grade 3/Bibich	Amanda Caddick
Biscan, Jacob	Clark	Counselor/Clark	Sharon Vail
Case, Callie	Clark	Grade 5 / Clark	Michaela (Strehlau) Mantel
Hirschfield, Morgan	Clark	Science/ Clark	Kerry Cooper
Schultz-Maniel, Rebecca	Clark	Sp Ed/Clark	Tracy Chandler
Panozzo, Brandi	Clark	Sp Ed/ Clark	Sydney Hudi
Bratcher, Michael	Clark	Computers/Clark	Daniel Pimentel
Bolz, Rachel	Clark	ELA/Clark	Jennifer Gleason
Bulatovich, Danelle	Grimmer	ELA	Nichole Jones
Newell, Tatiana	Grimmer	Sp Ed/ Grimmer	Michelle Calhoun
Santiago, Paulina	Homan	Grade 4/Homan	Alyssa Olund
Becher, Christine	Kahler	Kahler/Sp Ed	Amy Alessandrini
Waldier, Molly	Kahler	Kahler/Sp Ed	Brent Barton
Porter, Stephanie	Kahler	Sp Ed/Kahler	Selena Gregory
Weir, Anna	Kolling	TEMP Sp Ed/Kolling	Heather Olson
Wartman, Brett	LCHS	LCHS/Science	Lisa Moreno
Freeman, Ryan	LCHS	LCHS/English	Lisa Groszek
Gragido, Keelie	LCHS	Math/LCHS	Jill Zilz
McCormack, James	LCHS	English/LCHS	Allison Peda
Stewart, Meghan	LCHS	Math/LCHS	Jennifer Fandl
Kluga, Elsa	LCHS	Spanish/LCHS	Tabitha Davis
Newcomb, Jon	LCHS	Sp Ed/LCHS	Amy Rokita
Fairbairn, Jeffrey	LCHS	PE/Health / LCHS	Kristina Collard
Conway, Shelby	LCHS	Science/LCHS	Katelin Ellis
Williams, Natalia	Peifer	Resource/Peifer	Alyssa Cafarella
Luna, Carrie	Peifer	TEMP Grd 1/Peifer	Kelly Dobias
Myers, Courtney	Protsman	Grade 1/Protsman	Sydney Malm
Mikrut, Samantha	Protsman	Grade 1/Protsman	Jenny Walters
Groszek, Allyson	Protsman	Grade 3/Protsman	Katherine Laurisch
Strbjak, Bernadette	Protsman	Math Interven/Protsman	Christine Triveline
Christopherson, Laura	Protsman	TEMP Grd 1/Protsman	Veronica Davis
Sanchez, Jillian	Watson	Wat&Pei/SLP	Brenna Krygsheld
Kelley, Joelle	Watson	Grade 2/Watson	Charity Lyda
Whittenburg, Mary	Watson EC/private	SLP	Christina Molenstra

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August 15, 2022

Certified FMLA Leave

Nadiyah Dickerson – SLP – Grimmer & TAP

1

Substitutes - Hired

Employee Name	Hire Date	Job Description
Karina Rivera	8/1/2022	Café Sub
Peggy Mitchell	8/1/2022	Café Sub
Patricia Vandervelde	8/2/2022	Sub Nurse
Doo Choe	8/2/2022	Sub Transportation
Carlianne Romero	8/2/2022	Sub Nurse
Antonio Flores	8/3/2022	Sub Café
Reem Hamed	8/11/2022	Café Sub
Samantha Crowley	8/11/2022	Café Sub
Angela Robbins	8/11/2022	Café Sub
Julie Homans	8/11/2022	Sub Teacher
Jessica Grzymiski	8/11/2022	Classified Sub
Branislav Radlovic	8/11/2022	Custodial Sub
Tricia Makowski	8/11/2022	Sub Nurse
Ashley Wilson	8/12/2022	Café Sub
Rebecca Smith	8/11/2022	Sub Teacher

Substitutes - Resigned

[illegible]

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TO: Board of School Trustees
FROM: Terry Mucha, Director of Human Resources
DATE: August 11, 2022
RE: **Board Meeting of August 15, 2022**

