Board of School Trustees

Monday, September 8, 2025 6:00 PM
FCMS - Auditorium, 625 Grizzly Cub Drive, Franklin, IN 46131

1.	**EXECUTIVE SESSION - 5:15 pm (closed to the public)** **FCMS Media Center**	
2.	**WATCH MEETING LIVE**	
3.	**CALL THE MEETING TO ORDER**	**Presenter:** Mrs. Becky Nelson
4.	**RECOGNITION**	**Presenter:** Dr. David Clendening & Dr. Brooke Worland
4.A.	Individual Student Growth • IREAD-3 Perfect Scores	
4.B.	Collaboration • FCHS Agriculture Education Center	**Presenter:** Leilani Palmer & Jaye Clawson
5.	**CONSENT AGENDA**	**Presenter:** Mrs. Becky Nelson
5.A.	Public Comments on any Consent Agenda Item	
5.B.	Administrator and Director Benefits	
5.C.	Allowance of Claims and Vouchers	
5.D.	Approve Minutes	
5.E.	Conflicts of Interest	
5.F.	Donations	
5.G.	FCS Professional Development Travel	
5.H.	Ghera Consulting Services, LLC - Revised Agreement	
5.I.	Grant Summary Sheet	
5.J.	Overnight / Out of State Trips	
5.K.	Personnel Report	
5.L.	FCS Administrative Position Recommendations • FCS Chief Financial Officer • Franklin Cub Academy Principal • Union Elementary Principal/ Creekside Elementary Assistant Principal • FCHS Interim Principal	
5.M.	PowerSchool Agreement	
5.N.	Recycle	
5.O.	RISE Agreement	

5.P.	School Improvement Plans	
5.Q.	Software Renewals	
5.R.	Staff Performance Evaluation Plans	
5.S.	Consent Agenda Vote	
6.	**SUPERINTENDENT REPORTS**	
6.A.	MITES Summer Experience	**Presenter:** Alex Lin
6.B.	Quarterly Financial Report	**Presenter:** Ms. Tina Jobe
7.	**ACTION ITEMS**	
7.A.	Public Comments on any Action Item	
7.B.	Public Hearing for 2026 Budget	**Presenter:** Ms. Tina Jobe
7.C.	Board Member Stipend	
7.D.	Resolution in Support of Military Families	**Presenter:** Dr. Mark Heiden
8.	**DISCUSSION**	
8.A.	Attendance Guideline & Form	**Presenter:** Dr. Brooke Worland
8.B.	FCHS Piano Room Remodel	**Presenter:** Mr. Steve Ahaus
8.C.	Johnson County REMC Letter of Agreement / Indoor Concession Sponsor	**Presenter:** Mr. Bill Doty
8.D.	Public Comments on Discussion Items	
9.	**BOARD / ADMINISTRATIVE COMMENTS**	
9.A.	Board Comments	
9.B.	Administrative Comments	
10.	**CALENDAR**	
10.A.	Calendar of Events • ISBA Fall Conference: September 15 & 16 • Quarterly Board Visit: September 26 at Creekside Elementary, 7:00 am • Fall Break: October 13-17	**Presenter:** Dr. David Clendening
11.	**ADJOURNMENT**	
12.	**11. I.C. 5-14-9-1** **David Yount is an appointed member of the Franklin Community School Corporation Board of School Trustees representing Needham Township appointed by Franklin Community School Board. The date of appointment was January 30, 2025, and the term expires December 31, 2026.**	

Woo hoo!



Perfect IREAD-3 Scores



Way to Go!





YAY!







FRINGE BENEFIT OUTLINE BETWEEN

BOARD OF SCHOOL TRUSTEES AND ADMINISTRATORS

AS APPROVED September 8, 2025

I. SALARY: Salaries increased at the discretion of the Superintendent of Schools and the Board of School Trustees.

II. MEDICAL INSURANCE: Effective the 1st day of the month following employment. Rates as outlined in the board-approved collective bargaining agreement.

Administrators retiring from Franklin Community School Corporation and their spouses and dependents may elect to maintain coverage with the group medical, dental, and life insurance program until the person reaches the age eligible for full Social Security benefits by paying the amount scheduled per the Master Agreement. In the event the spouse is not eligible for full Social Security benefits, he/she may remain on the same insurance program until eligible by paying the full monthly single premium. Administrators must have been employed as an Administrator with FCS for a minimum of five (5) years preceding his/her retirement to maintain benefits. Administrators on unpaid leave for a period not to exceed one (1) year may maintain the group hospitalization and medical insurance program by paying the full monthly premium. All monthly premium payments are due in the business office by the 15th of each month. Failure to make said payments shall result in cancellation of coverage. The above options are subject to approval by the insurance carrier.

III. DENTAL INSURANCE: Effective the 1st day of the month following employment. Rates as outlined in the board-approved collective bargaining agreement.

IV. VISION INSURANCE: Effective the 1st day of the month following employment. Rates as outlined in the board-approved collective bargaining agreement.

V. LIFE INSURANCE: Effective the 1st day of the month following employment. The cost is $1.00 per year – policy amounts below. Additional supplemental insurance is available at the employee's expense.

$100,000 face value - Central Level Administrators
$ 75,000 face value - Building Level Administrators
Employees may reduce insurance value to a lower amount.

VI. LONG TERM DISABILITY INSURANCE: Effective the 1st day of the month following employment. The cost is $1.00 per year. (Full-time employees only).

VII. VEBA

A. FCSC shall set up a VEBA (voluntary employees beneficiary association) account for each contracted administrator as of July 1, 2006. At the end of each completed school

year, ½ of one percent of the base administrator contract amount shall be contributed into each administrator's individual VEBA account. An administrator's VEBA account shall be vested upon completion of 5 years of experience with FCSC or fulfillment of the requirements for normal (unreduced) retirement under Indiana State Teacher's Retirement Fund ("TRF") (age 65 with at least 10 years of TRF service; age 60 with at least 15 years of TRF service; or age 55 if age plus TRF service total at least 85). An administrator shall be 100% vested in his or her VEBA account upon his or her death.

B. Each administrator shall carry no more than one hundred and twenty (120) days sick leave in his/her personal leave accounts. For each year, starting with the 2024-2025 school year, accumulated sick leave days over 120 shall be bought out. This calculation shall be done at the end of each school year. These days shall be bought out at one-half (1/2) the overage of days times the current daily substitute teacher pay rate as of the end of each school year. That amount shall be deposited at the end of each school year into an administrator's VEBA account.

C. The Board shall place into each retirees' VEBA (must be vested) account a one-time sum of:

$2,500.00 as compensation for 60 days of unused sick days.
$5,000.00 as compensation for 90 days of unused sick days.
$7,500.00 as compensation for 120 days of unused sick days.
If a retirement buyout is offered, then section C of the VEBA article will not apply.

VIII. BENEFIT TIME:

200 days – 219 days = 14 PTO (paid-time-off)
220 days – 260 days = 15 PTO (paid-time-off)

If sick days and/or personal business days are unused, they may accumulate to a total of one hundred and twenty (120) days. Up to one hundred and twenty (120) days of cumulative sick leave may be transferred from the administrator's prior position immediately after being hired by the Board and after receiving sick leave information from the administrator's prior employer.

IX. VACATION DAYS

260 days = 22 Vacation

If vacation days are unused at the end of the contract year (June 30), up to five (5) days may roll over to the next contract period beginning July 1 but must be used by no later than August 30 of each year. An additional six (6) to ten (10) vacation days may be rolled over but must be used by no later than December 31 of each year.

X. CONTRACT AND EVALUATION: The Board of School Trustees may give multiple-year contracts to administrators. However, the Board of School Trustees reserves the right to

give one-year contracts to the administrators as deemed necessary. Administrators shall receive a formal written evaluation annually.

XI. SUPPLEMENTAL RETIREMENT: Beginning with the school year 2005-2006, the Franklin Community School Corporation will contribute to a supplemental retirement plan qualified under Section 401(a) of the Internal Revenue Code for every administrator.

(a) 1% of the Administrator's base contract salary, plus
(b) an amount matching the amount the administrator contributes to a 403(b) annuity, but limited to 1.25% of the administrator's base contract salary.

All these contributions will be immediately vested.

XII. **OTHER BENEFITS**: Fringe benefits approved in the current master contract shall be available to school administrators

FRINGE BENEFIT OUTLINE

BETWEEN

BOARD OF SCHOOL TRUSTEES AND DIRECTOR LEVEL ADMINISTRATORS

AS APPROVED September 8, 2025

I. **SALARY:** Salary increases to follow support staff pay increases at the discretion of the Superintendent of Schools and Board of School Trustees.

II. **MEDICAL INSURANCE:** Effective the 1st day of the month following employment. Rates as outlined in the Board-approved support staff rate sheet.

Directors retiring from Franklin Community School Corporation, their spouses may elect to maintain coverage with the group medical, dental, and life insurance program until the person reaches the age eligible for full Social Security benefits by paying the amount scheduled per support staff rate sheet. In the event the spouse is not eligible for full Social Security benefits, he/she may remain on the same insurance program until eligible by paying the full monthly single premium. Directors must have been employed as a Director with FCS for a minimum of ten (10) years preceding his/her retirement to maintain benefits. Directors on unpaid leave for a period not to exceed one (1) year may maintain the group hospitalization and medical insurance program by paying the full monthly premium. All monthly premium payments are due in the business office by the 15th of each month. Failure to make said payments shall result in cancellation of coverage. The above options are subject to approval by the insurance carrier.

III. **DENTAL INSURANCE:** Effective the 1st day of the month following employment. Rates as outlined in the Board-approved support staff rate sheet.

IV. **VISION INSURANCE:** Effective the 1st day of the month following employment. Rates as outlined in the Board-approved support staff rate sheet.

V. **LIFE INSURANCE:** Effective the 1st day of the month following employment. The cost is $1.00 per year - $50,000 policy. Additional supplemental insurance is available at the employee's expense.

VI. **LONG TERM DISABILITY INSURANCE:** Effective the 1st day of the month following employment. The cost is $1.00 per year. (Full time employees only).

VII. **VEBA:**

A. FCSC shall set up a VEBA account for each Director. At the end of each completed school year, ½ of one percent (.5%) of the base Director contract amount shall be contributed into each Director's individual VEBA account. A Director's VEBA account shall be vested upon completion of 5 years experience with FCSC or fulfillment of the requirements for normal (unreduced) retirement under Indiana Public Employees Retirement Fund ("PERF") (age 65 with at least 10 years of PERF service; age 60 with at least 15 years of PERF service; or age 55 if age plus PERF service total at least 85). A Director shall be 100% vested in his or her VEBA account upon his or her death.

B. Each Director shall carry no more than 120 sick days in his/her leave accounts. Accumulated sick leave days over 120 shall be bought out. This calculation shall be done at the end of each school year. These days shall be bought out at one-half (1/2) the overage of days times the current daily substitute teacher pay rate as of the end of each school year. That amount shall be deposited at the end of each school year into a Director's VEBA account. A Director's VEBA account shall be vested upon completion of 5 years of experience with FCSC or fulfillment of requirements for normal (unreduced) retirement under PERF (age 65 with at least 10 years of PERF service; age 60 with at least 15 years of PERF service; or age 55 if age plus PERF service total at least 85). A Director shall be 100% vested in his or her VEBA account upon his or her death.

C. The Board shall place into each retirees' VEBA (must be vested) account a one-time sum of:
$2,500.00 as compensation for 60 days of unused sick days or
$5,000.00 as compensation for 90 days of unused sick days or
$7,500.00 as compensation for 120 days of unused sick days.

If a retirement buyout is offered, then section C of the VEBA article will not apply.

VIII. BENEFIT TIME:

A. **Paid Time Off:**
200 days – 234 days = 13 PTO Days
235 days – 259 days = 14 PTO Days
260 days = 15 PTO Days

On June 30th of each year, all remaining PTO days will roll over to sick days, where a total of 120 days can be banked.

B. **Vacation Days:** Paid vacation days are granted only to 12-month employees. Up to five vacation days remaining on June 30 of the following year may be carried over. Any unused vacation days will be added to the employee's sick leave balance after the one-year rollover period.

Vacation days are available on the following basis for eligible employees:

- Up to 10 vacation days (prorated based on hire date and July 1 renewal) following 60 days of employment
- 15 vacation days following five (5) years of employment

- 20 vacation days following ten (10) years of employment

If employment is voluntarily severed, any accrued vacation days remaining on the last day of employment will be paid out on the final paycheck. If an employee is involuntarily terminated for any reason the employee will NOT be eligible for payment of unused vacation days.

IX. PUBLIC EMPLOYEE RETIREMENT FUND (PERF): FCSC shall contribute the Director's share of the Public Employee Retirement Fund (3%) in addition to the "Corporation" contribution of approximately 11.2%.

X. SUPPLEMENTAL RETIREMENT - 401(a) & 403(b): FCSC will contribute the following to a supplemental retirement plan qualified under Section 401(a) of the Internal Revenue Code for every Director: (A) 1% of the Director's base salary, plus (B) an amount matching the amount the Director contributes to a 403(b) annuity, but limited to 1.25% of the Director's base contract salary. Effective July 2024, this distribution will occur every pay period rather than once per year.

XI. EVALUATION: Directors shall receive a formal written evaluation annually.

XII. WELLNESS STIPEND: An additional $500 will be provided to each director as a taxable benefit to use on health-related expenses.

ALLOWANCE OF VOUCHERS

I HEREBY CERTIFY THAT EACH OF THE ABOVE LISTED VOUCHERS AND THE INVOICES, OR BILLS ATTACHED THERETO, ARE TRUE AND CORRECT AND I HAVE AUDITED SAME IN ACCORDANCE WITH IC 5-11-10-1.6.

SEPT 8, 2025

TINA JOBE
FISCAL OFFICER

WE HAVE EXAMINED THE VOUCHERS LISTED ON THE FOREGOING ACCOUNTS PAYABLE VOUCHER REGISTER, CONSISTING OF PAGES, AND EXCEPT FOR VOUCHERS NOT ALLOWED AS SHOWN ON THE REGISTER SUCH VOUCHERS ARE HEREBY ALLOWED IN THE TOTAL AMOUNT OF **$3,311,513.12** DATED THIS **8th DAY OF SEPTEMBER, 2025**.

BECKY NELSON
PRESIDENT

DEBBIE GILL
VICE PRESIDENT

JENNIFER MANN
SECRETARY

BRETT JONES
MEMBER

DAVID L. YOUNT
MEMBER

2025
SEPTEMBER BOARD TOTALS

CLAIM REGISTER SUMMARY							
	CK. NUMBER		WIRE NUMBER AND VOIDS		ACH		
8/13/2025	13959				250000485		$0
8/14/2025	16046	16055	202500715	202500725	250000451		$109,988.05
8/14/2025	16056	16057					$1,735.34
8/14/2025	16058	16059	202500719	202500724			$484,167.25
8/21/2025	16060	16070	202500727	202500737	250000486		$60,297.49
8/21/2025	15674						$0.00
8/28/2025	16071	16073	202500783	202500793			$153,072.21
8/28/2025	16074		202500795	202500800			$544,746.08
8/28/2025	16075	16084	202500718	202500798			$818,565.14
8/28/2025	16085						$350.00
8/28/2025			202500812				$12.42
8/28/2025			202500811				$1.14
9/4/2025	16086	16092	202500815	202500817	250000487		$33,609.55
9/8/2025			202500006	202500810			$204,955.50
9/8/2025	16093	16155			250000488	250000554	$900,012.95
							$3,311,513.12

Check Nbr	Vendor Name	Check Date	Check Amount
250000485	OXFORD UNIVERSITY PRESS USA	08/13/2025	1,174.99
1	ACH	Check(s) For a Total of	1,174.99

Check Nbr	Vendor Name	Check Date	Check Amount
13959	OXFORD UNIVERSITY PRESS USA	08/13/2025	1,174.99
1	Void Check(s) For a Total of		1,174.99

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
1	ACH	Checks For a Total of	1,174.99
0	Computer	Checks For a Total of	0.00
Total For 1	Manual, Wire Tran, ACH & Computer Checks		1,174.99
Less 1	Voided	Checks For a Total of	1,174.99
		Net Amount	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
16046	CENTERPOINT ENERGY	08/14/2025	2,026.15
16047	Vendor Continued Check	08/14/2025	0.00
16048	CITY OF FRANKLIN INDIANA	08/14/2025	9,982.29
16049	DUKE ENERGY	08/14/2025	33,195.71
16050	ESPARK INC.	08/14/2025	14,189.00
16051	FRANKLIN COMMUNITY SCHOOL CORP	08/14/2025	1,196.80
16052	INDIANA-AMERICAN WATER CO INC.	08/14/2025	3,449.22
16053	PETRO'S CULLIGAN	08/14/2025	53.27
16054	SMART SYSTEMS	08/14/2025	31,979.97
16055	WM CORPORATE SERVICES INC.	08/14/2025	86.11
10	Computer Check(s) For a Total of		96,158.52

Check Nbr	Vendor Name	Check Date	Check Amount
250000451	ESPARK INC.	08/14/2025	14,189.00
1	Void	Check(s) For a Total of	14,189.00

Check Nbr	Vendor Name	Check Date	Check Amount
202500715	FRANKLIN COMMUNITY SCHOOL CORP	08/14/2025	0.00
202500725	GFS	08/14/2025	28,018.53
2	Wire Transfer Check(s) For a Total of		28,018.53

	0	Manual	Checks For a Total of	0.00
	2	Wire Transfer	Checks For a Total of	28,018.53
	0	ACH	Checks For a Total of	0.00
	10	Computer	Checks For a Total of	96,158.52
Total For	12	Manual, Wire Tran, ACH & Computer Checks		124,177.05
Less	1	Voided	Checks For a Total of	14,189.00
			Net Amount	109,988.05

Check Nbr	Vendor Name	Check Date	Check Amount
16056	Vendor Continued Check	08/14/2025	0.00
16057	LOWE'S	08/14/2025	1,735.34

2 Computer Check(s) For a Total of 1,735.34

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
2	Computer	Checks For a Total of	1,735.34
Total For 2	Manual, Wire Tran, ACH & Computer Checks		1,735.34
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	1,735.34

Check Nbr	Vendor Name	Check Date	Check Amount
16058	FRANKLN COMM SCHL-CHILD SUPRT	08/14/2025	82.00
16059	IN COLLEGE CHOICE ADVISOR 529	08/14/2025	3,067.00

2 Computer Check(s) For a Total of 3,149.00

Check Nbr	Vendor Name	Check Date	Check Amount
202500719	IND ST TCH RET FUND	08/14/2025	82,605.01
202500720	INTERNAL REVENUE SERVICE	08/14/2025	290,975.14
202500721	PUBLIC EMP RET FUND	08/14/2025	42,487.68
202500723	TOTAL ADMINISTRATIVE SERVICE C	08/14/2025	2,485.48
202500724	AMERICAN TRUST CUSTODY	08/14/2025	62,464.94
5	Wire Transfer Check(s) For a Total of		481,018.25

0	Manual	Checks For a Total of	0.00
5	Wire Transfer	Checks For a Total of	481,018.25
0	ACH	Checks For a Total of	0.00
2	Computer	Checks For a Total of	3,149.00
Total For 7	Manual, Wire Tran, ACH & Computer Checks		484,167.25
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	484,167.25

Check Nbr	Vendor Name	Check Date	Check Amount
250000486	BRIGHTSPEED	08/21/2025	15.26
1	ACH	Check(s) For a Total of	15.26

Check Nbr	Vendor Name	Check Date	Check Amount
16060	BALL STATE UNIVERSITY	08/21/2025	1,635.25
16061	BEST WAY DISPOSAL	08/21/2025	780.24
16062	Vendor Continued Check	08/21/2025	0.00
16063	CITY OF FRANKLIN INDIANA	08/21/2025	2,763.26
16064	IN DEPT OF EDUCATION	08/21/2025	7,428.91
16065	INDIANA-AMERICAN WATER CO INC.	08/21/2025	4,910.84
16066	METRONET	08/21/2025	7,564.14
16067	PATTY MALOTT	08/21/2025	120.00
16068	JOHNSON COUNTY REMC	08/21/2025	4,577.00
16069	RUMPKE	08/21/2025	2,760.73
16070	WM CORPORATE SERVICES INC.	08/21/2025	354.42

11 Computer Check(s) For a Total of 32,894.79

Check Nbr	Vendor Name	Check Date	Check Amount
15674	PATTY MALOTT	08/21/2025	120.00

1 Void Check(s) For a Total of 120.00

Check Nbr	Vendor Name	Check Date	Check Amount
202500727	FARRELL, JESSICA A	08/21/2025	0.00
202500737	GFS	08/21/2025	27,507.44

2 Wire Transfer Check(s) For a Total of 27,507.44

	0	Manual Checks For a Total of	0.00
	2	Wire Transfer Checks For a Total of	27,507.44
	1	ACH Checks For a Total of	15.26
	11	Computer Checks For a Total of	32,894.79
Total For	14	Manual, Wire Tran, ACH & Computer Checks	60,417.49
Less	1	Voided Checks For a Total of	120.00
		Net Amount	60,297.49

Check Nbr	Vendor Name	Check Date	Check Amount
16071	DUKE ENERGY	08/28/2025	112,529.89
16072	INDIANA-AMERICAN WATER CO INC.	08/28/2025	3,405.06
16073	JOHNSON COUNTY REMC	08/28/2025	34.85
3	Computer Check(s) For a Total of		115,969.80

Check Nbr	Vendor Name	Check Date	Check Amount
202500783	FRANKLIN COMMUNITY SCHOOL CORP	08/28/2025	0.00
202500793	GFS	08/28/2025	37,102.41
	2 Wire Transfer Check(s) For a Total of		37,102.41

	0	Manual Checks For a Total of	0.00
	2	Wire Transfer Checks For a Total of	37,102.41
	0	ACH Checks For a Total of	0.00
	3	Computer Checks For a Total of	115,969.80
Total For	5	Manual, Wire Tran, ACH & Computer Checks	153,072.21
Less	0	Voided Checks For a Total of	0.00
		Net Amount	153,072.21

Check Nbr	Vendor	Name	Check Date	Check Amount
16074	IN	COLLEGE CHOICE ADVISOR 529	08/28/2025	3,082.00
1	Computer	Check(s) For a Total of		3,082.00

Check Nbr	Vendor Name	Check Date	Check Amount
202500795	IND ST TCH RET FUND	08/28/2025	80,503.50
202500796	INTERNAL REVENUE SERVICE	08/28/2025	323,341.35
202500797	PUBLIC EMP RET FUND	08/28/2025	71,067.40
202500799	TOTAL ADMINISTRATIVE SERVICE C	08/28/2025	2,896.30
202500800	AMERICAN TRUST CUSTODY	08/28/2025	63,855.53
	5 Wire Transfer Check(s) For a Total of		541,664.08

0	Manual	Checks For a Total of	0.00
5	Wire Transfer	Checks For a Total of	541,664.08
0	ACH	Checks For a Total of	0.00
1	Computer	Checks For a Total of	3,082.00
Total For 6	Manual, Wire Tran, ACH & Computer Checks		544,746.08
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	544,746.08

Check Nbr	Vendor Name	Check Date	Check Amount
16075	AMERICAN UNITED LIFE INSURANCE	08/28/2025	7,495.88
16076	CIL - FRANKLIN ED FOUNDATION	08/28/2025	1,321.00
16077	FCSC CUB ACADEMY	08/28/2025	9,554.00
16078	FRANKLIN COMM SCHOOL CORP	08/28/2025	268.60
16079	GUARDIAN LIFE INSURANCE	08/28/2025	9,514.64
16080	JOHNSON COUNTY CLERK	08/28/2025	740.98
16081	MORGAN CIRCUIT COURT	08/28/2025	178.82
16082	UNITED WAY OF JOHNSON COUNTY	08/28/2025	839.09
16083	Vendor Continued Check	08/28/2025	0.00
16084	VSP - IN	08/28/2025	7,137.36

10 Computer Check(s) For a Total of 37,050.37

Check Nbr	Vendor Name	Check Date	Check Amount
202500718	IND DEPT OF REVENUE	08/14/2025	55,416.97
202500722	SO CENTRAL IND SCHOOL TRUST	08/14/2025	40,854.29
202500794	IND DEPT OF REVENUE	08/28/2025	63,479.65
202500798	SO CENTRAL IND SCHOOL TRUST	08/28/2025	621,763.86
4	Wire Transfer Check(s) For a Total of		781,514.77

	0	Manual	Checks For a Total of	0.00
	4	Wire Transfer	Checks For a Total of	781,514.77
	0	ACH	Checks For a Total of	0.00
	10	Computer	Checks For a Total of	37,050.37
Total For	14	Manual, Wire Tran, ACH & Computer Checks		818,565.14
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	818,565.14

Check Nbr	Vendor Name	Check Date	Check Amount
16085	FRANKLIN COMM SCHOOL CAFE	08/28/2025	350.00
1	Computer Check(s) For a Total of		350.00

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
1	Computer	Checks For a Total of	350.00
Total For 1	Manual, Wire Tran, ACH & Computer Checks		350.00
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	350.00

Check Nbr	Vendor Name	Check Date	Check Amount
202500812	INTERNAL REVENUE SERVICE	08/28/2025	12.42
1	Wire Transfer Check(s) For a Total of		12.42

	0	Manual	Checks For a Total of 0.00
	1	Wire Transfer	Checks For a Total of 12.42
	0	ACH	Checks For a Total of 0.00
	0	Computer	Checks For a Total of 0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks 12.42
Less	0	Voided	Checks For a Total of 0.00
			Net Amount 12.42

Check Nbr	Vendor Name	Check Date	Check Amount
202500811	IND DEPT OF REVENUE	08/28/2025	1.14
1	Wire Transfer Check(s) For a Total of		1.14

0	Manual	Checks For a Total of	0.00
1	Wire Transfer	Checks For a Total of	1.14
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
Total For 1	Manual, Wire Tran, ACH & Computer Checks		1.14
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	1.14

Check Nbr	Vendor Name	Check Date	Check Amount
250000487	CONSTELLATION NEW ENERGY	09/04/2025	3,944.80
1	ACH	Check(s) For a Total of	3,944.80

Check Nbr	Vendor Name	Check Date	Check Amount
16086	BARGERSVILLE UTILITIES	09/04/2025	87.75
16087	BREWER, WILL L	09/04/2025	116.16
16088	CENTERPOINT ENERGY	09/04/2025	145.18
16089	DUKE ENERGY	09/04/2025	1,078.19
16090	INDIANA-AMERICAN WATER CO INC.	09/04/2025	24.75
16091	PETRO'S CULLIGAN	09/04/2025	1,796.77
16092	TOTAL ADMINISTRATIVE SERVICE C	09/04/2025	423.98
7	Computer Check(s) For a Total of		3,672.78

Check Nbr	Vendor Name	Check Date	Check Amount
202500815	GFS	09/04/2025	25,991.97
202500817	FRANKLIN COMMUNITY SCHOOL CORP	09/04/2025	0.00
2	Wire Transfer Check(s) For a Total of		25,991.97

	0	Manual	Checks For a Total of	0.00
	2	Wire Transfer	Checks For a Total of	25,991.97
	1	ACH	Checks For a Total of	3,944.80
	7	Computer	Checks For a Total of	3,672.78
Total For	10	Manual, Wire Tran, ACH & Computer Checks		33,609.55
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	33,609.55

Check Nbr	Vendor Name	Check Date	Check Amount
202500006	SYNCHRONY BANK/AMAZON	09/08/2025	48,456.57
202500011	IMPERIAL DADE	09/08/2025	7,862.23
202500012	FIKES FRESH BRANDS LLC.	09/08/2025	6,180.88
202500014	IRISH BROTHERS INC	09/08/2025	2,860.00
202500022	PLUMBERS SUPPLY COMPANY	09/08/2025	742.46
202500571	CINTAS CORP	09/08/2025	1,194.11
202500621	NELBUD SERVICES GROUP, INC	09/08/2025	5,758.50
202500637	TRACTOR SUPPLY	09/08/2025	270.91
202500639	BMO ACH PAY	09/08/2025	9,529.22
202500640	COLUMBUS INDUSTRIAL ELECT	09/08/2025	585.95
202500655	MAYES TRAILER SALES INC	09/08/2025	29.95
202500665	QUILL CORPORATION	09/08/2025	1,046.34
202500679	M.A. ROONEY FOUNDATION INC.	09/08/2025	2,425.00
202500684	GREEN ELECTRICAL SUPPLY LLC	09/08/2025	2,538.82
202500690	LIGHTNING TWO-WAY RADIO	09/08/2025	4,986.00
202500704	REESE CENTRAL WHOLESALE INC	09/08/2025	134.81
202500705	SCHOOL SPECIALTY	09/08/2025	51.36
202500706	O'REILLY AUTOMOTIVE INC	09/08/2025	138.33
202500707	SIGN SOLUTIONS INC	09/08/2025	105.00
202500708	STAMP FULFILLMENT SERVICES	09/08/2025	910.05
202500710	WAL-MART	09/08/2025	1,846.30
202500711	HADWELL HARDWARE LLC	09/08/2025	5.98
202500712	CARQUEST	09/08/2025	805.87
202500713	SPEAR CORPORATION	09/08/2025	770.91
202500714	KOENIG EQUIPMENT INC	09/08/2025	22.38
202500716	SCHOOL SPECIALTY LLC.	09/08/2025	464.80
202500717	FOOTWEAR SUPPLY	09/08/2025	5,150.00
202500726	DEPARTMENT OF HOMELAND SEC	09/08/2025	759.45
202500728	MEIJER STORES LMTD PARTNERSHIP	09/08/2025	181.83
202500729	MUSIC IN MOTION	09/08/2025	141.95
202500730	DECKER EQUIPMENT INC	09/08/2025	50.95
202500731	INTERSTATE BATTERY SYSTEM	09/08/2025	710.48
202500732	FERGUSON	09/08/2025	595.24
202500733	US POST OFFICE	09/08/2025	442.79
202500734	OFFICE DEPOT	09/08/2025	229.24
202500735	FRANKLIN PARK & RECREATION	09/08/2025	147.00
202500736	TEAM IMAGE	09/08/2025	295.00
202500738	ABECEDARIAN ABC LLC.	09/08/2025	173.25
202500739	EXPLORELEARNING, LLC	09/08/2025	1,482.75
202500740	PAR INC	09/08/2025	1,953.44
202500741	STICKER MULE LLC	09/08/2025	331.50
202500742	PETSMART LLC	09/08/2025	521.00
202500743	CHEWY INC.	09/08/2025	598.51
202500744	STAPLES BUSINESS ADVANTAGE	09/08/2025	1,553.68
202500746	HOBBY LOBBY	09/08/2025	215.15
202500747	ROCHESTER 100 INC	09/08/2025	1,160.00
202500748	STAPLES ADVANTAGE	09/08/2025	96.90
202500749	MULTI HEALTH SYSTEMS	09/08/2025	150.88
202500750	PEARSON ASSESSMENTS	09/08/2025	1,154.32
202500751	PRO-ED INC	09/08/2025	48.40

Check Nbr	Vendor Name	Check Date	Check Amount
202500752	WESTERN PSYCHOLOGICAL SERVICES	09/08/2025	1,069.00
202500753	PRINT WORKS	09/08/2025	1,213.00
202500754	NASP	09/08/2025	690.00
202500755	ACCO BRANDS USA	09/08/2025	363.30
202500756	INSTITUTE FOR MULTI-SENSORY ED	09/08/2025	8,082.23
202500757	95 PERCENT GROUP, INC.	09/08/2025	1,303.50
202500758	LITERACY RESOURCES LLC	09/08/2025	508.48
202500764	PURDUE EXTENSION EDUCATION STO	09/08/2025	119.72
202500765	KROGER LIMITED PARTNERSHIP	09/08/2025	208.45
202500766	PAIGE'S MUSIC	09/08/2025	5,935.56
202500767	TEAMBUILDR LLC.	09/08/2025	2,400.00
202500768	BEST BUY	09/08/2025	432.98
202500769	GIMKIT INC.	09/08/2025	35.88
202500770	WILD GEESE BOOKSHOP	09/08/2025	91.43
202500771	SUTTON-GARTEN CO	09/08/2025	179.34
202500772	JW PEPPER & SONS INC	09/08/2025	1,708.33
202500773	OFFICE 360	09/08/2025	746.95
202500774	ULINE INC.	09/08/2025	805.63
202500775	SMORE	09/08/2025	179.00
202500776	PARIS COUNSELING LLC	09/08/2025	175.00
202500777	CROWN COLLABORATIVE LLC	09/08/2025	171.90
202500778	ROYAL FIREWORKS PUBLISHING	09/08/2025	9,044.00
202500779	THE WEBSTAURANT STORE INC	09/08/2025	332.19
202500780	LOOKING GLASS VENTURES LLC	09/08/2025	1,540.00
202500781	KENDALL HUNT PUBLISHING CO	09/08/2025	2,349.00
202500782	INDIANA NON-PUBLIC EDUCATION A	09/08/2025	950.00
202500784	TEXTBOOK WAREHOUSE LLC	09/08/2025	3,843.75
202500785	VEX ROBOTICS, INC	09/08/2025	511.99
202500786	BULK BOOKSTORE	09/08/2025	1,564.50
202500787	SOCIAL THINKING PUBLISHING	09/08/2025	611.24
202500788	SCHOLASTIC INC.	09/08/2025	4,708.30
202500789	HILLVIEW VETERINARY CLINIC LLC	09/08/2025	201.31
202500790	CDW COMPUTER	09/08/2025	12,800.00
202500791	ADJONCY INC	09/08/2025	113.81
202500803	GENERAL PETROLEUM INC	09/08/2025	10,661.60
202500804	RUSH TRUCK CENTERS OF INDIANA	09/08/2025	10,678.79
202500805	BUREAU OF MOTOR VEHICLES	09/08/2025	30.00
202500806	INDIANA SCHOOL BOARDS ASSOC	09/08/2025	400.00
202500807	IAPSS	09/08/2025	250.00
202500808	JACKS DONUTS OF FRANKLIN	09/08/2025	32.80
202500809	FRANKLIN CHAMBER OF COMM	09/08/2025	25.00
202500810	UPS	09/08/2025	21.10

92 Wire Transfer Check(s) For a Total of 204,955.50

	0	Manual	Checks For a Total of	0.00
	92	Wire Transfer	Checks For a Total of	204,955.50
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	92	Manual, Wire Tran, ACH & Computer Checks		204,955.50
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	204,955.50

Check Nbr	Vendor Name	Check Date	Check Amount
250000488	A.E. BOYCE COMPANY INC.	09/08/2025	594.17
250000489	ACORN DISTRIBUTORS INC.	09/08/2025	2,249.04
250000490	ADVANCED TURF SOLUTIONS	09/08/2025	2,881.00
250000491	ANDERSON, MONICA D	09/08/2025	685.53
250000492	B & H ELECTRIC AND SUPPLY INC.	09/08/2025	958.60
250000493	BENNETT, PATRICK R	09/08/2025	28.70
250000494	BILLINGS, ALEC T	09/08/2025	83.25
250000495	BLICK ART MATERIALS	09/08/2025	1,296.38
250000496	CAITLIN MORGAN INSURANCE SERV	09/08/2025	42,340.00
250000497	CDW COMPUTER	09/08/2025	41,867.41
250000498	CENTRAL INDIANA ED SRVC CNTR	09/08/2025	8,416.87
250000499	CHURCH CHURCH HITTLE & ANTRIM	09/08/2025	1,040.00
250000500	CHURCH, MARIA E	09/08/2025	18.90
250000501	CINTAS CORP	09/08/2025	209.04
250000502	COMMERCIAL FOOD SYSTEMS INC	09/08/2025	3,056.00
250000503	CRISIS PREVENTION INSTITUTE IN	09/08/2025	9,398.00
250000504	CURRY, AMBER L	09/08/2025	159.53
250000505	DANCE SOPHISTICATES INC	09/08/2025	6,975.97
250000506	DELL MARKETING LP	09/08/2025	8,806.42
250000507	DELPH, CARISA A	09/08/2025	63.60
250000508	DIVERSIFIED ROOFING SERVICES L	09/08/2025	1,270.25
250000509	ENERGYCAP LLC	09/08/2025	4,218.93
250000510	ENVIROFORENSICS LLC	09/08/2025	897.00
250000511	EPIC INSURANCE MIDWEST	09/08/2025	376,637.06
250000512	EVERDRIVEN TECHNOLOGIES LLC	09/08/2025	1,005.75
250000513	FLAGSOURCE	09/08/2025	179.90
250000514	FOOTWEAR SUPPLY	09/08/2025	4,580.00
250000515	FULLER ENGINEERING SERVICE	09/08/2025	7,676.00
250000516	HALL, MARIE A	09/08/2025	82.11
250000517	HOLMAN, RITA M	09/08/2025	71.40
250000518	HUFFINE, ANGELA K	09/08/2025	8.68
250000519	INDIANA TESTING	09/08/2025	535.00
250000520	JACKSON, TAMARA E	09/08/2025	98.00
250000521	JOHNSON, KELLY L	09/08/2025	26.32
250000522	JOHNSON CONTROLS	09/08/2025	4,300.68
250000523	KLOSTERMAN'S BAKING	09/08/2025	2,932.98
250000524	LEE COMPANY INC	09/08/2025	11,971.11
250000525	LIMBACH, CHLOE A	09/08/2025	76.20
250000526	MACALLISTER MACHINERY CO INC	09/08/2025	1,266.72
250000527	MAXWELL III, THOMAS F	09/08/2025	288.40
250000528	MCCLAIN, NICHOLAS C	09/08/2025	78.05
250000529	MCGRAW HILL COMPANIES	09/08/2025	2,312.46
250000530	MIDWEST MOTOR SUPPLY CO	09/08/2025	1,391.51
250000531	MIDWEST TRANSIT EQUIPMENT OF I	09/08/2025	6,079.71
250000532	MINDFUL GROWTH LLC	09/08/2025	11,562.50
250000533	O'NEILL, TISHA D	09/08/2025	213.80
250000534	OLIVER, STEPHANIE B	09/08/2025	32.90
250000535	PEARSON ASSESSMENTS	09/08/2025	5,115.61
250000536	Vendor Continued Check	09/08/2025	0.00
250000537	PIAZZA PRODUCE	09/08/2025	15,099.09

Check Nbr	Vendor Name	Check Date	Check Amount
250000538	PIEPER, JENNY L	09/08/2025	214.20
250000539	POCKETALK INC	09/08/2025	7,600.00
250000540	Vendor Continued Check	09/08/2025	0.00
250000541	PRAIRIE FARMS DAIRY	09/08/2025	11,031.72
250000542	RECEIVABLES MANAGEMENT PARTNER	09/08/2025	260.82
250000543	ROWEN, JULIE A	09/08/2025	39.40
250000544	SHARP GRAPHICS	09/08/2025	152.00
250000545	SOLIANT HEALTH LLC	09/08/2025	3,325.00
250000546	SPOTLIGHT STRATEGIES	09/08/2025	339.53
250000547	SYNOVIA SOLUTIONS LLC	09/08/2025	2,332.80
250000548	THE TRANE COMPANY	09/08/2025	463.01
250000549	TRESONA MULTIMEDIA LLC	09/08/2025	2,710.00
250000550	US SIGNAL COMPANY LLC	09/08/2025	3,779.33
250000551	VAUGHT, ADAM T	09/08/2025	151.20
250000552	WALLS, MIRANDA L	09/08/2025	35.00
250000553	WORLAND, BROOKE A	09/08/2025	54.60
250000554	ZOOK, RANDALL COLE	09/08/2025	137.80

67 ACH Check(s) For a Total of 623,762.94

Check Nbr	Vendor Name	Check Date	Check Amount
16093	A TROPHY BUSINESS	09/08/2025	70.00
16094	ACCO BRANDS USA	09/08/2025	272.31
16095	ALLIED-OTT PETROLEUM EQUIPMENT	09/08/2025	625.00
16096	AMERIGAS	09/08/2025	6,785.84
16097	Vendor Continued Check	09/08/2025	0.00
16098	BEST-ONE OF INDY	09/08/2025	1,550.31
16099	BLOOMINGTON MEADOWS GP	09/08/2025	870.00
16100	BLUECOATS DRUM & BUGLE CORP IN	09/08/2025	8,600.00
16101	BOYS & GIRLS CLUB OF FRANKLIN	09/08/2025	2,766.00
16102	BRADEN BUSINESS SYSTEMS INC	09/08/2025	11,054.04
16103	C & C SHIRT FACTORY	09/08/2025	1,200.00
16104	C & S HEATING & COOLING INC	09/08/2025	109.00
16105	CENGAGE LEARNING	09/08/2025	1,633.50
16106	CNA SURETY	09/08/2025	75.00
16107	COLUMBUS CLAY & CERAMICS CO	09/08/2025	1,520.00
16108	CONNECT.ED	09/08/2025	150.00
16109	CRG RESIDENTIAL LLC	09/08/2025	22,400.00
16110	CRYSTAL GRAPHICS INC	09/08/2025	187.00
16111	ELSNER, TARA	09/08/2025	851.20
16112	FALLING FEATHERS HEALING	09/08/2025	250.00
16113	FINALFORMS	09/08/2025	20,148.00
16114	FOOD SERVICES	09/08/2025	1,195.04
16115	FOUNDATION FOR YOUTH	09/08/2025	3,100.00
16116	FRANKLIN CHAMBER OF COMM	09/08/2025	25.00
16117	ASSETWORKS RISK MANAGEMENT INC	09/08/2025	275.09
16118	GRAFTON PEEK CATERING	09/08/2025	418.90
16119	HAVEN FOR HEALING	09/08/2025	1,784.00
16120	IAPSS	09/08/2025	250.00
16121	INSTITUTIONAL COMPLIANCE SOLUT	09/08/2025	6,625.00
16122	IN STATE SCHOOL MUSIC ASSOC	09/08/2025	300.00
16123	JACKSON CONTROL CO INC	09/08/2025	1,143.48
16124	JOHNSON COUNTY TREASURER	09/08/2025	5,450.00
16125	JOSTENS INC	09/08/2025	37.00
16126	JP PARKER FLOWERS	09/08/2025	1,200.00
16127	KROGER GARDIS & REGAS LLP	09/08/2025	5.00
16128	KUTA SOFTWARE LLC	09/08/2025	416.00
16129	LC RHYTHM EVENTS	09/08/2025	350.00
16130	MELISSA DUBIE CONSULTING LLC	09/08/2025	1,200.00
16131	MOORESVILLE CONS. SCHOOL CORP.	09/08/2025	100.00
16132	MACMILLAN HOLDINGS LLC.	09/08/2025	8,496.00
16133	MULTIFORCE SYSTEMS CORPORATION	09/08/2025	2,646.00
16134	Vendor Continued Check	09/08/2025	0.00
16135	CORDS COMMERCIAL ENT.	09/08/2025	1,894.29
16136	NU-TEC ROOFING CONTRACTORS LLC	09/08/2025	3,589.88
16137	OTT EQUIPMENT	09/08/2025	189.69
16138	PAPER CORPORATION	09/08/2025	31,508.40
16139	PRIMARY GROUNDS	09/08/2025	550.00
16140	SCHOLASTIC INC.	09/08/2025	813.14
16141	SCHOLASTIC, INC	09/08/2025	2,386.14
16142	SCHOOL NUTRITION ASSOCIATION	09/08/2025	830.00

Check Nbr	Vendor Name	Check Date	Check Amount
16143	SHALINI, FNU	09/08/2025	203.70
16144	SHARES INC	09/08/2025	535.00
16145	SOUTHERN RENTALS	09/08/2025	2,070.00
16146	Vendor Continued Check	09/08/2025	0.00
16147	SOUTHSIDE SPECIAL SERVICES OF	09/08/2025	7,200.00
16148	STERICYCLE INC	09/08/2025	142.90
16149	SWANK MOVIE LICENSING USA	09/08/2025	4,835.00
16150	TORRANCE & SONS LLC	09/08/2025	4,401.00
16151	UNITED WAY OF JOHNSON COUNTY	09/08/2025	25.00
16152	US BANK NATIONAL ASSOCIATION	09/08/2025	92,383.16
16153	WARWEG & COMPANY	09/08/2025	109.00
16154	WESTERN GOVERNORS UNIVERSITY	09/08/2025	3,825.00
16155	YOUNG AND YOUNG	09/08/2025	2,625.00

63 Computer Check(s) For a Total of 276,250.01

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	67	ACH	Checks For a Total of	623,762.94
	63	Computer	Checks For a Total of	276,250.01
Total For	130	Manual, Wire Tran, ACH & Computer Checks		900,012.95
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	900,012.95

ALLOWANCE OF CLAIMS

I hereby certify that each of the listed claims and the invoices, or bills attached thereto, are true and correct and I have audited same in accordance with IC 5-11-10-1.6.