PROFESSIONAL LEAVE REQUESTS

NAME	Terry Mucha
POSITION	Director of Human Resources
SCHOOL	District
EVENT	Improving Educational Outcomes – Foster Children
DATES	9/08/2022
PLACE	Indianapolis, IN
DESCRIPTION	Educators conference
SPONSORING ORGANIZATION	IDOE
EXPENSES	Estimated Meal Cost - \$0 Estimated Hotel Cost - \$0 Estimated Required Fees – \$0 Estimated Travel Cost – Mileage
FUNDING	030-0-23290-58000-0001

Lake Central School Corporation

Plan for Staff Evaluation

Certified Staff

2022-23

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Introduction:

The Lake Central School Corporation has developed this staff evaluation plan for teacher members in accordance with Indiana Code (20-28-11.5-4). The goal of all evaluations is to improve the instructional quality available to the students of the school corporation.

Supporting teachers through professional development embedded in the classroom experience to the extent possible is an integral part of the overall program. As required by law, the Plan for Staff Evaluation encompasses an annual performance review which provides meaningful feedback regarding a teacher's performance.

The School Corporation seeks to recognize and improve the instructional skills and abilities of the staff through meaningful feedback and continuing professional development expanding the capacity to adapt to the ever-changing landscape of educating students.

Performance Evaluations – Certified Staff

The Lake Central School Corporation will use the RISE Lake Central Teacher Evaluation System 3.0 for all certified staff. Certified staff members that are employed by Lake Central for no less than 120 days in the same position in a school year will receive an evaluation of performance annually.

Certified staff members who do not meet the 120 day minimum, including individuals hired with less than 120 days, or serving in a temporary capacity under the 120 day minimum, will be observed at least one time utilizing the LCSC Rise extended observation format and appropriate rubric dependent upon the length of employment expected.

Appendix A, which is included in this document details the number of long and short observations required for different groups of teachers. Appendix B details important dates for the evaluation process.

Rigorous Measures of Effectiveness

The Lake Central RISE 3.0 observation rubrics provide for detailed descriptions of levels of effectiveness. The rubrics are used to create a shared vision of teaching excellence and

instructional effectiveness. The level of rigor established through the evaluation rubrics provides a focal point for staff development and commonality of purpose between subject, grades, and developmental levels.

The Lake Central RISE Teacher Effectiveness Rubric 3.0 assesses teachers in three domains and includes nineteen (19) specific competencies related to classroom instruction. These nineteen (19) competencies are divided into Purposeful Planning, Effective Instruction, and Teacher Leadership domains.

In addition to the teacher rubric, there are job specific rubrics for certified staff whose duties do not fall under the Lake Central RISE Teacher Effectiveness Rubric 3.0 that allow for detailed descriptions of performance levels. They are:

School psychologists will be evaluated using the Lake Central rubric for school psychologists as included in the RISE Lake Central Teacher Evaluation System 3.0.

Speech pathologists will be evaluated using the Lake Central rubric for speech and language teachers as included in the RISE Lake Central Teacher Evaluation System 3.0.

Social workers will be evaluated using the approved Lake Central effectiveness rubric for social workers as included in the RISE Lake Central Teacher Evaluation System 3.0.

Counselors will be evaluated using the Lake Central rubric for school counselors as included in the RISE Lake Central Teacher Evaluation System 3.0. The appropriateness of the rubric content should be considered in making the final determination of rubric assignment. Not all parts of the rubric may be applied to every counselor position and the evaluator will make the final determination as to the specific rubric measures.

District Technology Trainers and Math Coaches will be evaluated using the Lake Central Instructional Coach Rubric and checklist but may be evaluated in a teaching situation with

either students or when instructing adults in a professional development context. Observations may be conducted by Curriculum Directors as well as principals in the building(s) to which they are assigned.

Media Coordinators will be evaluated using the School Librarian/Media Specialist Rubric.

Each teacher will receive a rating at the end of each school year in one of four performance levels:

Highly Effective: A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Effective: An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Improvement Necessary: A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective: An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

There is an additional domain that is a part of all certified staff rubrics, Core Professionalism. This domain has four competencies on which the teacher is rated. These four are Attendance, On-time Arrival, Policies and Procedures, and Respect. They are considered the non-negotiable aspects of a staff member's job. This domain has only two rating levels: Meets Standard and Does Not Meet Standard. The evaluator uses available information and professional judgment to decide if a teacher has met the standards for any of the four competencies. One criteria that began in the 2020-21 school year, was teachers must have a current Indiana license in their teaching area on the first student day to receive a Meets Standard in the Policies and Procedures competency. A score of -1 will be added to the final TER rating if a teacher is rated Does Not Meet Standard in any of the four Core Professionalism areas.