SEPTEMBER 8, 2025

Tina Jobe, Fiscal Officer

We have examined the claims on the foregoing register of claims, consisting of pages, and except for claims not allowed as shown on the register such claims are hereby allowed in the total amount of $ 87.31. Dated this 8TH day of

SEPTEMBER 2025.

Becky Nelson
President

Debbie Gill
Vice President

Jennifer Mann
Secretary

Brett Jones
Member

David Yount
Member

Approved by the state board of accounts November 1996 for: Franklin Community School Corporation.

Check Date 08/28/2025

F U N D / O B J E C T S U M M A R Y

FUND	OBJECT	DESCRIPTION	AMOUNT
0300	1200	NONCERTIFIED SALARIES	81.10
	2110	SOCIAL SECURITY	5.03
	2115	MEDICARE	1.18
		Fund 0300 Total	87.31
		Summary total	87.31

O B J E C T S U M M A R Y

OBJECT	DESCRIPTION	AMOUNT
1200	NONCERTIFIED SALARIES	81.10
2110	SOCIAL SECURITY	5.03
2115	MEDICARE	1.18
	Summary total	87.31

********** End of report **********

ALLOWANCE OF CLAIMS

I hereby certify that each of the listed claims and the invoices, or bills attached thereto, are true and correct and I have audited same in accordance with IC 5-11-10-1.6.

SEPTEMBER 8, 2025

Tina Jobe, Fiscal Officer

We have examined the claims on the foregoing register of claims, consisting of pages, and except for claims not allowed as shown on the register such claims are hereby allowed in the total amount of $ 2,337,564.27. Dated this 8TH day of

SEPTEMBER 2025.

Becky Nelson
President

Debbie Gill
Vice President

Jennifer Mann
Secretary

Brett Jones
Member

David Yount
Member

Approved by the state board of accounts November 1996 for: Franklin Community School Corporation.

Check Date 08/28/2025

F U N D / O B J E C T S U M M A R Y

FUND	OBJECT	DESCRIPTION	AMOUNT
0101	1100	CERTIFIED SALARIES	785,128.51
	1200	NONCERTIFIED SALARIES	192,881.61
	1300	TEMPORARY SALARIES	7,550.00
	1401	NON-CERT OVERTIME SALARIES	251.19
	1420	ADDITIONAL COMPENSATION	7,129.14
	2110	SOCIAL SECURITY	58,064.94
	2115	MEDICARE	13,579.69
	2140	PUBLIC EMPLOYEES RETIREMENT FU	26,884.36
	2150	TEACHERS RETIREMENT	819.59
	2160	TEACHERS RETIREMENT	71,904.97
	2190	DENTAL INSURANCE	12,743.20
	2200	VISION INSURANCE	2,889.15
	2210	LIFE INSURANCE	1,978.40
	2220	MEDICAL INSURANCE	354,776.89
	2410	LOCAL RETIREMENT CONTRIBUTIONS	16,915.68
	2430	LONG TERM DISABILITY INSURANCE	5,492.77
	2760	CUB ACADEMY TUITION BENEFIT	7,694.00
		Fund 0101 Total	1,566,684.09
0160	1100	CERTIFIED SALARIES	19,178.49
	1200	NONCERTIFIED SALARIES	109,295.18
	1401	NON-CERT OVERTIME SALARIES	462.69
	1420	ADDITIONAL COMPENSATION	864.96
	2110	SOCIAL SECURITY	7,677.17
	2115	MEDICARE	1,795.47
	2140	PUBLIC EMPLOYEES RETIREMENT FU	11,859.33
	2160	TEACHERS RETIREMENT	1,821.95
	2190	DENTAL INSURANCE	2,046.20
	2200	VISION INSURANCE	430.52
	2210	LIFE INSURANCE	194.80
	2220	MEDICAL INSURANCE	62,532.00
	2410	LOCAL RETIREMENT CONTRIBUTIONS	424.17
	2430	LONG TERM DISABILITY INSURANCE	714.76

Check Date 08/28/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
	2760	CUB ACADEMY TUITION BENEFIT	1,860.00
		Fund 0160 Total	221,157.69
0300	1100	CERTIFIED SALARIES	13,228.97
	1200	NONCERTIFIED SALARIES	152,443.05
	1300	TEMPORARY SALARIES	3,111.16
	1401	NON-CERT OVERTIME SALARIES	33,326.58
	1420	ADDITIONAL COMPENSATION	1,150.00
	2110	SOCIAL SECURITY	12,009.07
	2115	MEDICARE	2,808.57
	2140	PUBLIC EMPLOYEES RETIREMENT FU	10,983.55
	2150	TEACHERS RETIREMENT	229.02
	2160	TEACHERS RETIREMENT	531.53
	2190	DENTAL INSURANCE	2,512.00
	2200	VISION INSURANCE	499.29
	2210	LIFE INSURANCE	173.85
	2220	MEDICAL INSURANCE	66,182.50
	2410	LOCAL RETIREMENT CONTRIBUTIONS	799.77
	2430	LONG TERM DISABILITY INSURANCE	544.07
		Fund 0300 Total	300,532.98
0800	1200	NONCERTIFIED SALARIES	51,756.55
	1401	NON-CERT OVERTIME SALARIES	29.04
	2110	SOCIAL SECURITY	3,136.79
	2115	MEDICARE	733.63
	2140	PUBLIC EMPLOYEES RETIREMENT FU	2,063.43
	2190	DENTAL INSURANCE	421.00
	2200	VISION INSURANCE	86.62
	2210	LIFE INSURANCE	29.15
	2220	MEDICAL INSURANCE	9,668.00
	2410	LOCAL RETIREMENT CONTRIBUTIONS	73.57
	2430	LONG TERM DISABILITY INSURANCE	28.82
		Fund 0800 Total	68,026.60

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FUND	OBJECT	DESCRIPTION	AMOUNT
1300	1100	CERTIFIED SALARIES	3,693.76
	1200	NONCERTIFIED SALARIES	3,118.25
	2110	SOCIAL SECURITY	403.67
	2115	MEDICARE	94.40
	2140	PUBLIC EMPLOYEES RETIREMENT FU	349.24
	2160	TEACHERS RETIREMENT	350.90
	2190	DENTAL INSURANCE	92.50
	2200	VISION INSURANCE	19.54
	2210	LIFE INSURANCE	11.10
	2220	MEDICAL INSURANCE	3,366.61
	2410	LOCAL RETIREMENT CONTRIBUTIONS	83.11
	2430	LONG TERM DISABILITY INSURANCE	40.36
		Fund 1300 Total	11,623.44
1720	1200	NONCERTIFIED SALARIES	21,713.46
	1300	TEMPORARY SALARIES	1,439.70
	2110	SOCIAL SECURITY	1,413.23
	2115	MEDICARE	330.52
	2140	PUBLIC EMPLOYEES RETIREMENT FU	6,608.12
	2190	DENTAL INSURANCE	255.00
	2200	VISION INSURANCE	47.23
	2210	LIFE INSURANCE	13.20
	2220	MEDICAL INSURANCE	5,361.00
	2430	LONG TERM DISABILITY INSURANCE	54.71
		Fund 1720 Total	37,236.17
1750	1420	ADDITIONAL COMPENSATION	1,775.00
	2110	SOCIAL SECURITY	100.39
	2115	MEDICARE	23.48
	2150	TEACHERS RETIREMENT	2.25
	2160	TEACHERS RETIREMENT	161.50
		Fund 1750 Total	2,062.62

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FUND	OBJECT	DESCRIPTION	AMOUNT
2500	1200	NONCERTIFIED SALARIES	2,893.31
	1201	NON-CERTIFIED SALARY	1,254.66
	2110	SOCIAL SECURITY	241.50
	2115	MEDICARE	56.47
	2140	PUBLIC EMPLOYEES RETIREMENT FU	324.05
	2190	DENTAL INSURANCE	53.00
	2200	VISION INSURANCE	7.88
	2210	LIFE INSURANCE	3.30
	2220	MEDICAL INSURANCE	2,015.00
	2430	LONG TERM DISABILITY INSURANCE	18.81
		Fund 2500 Total	6,867.98
3250	1200	NONCERTIFIED SALARIES	3,377.33
	1420	ADDITIONAL COMPENSATION	663.67
	2110	SOCIAL SECURITY	246.45
	2115	MEDICARE	57.64
	2160	TEACHERS RETIREMENT	40.49
		Fund 3250 Total	4,385.58
4135	1100	CERTIFIED SALARIES	19,620.49
	1200	NONCERTIFIED SALARIES	6,674.81
	1420	ADDITIONAL COMPENSATION	6,381.33
	2110	SOCIAL SECURITY	1,931.33
	2115	MEDICARE	451.71
	2140	PUBLIC EMPLOYEES RETIREMENT FU	509.92
	2160	TEACHERS RETIREMENT	2,140.08
		Fund 4135 Total	37,709.67
5200	1100	CERTIFIED SALARIES	25,786.98
	1200	NONCERTIFIED SALARIES	9,151.38
	2110	SOCIAL SECURITY	2,022.79
	2115	MEDICARE	473.06
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,024.96

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FUND	OBJECT	DESCRIPTION	AMOUNT
	2160	TEACHERS RETIREMENT	2,192.41
	2190	DENTAL INSURANCE	501.50
	2200	VISION INSURANCE	116.08
	2210	LIFE INSURANCE	76.22
	2220	MEDICAL INSURANCE	13,396.50
	2410	LOCAL RETIREMENT CONTRIBUTIONS	450.18
	2430	LONG TERM DISABILITY INSURANCE	218.94
		Fund 5200 Total	55,411.00
5401	1100	CERTIFIED SALARIES	971.15
	2110	SOCIAL SECURITY	60.21
	2115	MEDICARE	14.08
	2160	TEACHERS RETIREMENT	92.25
	2210	LIFE INSURANCE	2.75
	2410	LOCAL RETIREMENT CONTRIBUTIONS	21.85
		Fund 5401 Total	1,162.29
5824	1100	CERTIFIED SALARIES	779.56
	1200	NONCERTIFIED SALARIES	827.67
	2110	SOCIAL SECURITY	95.12
	2115	MEDICARE	22.24
	2160	TEACHERS RETIREMENT	74.06
		Fund 5824 Total	1,798.65
6460	1200	NONCERTIFIED SALARIES	13,917.93
	2110	SOCIAL SECURITY	845.42
	2115	MEDICARE	197.73
	2140	PUBLIC EMPLOYEES RETIREMENT FU	799.25
	2190	DENTAL INSURANCE	169.00
	2200	VISION INSURANCE	31.50
	2210	LIFE INSURANCE	6.60
	2220	MEDICAL INSURANCE	4,743.00
	2430	LONG TERM DISABILITY INSURANCE	14.09

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FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 6460 Total	20,724.52
6848	1300	TEMPORARY SALARIES	149.88
	1420	ADDITIONAL COMPENSATION	1,750.00
	2110	SOCIAL SECURITY	112.35
	2115	MEDICARE	26.26
	2160	TEACHERS RETIREMENT	142.50
		Fund 6848 Total	2,180.99
		Summary total	2,337,564.27

O B J E C T S U M M A R Y

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFIED SALARIES	868,387.91
1200	NONCERTIFIED SALARIES	568,050.53
1201	NON-CERTIFIED SALARY	1,254.66
1300	TEMPORARY SALARIES	12,250.74
1401	NON-CERT OVERTIME SALARIES	34,069.50
1420	ADDITIONAL COMPENSATION	19,714.10
2110	SOCIAL SECURITY	88,360.43
2115	MEDICARE	20,664.95
2140	PUBLIC EMPLOYEES RETIREMENT FU	61,406.21
2150	TEACHERS RETIREMENT	1,050.86
2160	TEACHERS RETIREMENT	79,452.64
2190	DENTAL INSURANCE	18,793.40
2200	VISION INSURANCE	4,127.81
2210	LIFE INSURANCE	2,489.37
2220	MEDICAL INSURANCE	522,041.50
2410	LOCAL RETIREMENT CONTRIBUTIONS	18,768.33
2430	LONG TERM DISABILITY INSURANCE	7,127.33
2760	CUB ACADEMY TUITION BENEFIT	9,554.00
	Summary total	2,337,564.27

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OBJECT	DESCRIPTION	AMOUNT

********** End of report **********

ALLOWANCE OF CLAIMS

I hereby certify that each of the listed claims and the invoices, or bills attached thereto, are true and correct and I have audited same in accordance with IC 5-11-10-1.6.

SEPTEMBER 8, 2025

Tina Jobe, Fiscal Officer

We have examined the claims on the foregoing register of claims, consisting of pages, and except for claims not allowed as shown on the register such claims are hereby allowed in the total amount of $1,543,527.84. Dated this 8TH day of SEPTEMBER 2025.

Becky Nelson
President

Debbie Gill
Vice President

Jennifer Mann
Secretary

Brett Jones
Member

David Yount
Member

Approved by the state board of accounts November 1996 for: Franklin Community School Corporation.

Check Date 08/14/2025

F U N D / O B J E C T S U M M A R Y

FUND	OBJECT	DESCRIPTION	AMOUNT
0101	1100	CERTIFIED SALARIES	778,867.31
	1200	NONCERTIFIED SALARIES	75,856.04
	1300	TEMPORARY SALARIES	100.00
	1401	NON-CERT OVERTIME SALARIES	75.47
	1420	ADDITIONAL COMPENSATION	22,122.04
	2110	SOCIAL SECURITY	51,344.50
	2115	MEDICARE	12,007.96
	2140	PUBLIC EMPLOYEES RETIREMENT FU	8,887.72
	2150	TEACHERS RETIREMENT	757.92
	2160	TEACHERS RETIREMENT	73,033.45
	2190	DENTAL INSURANCE	-40.00
	2200	VISION INSURANCE	-7.88
	2210	LIFE INSURANCE	-5.50
	2220	MEDICAL INSURANCE	-1,812.00
	2410	LOCAL RETIREMENT CONTRIBUTIONS	16,241.14
	2430	LONG TERM DISABILITY INSURANCE	-13.27
		Fund 0101 Total	1,037,414.90
0160	1100	CERTIFIED SALARIES	29,148.17
	1200	NONCERTIFIED SALARIES	109,958.41
	1250	TERMINAL LEAVE	26,626.80
	1401	NON-CERT OVERTIME SALARIES	327.02
	2110	SOCIAL SECURITY	9,894.96
	2115	MEDICARE	2,314.17
	2140	PUBLIC EMPLOYEES RETIREMENT FU	11,814.90
	2150	TEACHERS RETIREMENT	69.86
	2160	TEACHERS RETIREMENT	2,547.84
	2410	LOCAL RETIREMENT CONTRIBUTIONS	533.90
		Fund 0160 Total	193,236.03
0300	1100	CERTIFIED SALARIES	13,228.97
	1200	NONCERTIFIED SALARIES	137,107.51

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FUND	OBJECT	DESCRIPTION	AMOUNT
	1300	TEMPORARY SALARIES	248.25
	1401	NON-CERT OVERTIME SALARIES	13,614.07
	1420	ADDITIONAL COMPENSATION	900.00
	2110	SOCIAL SECURITY	9,712.39
	2115	MEDICARE	2,271.46
	2140	PUBLIC EMPLOYEES RETIREMENT FU	10,531.19
	2150	TEACHERS RETIREMENT	229.02
	2160	TEACHERS RETIREMENT	531.53
	2410	LOCAL RETIREMENT CONTRIBUTIONS	758.90
		Fund 0300 Total	189,133.29
0800	1200	NONCERTIFIED SALARIES	16,811.10
	2110	SOCIAL SECURITY	1,041.42
	2115	MEDICARE	243.53
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,174.99
	2410	LOCAL RETIREMENT CONTRIBUTIONS	32.70
		Fund 0800 Total	19,303.74
1300	1100	CERTIFIED SALARIES	4,015.98
	1200	NONCERTIFIED SALARIES	3,118.25
	2110	SOCIAL SECURITY	423.64
	2115	MEDICARE	99.08
	2140	PUBLIC EMPLOYEES RETIREMENT FU	349.24
	2160	TEACHERS RETIREMENT	381.51
	2410	LOCAL RETIREMENT CONTRIBUTIONS	90.36
		Fund 1300 Total	8,478.06
1720	1200	NONCERTIFIED SALARIES	3,901.40
	1300	TEMPORARY SALARIES	55.37
	2110	SOCIAL SECURITY	245.34
	2115	MEDICARE	57.37
	2140	PUBLIC EMPLOYEES RETIREMENT FU	279.98

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FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 1720 Total	4,539.46
1730	1420	ADDITIONAL COMPENSATION	8,932.00
	2110	SOCIAL SECURITY	545.02
	2115	MEDICARE	127.46
	2160	TEACHERS RETIREMENT	240.92
		Fund 1730 Total	9,845.40
1745	1420	ADDITIONAL COMPENSATION	2,241.67
	2110	SOCIAL SECURITY	125.36
	2115	MEDICARE	29.32
	2140	PUBLIC EMPLOYEES RETIREMENT FU	273.32
		Fund 1745 Total	2,669.67
1750	1420	ADDITIONAL COMPENSATION	4,036.88
	2110	SOCIAL SECURITY	226.62
	2115	MEDICARE	53.00
	2150	TEACHERS RETIREMENT	2.25
	2160	TEACHERS RETIREMENT	349.15
		Fund 1750 Total	4,667.90
2500	1200	NONCERTIFIED SALARIES	2,893.31
	1201	NON-CERTIFIED SALARY	1,496.79
	2110	SOCIAL SECURITY	261.67
	2115	MEDICARE	61.20
	2140	PUBLIC EMPLOYEES RETIREMENT FU	324.05
		Fund 2500 Total	5,037.02
2710	2110	SOCIAL SECURITY	0.76
	2115	MEDICARE	0.18
	2160	TEACHERS RETIREMENT	1.20
	2750	OTHER EMPLOYEE BENEFITS	12.60

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FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 2710 Total	14.74
3250	1200	NONCERTIFIED SALARIES	4.14
	1420	ADDITIONAL COMPENSATION	1,025.33
	2110	SOCIAL SECURITY	60.70
	2115	MEDICARE	14.21
	2160	TEACHERS RETIREMENT	90.79
		Fund 3250 Total	1,195.17
3780	1420	ADDITIONAL COMPENSATION	625.00
	2110	SOCIAL SECURITY	37.15
	2115	MEDICARE	8.69
	2140	PUBLIC EMPLOYEES RETIREMENT FU	70.00
		Fund 3780 Total	740.84
4135	1100	CERTIFIED SALARIES	19,328.37
	1200	NONCERTIFIED SALARIES	337.54
	1420	ADDITIONAL COMPENSATION	5,700.00
	2110	SOCIAL SECURITY	1,466.66
	2115	MEDICARE	342.99
	2140	PUBLIC EMPLOYEES RETIREMENT FU	42.26
	2150	TEACHERS RETIREMENT	3.75
	2160	TEACHERS RETIREMENT	2,338.38
		Fund 4135 Total	29,559.95
5200	1100	CERTIFIED SALARIES	19,215.16
	1200	NONCERTIFIED SALARIES	9,151.38
	2110	SOCIAL SECURITY	1,654.49
	2115	MEDICARE	386.94
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,024.96
	2160	TEACHERS RETIREMENT	1,825.44
	2410	LOCAL RETIREMENT CONTRIBUTIONS	1,470.39

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FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 5200 Total	34,728.76
5401	1100	CERTIFIED SALARIES	971.15
	2110	SOCIAL SECURITY	60.21
	2115	MEDICARE	14.08
	2160	TEACHERS RETIREMENT	92.25
	2410	LOCAL RETIREMENT CONTRIBUTIONS	21.85
		Fund 5401 Total	1,159.54
5824	1100	CERTIFIED SALARIES	780.26
	2110	SOCIAL SECURITY	41.28
	2115	MEDICARE	9.65
	2160	TEACHERS RETIREMENT	74.13
		Fund 5824 Total	905.32
6460	1200	NONCERTIFIED SALARIES	387.74
	2110	SOCIAL SECURITY	24.04
	2115	MEDICARE	5.62
	2140	PUBLIC EMPLOYEES RETIREMENT FU	43.43
		Fund 6460 Total	460.83
6848	1420	ADDITIONAL COMPENSATION	225.00
	2110	SOCIAL SECURITY	12.83
	2115	MEDICARE	3.00
	2160	TEACHERS RETIREMENT	21.37
		Fund 6848 Total	262.20
6881	1420	ADDITIONAL COMPENSATION	150.00
	2110	SOCIAL SECURITY	8.73
	2115	MEDICARE	2.04
	2160	TEACHERS RETIREMENT	14.25

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FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 6881 Total	175.02
		Summary total	1,543,527.84

O B J E C T S U M M A R Y

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFIED SALARIES	865,555.37
1200	NONCERTIFIED SALARIES	359,526.82
1201	NON-CERTIFIED SALARY	1,496.79
1250	TERMINAL LEAVE	26,626.80
1300	TEMPORARY SALARIES	403.62
1401	NON-CERT OVERTIME SALARIES	14,016.56
1420	ADDITIONAL COMPENSATION	45,957.92
2110	SOCIAL SECURITY	77,187.77
2115	MEDICARE	18,051.95
2140	PUBLIC EMPLOYEES RETIREMENT FU	34,816.04
2150	TEACHERS RETIREMENT	1,062.80
2160	TEACHERS RETIREMENT	81,542.21
2190	DENTAL INSURANCE	-40.00
2200	VISION INSURANCE	-7.88
2210	LIFE INSURANCE	-5.50
2220	MEDICAL INSURANCE	-1,812.00
2410	LOCAL RETIREMENT CONTRIBUTIONS	19,149.24
2430	LONG TERM DISABILITY INSURANCE	-13.27
2750	OTHER EMPLOYEE BENEFITS	12.60
	Summary total	1,543,527.84

********** End of report **********

FRANKLIN COMMUNITY SCHOOLS
Student-Centered • Innovative

August 11, 2025
Board of School Trustees

FCMS - Auditorium
625 Grizzly Cub Drive
Franklin, IN 46131
6:00 PM

Debbie Gill:	Present
Brett Jones:	Present
Jennifer Mann:	Present
Becky Nelson:	Present
David Yount:	Present

1. WATCH MEETING LIVE
   YouTube Live Stream
2. CALL THE MEETING TO ORDER
   Mrs. Becky Nelson
   Mrs. Becky Nelson called the meeting to order.
3. **RECOGNITION**
   Dr. David Clendening & Dr. Brooke Worland
   A. Individual Student Growth

- ISSMA Concert Choir State Championship
- FCMS Indiana State School Music Association All-Music Award
- Superintendent's All A Honor Roll

4. **CONSENT AGENDA**
   Mrs. Becky Nelson
   A. Public Comments on any Consent Agenda Item
      Public comments regarding consent agenda items are limited to 3 minutes.
   B. Allowance of Claims and Vouchers

   C. Approve Minutes

D. Centerstone MOU

E. Donations

F. Liability Insurance Renewal

G. Overnight and/or Out of State Trips

H. Resolution to Transfer Amount from Cub Care Fund & Interest Income to the Employer of Choice Fund

I. Personnel Report

J. Salary Schedules
Speech Language Pathologist School Psychologist

K. Software Renewals

L. Superintendent Membership Dues

M. Surplus

N. Consent Agenda Vote
Motion to approve the consent agenda. This motion, made by Jennifer Mann and seconded by Debbie Gill, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
Dr. Clendening shared that our liability insurance with AFM/EMC (the same company as last year) increased by 6.4%. Karen Stafford is retiring after 17 years of service as a certified bus driver. As noted on the surplus list, we are removing the current teacher desks at Webb Elementary. This is due to the school receiving new desks to replace the old ones.

5. **SUPERINTENDENT REPORTS**

A. Back-to-School Update
Dr. David Clendening
We had an outstanding opening day ceremony to kick off the new school year. Our theme this year is "One District, Many Stories". Student enrollment is up by approximately 180 students, which is a positive trend. While we had a few transportation challenges during the first few days, those issues have been addressed and resolved. At the elementary level, we are committed to maintaining a 25:1 student-teacher ratio. All elementary schools are currently below this threshold, though we are closely monitoring higher-enrollment classes as new students continue to enroll. Virtual school continues to be a strong option, with about 111 students currently enrolled. Our official ADM (Average Daily Membership) count day is October 1st. Looking ahead, the fall sports season is just around the corner. Next week marks the start of football,

volleyball, and soccer, and we look forward to cheering on our student-athletes as they represent our district.

B. 2024 Energy Update
Mr. Jeff Bright
This program has been in use since 2013. The motto for this program is to use the equipment when needed, but shut it down when not needed. We ask staff to help by shutting down computers at the end of the day, turning lights off when not in use for an extended period of time, no personal space heaters or refrigerators. The bulk of our savings in this program comes from our automated building systems. Our district's Energy Conservation Program, in place since 2013, continues to play a key role in managing utility costs and promoting sustainability. The program's motto is: "Use the equipment when needed, but shut it down when not needed." We ask all staff to support these efforts by: Shutting down computers at the end of each day Turning off lights when rooms are not in use for an extended period Avoiding the use of personal space heaters or refrigerators While staff efforts are crucial, it's important to note that the majority of our energy savings come from our automated building systems, which help regulate heating, cooling, and lighting districtwide

Our district's energy conservation program, in place since 2013, continues to play a key role in managing utility costs. The program's motto is: "Use the equipment when needed, but shut it down when not needed." We ask all staff to support these efforts by:

- shutting down computers at the end of each day
- turning off lights when room are not in use for an extended period
- avoiding the use of personal space heaters or refrigerators

While staff efforts are crucial, it's important to note that the majority of our energy savings come from our automated building systems, which help regulate heating, cooling and lighting districtwide. 2024 was a good year in comparison to 2023 -$58,028) and our previous baseline of 2012 (-$150,526). Back in 2012, a Six Sigma project was done to look at ways to become more efficient.
In 2024, electricity accounted for the majority of our utility expenses, making up 73% of total costs. By contrast, natural gas represented just 12.3% of our utility spending. Electricity charges are based on our rate per kilowatt-hour (kWh). In early 2025, we began seeing the impact of Duke Energy's announced rate increase - a 10% rise for 2025. Looking ahead, Duke will pass along an additional 4% increase in 2026, though there may be some small offsets that will help reduce the overall impact.
We replaced three chillers at the HS, and with reduced usage being down vs 2023, this translates to an estimated savings of $34,000. At Creekside and Northwood, heat pumps and heat exchangers were replaced, and with usage being down vs 2023, this translates to an estimated savings of $12,059 at Creekside and $24,255 at Northwood. The Department of Public Works (DPW) bills us based on our water meter readings, which track usage at specific buildings. This includes water used by sprinkler systems and cooling towers - water that does not go down the drain. After subtracting the water usage that doesn't enter the drainage system from our total meter readings,

we have saved nearly $100,000 over the past twelve years. With our 2012 baseline year, compared to 2024, we have saved $150,526. Our average annual savings are $240,495. For the last twelve years, we have saved $2,885,945.

C. Quarterly Financial Report
Ms. Tina Jobe
The Quarterly Financial Report will be tabled until the September board meeting.

D. 2026 Budget Workshop Presentation
Ms. Tina Jobe
This budget workshop is designed to provide an overview of where we are headed with the funds available. On September 8th, we will hold a public hearing on the 2026 budget and get approval of the 2026 Capital Projects and Bus Replacement Plans. On October 20th, the Board of School Trustees will adopt the 2026 budget. Districts are required to spend at least 62%of "Total Tuition Support" on teacher salaries. For the 2024-2025 school year, we spent 67.55% on teacher salaries. Our funding floor for teacher salaries is required to remain equal to or greater than the previous year. The board goal is set at 15% to spend in each of the Education Fund, Operations Fund, and the Rainy Day Fund and at the end of this year we are projecting to be at 25.71%. We have significant changes in revenue for 2026. The Education Fund (based on 4,883 students + 120 virtual students) has a projected revenue increase of $1,208,983. The Operating Fund levy (what we receive in) is capped at 4% with a projected revenue increase of $346,640. There is no cap in 2026 for the Referendum Fund Levy, with a rate based on $0.23 projected revenue increase to be $446,298. We have revenue/savings opportunities as well as increased costs in certain areas for 2026. Our budget is made up of 52% education, 25% debt service, 15% operations, and 8% referendum for a total proposed budget of $79,945,213. At the end of 2026, we will have paid off the HS bond. Our assessed value has continued to increase, and we should receive our assessed valuation for 2026 soon. We are requesting $1.9160 tax rate with an anticipated approval of $1.3984.

6. **ACTION ITEMS**

A. Public Comments on any Action Item
Public comments regarding action items are limited to 3 minutes.
There were no public comments.

B. Notice of Public Hearing for the 2026 Budget
Ms. Tina Jobe
Motion to approve to advertise the 2026 budget. This motion, made by Brett Jones and seconded by Jennifer Mann, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
We are asking for board approval to publicize the 2026 budget. The public hearing will take place at the September 8, 2025, school board meeting. Adoption of the 2026 budget is scheduled for October 20, 2025.

C. Permission to Advertise Capital Projects and Bus Replacement Plans
Ms. Tina Jobe

Motion for permission to Advertise Capital Projects and Bus Replacement Plans. This motion, made by Debbie Gill and seconded by David Yount, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
Per state law, we are requesting approval to advertise the resolutions for capital projects and the bus replacement plans.

D. Contracted Services for Speech and Language for the 2025-2026 academic school year
Mrs. Jenn Scott

Motion to approve the agreement for Contracted Services for Speech and Language for the 2025-2026 academic school year. This motion, made by Brett Jones and seconded by Debbie Gill, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
Asking for approval to continue with the contracted services for speech and language for the 2025-2026 school year with Chelsea Bernett.

E. Recommendation to Hire Individual Under SEA 342
Motion to approve the recommendation to hire an individual under SEA 342. This motion, made by Jennifer Mann and seconded by Brett Jones, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0

After June 30, 2023, the state legislators and the general assembly gave us the ability to hire people with a minor infraction. We must conduct a separate vote focused on the recommendation to hire the candidate proposed under SEA 342. This vote will be independent of other hiring decisions to ensure clarity and transparency in our selection process. The infraction was disclosed during the hiring process.

F. Policies: Second Reading
Dr. Clendening
Motion to approve the policies, guidelines and forms as presented. add medical licened to approved....subject to the change. This motion, made by Brett Jones and seconded by Debbie Gill, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
Motion to approve the policies as presented, subject to the change mentioned. This motion, made by Brett Jones and seconded by Jennifer Mann, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0
There are recommended changes to C175 that are marked in green. Indiana is a compulsory attendance state, which means that students are required to be in school when it is open. The nation and the state are having discussions about chronic absenteeism. A draft of the new accountability rule for the state of Indiana has been sent out for feedback, which includes regular attendance requirements for students in grades K-12. This will be part of our accountability grading for all schools moving forward for the next school year. David Yount suggested that we add the word "medical" under Medical - This includes: c. Recovery from accident as verified by a "medical" licensed professional.

7. **DISCUSSION**

A. Public Comments on Discussion Items
Public comments regarding discussion items are limited to 3 minutes.
There were no public comments.

B. POLICY Board Member Stipend
The state law changed on July 1, 2025, which allows a school board member's salary to be up to 10% of the teacher's baseline salary. For FCS school board members, this would be $5,000.

8. **BOARD / ADMINISTRATIVE COMMENTS**

A. Board Comments

There were no board comments.

B. Administrative Comments
There were no board comments.

9. **CALENDAR**

A. Calendar of Events

- Labor Day Holiday - No School: September 1

10. ADJOURNMENT

Motion to adjourn the meeting. This motion, made by Brett Jones and seconded by Jennifer Mann, Passed.

Debbie Gill:	Yea
Brett Jones:	Yea
Jennifer Mann:	Yea
Becky Nelson:	Yea
David Yount:	Yea

Yea: 5, Nay: 0

11. I.C. 5-14-9-1

David Yount is an appointed member of the Franklin Community School Corporation Board of School Trustees representing Needham Township appointed by Franklin Community School Board. The date of appointment was January 30, 2025, and the term expires December 31, 2026.

Board of School Trustees

Becky Nelson, President

Debbie Gill, Vice President

Jennifer Mann, Secretary

Brett Jones, Member

David Yount, Member

UNIFORM CONFLICT OF INTEREST DISCLOSURE STATEMENT

State Form 54266 (R2 / 6-15) / Form 236
STATE BOARD OF ACCOUNTS

Indiana Code 35-44.1-1-4

A public servant who knowingly or intentionally has a pecuniary interest in or derives a profit from a contract or purchase connected with an action by the governmental entity served by the public servant commits conflict of interest, a Class D Felony. A public servant has a pecuniary interest in a contract or purchase if the contract or purchase will result or is intended to result in an ascertainable increase in the income or net worth of the public servant or a dependent of the public servant. "Dependent" means any of the following: the spouse of a public servant; a child, stepchild, or adoptee (as defined in IC 31-9-2-2) of a public servant who is unemancipated and less than eighteen (18) years of age; and any individual more than one-half (1/2) of whose support is provided during a year by the public servant.

The foregoing consists only of excerpts from IC 35-44.1-1-4. Care should be taken to review IC 35-44.1-1-4 in its entirety.

1. **Name and Address of Public Servant Submitting Statement:** Becky Nelson

   5931 W. 150 S., Morgantown, IN 46160

2. **Title or Position With Governmental Entity:** Board of School Trustee Member

3. a. **Governmental Entity:** Franklin Community Schools

   b. **County:** Johnson

4. **This statement is submitted (check one):**

   a._ as a "single transaction" disclosure statement, as to my financial interest in a specific contract or purchase connected with the governmental entity which I serve, proposed to be made by the governmental entity with or from a particular contractor or vendor; or

   b.✔ as an "annual" disclosure statement, as to my financial interest connected with any contracts or purchases of the governmental entity which I serve, which are made on an ongoing basis with or from particular contractors or vendors.

5. **Name(s) of Contractor(s) or Vendor(s):**

   Cash Nelson, Son (employee of FCS)

6. **Description(s) of Contract(s) or Purchase(s)** *(Describe the kind of contract involved, and the effective date and term of the contract or purchase if reasonably determinable. Dates required if 4(a) is selected above. If "dependent" is involved, provide dependent's name and relationship.)*:

7. **Description of My Financial Interest** *(Describe in what manner the public servant or "dependent" expects to derive a profit or financial benefit from, or otherwise has a pecuniary interest in, the above contract(s) or purchase(s); if reasonably determinable, state the approximate dollar value of such profit or benefit.)*:

No financial interest in this contract but with family member.

(Attach extra pages if additional space is needed.)

8. **Approval of Appointing Officer or Body** *(To be completed if the public servant was appointed by an elected public servant or the board of trustees of a state-supported college or university.)*:

I (We) being the Board of School Trustees, Vice President of
(Title of Officer or Name of Governing Body)

Franklin Community Schools and having the power to appoint
(Name of Governmental Entity)

the above named public servant to the public position to which he or she holds, hereby approve the participation to the appointed disclosing public servant in the above described contract(s) or purchase(s) in which said public servant has a conflict of interest as defined in Indiana Code 35-44.1-1-4; however, this approval does not waive any objection to any conflict prohibited by statute, rule, or regulation and is not to be construed as a consent to any illegal act.

	Mrs. Debbie Gill, Vice President
Elected Official	Office

9. **Effective Dates** *(Conflict of interest statements must be submitted to the governmental entity prior to final action on the contract or purchase.)*:

September 8, 2025	
Date Submitted *(month, day, year)*	Date of Action on Contract or Purchase *(month, day, year)*

10. **Affirmation of Public Servant:** This disclosure was submitted to the governmental entity and accepted by the governmental entity in a public meeting of the governmental entity prior to final action on the contract or purchase. I affirm, under penalty of perjury, the truth and completeness of the statements made above, and that I am the above named public servant.

Signed: Becky Nelson
(Signature of Public Servant)

Date: 9-8-25
(month, day, year)

Printed Name: Becky Nelson
(Please print legibly.)

Email Address: nelsonr@franklinschools.org

Within fifteen (15) days after final action on the contract or purchase, copies of this statement must be filed with the State Board of Accounts by uploading it here https://gateway.ifionline.org/sboa_coi/ which is the preferred method of filing, or by mailing it to the State Board of Accounts, Indiana Government Center South, 302 West Washington Street, Room E418, Indianapolis, Indiana, 46204-2765 and the Clerk of the Circuit Court of the county where the governmental entity took final action on the contract or purchase.

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The foregoing consists only of excerpts from IC 35-44.1-1-4. Care should be taken to review IC 35-44.1-1-4 in its entirety.

1. **Name and Address of Public Servant Submitting Statement:** Benji Betts

   1160 Hillview Drive, Franklin, IN 46131

2. **Title or Position With Governmental Entity:** Executive Director of Operations

3. a. **Governmental Entity:** Franklin Community Schools

   b. **County:** Johnson

4. **This statement is submitted (check one):**

   a._ as a "single transaction" disclosure statement, as to my financial interest in a specific contract or purchase connected with the governmental entity which I serve, proposed to be made by the governmental entity with or from a particular contractor or vendor; or

   b.✔ as an "annual" disclosure statement, as to my financial interest connected with any contracts or purchases of the governmental entity which I serve, which are made on an ongoing basis with or from particular contractors or vendors.

5. **Name(s) of Contractor(s) or Vendor(s):**

   Robin Betts, Sister-in-law (employee of FCS)

6. **Description(s) of Contract(s) or Purchase(s)** *(Describe the kind of contract involved, and the effective date and term of the contract or purchase if reasonably determinable. Dates required if 4(a) is selected above. If "dependent" is involved, provide dependent's name and relationship.)*:

7. **Description of My Financial Interest** *(Describe in what manner the public servant or "dependent" expects to derive a profit or financial benefit from, or otherwise has a pecuniary interest in, the above contract(s) or purchase(s); if reasonably determinable, state the approximate dollar value of such profit or benefit.)*:

No financial interest in this contract but with family member.

(Attach extra pages if additional space is needed.)

8. **Approval of Appointing Officer or Body** *(To be completed if the public servant was appointed by an elected public servant or the board of trustees of a state-supported college or university.)*:

I (We) being the Board of School Trustees, President of
(Title of Officer or Name of Governing Body)

Franklin Community Schools and having the power to appoint
(Name of Governmental Entity)

the above named public servant to the public position to which he or she holds, hereby approve the participation to the appointed disclosing public servant in the above described contract(s) or purchase(s) in which said public servant has a conflict of interest as defined in Indiana Code 35-44.1-1-4; however, this approval does not waive any objection to any conflict prohibited by statute, rule, or regulation and is not to be construed as a consent to any illegal act.

	Mrs. Becky Nelson, President
Elected Official	Office

9. **Effective Dates** *(Conflict of interest statements must be submitted to the governmental entity prior to final action on the contract or purchase.)*:

September 8, 2025	
Date Submitted *(month, day, year)*	Date of Action on Contract or Purchase *(month, day, year)*

10. **Affirmation of Public Servant:** This disclosure was submitted to the governmental entity and accepted by the governmental entity in a public meeting of the governmental entity prior to final action on the contract or purchase. I affirm, under penalty of perjury, the truth and completeness of the statements made above, and that I am the above named public servant.

Signed: _____
(Signature of Public Servant)

Date: 9-8-25
(month, day, year)

Printed Name: Benji Betts
(Please print legibly.)

Email Address: bettsw@franklinschools.org

Within fifteen (15) days after final action on the contract or purchase, copies of this statement must be filed with the State Board of Accounts by uploading it here https://gateway.ifionline.org/sboa_coi/ which is the preferred method of filing, or by mailing it to the State Board of Accounts, Indiana Government Center South, 302 West Washington Street, Room E418, Indianapolis, Indiana, 46204-2765 and the Clerk of the Circuit Court of the county where the governmental entity took final action on the contract or purchase.

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The foregoing consists only of excerpts from IC 35-44.1-1-4. Care should be taken to review IC 35-44.1-1-4 in its entirety.