Evaluators

The Superintendent will determine the evaluators each year. The Superintendent may provide for evaluations to be conducted by primary evaluators whose non-instructional responsibilities allot sufficient time to observe in a meaningful and timely format within the classroom. The Superintendent may provide for evaluations to be conducted by an external provider.

Certified staff members will be assigned a primary evaluator. The primary evaluator will be an administrator whose main function is the oversight of teaching staff and whose responsibilities are not of an instructional nature. A secondary evaluator may also be assigned to perform some short or long evaluations. Persons assigned as a secondary evaluator will typically be department chairpersons, deans, or other individuals whose primary duty is to provide instruction to students

Teachers who are not department chairs or serving as Dean of Students and are selected to be evaluators must complete a training program related to the Lake Central RISE Indiana Teacher Effectiveness System 3.0 and that training will align with the RISE Lake Central Teacher Evaluation System and the software system being utilized. Also, teachers selected to perform evaluations of other teachers must have achieved a rating of Highly Effective or Effective in the

year prior to being selected as an evaluator. Should a teacher be selected to become a primary evaluator, the evaluation of staff must comprise a significant portion of their duties and responsibilities. Teachers identified as primary evaluators by the superintendent and whose non-instructional duties warrant such a designation would be subject to additional training and support prior to assuming duties as a primary evaluator. Teachers selected as evaluators but who have a significant portion of their duties and responsibilities in the classroom setting will be considered secondary evaluators.

Observations and Feedback

All certified staff will be observed at least two times per year. Appendix A details the required number of observations for each category of staff. There are three types of observations used in the staff evaluation process. Long observations are at least 40 minutes in length. Short observations for highly effective teachers are no less than 20 minutes. Short observations for all other ratings are 10 to 15 minutes in length.

Following each long observation, the evaluator shall conduct a conference with the employee to discuss the evaluation within seven (7) school days from the completion of the evaluation unless interrupted by a scheduled school break period or weather-related circumstances. Prior to the formal evaluation conference, the evaluator may release the results of the evaluation to the employee. Short observations are exempted from the release and conference provisions. Written feedback of short observations is required within two (2) school days of the short observation's occurrence unless interrupted by a scheduled school break or weather-related circumstances. The software program allows the evaluator to release this information to the staff member without additional comment.

A mid-year conference is considered an optional component of the adopted evaluation process. It is suggested that evaluators who have areas of concern regarding a teacher's instructional performance or performance related to any of the domains, should convene a mid-year conference to inform the teacher of the concerns and, if needed, develop a plan for improvement if this has not already been done at the time of the evaluation. In that case, the

mid-year conference provides an opportunity for the evaluator and the evaluatee to monitor the individual's progress with the improvement plan.

Designation in Rating Category

Following the evaluation of each individual, the primary evaluator will annually designate a rating category placement for the individual. The Lake Central School Corporation will use the state recommended designations of Highly Effective, Effective, Needs Improvement, or Ineffective.

The summative rating shall consist of weighted components in the various Lake Central rubrics. The primary evaluator will use professional judgment in assigning the Teacher Effectiveness Rubric score and setting the score for Core Professionalism.

An employee's final rating will be based on 100% of the Lake Central rubrics and applied to the chart below for determining effectiveness category.

Highly Effective	3.5 – 4.0
Effective	2.5 - 3.49
Improvement Necessary	1.75 – 2.49
Ineffective	1.0 – 1.74

Any certificated employee receiving a final rating of Ineffective can request a private conference with the Superintendent. The employee must request such a meeting in writing and provide such a request within ten (10) days of receiving the final Ineffective rating designation.

Professional Development Plans (PDP)

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's

evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection. (Public Law 90).

Should an evaluator determine a teacher's performance during an observation to be Ineffective or Needs Improvement, the evaluator will meet with the teacher during the post-observation conference and establish a plan for improvement. This plan should include sources of assistance for the teacher which create embedded practice within the classroom. The plan should identify remediation strategies specifically linked to the deficiencies noted in the classroom observation. It is desired that the professional development for these deficiencies occur within the timeframe of the remediation period whenever possible. Long-term resources may be identified, but should not compose the majority of suggested remediation resources.

Any improvement/remediation plan must be implemented immediately and shall include a time limit not to exceed ninety (90) school days for the employee to correct any areas of concern noted in the evaluation observation. The primary evaluator should include additional extended and short observations to monitor the progress of the employee beyond the RISE minimums outlined in earlier portions of this document.

An employee will be obligated to use any available license renewal credits to comply with the professional development plan requirements. The principal will not approve any professional leave requests from an employee that are not seen as being applicable to the improvement of skills outlined in the professional development plan.

Following the initial plan for improvement, an additional plan(s) may be created to assist the employee for a subsequent period of time not exceeding ninety (90) school days should evaluation observations continue to receive Ineffective or Needs Improvement ratings. Such

improvement plans may span consecutive school years if necessary to permit a reasonable amount of time for the improvement to occur. Typically, this would be the case for improvement plans initiated within the last ninety (90) school days of a school year.

The Lake Central School Corporation may provide additional support to teachers either new to the profession or the school district. This could include employee induction activities, professional development, coaching, or other means as determined by the primary evaluator.

Negative Impact on Student Growth and Achievement

An employee whose performance has a negative impact on student growth and achievement is not eligible to receive a rating of Effective or Highly Effective. Public Law 90 requires this component in all district evaluation plans (IC 20-28-11.5-4).

(c) Negative impact on student learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. (Regulation 511 IAC 10-6-4)

Negative impact on student achievement and growth is defined as any instructional setting in which a class of students shows a significant decrease in scores measured through standardized assessments such as ISTEP+/ILEARN or other measure determined by the school corporation.

The determination of negative impact for teachers whose student performance is measured on statewide assessments is based on two key variables:

1. Mean ISTEP+/ILEARN scale score – ISTEP+/ILEARN scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as having negative impact on student learning, the mean ISTEP+/ILEARN scale score must drop by 15 or more scale points from one year to the next;
2. Median student growth percentile – The median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as having a negative impact on student learning, the median student growth percentile must be 15 or less.

Both criteria variables must be met before a teacher is identified as having a negative impact on student learning. This will provide protection from statistical anomalies (adapted from Evaluation Guidance: Negative Impact on Student Learning, Revised on 8/1/12).

The Lake Central School Corporation determines negative impact for non-growth model data staff using the following criteria:

1. A final rating of ineffective
2. School letter grade of F

Both criteria variables must be met before a teacher is identified as having a negative impact on student learning.

A significant decrease in student achievement as outlined above will impact the final rating a teacher receives. A teacher identified as having a negative impact cannot receive a rating of Highly Effective or Effective.

Instruction Delivered by Teachers Rated Ineffective

The Lake Central School Corporation does not desire to have students instructed by staff members who have received a rating of Ineffective for two consecutive years unless such placement is unavoidable. There is no intent by the school corporation to shame or

embarrass any staff member who receives an Ineffective rating. The district does desire to have policies and procedures in place that are practical to implement and emphasize the needs of students. Each building administrator shall review student class assignments prior to the start of a school year and determine if any student has been assigned to a teacher having an Ineffective rating in the prior year and is scheduled for the current year to have a similar placement. Unless there is only one teacher for the class or subject, any student having a prior year's teacher rated Ineffective shall be reassigned to a teacher having a higher rating. Should only one teacher be available, the building administrator will inform the parent(s) of the student (and the student if age 18) and work to a collaborative decision about either placing the student in the class of the Ineffective teacher or seeking an alternate course as is appropriate to the developmental level.

Should a student be placed into a classroom being instructed by a teacher whose prior year rating was Ineffective and was, in the previous school year, placed in a classroom of a teacher also rated Ineffective, the building administrator shall inform the parent (and the student if age 18) of the placement by telephone, email, or U.S. Mail. If a telephone notification is used, it is to be followed by formal notification in a letter addressed to the parent (and the student if age 18). If the placement of a student into a classroom for two consecutive years is unavoidable, the notification to the parent (and the student if age 18) must indicate this situation and be able to provide accommodations available to the student to promote positive learning growth.

Monitoring Systems

The school district will review random samples from each evaluator to monitor the fairness, consistency, and objectivity of the evaluations. Professional development will be implemented to assure that high levels of inter-rater reliability are achieved.