1. **Name and Address of Public Servant Submitting Statement:** Dr. Brooke Worland

   2543 N. 700 E., Franklin, IN 46131

2. **Title or Position With Governmental Entity:** Assistant Superintendent

3. a. **Governmental Entity:** Franklin Community Schools

   b. **County:** Johnson

4. **This statement is submitted (check one):**

   a._ as a "single transaction" disclosure statement, as to my financial interest in a specific contract or purchase connected with the governmental entity which I serve, proposed to be made by the governmental entity with or from a particular contractor or vendor; or

   b.✔ as an "annual" disclosure statement, as to my financial interest connected with any contracts or purchases of the governmental entity which I serve, which are made on an ongoing basis with or from particular contractors or vendors.

5. **Name(s) of Contractor(s) or Vendor(s):**

   Matt Worland, Spouse (employee of FCS)

6. **Description(s) of Contract(s) or Purchase(s)** *(Describe the kind of contract involved, and the effective date and term of the contract or purchase if reasonably determinable. Dates required if 4(a) is selected above. If "dependent" is involved, provide dependent's name and relationship.)*:

7. **Description of My Financial Interest** *(Describe in what manner the public servant or "dependent" expects to derive a profit or financial benefit from, or otherwise has a pecuniary interest in, the above contract(s) or purchase(s); if reasonably determinable, state the approximate dollar value of such profit or benefit.)*:

No financial interest in this contract but with family member.

(Attach extra pages if additional space is needed.)

8. **Approval of Appointing Officer or Body** *(To be completed if the public servant was appointed by an elected public servant or the board of trustees of a state-supported college or university.)*:

I (We) being the Board of School Trustees, President of
(Title of Officer or Name of Governing Body)

Franklin Community Schools and having the power to appoint
(Name of Governmental Entity)

the above named public servant to the public position to which he or she holds, hereby approve the participation to the appointed disclosing public servant in the above described contract(s) or purchase(s) in which said public servant has a conflict of interest as defined in Indiana Code 35-44.1-1-4; however, this approval does not waive any objection to any conflict prohibited by statute, rule, or regulation and is not to be construed as a consent to any illegal act.

Mrs. Becky Nelson, President

Elected Official

Office

9. **Effective Dates** *(Conflict of interest statements must be submitted to the governmental entity prior to final action on the contract or purchase.)*:

September 8, 2025
Date Submitted *(month, day, year)*

Date of Action on Contract or Purchase *(month, day, year)*

10. **Affirmation of Public Servant:** This disclosure was submitted to the governmental entity and accepted by the governmental entity in a public meeting of the governmental entity prior to final action on the contract or purchase. I affirm, under penalty of perjury, the truth and completeness of the statements made above, and that I am the above named public servant.

Signed: Brooke A Worland
(Signature of Public Servant)

Date: 9-8-25
(month, day, year)

Printed Name: Dr. Brooke Worland
(Please print legibly.)

Email Address: worlandb@franklinschools.org

Within fifteen (15) days after final action on the contract or purchase, copies of this statement must be filed with the State Board of Accounts by uploading it here https://gateway.ifionline.org/sboa_coi/ which is the preferred method of filing, or by mailing it to the State Board of Accounts, Indiana Government Center South, 302 West Washington Street, Room E418, Indianapolis, Indiana, 46204-2765 and the Clerk of the Circuit Court of the county where the governmental entity took final action on the contract or purchase.

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The foregoing consists only of excerpts from IC 35-44.1-1-4. Care should be taken to review IC 35-44.1-1-4 in its entirety.

1. **Name and Address of Public Servant Submitting Statement:** Dr. David Clendening

   1219 Heritage Trail, Franklin, IN 46131

2. **Title or Position With Governmental Entity:** Superintendent

3. a. **Governmental Entity:** Franklin Community Schools

   b. **County:** Johnson

4. **This statement is submitted (check one):**

   a._ as a "single transaction" disclosure statement, as to my financial interest in a specific contract or purchase connected with the governmental entity which I serve, proposed to be made by the governmental entity with or from a particular contractor or vendor; or

   b.✓ as an "annual" disclosure statement, as to my financial interest connected with any contracts or purchases of the governmental entity which I serve, which are made on an ongoing basis with or from particular contractors or vendors.

5. **Name(s) of Contractor(s) or Vendor(s):**

   Angie Clendening, Spouse (employee of FCS)

   Andrea Clendening, Sister (employee of FCS)

6. **Description(s) of Contract(s) or Purchase(s)** *(Describe the kind of contract involved, and the effective date and term of the contract or purchase if reasonably determinable. Dates required if 4(a) is selected above. If "dependent" is involved, provide dependent's name and relationship.)*:

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No financial interest in this contract but with family member.

(Attach extra pages if additional space is needed.)

8. **Approval of Appointing Officer or Body** *(To be completed if the public servant was appointed by an elected public servant or the board of trustees of a state-supported college or university.)*:

I (We) being the Board of School Trustees, President of
(Title of Officer or Name of Governing Body)

Franklin Community Schools and having the power to appoint
(Name of Governmental Entity)

the above named public servant to the public position to which he or she holds, hereby approve the participation to the appointed disclosing public servant in the above described contract(s) or purchase(s) in which said public servant has a conflict of interest as defined in Indiana Code 35-44.1-1-4; however, this approval does not waive any objection to any conflict prohibited by statute, rule, or regulation and is not to be construed as a consent to any illegal act.

	Mrs. Becky Nelson, President
Elected Official	Office

9. **Effective Dates** *(Conflict of interest statements must be submitted to the governmental entity prior to final action on the contract or purchase.)*:

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Date Submitted *(month, day, year)*	Date of Action on Contract or Purchase *(month, day, year)*

10. **Affirmation of Public Servant:** This disclosure was submitted to the governmental entity and accepted by the governmental entity in a public meeting of the governmental entity prior to final action on the contract or purchase. I affirm, under penalty of perjury, the truth and completeness of the statements made above, and that I am the above named public servant.

Signed: _____
(Signature of Public Servant)

Date: 9-8-25
(month, day, year)

Printed Name: Dr. David Clendening
(Please print legibly.)

Email Address: clendeningd@franklinschools.org

Within fifteen (15) days after final action on the contract or purchase, copies of this statement must be filed with the State Board of Accounts by uploading it here https://gateway.ifionline.org/sboa_coi/ which is the preferred method of filing, or by mailing it to the State Board of Accounts, Indiana Government Center South, 302 West Washington Street, Room E418, Indianapolis, Indiana, 46204-2765 and the Clerk of the Circuit Court of the county where the governmental entity took final action on the contract or purchase.

DONATIONS FOR APPROVAL
September 2025

FCHS

Amount: $1,750
For: FFA misc. use
From: A & N Bush Farms LLC

Amount: $500
For: FFA misc. use
From: National FFA Foundation

Amount: $652
For: Misc. use for Girls Volleyball
From: Bruce & Edna Knecht

Amount: $1,200
For: Cameras for Photography Classes
From: Earl Gray & Sons, Inc.

Amount: $2,142.85
For: FFA misc. use
From: Indiana State Fair

Amount: $250
For: Athletics/Softball misc. use
From: Stephen Page

District

Amount: $1,500
For: School Lunch Debt
From: Earl Gray & Sons, Inc.

Amount: $4,900
For: Elementary Biking Initiative
From: Zeta Chapter of Tri Kappa, Inc.

FRANKLIN COMMUNITY SCHOOLS
Student-Centered • Innovative

Professional Development / Conference
Employee Travel Request Form

Building: ADMINISTRATION

Name(s): 1. KATIE SMITH 2. TINA JOBE

3. CHLOE LIMBACH 4. BENJI BETTS

5. DAVID CLENDENING 6. JESSICA GRIMES (FCS PARENT)

Event / Conference: CUB ACADEMY FURNITURE COMPANY TOUR

Travel Destination (City/State): DALLAS / TEXAS

Date(s): Leave: OCT 1, 2025 Return: OCT. 2 2025

Registration Approximate **Total Cost**: $ 0 / $ 0 per person

Hotel Approximate **Total Cost**: $ 0 / $ 0 per person

Flight Approximate **Total Cost**: $ 0 / $ 0 per person

Car Rental Approximate Cost: $ 0

Pre-Travel Approval Signatures

Principal: Benji Betts Date: 9/3/25

Superintendent: ~~Dr. David Clendening~~ Date: 9/3/25

FCS Board of School Trustees: Becky Nelson Date: 9/8/25

CONSULTING AGREEMENT

This AGREEMENT ("Agreement") is between Ghera Consulting Services, LLC, an Indiana limited liability company ("GCS") and Franklin Community Schools, Franklin, Indiana ("FCS").

BACKGROUND

1. FCS desires to develop a culture of individual student growth, community and systemic continuous improvement.

2. GCS has experience in Organizational and Operational Improvement, which includes leadership coaching, systems thinking and organizational change.

3. FCS desires to engage GCS to provide certain consulting services related to executive coaching for the school superintendent over a 12 month period from August 01, 2025 through July 31, 2026, and GCS desires to accept the engagement.

THEREFORE, the parties agree as follows:

Section 1 Definitions

1.1 All capitalized words and phrases used herein have the meanings assigned to them in Exhibit A.

Section 2 Services and Deliverables

2.1 GCS will perform the Services and furnish the Deliverables as specified in Exhibit B.

2.2 GCS will furnish all the materials, equipment, and work necessary to perform the Services and furnish the Deliverables except to the extent of any responsibilities assigned to FCS in Exhibit B.

2.3 GCS's obligation to furnish the Services and Deliverables is subject to the condition that FCS satisfy any responsibilities assigned to it in Exhibit B

Section 3 Compensation

3.1 As GCS's entire recompense for complete performance of all its obligations under this Agreement, including the Services and Deliverables, FCS will pay GCS the Compensation in accordance with Exhibit C.

Section 4 Ownership of Work Product and Deliverables

4.1 GCS will retain the copyright to all Work Product and Deliverables.

4.2 GCS hereby assigns to FCS a perpetual, global, royalty-free, nonexclusive, non-assignable license to reproduce, to distribute, and to make derivative works of all Work Product and Deliverables for any purpose contemplated by Exhibit B or for any purpose related to a purpose contemplated by Exhibit B.

4.3 GCS warrants to FCS that the Deliverables, in their final form, will not infringe the copyright or any other proprietary or intellectual property right of any other Person.

Section 5 Indemnification

5.1 Subject to the limitations of liability set forth in Section 6, the parties agree to notify one another promptly of any claim made by or expected from a claimant against a party to this Agreement, which claim relates to the subject matter of this Agreement. The parties agree to cooperate to attempt to dispose of any such claim. Each party to this Agreement ("Indemnitor") agrees to indemnify and hold harmless the other party ("Indemnitee") (together with Indemnitee's successors, assigns, directors, officers, employees, and any other person for whom Indemnitee may be legally responsible) from and against any loss, cost, claim, or expense, including reasonable attorney fees, arising from any act of negligence or other breach of duty by Indemnitor, its successors, assigns, directors, officers, employees or agents; provided however, that Franklin Community School Corporation's obligation to hold Ghera Consulting Services, LLC harmless shall be limited in substance by statutes designed to protect and limit the exposure and liability of Franklin Community School Corporation as an instrumentality of the State of Indiana and/or an Indiana public school corporation (e.g., actions and conditions as to which the party is immunized by the Indiana Medical Malpractice Act, the Indiana Tort Claims Act, dollar limits stated in such Acts, exemption from punitive damages, and the continued ability to defeat a claim by reason of contributory negligence or fault of the claimant), so that Franklin Community School Corporation's liability to hold harmless shall not exceed what might have been its liability to claimant if sued directly by claimant in Indiana and all appropriate defenses had been raised by the party.

Section 6 Limitations of Liability

6.1 Except for the obligation to indemnify, neither party is required to pay the other party for any consequential, indirect, incidental, punitive, or special damages, including loss of revenues and lost profits, arising from or relating to any breach of any provision of this Agreement or any negligence in its performance under this Agreement.

6.2 Except for the obligation to indemnify, neither party is obligated to pay the other party for any Losses (regardless of the form of action) related to or arising from this Agreement to the extent that the aggregate of all such amounts exceed the estimated amount of total Compensation as described by Exhibit C or the actual amount of Compensation owed to GCS, whichever is higher.

Section 7 Integration and Amendments

7.1 This Agreement constitutes the final, complete, and exclusive expression of the parties' agreement on the matters contained in this Agreement. In signing this Agreement, neither party relies on any statement, representation, warranty, or promise of the other party other than those expressly set forth in this Agreement.

7.2 No amendment to this Agreement will be binding on either party unless it is in writing and signed by each party or executed in another manner expressly provided by this Agreement. No amendment or termination of the Agreement requires the consent of any third party, even if the third party is beneficiary of this Agreement.

Section 8 Termination

8.1 FCS may terminate this Agreement at any time and for any reason by giving GCS written notice.

8.2 In the event FCS materially breaches its obligations under this Agreement, GCS may terminate this Agreement by written notice to FCS no less than ten days prior to the date termination takes effect.

Section 9 No Waiver

9.1 No provision of this Agreement may be waived except in writing signed by the party granting the waiver.

9.2 No delay in exercising any right, power or privilege under this Agreement will operate to waive completely or partially any present or future exercise of that right, power or privilege.

Section 10 Choice of Law

10.1 The laws of Indiana (without giving effect to its conflicts of law principles) govern all matters arising out of or relating to this Agreement, including, without limitation, its validity, interpretation, construction, performance, and enforcement.

Section 11 Designation of Venue

11.1 Any party bringing a legal action or proceeding against any other party arising out of or related to this Agreement shall bring the legal action or proceeding only in a state court of general jurisdiction sitting in Johnson County, Indiana. To the maximum extent permitted by law, each party hereby

11.1.1 consents to the jurisdiction of the courts named in this Section 11.1; and

11.1.2 waives any objection it may have, now or in the future, to the laying of venue of any legal action or proceeding against the other party arising out of or relating to

this Agreement in any of the courts named in this Section 11.1, including any objection based on inconvenient forum.

Section 12 Independent Contractor

12.1 In performing its obligations under this Agreement, GCS acts solely as an independent contractor. This Agreement does not create a partnership, joint venture, or any similar relationship between FCS and GCS. Except to the extent expressly authorized by this Agreement, neither GCS nor Customer has any authority to bind, incur any liability on behalf of, or otherwise commit the other; or to act in any other manner as agent or representative of the other.

12.2 Neither GCS nor its members, managers, officers, employees, or subcontractors are employees of Customer for any purpose. Customer will not withhold any taxes, pay any Social Security or Medicare taxes, pay unemployment compensation, furnish worker's compensation insurance, or provide any employment benefits for GCS or its members, managers, officers, employees, or subcontractors.

Section 13 Notices

13.1 No notice required or permitted by this Agreement to be given by one party to the other will be given effect unless it is in writing and deemed to have been delivered to the other party in accordance with this Section 13.2.

13.2 Notice is deemed to have been given to a party when notice has been delivered to a Person designated in Section 13.4 as having authority to accept notices on behalf of the receiving party (the "designated representative").

13.2.1 The party seeking to effect delivery has been unable to deliver the notice to the designated representative despite diligent efforts, and the notice has been delivered to another representative of the other party with actual or apparent authority to accept notices on behalf of the receiving party.

13.2.2 The party seeking to effect delivery has been unable to effect delivery under Section 13.2 or Section 13.2.1, and an authorized representative of that party has signed a written statement to that effect and describing the efforts made.

13.3 The party delivering notice to a representative of the other party has the burden to prove that delivery was affected.

13.4 The following representatives are hereby designated as authorized to accept delivery of notices on behalf of the respective party. In the event a party's designated representative is no longer authorized to accept delivery of notices, the party shall name another designated representative by providing notice of the change to the other party, and each party shall notify the other of any change in the address, email address, or fax number of its designated representative.

On behalf of GCS:		**On behalf of FCS:**	
Name:	Steven J. Ghera	Names:	David Clendening Natalie Campbell
Address:	13060 New Britton Drive Fishers, IN 46038	Address:	998 Grizzly Cub Drive Franklin, IN 46131
Email:	sghera@gheraconsulting.com	Emails:	clendeningd@franklinschools.org campbelln@franklinschools.org

Section 14 Signatures and Counterparts

This Agreement is legally binding when each party has received from the other a counterpart of the Agreement signed by an authorized representative. The parties' representatives may sign separate, identical counterparts of this document; taken together, they constitute one agreement. Signatures may be either manual or electronic, and an electronic image or record of a signed counterpart is valid for all purposes for which an original counterpart with a manual signature is valid. A signed counterpart may be delivered by any reasonable means, including facsimile, email, or other electronic transmission.

Ghera Consulting Services, LLC		**Franklin Community Schools**	
By:	S J. Ghera Steven J. Ghera President	By:	Becky Nelson
Date:	28 August 2025	Printed Name:	Mrs. Becky Nelson
		Title:	Board of School Trustees, President
		Date:	9/8/25

Exhibit A Definitions

"**Agreement**" has the meaning assigned on the first page of this document.

"**Claims**" means claims, demands, lawsuits, administrative proceedings, or similar actions.

"Coaching Kata" refers to a specific coaching pattern of practice.

"**Compensation**" means the amounts owed to GCS as consideration for the Services and Deliverables, specified in Exhibit C.

"**Deliverables**" means the items, reports, information, and the like that are identified as such in Exhibit B.

"**FCS**" has the meaning assigned on the first page of this document.

"**GCS**" has the meaning assigned on the first page of this document.

"KPI" is an acronym for Key Process Indicators used to gauge process performance.

"**Losses**" means includes losses, damages, costs, or expenses (including interest, penalties, reasonable attorney or accounting fees, and expert witness fees) recoverable at law or in equity, whether sounding in contract, tort, strict liability or other theory.

"**PDSA**" is an acronym for Plan-Do-Study-Adjust, which represent four processes for learning, solving problem and reaching goals.

"**Person**" includes any individual and any corporation, limited liability company, partnership, association, governmental body or agency, or other similar form of entity.

"**Services**" means the services that GCS is obligated by this Agreement to perform for FCS that are designated as such by Exhibit B.

"**STEM**" four distinct educational disciplines of science, technology, engineering and math.

"Systems Thinking" means a holistic approach to monitoring, analysis, and decision making that emphasizes the way a system's constituent parts interrelate across time and space in order to optimize overall performance of the system as a whole.

"**Work Product**" means all reports, plans, information, works of authorship, artwork, drawings, text, specifications, and other documentation and materials created or developed by GCS (including all drafts and final versions) in the course of this Agreement.

Exhibit B Services and Deliverables

B.1 Project Title

Franklin Community Schools Superintendent Executive Coaching Engagement 2023-2024.

B.2 Executive Summary

B.2.1 The FCS School Superintendent desires to strengthen the culture of individual student growth, community and systemic continuous improvement amongst his cabinet and principals. He seeks guidance and executive coaching to enhance his leadership skills deliver a strategic plan to the school board and to affect a sustainable culture shift through reflective analysis and coaching of his leadership team through the deployment of continuous improvement methods.

B.2.2 For a period of 12 months, commencing from the date this agreement is signed, GCS will advise, assist, and facilitate the FCS Superintendent in:

B.2.2.1 Reflective Analysis with focus on strategies and methods to influence the thinking patterns of principals and leaders through effective coaching and problem solving.

B.2.2.2 Coaching problem solvers through critical thinking problem solving methodologies such as DMAIC or Six Sigma as they work to improve operations and capabilities within FCS.

B.2.2.3 Strengthening decision-making processes and subsequent communication plans through data collection and analysis methods for matters important to FCS such as elements of the strategic plan (e.g. metrics dashboard design, finding efficiencies) and other challenges that may arise from time to time.

B.2.2.4 Developing a culture of Systems Thinking amongst leaders.

B.2.2.5 Working with leadership, such as the new CFO, in refining and developing meaningful metrics for the strategic plan and other aspects of FCS.

B.2.2.6 Translating **PDSA** into principal and leadership behaviors and into the classroom.

B.3 GCS's Services

As more specifically specified in Section B.3 and Section B.4, GCS shall:

B.3.1 Provide, at a minimum, monthly one-to-one coaching and feedback to FCS School Superintendent for the benefit of developing leadership practices that improve organizational systems-thinking and continuous improvement.

B.3.2 Provide coaching on problem solving to other FCS leaders, as directed by the FCS School Superintendent.

B.3.3 Deliver instructional and tactical guidance to the FCS School Superintendent, his cabinet and, staff for the implementation or refinement of:

B.3.3.1 Operational Strategy

B.3.3.2 PDSA

B.3.3.3 Systems thinking

B.4 Specific Services Within the Scope of the Engagement

B.4.1 Lead one-to-one reflection and planning cycles with the FCS School Superintendent.

B.4.2 Facilitate the implementation of the methods cited in Section B.3.3.

B.4.3 Model and demonstrate the critical thinking and systems-thinking leadership behaviors.

B.4.4 Provide instruction, coaching and feedback on the techniques of:

B.4.4.1 Plan-Do-Study-Adjust methodology

B.4.4.2 Improvement and Coaching Kata methods

B.4.4.3 The Seven Essential Coaching Questions, and

B.4.4.4 Specific leadership skills related to Vision and Dialog

B.5 Activities Outside the Scope of Services

GCS has no obligation to:

B.5.1 Coach administrators except as expressly set forth in Section B.3 or Section B.4.

B.5.2 Provide critical or evaluative information to the FCS School Board regarding the performance of the FCS School Superintendent.

B.5.3 Share with the FCS School Board the candid feedback collected on the leadership impact and effectiveness of the FCS School Superintendent.