Student performance, school accountability grades, and student growth data will provide a basis for the evaluation of rater consistency. Inconsistencies determined during the review

will be addressed through additional professional development for the evaluator or the replacement of the individual as an evaluator.

The software package utilized by the school corporation will enable the district to collect, analyze, and generate reports of data within the system. The software must be able to efficiently update information and provide for the archiving of data over an extended period. Reports generated must be consistent with the electronic submission needs of the IDOE.

Cash Awards

Should the school district become eligible to receive cash awards for the purpose of recognizing teacher performance, said awards can only be distributed to those individuals with an underlying teaching contract and who have received a rating of Effective or Highly Effective on the most recent annual evaluation cycle.

Monetary awards will typically be made to qualifying individuals in the third fiscal quarter of the year. This will permit the completion of all evaluations for the preceding school year including those that are reliant on data received following the completion of the school year. Such cash awards shall be integrated into the overall compensation system in accordance with regulatory statutes.

If monetary awards are received as the result of grant application or available from local general fund monies or other resources such as Title II funds, a base amount will be determined for staff with an underlying teaching contract and who have received an evaluation rating of Effective or Highly Effective. An additional amount will be determined from the available funds to further compensate those individuals with a Highly Effective rating. The amount of award to each category will be determined by the amount available and the number of employees in the respective categories. The intent of any award for performance is to provide a meaningful amount to each group eligible for the compensation whenever

possible. This differential will only be applicable if required for grant eligibility. Should a differential not be required, the total available funds would be distributed in even shares to qualifying individuals. Payment of such grant funds will be subject to the withholding rules of the Indiana Public Retirement System and the Internal Revenue Service related to compensation.

Required Observations 2022-23

	Returning LC Teacher receiving a final rating of 3.25 or higher in previous school year	Returning LC Teacher rated Effective in previous school year	Returning LC teacher rated Needs Improvement or Ineffective in previous school year	New LC Teacher*
Long Observations (no less than 40 minutes)	- Teachers receiving a final rating of 3.25 may opt out of any long evaluations as long as they continue to be rated at least 3.25. - Teachers may request that their evaluator complete a long observation. They must complete this request by March 24, 2023.	- At least 1 per year - Completed no later than May 5, 2023. (April 21, 2023 for AP classes) - Must complete follow-up within 7 school days (<i>unless interrupted by scheduled school break or weather related incident</i>)	- At least 2 per year - One must be completed no later than December 2, 2022. The second completed no later than May 5, 2023. (April 21, 2023 for AP classes) - Must complete follow up within 7 school days (<i>unless interrupted by scheduled school break or weather related incident</i>)	- At least 2 per year - One must be completed no later than December 2, 2022. The second completed no later than May 5, 2023. (April 21, 2023 for AP classes) - Must complete follow up within 7 days (<i>unless interrupted by scheduled school break or weather related incident</i>)
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*** Any newly hired Lake Central Teacher is considered a "New Teacher" in terms of LC RISE even if they have previous experience teaching in another school district. Therefore, they must have a minimum of 2 long and 3 short observations like any other newly hired teacher.**

Important Dates for Lake Central RISE Evaluations 2022/2023

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Last day for teachers to:

1. Upload items for evidence
2. Sign off on observations

Signed the 16th day of September, 2022 as representative of the governing body, exclusive bargaining unit, and Lake Central Schools Superintendent.

Dr. Lawrence Veracco, Lake Central School Corporation Superintendent

Cindy Sues, School Board President

Michelle Deming, LCTA Discussion Representative

Lake Central School Corporation
Certified Staff
Administrators
2022-23

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Introduction:

The Lake Central School Corporation has developed this staff evaluation plan for teacher members in accordance with Indiana Code (20-28-11.5-4). The goal of all evaluations is to improve the instructional quality available to the students of the school corporation.

Supporting teachers through professional development embedded in the classroom experience to the extent possible is an integral part of the overall program. As required by law, the Plan for Staff Evaluation encompasses an annual performance review which provides meaningful feedback regarding an administrator's performance.

The School Corporation seeks to recognize and improve the instructional skills and abilities of the staff through meaningful feedback and continuing professional development expanding the capacity to adapt to the ever-changing landscape of educating students.

Performance Evaluations – Certified Staff

The Lake Central School Corporation will use the RISE Lake Central Teacher Evaluation System 3.0 for all certified administrative staff. Certified administrators that are employed by Lake Central for no less than 120 days in the same position in a school year will receive an evaluation of performance annually.

Certified administrators who do not meet the 120 day minimum, including individuals hired with less than 120 days, or serving in a temporary capacity under the 120 day minimum, will be observed at least one time utilizing the LCSC Rise 3.0 extended observation format and appropriate rubric dependent upon the length of employment expected.

Appendix A, which is included in this document details the number of long and short observations required for different groups of teachers. Appendix B details important dates for the evaluation process.

Rigorous Measures of Effectiveness

The Lake Central RISE 3.0 observation rubrics provide for detailed descriptions of levels of effectiveness. The rubrics are used to create a shared vision of teaching excellence and instructional effectiveness. The level of rigor established through the evaluation rubrics provides a focal point for staff development and commonality of purpose between subject, grades, and developmental levels.

Professional Practice Component:

- Use of the appropriate rubric with all domains and competencies
- Scoring weights for all Professional Practice domains

Principals will be evaluated using the Lake Central RISE Principal Effectiveness 3.0 which assesses the performance of building principals on two domains, Teacher Effectiveness and Leadership Actions.

Assistant Principals, Deans of Students, Athletic Director, and Assistant Athletic Director will be evaluated using the Lake Central RISE Assistant Principal Effectiveness Rubric 3.0 which assesses their performance on two domains, Teacher Effectiveness and Leadership Actions. There are three (3) optional competencies that may be used depending on the duties assigned to the staff member:

- Professional Development
- Curriculum and Instructional Leadership
- And Student Culture, Management, and Support.

Directors of Elementary and Secondary Education, Student Services, and Human Resources will be evaluated using the Lake Central RISE Director's Rubric which has 5 domains:

- Communication Skills and Working relationships
- Supervision
- Leadership and Management Style
- Job Knowledge and Skills and
- Professional Responsibilities and Behavior.

The Superintendent will be evaluated using the Lake Central RISE Superintendent rubric 3.0 which has 6 domains:

- Human Capital Manager
- Instructional Leadership
- Personal Behavior
- Building Relationships
- Culture of Achievement and
- Organizations, Operational, and Resource Management.

Walk-through techniques, conferences, and a review of evidence/artifacts will be utilized to assist in gathering of information needed to compile a body of evidence for review. Administrators will be rated on the applicable rubric through short and long observations which may be direct or indirect. An indirect observation will include a review of evidence/artifacts that pertain to the rubric categories. Each administrator will receive a rating at the end of each school year in one of four performance levels:

Highly Effective: A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Effective: An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Improvement Necessary: A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective: An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

There is an additional domain that is a part of all certified staff rubrics, Core Professionalism. This domain has four competencies on which the teacher is rated:

- Attendance
- On-time Arrival
- Policies and Procedures and
- Respect.

These additional domains are considered the non-negotiable aspects of a staff member's job. This domain has only two rating levels: Meets Standard and Does Not Meet Standard. The evaluator uses available information and professional judgment to decide if a teacher has met the standards for any of the four competencies. One criteria that began in the 2020-21 school year, was teachers must have a current Indiana license in their teaching area on the first student day to receive a Meets Standard in the Policies and Procedures competency. A score of -1 will be added to the final TER rating if a teacher is rated Does Not Meet Standard in any of the four Core Professionalism areas.

Evaluators

The Superintendent will determine the evaluators each year. All evaluators will have completed a training program related to the RISE Lake Central Plan for Staff Evaluation-Administration. Additional training is provided to all evaluators on the software system used to track data and manage documentation. Software training is performed by either the training staff of the software vendor or an employee who has been trained on the software. Training and professional development in evaluation skills will be a focus of the school corporation to provide a high level of competence in the evaluator and consistency between evaluators.

Observations and Feedback

All administrative staff will be observed at least two times per year. Appendix A details the required number of observations for each category of staff. There are three types of observations used in the staff evaluation process. Long observations are at least 40

minutes in length. Short observations for highly effective teachers are no less than 20 minutes. Short observations for all other ratings are 10 to 15 minutes in length.