B.5.4 Improve, or guarantee the improvement of, any applicable Key Performance Indicators.

B.5.5 Develop strategic or tactical plans beyond those set forth in Section B.3 or Section B.4.

B.5.6 Develop the work-products from the application of the continuous improvement methods.

B.6 GCS's Deliverables

B.6.1 The objectives of this engagement will be considered to have been met when the following Deliverables are completed and accepted by the FCS School Superintendent.

B.6.1.1 Twelve (12) months of periodic leadership coaching on the topics as described in Section B.3 and Section B.4.

B.6.1.2 Implementation of the first four (4) items in Section B.2.2.

B.7 FCS Responsibilities

FCS is responsible for furnishing the following:

B.7.1 Access to the superintendent for the purpose of observing behavior, providing coaching and feedback.

B.7.2 Access to appropriate cabinet and staff members for the purpose of introducing and observing the practice of the new concepts listed in Section B.2.2.

B.7.3 Administrative assistance for scheduling and coordinating meetings.

Exhibit C Compensation

C.1 Amount

C.1.1 FCS shall pay GCS $150.00 for each hour GCS personnel spend furnishing Services or creating Deliverables, not to exceed $1200.00 per day, including time spent in preparation, facilitation, and follow-up of training sessions and leadership coaching sessions.

C.1.2 The following time investment amounts are furnished only as estimates not as fixed fees or guaranteed maximum amounts.

C.1.2.1 Months 1-4: 15 hours

C.1.2.2 Months 5-8: 15 hours

C.1.2.3 Months 9-12: 15 hours

C.1.3 The total time investment for this engagement shall not exceed 45 hours.

C.2 Payment terms

C.2.1 GCS shall invoice FCS for payment of the Compensation and the end of each calendar quarter.

C.2.2 Payment is due within 30 days of FCS's receipt of GCS's invoice.

Grant Summary Sheet

Submit completed form to:
Tammy Jackson
Assistant Deputy Treasurer

Not less than 3 weeks prior to application deadline

Phone: 346-8735

Grant Writer: Brittany Seib

Grant Manager: Brittany Seib and First Grade Team

School/Department: Webb Elementary

Phone: 317-346-8300

Fax:

Email: seibb@franklinschools.org

GRANT DESCRIPTION

Funding Agency: Franklin Education Connection Foundation

Funding Agency Website: https://www.franklineducationconnection.org/

Project Title: Exploring Butterflies

Funding Source:
- ☐ State
- ☐ Federal
  Indirect Cost: $
- ☒ Foundation
- ☐ Other:

Grant type:
- ☒ New
- ☐ Continuation

App. Deadline: Oct/Nov.

Award Date: Nov./Dec.

Project Start Date: April 6th

Project End Date: End of School Year

Project Targets: (Check all that apply)
- ☒ Reading
- ☐ Math
- ☒ Writing
- ☒ Science
- ☐ Social Studies
- ☐ Art
- ☐ Technology
- ☐ Other (List Below)

Check all pertinent budget items included in project:
- ☐ Salaries (i.e. Stipends, substitutes, etc.)
- ☐ Additional staff List:
- ☐ Benefits (Must be included with salaries)
- ☐ Consultants
- ☐ Purchase/Maintenance Agreements
- ☐ Travel
- ☒ Materials/Supplies
- ☐ Technology - Computers/Software
- ☐ Transportation (Student)
- ☐ Equipment/Furniture
- ☐ Facilities

Amount of Funding Requested: $ 163.63

Required Signatures:
- ☐ Principal
- ☐ Superintendent
- ☐ Other (List Below)

☐ Matching Funds/In-Kind Cont. (List below)

Identify any District obligations after funding ends:

Summarize the overall purpose of the grant and indicate how this grant will support your school improvement plan and/or District Strategic Plan

Using science to drive our Science of reading instruction, First grade would like to bring the science to LIFE by exploring Butterflies and watching the process of going from caterpillars to butterflies! During this unit we will write about them, read about them, and get to see them in real time changing from a caterpillar to a butterfly! This hands on experience will not only be exciting to students but a GREAT hands on experience that ties in so many different subjects! We will use what we learn in science to help us with our reading, our grammar, and using the scientific process to explore these creatures!

The information provided accurately represents the intended project: Brittany Seib — Grant Writer/Manager	8/27/25 — Date	Approved: — Principal or Administrator	08-26-25 — Date
Reviewed by: — Business Office	9-2-25 — Date	Approved: — Superintendent	9/3/25 — Date

FRANKLIN COMMUNITY SCHOOL CORPORATION
998 Grizzly Cub Drive
Franklin, IN 46131

Student Trip Request Form – Overnight and/or Out of State Trips

Teacher: Alicia Geesey School: FCHS

Date(s) of Trip: 10/16/25-10/18/25 Destination Huntington University

Departure Time: 4:00pm Return Time: 5:00pm

Number of Students: 8 Number of Staff/Chaperones: 2

Purpose of Trip: Compete at the Indiana State Soils Contest Name of Student Group: FFA

Corporation Cost: Cost of Bus Student Cost: Snacks and meals

x FCSC Vehicles _____Vehicle Use Approved _____Commercial Vehicles

List of Trip Activities (Itinerary):

The 2025 Indiana State Soil Judging Contest is hosted by Purdue University, IN FFA, and Huntington University. The students must qualify for this contest and it is very rewarding to get to experience this contest after putting in so much work throughout the season.
The contest is held on Saturday, the 18th; however, the universities host a full day of practice sites on Friday where the students can practice and interact with professional soil scientists to prepare for the contest.

Pre-Trip Activities Pertaining to the Trip:
Compete at the Area Soil Judging Contest

Post Trip Summary Activities Pertaining to the Trip:
None.

Principal : ✓ Approved ___Not Approved SH Initials Date: 8-25-25

Supt. : ✓ Approved ___Not Approved [signature] Initials Date: 8/27/25

Board : [signature] Approved ___Not Approved Date: 9/8/25

Note: This request must be received at the Superintendent's Office on the Thursday prior to the regular monthly School Board meeting in order to be considered for approval.

Q:fcsc/field trip request

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
	Explanation		
CERTIFIED PERSONNEL			
New Hires			
Julie Capps	FCMS- Special Education Teacher	9/22/2025	$55,000.00
	Replacing Alexis Wheeler position change		
Breanna Fenimore	Needham/Webb/Union- School Pyschologist	9/11/2025	$60,000.00
	Replacing Breanna Fenimore resignation		
Tricia Simmons	FCHS- Homebound Instructor	8/6/2025	$35/hour
	New position		
Staff Changes			
Mitzi Mikels	To: Webb- Special Education Teacher	8/15/2025	$60,000.00
	From: Webb- Title I Assistant		
	Replacing Sarah Vincent resignation		
Dawn Phelps	To: St. Rose/FCHS- Special Education Teacher (4 days per week)	8/4/2025	$57,910.14
	From: St. Rose- Special Education Teacher (3 days per week)		
	Added sections at FCHS		
Resignation/Termination			
Breanna Fenimore	Needham/Webb/Union- School Psychologist	9/10/2025	
	Resignation		
Retirement			
none			
Leave of Absence			
Emily Ericson	Union- 3rd/4th Grade Teacher	9/3/2025-9/10/2025	
	FML	Tentative	
Breanna Fenimore	Needham/Webb/Union- School Psychologist	8/4/2025-5/22/2026	
	FML	Intermittent, tentative	
Kylie Nuthak	Northwood- 4th Grade Teacher	8/4/2025-8/15/2025	
	FML		
CLASSIFIED PERSONNEL			
New Hires			
Daisy Browning	Creekside - Essential Skills Assistant	8/19/2025	$16.53/hour
	Replacing Brittany Burton		
Nakicia Cooper	FCHS - Special Education Assistant	8/20/2025	$16.16/hour
	Replacing Christine Adams-Stubbers position change		
Adria Dick	Creekside - Essential Skills Assistant	8/25/2025	$16.78/hour
	Replacing Marni Havener		
Amber Fikes	Creekside - Special Education Assistant	8/18/2025	$15.93/hour
	Replacing Amber Fikes		
Joseph Gutzwiller	FCMS - Assistant Athletic Trainer	8/18/2025	$52,992.00/year
	New position		
Rebecca Hall	Union - Classroom Assistant	8/21/2025	$21.00/hour
	New position		
Notasha Hernandez	FCMS - Special Education Assistant	9/2/2025	$17.15/hour
	Replacing Shelby Collins		
Yvonna Hogue	Transportation - Non-CDL Driver	8/18/2025	$22.22/hour

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
	Replacing Jack Hodge position change		
Christine Jackson	Creekside - Developmental Preschool Assistant	8/25/2025	$16.29/hour
	Replacing Elizabeth Hash position change		
Christine Jackson	Creekside - Special Education Assistant	8/25/2025	$15.92/hour
	Replacing Elizabeth Hash position change		
Paige Lawson	Creekside - Cafeteria Manager	8/19/2025	$20.59/hour
	Replacing Tara Wilson position change		
Samantha Rowe	FCHS - Essential Skills Assistant	8/27/2025	$16.78/hour
	Replacing Dawn Staggs		
Tammy Stainbrook	District-wide - Food Service Sub	8/18/2025	$14.00/hour
	New position		
Haylin Skaggs	CBIS - Special Education Assistant	8/19/2025	$16.85/hour
	Replacing Tyler Holt position change		
Arthur Thomas	FCHS - Lifeguard	8/18/2025	$15.00/hour
	New position		
Bailey Tichenor	Union - Part-time 2nd Shift Custodian	8/18/2025	$16.90/hour
	Replacing Katherine Mahurin		
Staff Changes			
Amanda E. Jones	To: Transportation - Hourly Bus Driver	8/11/2025	$27.25/hour
	From: Transportation - Bus Aide		
	Replacing Brittany Floyd		
Amandeep Kaur	To: Webb - Food Services	9/2/2025	$14.35/hour
	From: District-wide - Food Services Sub		
	Replacing Jillian Waitkoss position change		
Eric Seelig	To: Transportation - Bona Fide Bus Driver	8/25/2025	$31.29/hour
	From: Transportaton - Contracted Bus Driver		
	Replacing Will Brewer		
Kathleen Shive	To: Creekside - Food Services (5.5 hrs per day)	8/25/2025	$16.73/hour
	From: Creekside - Food Services (6.5 hrs per day)		
	Replacing Brenda Thomas position change		
Debra Stephens	To: Webb - Food Services (6.5 hrs per day)	8/6/2025	$16.09/hour
	From: Webb - Food Services (6 hrs per day)		
	Increased hours		
Brenda Thomas	To: Creekside - Food Services (7 hrs per day)	8/25/2025	$16.95/hour
	From: Creekside - Food Services (5.5 hrs per day)		
	Replacing Kathleen Shive position change		
Jillian Waitkoss	To: Webb - Food Services (5.25 hrs per day)	8/6/2025	$14.77/hour
	From: Webb - Food Services (5 hrs per day)		
	Replacing Judy Taylor-Oliver		
Kara Warner	To: Transportation - Contracted Bus Driver (4.5 hrs per day)	7/30/2025	$29.52/hour
	From: Transportation - Contracted Bus Driver (2.25 hrs per day)		
	Replacing Heather Rice position change		
Resignation/Termination			
Harold (Mike) Armstrong	FCHS - Part-time Custodian	8/15/2025	
	Employer terminated		

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
Kayla Christian	CBIS - Food Services	8/27/2025	
	Employer terminated		
Cynthia Densmore	FCHS - Behavior Interventionist	9/3/2025	
	Resignation		
Peyton Fenner	FCMS - Alternative Education Assistant	9/5/2025	
	Resignation		
Marni Havener	Creekside - Essential Skills Assistant	8/20/2025	
	Resignation		
Amanda E. Jones	Transportation - Hourly Bus Driver	8/12/2025	
	Quit w/o notice		
Emily Pool	FCHS - Franklin Academy Assistant	8/20/2025	
	Employer terminated		
Retirement			
none			
Leave of Absence			
none			
ECA			
New Hires			
Evan Alderson	FCHS- Football Varsity Position Coach	8/6/2025	ECA Stipend
	Replacing Lane Voris resignation		
Julia Ballesteros	FCMS- Drama Club	8/6/2025	ECA Stipend
	Replacing Shawnee Harrigan resignation		
Sydney Barnett	FCMS- Yearbook	8/6/2025	ECA Stipend
	Replacing Shawneee Harrigan resignation		
Jody Bridges	CBIS- Club Sponsor	8/6/2025	ECA Stipend
	Replacing Gina Boardman resignation		
Jacob Clark	FCHS- Football Varsity Position Coach	8/6/2025	ECA Stipend
	Replacing Antoine Cook resignation		
Jason Dockery	FCMS- 8th Grade Girls Basketball Head Coach	8/6/2025	ECA Stipend
	Replacing Maci Ulmer resignation		
Cord Dorsey	FCMS- Event Manager	8/6/2025	ECA Stipend
	Replacing Barbara Nicholson resignation		
Jamie Green	FCHS- Senior Class Sponsor	8/6/2025	ECA Stipend
	Replacinig Brian Powers resignation		
Jack Henderson	FCHS- Boys Soccer Assistant Coach	8/6/2025	ECA Stipend
	Replacing Adis Mrkalvjevic resignation		
Cassidy Hunter	FCMS- Student Council	8/7/2025	ECA Stipend
	Replacing Katherine Rodriguez resignation		
Laura Perry	FCHS- Girls Soccer Assistant Coach	8/18/2025	ECA Stipend
	Replacing Maxwell Nugent resignation		
Jade Pierson-Henderson	FCHS- Girls Soccer Assistant Coach	8/18/2025	ECA Stipend
	Replacing Sarah Vincent resignation		

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
Joseph Setnor	FCMS- 8th Grade Girls Basketball Assistant Coach	8/6/2025	ECA Stipend
	Replacing Julie Ballesteros resignation		
Hannah Zarembski	FCMS- Event Manager	8/6/2025	ECA Stipend
	Replacing Ryan Pieper resignation		
Staff Changes			
none			
Resignation/Termination			
Julia Ballesteros	FCMS- 8th Grade Girls Basketball Assistant Coach	8/25/2025	
	Resignation		
Benjamin Bauman	CBIS- Robotics	8/20/2025	
	Resignation		
Gina Boardman	CBIS- Club Sponsor	8/29/2025	
	Resignation		
Gina Boardman	CBIS- Robotics	8/20/2025	
	Resignation		
Griffin Edwards	FCHS- Swimming Assistant Coach	8/21/2025	
	Resignation		
Brian Powers	FCHS- Senior Class Sponsor	5/23/2025	
	Resignation		
Christa Robers	CBIS- Club Sponsor	8/29/2025	
	Resignation		
Katherine Rodriguez	FCMS- Student Council	5/23/2025	
	Resignation		
Brook Schoettle	FCMS- Club Sponsor	8/19/2025	
	Resignation		
Maci Ulmer	FCMS- 8th Grade Girls Basketball Head Coach	8/25/2025	
	Resignation		

Resignation: Received letter from employee stating termination of employment with FCSC

LTS = Long Term Substitute

SWP= Suspension With Pay

SWOP = Suspension With Out Pay

FML = Family Medical Leave

FTE = Full Time Equivalent

LOA = Leave of Absence

Personnel Report 9/8/2025 ***ADDENDUM***
Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
	Explanation		
	******Addendum******		
CERTIFIED PERSONNEL			
New Hires			
none			
Staff Changes			
none			
Resignation/Termination			
none			
Retirement			
none			
Leave of Absence			
none			
CLASSIFIED PERSONNEL			
New Hires			
Mark Moody	Transportation - Contracted Bus Driver	9/8/2025	$27.25/hour
	Replacing Eric Seelig position change		
Rory Mueller	Webb - Title I Assistant	9/9/2025	$15.30/hour
	Replacing Mitzi Mikels position change		
Staff Changes			
Alexis Gomez	To: FCHS - Behavior Interventionist	9/8/2025	$19.22/hour
	From: FCHS - Food Services		
	Replacing Cynthia Densmore		
Resignation/Termination			
Dawn Baker	Needham - Cafeteria Manager	9/26/2025	
	Resignation		
Linda Coryell	FCMS - Food Services	9/4/2025	
	Quit w/o notice		
Ashley Fosskuhl	Creekside - Food Services	9/4/2025	
	Quit w/o notice		
Retirement			
none			
Leave of Absence			
none			
ECA			
New Hires			
none			
Staff Changes			
none			
Resignation/Termination			
none			

Personnel Report 9/8/2025 ***ADDENDUM***

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
***Acronym Key Guide**			

Quit: No notice was given by the employee - quit either by phone or in person effective immediately

Resignation: Received letter from employee stating termination of employment with FCSC

LTS = Long Term Substitute

SWP= Suspension With Pay

SWOP = Suspension With Out Pay

FML = Family Medical Leave

FTE = Full Time Equivalent

LOA = Leave of Absence

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
	Explanation		
CERTIFIED PERSONNEL			
New Hires			
none			
Staff Changes			
Steven Ahaus	To: Administration - Chief Financial Officer	11/1/2025	$144,512.28
	From: FCHS - Principal		
	Replacing Tina Jobe		
Chloe Limbach	To: Union - Principal & Creekside - Assistant Principal	1/5/2026	$95,823.00
	From: Creekside - Assistant Principal		
	Replacing Kathaleen Smith position change		
Kathaleen Smith	To: FCS Preschool - Principal	1/5/2026	$117,603.00
	From: Union - Principal		
	New position		
Ryan Wagner	To: FCHS - Interim Principal	11/1/2025	$120,000.00
	From: FCHS - Associate Principal		
	Replacing Steven Ahaus position change		
Resignation/Termination			
none			
Retirement			
none			
Leave of Absence			
none			
CLASSIFIED PERSONNEL			
New Hires			
none			
Staff Changes			
none			
Resignation/Termination			
none			
Retirement			
none			
Leave of Absence			
none			
ECA			
New Hires			
none			
Staff Changes			
none			
Resignation/Termination			
none			

Resignation: Received letter from employee stating termination of employment with FCSC

LTS = Long Term Substitute

SWP= Suspension With Pay

SWOP = Suspension With Out Pay

Personnel Report 9/8/2025

Changes since 8/11/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
FML = Family Medical Leave			
FTE = Full Time Equivalent			
LOA = Leave of Absence			

MAIN SERVICES AGREEMENT
2024 version

This Main Services Agreement (with all attached exhibits and referenced documents and links, the "**Main Services Agreement**"), combined with active Quotes and Statements of Work for Professional Services or any other duly executed documents referencing this Main Services Agreement, will constitute the "**Agreement**", as may be amended from time to time. The Quotes and SOWs, including any addenda and supplements thereto, may be individually referred to as an "**Ordering Document**" or collectively referred to as the "**Ordering Documents**".

This Agreement is entered into by and between the applicable PowerSchool Contracting Entity (as defined below) ("**PowerSchool**") and Customer identified below and governs Customer's access and use of Services. This Agreement is effective and accepted on the earliest of the following: (i) the date that the last Party directly signs this Main Services Agreement, (ii) the date that the last Party signs the Quote that references this Main Services Agreement (or if the Quote is not signed, then the date of the purchase order received by PowerSchool), or (iii) the date on which Customer is granted access to the Services (the "**Effective Date**")**.** Each PowerSchool and Customer is individually referred to as a "**Party**" and collectively as the "**Parties**".

1. DEFINITIONS.

1.1. "**Account Country**" is the country associated with the Customer account. If Customer has provided a valid tax registration number for Customer's account, then Customer's Account Country is the country associated with such tax registration. If Customer has not provided a valid tax registration, then Customer's Account Country is the country where the Customer billing address is located.

1.2. "**Customer**" means the school, school district, college, university, institution, agency, or other entity that purchases one or more of the Services, as identified on the applicable Ordering Document.

1.3. "**Customer Data**" means all data (including Personal Data), files, documents and records uploaded to a Subscription Service or transmitted to PowerSchool under this Agreement by or on behalf of Customer.

1.4. "**De-identified Data**" means information generated by the data processor that does not contain Personal Data and any direct or indirect personal identifiers, and that is not used or linked to identify any individual.

1.5. "**Documentation**" means user manuals describing the functionality, features and operating characteristics of the applicable PowerSchool Software as made available to Customer by PowerSchool, including any updates thereto.

1.6. "**Excluded Claims**" means claims or liability arising out of: (a) a Party's violation of the other Party's proprietary or intellectual property rights; (b) PowerSchool's violation of its obligations under this Agreement (including the applicable data privacy agreement) pertaining to Customer Data; or (c) either Party's indemnity obligations under this Agreement.

1.7. "**Intellectual Property Rights**" means any and all, now or hereafter in existence, unpatented inventions, patent applications, patents, design rights, copyrights, Trademarks, mask work rights, know-how, trade secret rights, moral rights, database protection, and all other intellectual property and proprietary rights, modifications, adaptations, derivatives thereof, and improvements thereto, and forms of protection of a similar nature anywhere in the world.

1.8. "**Licensed Applications**" means software applications developed by third parties that are licensed by PowerSchool and are embedded in or bundled with the Subscription Services provided by PowerSchool hereunder.

1.9. "**Licensed Site(s)**" means the internet address of the web-based location for accessing a Subscription or, if for an on-premise implementation, the initial location where the PowerSchool Software listed on the applicable Quote is installed.

1.10. "**Personal Data**" means information that alone, or in combination with other information about an individual, identifies, relates to, or could reasonably be linked to a natural person.

1.11. "**PowerSchool Contracting Entity**" means the entity identified in the table below, based on Customer's Account Country.

Account Country	PowerSchool Contracting Entity	Mailing Address
Canada	PowerSchool Canada ULC	PowerSchool Canada ULC 150 Parkshore Drive Folsom, CA 95630
United States	PowerSchool Group LLC	PowerSchool Group LLC 150 Parkshore Drive Folsom, CA 95630
Any other country that is not Canada, the United States, India, or UAE[1]	PowerSchool Group LLC	PowerSchool Group LLC 150 Parkshore Drive Folsom, CA 95630

1.12. "**PowerSchool Software**" means PowerSchool's proprietary software applications and the associated Licensed Applications, including any and all updates and subsequent versions thereto. PowerSchool Software does not include Third-Party Software.

1.13. "**Professional Services**" means work performed by PowerSchool or its permitted subcontractors or channel partners under an Ordering Document, including implementation, training, consulting, customization and other professional services, and any deliverables specified in an Ordering Document.

1.14. "**Quote**" means PowerSchool's standard order form that (i) specifies the Services provided to Customer; (ii) references this Agreement or the applicable agreement; and (iii) is signed or incorporated into or referenced in a signed agreement by authorized representatives of both Parties. Unless otherwise agreed in writing by the Parties, Customer's issuance of a purchase order is deemed as acceptance of the terms and conditions set forth in the applicable Quote.

1.15. "**Services**" means any Subscription Service(s), including all content made available by PowerSchool through the Subscription Services, and any Professional Services provided to Customer hereunder.

1.16. "**Statement of Work**" or "**SOW**" means a statement of work document that describes the Professional Services to be performed hereunder and that is entered into between Customer and PowerSchool or is otherwise incorporated into a Quote entered into between Customer and PowerSchool.

1.17. "**Subscription Services**" means the provision of the PowerSchool Software to Customer on a subscription basis as a cloud-based service, a term license, or as an on-premise installation, including any hosting services or Support Services provided as part of the Subscription Services or otherwise purchased by Customer.

1.18. "**Subscription Term**" has the meaning set forth in Section 13.2 (Subscription Term).

1.19. "**Support Services**" means the maintenance and support for the Subscription Services or as purchased by Customer, as described in PowerSchool's standard support policy at https://www.powerschool.com/Support-Policy-SLA_2024/.

1.20. "**Term**" has the meaning set forth in Section 13.1 (Agreement Term).

1.21. "**Third-Party Software**" means software products supplied or developed for a particular purpose by someone other than PowerSchool and not licensed by PowerSchool hereunder.

1.22. "**Trademarks**" means all trademarks, service marks, logos, slogans, trade names, business names, and other source identifiers, including domain names, whether registered or unregistered, and including all of the goodwill of the business related to the foregoing.

1.23. "**Transaction Data**" means system performance information monitoring the PowerSchool Software alone and at times of usage as the User may access and progress through the features and functions of a Subscription Service.

1.24. "**User(s)**" means individuals authorized by Customer to access PowerSchool Software, including teachers, students, parents, guardians, employees, authorized personnel, and job applicants as applicable to the respective PowerSchool Software.

2. PROVISION OF SERVICES AND RESTRICTIONS.

[1] PowerSchool Offerings in India and United Arab Emirates are under a different Main Services Agreement.

2.1 Subscription Services. If Customer makes all payments on time, PowerSchool will: (a) for cloud-based Subscription Services, make such Subscription Services available to the Customer and for the contracted quantity at each Licensed Site in conformance with the applicable Documentation and the terms of this Agreement, and host such Subscription Services consistent with the service level agreement set forth at https://www.powerschool.com/Support-Policy-SLA_2024/; (b) for on-premise Subscription Services, grant Customer a restricted, personal, non-exclusive, non-transferable, terminable access to use such Subscription Service specified in the applicable Quote, only at the Licensed Sites, not to exceed the maximum quantity identified on the applicable Quote; and (c) provide the applicable standard Support Services (or upgraded Support Services if purchased). Customer must purchase separate Support Services for on-premise implementation of the Subscription Services.

2.2 Professional Services. If purchased, PowerSchool will provide the Professional Services specified in the applicable SOW, subject to Customer's payment of all applicable fees and to the terms of PowerSchool's Professional Services Policy set forth at https://www.powerschool.com/Professional-Services-Policy_2024/, which is incorporated herein by reference.

2.3 Restrictions. Subscription Service(s) will only be used as expressly authorized by this Agreement and in compliance with all applicable laws and regulations. All rights not expressly granted to Customer herein are expressly reserved by PowerSchool.

2.3.1 Customer will use the Services only for the internal purposes of Customer and only for Licensed Sites through the stated Subscription Term in the Quote. Customer shall not exceed the maximum quantity for the Subscription Services as stated in the Quote without additional payment.

2.3.2 Customer will not, and will not permit Users or third parties to: (a) make any of the Services, its results, outputs or deliverables available to anyone other than Customer or Users, or use them for the benefit of anyone other than Customer; (b) sell, resell, rent, lease, license, distribute, sublicense, or otherwise include any of the Services to a third party or in a service bureau or outsourcing offering; (c) make any use of the Services for which Customer has not paid; (d) store or transmit infringing, libelous, or otherwise unlawful or tortious material, or to store or transmit material in violation of third-party privacy rights; (e) interfere with or disrupt the integrity or performance of any of the Services; or (f) remove or obscure any proprietary or other notices contained in any PowerSchool Services. Customer shall not use plugins that are not approved by PowerSchool.

2.3.3 Customer and its Users shall keep user identification and password information strictly confidential and not share such information with any unauthorized person and shall be responsible for any and all activities that occur under all Customer accounts. If unauthorized access to, or use of, the Services occurs, Customer shall promptly notify PowerSchool.

2.3.4 Customer shall be prohibited from performing penetration testing against PowerSchool-hosted Services, applications, data stores, or systems. Penetration tests, if not performed properly and under the supervision and coordination of the PowerSchool information security team, can have unintended consequences such as corrupting data, unauthorized access to data, and degradation of systems. PowerSchool allows vulnerability scanning from PowerSchool-approved vendors, such as the Cybersecurity & Infrastructure Security Agency (CISA).

2.3.5 PowerSchool may (or may ask Customer to) suspend or terminate any User's access to the Services upon notice to Customer if PowerSchool reasonably determines that such User has violated any of the terms of the Agreement.

2.4 Updates to Subscription Services. During the Term, PowerSchool may, at no cost to Customer, update or upgrade features, functionality, software, or user types that Customer and Users access pursuant to a Quote; provided that such updates will not materially degrade existing features and functionality. After giving Customer reasonable advance notice, PowerSchool may update and/or upgrade the Subscription Services provided to Customer so that it remains current with the then-current version of the PowerSchool Software available to PowerSchool's customers generally.

2.5 Sustaining Application Planning Program (SAP). PowerSchool reserves the right to discontinue a PowerSchool Software as part of its sustaining application planning program (SAP). PowerSchool shall provide Customer with twelve (12) months' advanced notice for PowerSchool's proprietary Software affected, and for affected Licensed Applications, as much notice as practical after PowerSchool receives notice from the applicable licensors. PowerSchool will use commercially reasonable efforts to transition Customer to a PowerSchool Software with substantial similar functions and features. If PowerSchool does not have a substantially similar PowerSchool Software, then PowerSchool will credit to Customer any unused portion of the prepaid fee for such PowerSchool Software that is discontinued. Such credit can be applied towards the future purchase of a Service

within twelve (12) months of issuance. Unused credits will expire after twelve (12) months of their issuance.

2.6 Background Checks. PowerSchool conducts thorough nation-wide and province-wide background checks, including criminal records, terrorist watch list, sex offender database and a multi-panel drug test on all employees. PowerSchool also requires its contractors, under its separate agreement, to conduct a background check of its employees before any assignment of services from PowerSchool to the Customer.

3. CUSTOMER DATA.

3.1 Rights in Customer Data. As between Customer and PowerSchool, Customer is and will remain the sole and exclusive owner of all right, title and interest in and to all Customer Data, including all Intellectual Property Rights relating thereto, subject to the rights and permissions granted in this Section 3 (Customer Data). Customer is responsible for the accuracy and legality of any content provided to PowerSchool as Customer Data. PowerSchool will ensure that its use of the Customer Data always complies with this Agreement, PowerSchool's privacy statement, and all applicable laws, regulations, and conventions.

3.2 Consent to Use Customer Data. Customer hereby grants all such rights and permissions in or relating to Customer Data to PowerSchool, its subprocessors and the PowerSchool personnel as are necessary to provide, perform and deliver the Services. The Customer further agrees to establish a basis for the processing of Personal Data, including, where required by applicable laws and regulations, by obtaining the relevant informed and voluntary consent from any applicable data subject (in the case of when the data subject is a child or minor, then informed, voluntary, and verified consent from the relevant parent or guardian of the child or minor is required) for: (a) PowerSchool to process the data subject's information, in the form of Customer Data; and (b) the Customer to be allowed to transfer Personal Data to PowerSchool for processing, by sharing such Personal Data with its other approved data subprocessors. Except as provided in Section 5.4 (Compelled Disclosure), PowerSchool will not share the Customer Data with third parties without Customer's express consent. PowerSchool will not rent or sell Customer Data and will treat such data as Confidential Information. "

3.3 Data Privacy and Security. By executing the MSA or an Ordering Document or issuing a purchase order referencing an Ordering Document, each Party agrees to the terms of the specified PowerSchool statewide data privacy agreement set forth at https://www.powerschool.com/Customer-State-DPA_2024/ for the Customer's applicable state ("**PowerSchool State DPA**"). However, if the Parties, at the time of execution of this MSA or an Ordering Document, expressly agree in writing to supersede such PowerSchool State DPA with a separately negotiated data privacy agreement executed by and between the Parties ("**Negotiated DPA**"), such Negotiated DPA shall govern the Customer Data processed under this Agreement. Such Negotiated DPA, if existing, shall be executed and either submitted with the applicable Ordering Document or separately returned to PowerSchool as a stand-alone document. The Parties agree to comply with the PowerSchool State DPA or the Negotiated DPA, as applicable, and such applicable DPA shall supplement the terms of this Agreement.

3.4 Security Training. Customer agrees to require annual cyber security training for User(s) when reasonably applicable. Customer will also require User(s) to utilize multi-factor authentication to access computer systems with the Services when available within the applicable Service. Customer agrees to keep a record of such training and PowerSchool may request to see them as part of compliance verification.

4. PROPRIETARY RIGHTS

4.1 PowerSchool Services and Software. PowerSchool and its licensors solely and exclusively own all right, title, and interest, including all related Intellectual Property Rights, in and to the Services and PowerSchool Software. This Agreement is not a sale and does not convey to Customer any rights of ownership in or related to the Services or PowerSchool Software, or the Intellectual Property Rights owned or licensed by PowerSchool.

4.2 Transaction Data. Notwithstanding anything to the contrary, PowerSchool has the right to collect and use Transaction Data solely for internal research and to develop, improve, support, and operate its products and services during and after the Term.

4.3 De-Identified Data. Notwithstanding anything to the contrary, Customer hereby agrees and acknowledges that PowerSchool shall have the right to process, aggregate and analyze De-Identified Data relating to the provision, use and performance of various aspects of the Services and related systems and technologies, and PowerSchool will be free (during and after the Term) to: (i) use such De-identified Data to improve and enhance the Services and for other development, diagnostic and corrective purposes in connection with the Services and other PowerSchool products and services, and (ii) use De-identified Data for internal use only and for training and conducting demonstrations.

4.4 Feedback. If Customer or any User provides PowerSchool with any suggestions, comments,

enhancement requests, or other feedback relating to the PowerSchool Services or any other PowerSchool's products or services (collectively, "**Feedback**"), Customer grants to PowerSchool a worldwide, perpetual, irrevocable, royalty-free, and transferable license to use and incorporate into PowerSchool Services and PowerSchool Software such Feedback (excluding any Customer Confidential Information contained in the Feedback).

4.5 PowerSchool Trademarks. PowerSchool exclusively owns all of its Trademarks associated with the Services. No right or license is granted by this Agreement to their use.

4.6 No Use of Trademarks. Except as set forth below, neither Party nor its affiliates shall use the other Party's Trademarks in any form or substance in any medium or for any purpose without the other Party's prior written consent (which consent can be via e-mail if such e-mail is from an authorized representative of the consenting Party).

4.7 Marketing. Subject to Customer's trademark usage guidelines, Customer grants PowerSchool a non-exclusive, worldwide, royalty-free right to include Customer's Trademark and other related transactional information (including enrollment count, names of the Services ordered by Customer, etc., but excluding pricing) in any customer listing appearing on or in any PowerSchool websites, brochures, fliers, presentations, press releases, annual reports and any other marketing materials. Customer may withdraw or terminate the foregoing license at any time by providing PowerSchool with thirty (30) days' prior written notice of its intent to terminate. Such notice of withdrawal or termination must be sent via e-mail to champions@powerschool.com with a copy to legalnotices@powerschool.com, and the email subject line must state "Trademark Consent Withdrawal". After such thirty (30) day period, the foregoing license will terminate, and PowerSchool will remove Customer's Trademarks from its website and cease from creating any new marketing material containing the same. However, PowerSchool's right to continue to use any marketing materials produced, published, or disseminated prior to such termination will continue until the supply, publication, dissemination and/or use of such materials is exhausted or terminates.

5. CONFIDENTIALITY.

5.1 Confidential Information. Each Party (as may disclose or make available Confidential Information to the other Party. "**Confidential Information**" means non-public information disclosed by a Party (the "**Disclosing Party**") to the other Party (the "**Receiving Party**"), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure, including business and marketing plans, technology and technical information, product plans, roadmaps, and designs, and business processes. Confidential Information of Customer includes Customer Data; and Confidential Information of PowerSchool includes the Services, PowerSchool Software, and, subject to Section 5.4 (Public Records Act), the terms of this Agreement and each Ordering Document (including pricing). However, Confidential Information does not include any information that the Receiving Party can reasonably demonstrate by written or other documentary records: (i) is or becomes publicly known or available without breach of any obligation owed to the Disclosing Party; (ii) was known by the Receiving Party prior to its disclosure by the Disclosing Party without breach of any obligation owed to the Disclosing Party; (iii) is received from a third party without knowledge of any breach of any obligation owed to the Disclosing Party; or (iv) is independently developed by the Receiving Party without the aid, application or use of the Confidential Information. For the avoidance of doubt, the non-disclosure obligations set forth in this "Confidentiality" section apply to Confidential Information exchanged between the Parties in connection with the evaluation of additional PowerSchool services.

5.2 Protection of Confidential Information. The Receiving Party will use the same degree of care that it uses to protect the confidentiality of its own confidential information of like kind (but not less than reasonable care) to (i) not use any Confidential Information of the Disclosing Party for any purpose outside the scope of this Agreement, and (ii) except as otherwise authorized by the Disclosing Party in writing, limit access to Confidential Information of the Disclosing Party to those of its and its affiliates' employees, contractors, sub-processors and agents who need that access for purposes consistent with this Agreement and who have signed confidentiality agreements with the Receiving Party containing protections not materially less protective of the Confidential Information than those herein. The Receiving Party's obligations under Section 5 (Confidentiality) shall survive the termination or expiration of this Agreement and continue in effect thereafter for a period of five (5) years with respect to Confidential Information that does not qualify as a trade secret under applicable law, and, with respect to Confidential Information that qualifies as a trade secret under applicable law, in perpetuity after the termination or expiration of the Agreement.

5.3 Compelled Disclosure. The Receiving Party may disclose Confidential Information of the Disclosing Party to the extent compelled by law to do so, provided the Receiving Party gives the Disclosing Party prior notice of the compelled disclosure (to the extent legally permitted) and reasonable assistance, at the Disclosing Party's cost, if the Disclosing Party wishes to contest the disclosure.

5.4 Public Record Act. Notwithstanding anything herein to the contrary, PowerSchool acknowledges that, to the extent Customer is subject to public record acts or freedom of information acts, (a) PowerSchool will reasonably work with Customer to provide appropriate information in response to such requests, to the extent such requested information is not PowerSchool's proprietary information or otherwise exempted from disclosure; and (b) Customer shall provide PowerSchool a reasonable opportunity to object to any such request as permitted under applicable law.

6. FEES AND PAYMENT.

6.1 Fees. Customer agrees to pay PowerSchool for all fees charged for the Services consistent with the terms on the Quote and invoice. Unless Customer provides PowerSchool with evidence of its tax-exemption status, Customer will be responsible for paying all applicable sales, use, value-added, or other taxes or duties, however designated, except for taxes based on PowerSchool's net income. Customer agrees to pay for PowerSchool's pre-approved reasonable travel and lodging expenses for Professional Services performed at Customer's premises. All fees set forth in any Quote or invoice will be in the currency set forth in the applicable Quote.

6.2 Enrollment Increases. If fees for any of the Services are based on quantity or student count and Customer accesses such Services with more than the quantity identified in the applicable Quote, then Customer will pay the fees for the excess usage based on its then-current per individual and support fees. Any such increase in quantity will be maintained through the end of the then-current subscription period.

6.3 Payment. Unless otherwise set forth in the applicable Quote or invoice, Customer shall make all payments on or before the due date specified on the applicable invoice by the method specified on the invoice. PowerSchool may accept credit card payment; however, credit card payments shall subject Customer to a transaction fee and a $250,000 transaction limit. Subject to the "Payment Disputes" section below, if an invoiced amount is overdue by thirty (30) or more days, PowerSchool reserves the right to charge a late fee of 1.5% monthly (18% annually) or the maximum rate allowed by law, whichever is lower, on the amounts overdue.

6.4 Payment Disputes. If Customer reasonably and in good faith disputes all or any portion of any invoice, Customer shall notify PowerSchool in writing of its objection within twenty (20) days from the date of the applicable invoice, provide a detailed description of the reasons for the objection, and pay the portion of the invoice which is not in dispute. If Customer does not object in a timely manner within this time period, the amount invoiced shall be conclusively deemed correct by the Parties. If the Parties are unable to resolve such payment dispute within thirty (30) days from PowerSchool's receipt of Customer's written objection, each Party shall have the right to seek any remedies it may have under this Agreement, at law or in equity, irrespective of any terms that would limit remedies on account of a dispute. For clarity, any undisputed amounts must be paid in full.

6.5 No Deductions or Setoffs. Subject to Customer's right to dispute an invoice under Section 6.4 (Payment Dispute), all amounts payable to PowerSchool under this Agreement shall be paid by Customer to PowerSchool in full without any setoff, deduction, or withholding for any reason.

7. PRODUCT-SPECIFIC AND PASS-THROUGH TERMS.

7.1 Licensed Applications. If the Services include Licensed Applications, provision of such Licensed Applications may be subject to additional license terms identified at https://www.powerschool.com/Product-Specific-Terms_2024/, which terms are incorporated herein by reference and are required by PowerSchool's licensors to pass through to Customer without any modification. Such licensors audit PowerSchool to ensure compliance with this requirement.,

7.2 Third-Party Software. Third-Party Software is licensed directly to the Customer pursuant to separate license terms between Customer and a third-party supplier. All support, warranties, and services related to Third-Party Software are provided by the supplier of the Third-Party Software under such third party's terms and conditions, and not by PowerSchool. PowerSchool will have no obligations or liability regarding any Third-Party Software.

7.3 Product-Specific Terms. Certain Services may be subject to additional product-specific terms identified at https://www.powerschool.com/Product-Specific-Terms_2024/, which are incorporated herein by reference.

8. LIMITED WARRANTY.

PowerSchool warrants that the PowerSchool Software included in the Services will operate in substantial conformity with the applicable Documentation under normal use and circumstances. If Customer notifies PowerSchool in writing of a breach of this warranty, PowerSchool will, at its option, either: (a) use commercially reasonable efforts to correct the reported non-conformity, at no charge to Customer, or (b) if PowerSchool determines such remedy to be impracticable, issue Customer a credit of a portion of the fees pre-paid by Customer for the nonconforming Subscription Service that fairly reflects (at PowerSchool's reasonable determination) the diminished value of the non-conforming Subscription Service. The foregoing constitutes Customer's sole and exclusive remedy for any breach of this limited warranty. This warranty will not apply: (i) unless Customer makes a claim within thirty (30) days of the date on which Customer first noticed the non-conformity, or (ii) if the non-conformity was caused by misuse, unauthorized modifications, or third-party hardware, software, or services.

9. DISCLAIMER OF WARRANTIES. EXCEPT AS EXPRESSLY SET FORTH IN SECTION 8 (WARRANTIES), THE SERVICES, POWERSCHOOL SOFTWARE AND THIRD-PARTY SOFTWARE ARE PROVIDED "AS IS", AND POWERSCHOOL AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT, AND ALSO ANY WARRANTIES THAT THE SERVICES WILL BE UNITERRUPTED OR ERROR-FREE. CUSTOMER MAY HAVE OTHER STATUTORY RIGHTS, BUT THE DURATION OF STATUTORILY REQUIRED WARRANTIES, IF ANY, SHALL BE LIMITED TO THE SHORTEST PERIOD PERMITTED BY LAW. THE ABOVE DISCLAIMER APPLY TO THE FULLEST EXTENT ALLOWED BY APPLICABLE LAW.