Following each long observation, the evaluator shall conduct a conference with the employee to discuss the evaluation within seven (7) school days from the completion of the evaluation unless interrupted by a scheduled school break period or weather-related circumstances. Prior to the formal evaluation conference, the evaluator may release the results of the evaluation to the employee. Short observations are exempted from the release and conference provisions. Written feedback of short observations is required within two (2) school days of the short observation's occurrence unless interrupted by a scheduled school break or weather-related circumstances. The software program allows the evaluator to release this information to the staff member without additional comment.

A mid-year conference is considered an optional component of the adopted evaluation process. It is suggested that evaluators who have areas of concern regarding a teacher's instructional performance or performance related to any of the domains, should convene a mid-year conference to inform the teacher of the concerns and, if needed, develop a plan for improvement if this has not already been done at the time of the evaluation. In that case, the mid-year conference provides an opportunity for the evaluator and the evaluatee to monitor the individual's progress with the improvement plan.

Designation in Rating Category

After reviewing all available evidence, evaluators will use their professional judgment to assign final scores for each competency which will be combined according to prescribed weightings to arrive at a final rubric score. A final score for Core Professionalism will also be set at this time. An administrator's final rating will be based entirely on the final rubric score which will be determined by the following scale:

Highly Effective

3.5 – 4.0

Effective	2.5 - 3.49
Improvement Necessary	1.75 – 2.49
Ineffective	1.0 – 1.74

Any certificated employee receiving a final rating of Ineffective can request a private conference with the Superintendent. The employee must request such a meeting in writing and provide such a request within ten (10) days of receiving the final Ineffective rating designation.

Professional Development Plan (PDP)

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection. (Public Law 90).

Should an evaluator determine an administrator's performance during an observation to be Ineffective or Needs Improvement, the evaluator will meet with the administrator during the post-observation conference and establish a plan for improvement. This plan should include sources of assistance for the administrator which create embedded practice within the school day. The plan should identify remediation strategies specifically linked to the deficiencies noted in the observation. It is desired that the professional development for these deficiencies occur within the timeframe of the remediation period

whenever possible. Long-term resources may be identified, but should not compose the majority of suggested remediation resources.

Any improvement/remediation plan must be implemented immediately and shall include a time limit not to exceed ninety (90) school days for the employee to correct any areas of concern noted in the evaluation observation. The primary evaluator should include additional extended and short observations to monitor the progress of the employee beyond the RISE minimums outlined in earlier portions of this document.

An employee will be obligated to use any available license renewal credits to comply with the professional development plan requirements. The evaluator will not approve any professional leave requests from an employee that are not seen as being applicable to the improvement of skills outlined in the professional development plan.

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The Lake Central School Corporation may provide additional support to administrators either new to the profession or the school district. This could include employee induction activities, professional development, coaching, or other means as determined by the primary evaluator.

Negative Impact on Student Growth and Achievement

Negative impact on student achievement and growth is defined as any instructional setting in which a class of students shows a significant decrease in scores measured through standardized assessments such as ISTEP+/ILEARN or other measure determined by the school corporation.

The Lake Central School Corporation determines negative impact for non-growth model data staff using the following criteria:

1. A final rating of ineffective
2. School letter grade of F

Both criteria variables must be met before an administrator is identified as having a negative impact on student learning. A significant decrease in student achievement as outlined above will impact the final rating an administrator receives.

Monitoring Systems

The school district will review random samples from each evaluator to monitor the fairness, consistency, and objectivity of the evaluations. Professional development will be implemented to assure that high levels of inter-rater reliability are achieved.

Student performance, school accountability grades, and student growth data will provide a basis for the evaluation of rater consistency. Inconsistencies determined during the review will be addressed through additional professional development for the evaluator or the replacement of the individual as an evaluator.

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Should the school district become eligible to receive cash awards for the purpose of recognizing teacher performance, said awards can only be distributed to those individuals with an underlying teaching contract and who have received a rating of Effective or Highly Effective on the most recent annual evaluation cycle.

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Signed the 16th day of September, 2022 as representative of the governing body and Lake Central Schools Superintendent for Lake Central RISE Administrator Evaluation Plan 2019-20.

Dr. Lawrence Veracco Lake Central School Corporation Superintendent

Cindy Sues, School Board President

Lake Central School Corporation

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Lawrence Veracco, Ph.D.
Superintendent

Terry Mucha
Director of Human Resources

Yolanda Bracey, Ph.D.
Director of Primary Education

Sarah Castaneda
Director of Secondary Education

Rebecca Gromala
Director of Student Services

TO: Board of School Trustees
FROM: Sarah Castaneda, Director of Secondary Education
DATE: August 15, 2022
RE: **Board Meeting of August 15, 2022**

PROFESSIONAL LEAVE REQUESTS

REVISED

NAME	Naveed Nizam
POSITION	Head Volleyball Coach
SCHOOL	LCHS
EVENT	Plainfield North Volleyball Invite
DATES	8/26-8/27/2022
PLACE	Aurora, IL
DESCRIPTION	Varsity Girls Volleyball Tournament
SPONSORING ORGANIZATION	Plainfield North
EXPENSES	Estimated Meal Cost - \$0 Estimated Hotel Cost - \$0 Estimated Required Fees - \$0 Estimated Travel Cost - \$0
FUNDING	Athletics

SC/vv

Lake Central School Corporation

8260 Wicker Avenue
Tel: (219) 365-8507

St. John, IN 46373
Fax: (219) 365-6406

website: lcsc.us



Lawrence Veracco, Ph.D.
Superintendent

Terry Mucha
Director of Human Resources

Yolanda Bracey, Ph.D.
Director of Primary Education

Sarah Castaneda
Director of Secondary Education

Rebecca Gromala
Director of Student Services

TO: Board of School Trustees

FROM: Sarah Castaneda, Director of Secondary Education

DATE: August 15, 2022

RE: **Board Meeting of August 15, 2022**

FIELD TRIP REQUESTS

REVISED

Naveed Nizam, Head Volleyball Coach at LCHS, requests to take approximately (14) members of the Varsity Girls Volleyball team to Aurora, IL on August 26 – August 27, 2022 to compete in the Plainfield North Volleyball Invite. All costs will be covered by Athletics.

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Rebecca Gromala
Director of Student Services

TO: Board of School Trustees
FROM: Rebecca Gromala, Director of Student Services
DATE: August 11, 2022
RE: **Board Meeting of August 15, 2022**

PROFESSIONAL LEAVE REQUESTS

NAME	Meg Alessia, Sandra Evans
POSITION	Early Childhood Teachers
SCHOOL	Watson
EVENT	Fundamentals of Structured TEACCHing
DATES	10/04 – 10/05/2022
PLACE	Virtual
DESCRIPTION	Workshop on structured teaching strategies
SPONSORING ORGANIZATION	Indiana Resource Center for Autism
EXPENSES	Estimated Meal Cost - \$0 Estimated Hotel Cost - \$0 Estimated Required Fees – \$250 x (2) Estimated Travel Cost – \$0
FUNDING	646-0-12810-31200-0010

RG/vv

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Superintendent

Rob James
*Director of Business
Services*

To: Board of School Trustees

From: Mr. Rob James, Director of Business Services

Date: August 11, 2022

RE: **Board Meeting August 15, 2022**

Donations (Action Required) **Received**

Kahler Middle School received a donation from the Coca Cola Give program in the amount of \$25.15.

Peifer Elementary School received three donation of \$100 each on behalf of the Charities Aid Foundation of America.

The LC Blitz Booster Organization donated four iPads and accessories to the Lake Central High School Football team. The items have a total value of \$2,193.

The Lake Central Athletic Booster Club donated \$17,532.08 to the High School Athletic Department.

The Administration recommends approving the donations as indicated above.

2023 Budget Timeline

I have included in your packet my proposed timeline for adopting the 2023 Budget, Capital Projects Plan, and 5-year Bus Replacement Plan. Please review the dates and let me know if you have any questions.

Lake Central School Corporation
2023 Budget
Proposed Timeline

Public Work Session and
Permission to Advertise
2023 Budget; Capital Projects Plan;
5-year Bus Replacement Plan

Tuesday – September 6, 2022
Regular Board Meeting

Publication of Notice of Public
Hearing

Thursday – September 8, 2022
(At least 10 days prior to Public Hearing)

Public Hearing

Monday - September 19, 2022
Regular Board Meeting
(At least 10 days before adoption)

Adoption
2023 Budget; Capital Projects Plan;
5-year Bus Replacement Plan

Monday - October 17, 2022
Regular Board Meeting