10. INDEMNIFICATION.

10.1 PowerSchool Indemnity. PowerSchool will defend Customer and its board members, officers, staff, employees and representatives ("**Customer Indemnitees**") from and against any claim, demand, suit or proceeding brought by a third party against Customer Indemnitee (a "**Claim Against Customer**"): (i) alleging any Service, when used as authorized under this Agreement, infringes or misappropriates a third party's Intellectual Property Rights; (ii) to the extent arising from the Services being provided in an unlawful manner or in violation of the Agreement or regulations; (iii) alleging a confirmed data breach (as defined by the applicable state law) to the extent attributable to PowerSchool resulting from PowerSchool's violation of the data security provisions expressly set forth in this Agreement or the DPA executed between the Parties; or (iv) to the extent arising out of death, personal injury or damage to tangible property to the extent caused by PowerSchool personnel or subcontractors in their performance of the Services. PowerSchool will indemnify and hold Customer harmless from any damages, attorney fees, and costs finally awarded against Customer as a result of, or for amounts paid by Customer under a settlement approved by PowerSchool in writing of, a Claim Against Customer.

10.1.1 Mitigation. If Customer's use of the Services is enjoined or, in PowerSchool's reasonable opinion, is likely to be enjoined, PowerSchool may (i) substitute for the Services, a substantially and functionally similar product(s) and documentation; (ii) procure for Customer the right to continue using the Services; or if (i) or (ii) is not possible after reasonable commercial efforts from PowerSchool, then PowerSchool may terminate this Agreement and credit a pro-rated return of unused portion of the fees prepaid by Customer for the applicable Services.

10.1.2 Exclusions. The above defense and indemnification obligations do not apply to the extent the Claim Against Customer arises from: (i) modifications to the Services by any party other than PowerSchool or its subcontractor; (ii) the combination of the Services with software, hardware, data, products or processes not provided by PowerSchool, if the Services or use thereof would not infringe without such combination; (iii) Customer's breach of this Agreement or violation of applicable law; or (iv) Customer Data, or any deliverables or components not provided by PowerSchool or its subcontractor.

10.2 Indemnification by Customer. To the extent permitted under applicable law, Customer will defend PowerSchool and its affiliates and each of their respective directors, officers, employees, representatives and agents (collectively, "**PowerSchool Indemnitees**") from and against any claim, demand, suit or proceeding brought by a third party against a PowerSchool Indemnitee (a "**Claim Against PowerSchool**") to the extent arising out of: (a) any Customer Data or use of Customer Data with the Services; (b) any information or content (other than PowerSchool-provided content) transmitted or submitted by Customer or its Users through the Services or shared with any third party; or (c) Customer's use of the Services or content therein in an unlawful manner or in violation of the Agreement. Customer will indemnify and hold PowerSchool harmless from any damages, attorney fees, and costs finally awarded against PowerSchool as a result of, or for amounts paid by PowerSchool under a

settlement approved by Customer in writing of, a Claim Against PowerSchool. The above defense and indemnification obligations do not apply if a Claim Against PowerSchool arises from PowerSchool's breach of the Agreement or violation of applicable law.

10.3 Procedure. The indemnifying Party's obligations are expressly conditioned upon the following: (a) the indemnified Party will promptly notify the indemnifying Party in writing of any Claim Against Customer or Claim against PowerSchool, as applicable (the "**Claim**"); (b) the indemnifying Party will have sole control of the defense and settlement of the Claim; (c) the indemnified Party gives all reasonable assistance, at the indemnifying Party's expense, to facilitate the settlement or defense of the Claim; and (d) the indemnifying Party will not settle any claim or suit in a manner that results in an admission of liability by the indemnified Party, without the indemnified Party's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed.

10.4 Sole and Exclusive Remedy. THIS "INDEMNIFICATION" SECTION STATES THE INDEMNIFYING PARTY'S SOLE LIABILITY TO, AND THE INDEMNIFIED PARTY'S EXCLUSIVE REMEDY AGAINST, THE OTHER PARTY FOR ANY THIRD-PARTY CLAIM DESCRIBED IN THIS SECTION.

11. LIMITATION OF LIABILITY.

11.1 EXCLUSION OF DAMAGES. TO THE MAXIMUM EXTENT PERMITTED BY LAW, IN NO EVENT WILL EITHER PARTY OR ITS AFFILIATES BE LIABLE TO THE OTHER PARTY FOR ANY LOST PROFITS OR FUNDING, REVENUES, GOODWILL, OR INDIRECT, INCIDENTAL, CONSEQUENTIAL, COVER, BUSINESS INTERRUPTION OR PUNITIVE DAMAGES, WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY, AND EVEN IF A PARTY OR ITS AFFILIATES HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR IF A PARTY'S OR ITS AFFILIATES' REMEDY OTHERWISE FAILS OF ITS ESSENTIAL PURPOSE. THE FOREGOING DISCLAIMER WILL NOT APPLY TO THE EXTENT PROHIBITED BY LAW.

11.2 CAP ON MONETARY LIABILITY. TO THE MAXIMUM EXTENT PERMITTED BY LAW AND EXCEPT AS STATED HEREIN, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF EACH PARTY TOGETHER WITH ALL OF ITS AFFILIATES ARISING OUT OF OR RELATED TO THIS AGREEMENT EXCEED THE TOTAL AMOUNT PAID BY CUSTOMER AND ITS AFFILIATES HEREUNDER FOR THE SERVICES GIVING RISE TO THE LIABILITY IN THE TWELVE (12) MONTHS PRECEDING THE FIRST INCIDENT OUT OF WHICH THE LIABILITY AROSE. NOTWITHSTANDING THE FOREGOING, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF EACH PARTY TOGETHER WITH ALL OF ITS AFFILIATES ARISING OUT OF OR RELATED TO THE EXCLUDED CLAIMS EXCEED TWO TIMES (2X) THE TOTAL AMOUNT PAID BY CUSTOMER AND ITS AFFILIATES HEREUNDER FOR THE SERVICES GIVING RISE TO THE LIABILITY IN THE TWELVE (12) MONTHS PRECEDING THE FIRST INCIDENT OUT OF WHICH THE LIABILITY AROSE. THE FOREGOING LIMITATION WILL APPLY WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY BUT WILL NOT LIMIT CUSTOMER'S AND ITS AFFILIATES' PAYMENT OBLIGATIONS UNDER THE "FEES AND PAYMENT" SECTION ABOVE.

11.3 EXCEPTIONS. THE FOREGOING LIMITATIONS SHALL NOT APPLY TO LIABILITY ARISING OUT OF A PARTY'S GROSS NEGLIGENCE, WILLFUL MISCONDUCT OR FRAUD.

12. INSURANCE. Each Party will maintain, at its own expense during the Term, insurance appropriate to its obligations under this Agreement, including as applicable general commercial liability, errors and omissions, employer liability, cyber liability, automobile liability, and worker's compensation insurance as required by applicable law**.** PowerSchool's current certificate of insurance ("**COI**") is found at https://www.powerschool.com/Certificate of Insurance_2024/, which will be updated annually and not subject to any modifications by Customer. Upon Customer's request, PowerSchool agrees to include Customer as a certificate holder (but not as additional insured) on such COI. PowerSchool will provide notice and an updated COI to Customer in the event of a cancellation or other material change to the insurance coverage described in such COI. The obligation for PowerSchool to maintain insurance coverage as set forth herein shall in no way impact the terms of the "Limitation of Liability" Section.

13. TERM AND TERMINATION

13.1 Agreement Term. This Agreement commences on the Effective Date and continues until all the Services hereunder have expired or terminated pursuant to the terms of this Agreement (the "**Term**").

13.2 Subscription Term. The subscription term of each Subscription Service (the "**Subscription Term**") will be as specified in the applicable Quote. The start date of the Subscription Term shall be the later of (i) the start date specified on the Quote, or (ii) the date last signed on the Quote (or if the Quote is not signed, then the date

of the Customer purchase order received by PowerSchool referencing the applicable Quote number). Except as otherwise specified in the applicable Quote, Subscription Services will automatically renew for successive twelve (12) month periods, unless either Party gives the other Party written notice (email acceptable) at least sixty (60) days before the end date specified on the applicable Quote. Customer shall send any notice of non-renewal to nonrenewal@powerschool.com. Except as otherwise specified in the applicable Quote, renewal of Subscription Services will be subject to an uplift, and renewal of promotional or one-time priced subscriptions or licenses will be at PowerSchool's applicable list price in effect at the time of the applicable renewal.

13.3 Suspension. If Customer's account is thirty (30) days or more overdue for any PowerSchool product or service (except with respect to charges then under reasonable and good faith dispute), PowerSchool reserves the right, in addition to any of its other rights or remedies, to suspend any of Customer's Services until such amounts are paid in full, provided that, other than for customers paying by credit card or direct debit and whose payment has been declined, PowerSchool has given Customer at least ten (10) business days' prior notice that its account is overdue in accordance with the "Notices" section below. In addition, PowerSchool will have the right to suspend provision of the Services under this Agreement if: (a) Customer or User accessed or used the Services beyond the scope of the rights granted or for purpose not authorized under this Agreement; (b) Customer or any User is or has been involved in any fraudulent, misleading or unlawful activities relating to or in connection with any of the Services; or (c) Customer is notified that an objective security threat arises so great as to warrant immediate action by PowerSchool to protect the security of Customer Data and the PowerSchool systems, including if the Subscription Services are experiencing denial of service attacks, mail flooding, or other attacks or disruptions outside of PowerSchool's control.

13.4 Termination for Breach. A Party may terminate this Agreement for cause (i) upon 30 days written notice to the other Party of a material breach if such breach remains uncured at the expiration of such 30-day period, or (ii) if the other Party becomes the subject of a petition in bankruptcy or any other proceeding relating to insolvency, receivership, liquidation or assignment for the benefit of creditors.

13.5 Termination for Non-Appropriation for Governmental Entities Only. The Parties acknowledge and agree that if Customer is a governmental entity that is bound to statutory provisions that prevent it from committing to the payment of funds beyond its fiscal year, and if funds are not allocated for the Services specified on a Quote following the commencement of any succeeding fiscal year during which the Quote may continue, then Customer may terminate the Quote without liability for any termination charges or penalties at the end of its last fiscal period or the Subscription Term for which funds were appropriated, subject to Customer's providing the required notice herein. Customer will pay all charges incurred through the end of the last fiscal period or Subscription Term for which funds were appropriated. Customer will give PowerSchool written notice that funds have not been appropriated and that Customer wants to terminate the Agreement: (a) immediately after Customer receives notice of such non-appropriation; and (b) at least thirty (30) days prior to the end of the applicable fiscal period or Subscription Term. Customer will not utilize this clause as a right to terminate any Quote or this Agreement for convenience. PowerSchool reserves the right to request, and Customer shall provide, documentation deemed reasonably sufficient by PowerSchool evidencing such non-appropriation of funds.

13.6 Mutual Termination. The Parties may terminate this Agreement by mutual written agreement.

13.7 No Other Termination Right. Except as expressly set forth in this Agreement, neither Party has a right to terminate this Agreement or any Quote prior to its expiration.

13.8 Effect of Termination. In the event of any termination of all or any portion of this Agreement, Customer will not be relieved of any obligation to pay any sums of money that have accrued prior to the date of termination. In addition, the provisions of Sections 1 (Definitions), 4 (Proprietary Rights), 6 (Fees and Payment), 7 (Product-Specific and Pass-Through Terms), 9 (Disclaimer of Warranties), 10 (Indemnification), 11 (Limitation of Liability), 13.8 (Effect of Termination), and 14 (General Provisions) will survive termination or expiration of this Agreement. The protection of Customer Data as stated in the applicable DPA will survive any termination or expiration of this Agreement for so long as PowerSchool retains possession of Customer Data. Once the Customer Data has been made available to return to Customer and is permanently deleted, the executed DPA associated with this Agreement will automatically expire.

13.9 Return or Disposal of Customer Data. Upon termination or expiration of the Agreement, PowerSchool shall return to Customer or delete the Customer Data in its possession, custody or control in accordance with the terms of the DPA, unless otherwise required by applicable law.

14. GENERAL PROVISIONS

14.1 Governing Law. This Agreement will be governed by the laws of the country, territory, province, or

state in which Customer resides or has its principal place of business, without regard to its conflicts of laws rules or the United Nations Convention on the International Sale of Goods or the Uniform Computer Information Transactions Act.

14.2 Venue. The state, provincial, and federal courts located the country, territory, province, state, or county in which Customer resides or has its principal place of business will have exclusive jurisdiction and venue over any dispute relating to this Agreement, and each Party consents to the exclusive jurisdiction of those courts.

14.3 Amendment. This Agreement may only be amended or modified by a writing specifically referencing the particular section(s) of this Agreement to be modified and signed by authorized representatives of the Parties.

14.4 Force Majeure. Neither Party will be liable to the other for any delay or failure to perform any obligation under this Agreement (except for a failure to pay fees owed) if the delay or failure results from any cause beyond such Party's reasonable control, including acts of God or of a public enemy, acts of terrorism, war, United States or foreign governmental acts or restrictions in either a sovereign or contractual capacity, labor strikes, fire, power outages, road icing or inclement conditions, flood, epidemic or pandemic as designated by the World Health Organization, earthquakes, or tsunamis.

14.5 Severability. If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, the provision will be deemed null and void, and the remaining provisions of this Agreement will remain in effect.

14.6 No Waiver. No failure or delay by either party in exercising any right under this Agreement will constitute a waiver of that right.

14.7 Notices. All notices under this Agreement must be in writing and delivered and will be deemed to have been received by the addressee: (i) if given by hand, immediately upon receipt; (ii) if given by overnight courier service, the first business day following dispatch; (iii) if given by registered or certified mail, postage prepaid and return receipt requested (or the equivalent delivery method in an international jurisdiction), the second business day after such notice is deposited in the mail; or (iv) if given by email, immediately upon confirmed receipt. Notices delivered personally are deemed given upon documented receipt or refusal by recipient to accept receipt. In the case of notices to PowerSchool, such notices must be sent to:

PowerSchool Group LLC,
Attn: Chief Legal Officer
150 Parkshore Drive,
Folsom, CA 95630
legalnotices@powerschool.com

In the case of notices to Customer, such notices will be sent to PowerSchool's address of record for Customer. Either Party may change its notice address by notifying the other Party in like manner.

14.8 Assignment. Neither PowerSchool nor Customer shall assign or transfer this Agreement or any interest herein, by operation of law or otherwise, without the prior written consent of the other Party; provided, however, that PowerSchool may assign its rights and obligations under this Agreement without the consent of the Customer in the event PowerSchool hereafter effects a corporate reorganization, consolidates with, or merges into, any entity or transfers all or substantially all of its properties or assets to any entity. This Agreement will inure to the benefit of and be binding upon the Parties, their respective successors and permitted assigns.

14.9 No Reliance. Each Party acknowledges that it has not made any promise or representation that is not expressed in this Agreement; and that it has not been induced into entering this Agreement by any representation about the nature and extent of its existing or potential claims or damages made by the other Party or by the other Party's attorney, representative, or agent.

14.10 Export Compliance. Customer shall not use the Services for any reason if Customer or any User is subject to sanctions or otherwise designated on any list of prohibited or restricted parties, including but not limited to the lists maintained by the U.S. Government (e.g., the Specially Designated Nationals List and Foreign Sanctions Evaders List of the U.S. Department of Treasury, and the Entity List of the U.S. Department of Commerce), the European Union or its Member States, or other applicable government authority. Customer shall not use the Services to export or re-export any information or technology to any country, individual, or entity to which such export or re-export is restricted or prohibited.

14.11 Anti-Corruption. Neither Party has received or been offered any illegal or improper bribe, kickback, payment, gift, or thing of value from an employee or agent of the other party in connection with this Agreement. Reasonable gifts and entertainment provided in the ordinary course of business do not violate the above restriction.

14.12 Relationship of the Parties. This Agreement does not create a partnership, franchise, joint venture,

agency, fiduciary or employment relationship between the Parties.

14.13 Entire Agreement; Order of Precedence. This Agreement and/or exhibits referenced herein, and any addendums and amendments, constitute the complete and entire agreement between the Parties with respect to its subject matter, and supersedes all prior, written or oral, discussions, understandings, arrangements, proposals, responses to proposals, and negotiations with respect to the same. The Parties acknowledge and understand that the disclaimers and limitations of liability set forth in this Agreement form an essential basis of the agreement between the Parties. The Parties agree that any term or condition stated in a Customer purchase order or in any other Customer order documentation (excluding Quotes and SOWs) is void. In the event of any conflict or inconsistency among the following documents, the order of precedence shall be: (1) the applicable executed Quote, (2) the body of this Agreement; and (3) any referenced and applicable exhibit, schedule, addendum, or amendment to this Agreement. Titles and headings of sections of this Agreement are for convenience only and shall not affect the construction of any provision of this Agreement.

14.14 Third-Party Beneficiaries. There are no third-party beneficiaries under this Agreement.

14.15 Counterparts. This Agreement may be executed electronically and in counterparts.

September 2025
Recycling

Projector screen	1
Monitors	5
Desktop PC	16
Laptops	34
Misc. projector bulbs	1 box
Projectors	7
iLearn headphones	2
Camera parts and pieces	1 box
Document cameras	2
Stereo w/speakers	1
Misc.	14 boxes
20 amp electrical modules	2
Chromebook parts	11 boxes
iMac	2
Large TVs	4
Small TVs	2
VCR	4
Aps	7
Blonder tongue	12
2960 switches	106

AGREEMENT FOR
STUDENT PLACEMENT AVAILABILITY COMMITMENT
Between
Southside Special Services of Marion County
And
Franklin Community School Corporation
Effective Date: July 1, 2025

This Agreement for Student Placement Availability Commitment (hereinafter known as the "Agreement") is entered into by and between Southside Special Services of Marion County, AKA Rise Learning Center (hereafter known as the "Provider") and Franklin Community School (hereafter known as "District").

RECITALS

WHEREAS, the District is in need of qualified services for its students with significant special education needs;

WHEREAS, the Provider employs qualified personnel and facilitates programming for these student services; and,

WHEREAS, the District desires to obtain these services from Provider, and Provider desires to provide the services to the District as agreed upon in this Agreement.

NOW THEREFORE, the Parties desire to enter into this Agreement to accomplish the goals and objectives set forth herein:

I. Provider Obligations

a. The Provider will reserve a minimum of eight (8) and a maximum of fifteen (15) student seat opportunities, as requested by District, for District students at the Provider's placement, Rise Learning Center ("Rise"). The daily rate per student will be $300 for the 2025-2026 school year. The rates are to be determined for the 2026-2027 school year.
b. For the duration of this Agreement, the District will be billed an annual amount equivalent to fees for two (2) Rise student enrollments, in addition to the fees paid for the seat opportunities described in paragraph I.a. of this Agreement. The number of students, and seat charges, can fluctuate within the range established in paragraph I.a. for the length of this Agreement.
c. If a student no longer attends Rise, the Provider will ensure that the additional seat charge is terminated at the time the student departs.
d. The Provider will bill the District for the additional seat charges in equal installments over ten (10) months, beginning August each year.
e. The seat opportunities provided under this agreement are for the Rise Behavior Education Program, except for one seat for a student in the Lifeskills program for the 2025-2026 school year. Students who were enrolled in other Rise programs in Spring 2023, and continue to require the services, can be counted under this Agreement and will be allowed to remain at Rise for the length of this Agreement or until the student no longer requires services.

II. District Obligations

a. The District will request in writing the number of seat opportunities within the eight (8) to fifteen (15) range that it wishes to accept under this Agreement. Such request will be made no later than March for each school year.
b. The District will pay for any portion of the seat fee not covered by an Indiana Department of Education Excess Cost Application for each student placed at Rise.
c. For the duration of this Agreement, the District will pay an annual amount equivalent to fees for two (2) Rise student enrollments, in addition to the fees paid for the seat opportunities described in paragraph I.a. of this Agreement. As such, the District will be responsible for funding, at a minimum, ten (10) total seat charges for the period of this Agreement. It is understood that the number of students, and seat charges, can fluctuate within the range established in paragraph I.a., for the duration of this Agreement. The District will pay the invoices for these additional seat charges in equal installments over ten (10) months, beginning in August.

III. General Provisions

1. This Agreement will not automatically renew. The Agreement will be reviewed at the end of the three (3) year term and the Parties will determine whether to renew, terminate, or revise.

2. Both Parties shall comply with all state, federal, and municipal laws, regulations, and all standards of due care applicable to its activities under this Agreement. Both parties intend and in good faith believe that this Agreement complies with all applicable federal, state, and local laws, including any anti-kickback provisions.

3. Indemnity. Provider shall defend, indemnify and hold harmless Provider form any and all actual or alleged claims, demands, causes of action, liability, loss, damage, and/or injury (to property or persons, including without limitation wrongful death), whether brought by an individual or other entity, or imposed by a court of law or by administrative action of any federal, state, or local governmental body or agency, arising out of or incident to any acts, omissions, negligence, gross negligence or w willful misconduct of its personnel, employees, agents, or contractors in connection with or arising out of the performance by Provider of its obligations set forth herein. This indemnification applies to and includes, without limitation, the payment of all penalties, fines, judgements, awards, decrees, attorney fees, and related costs or expenses, and any reimbursement to the Provider for all legal expense and costs incurred by it.

4. Indemnity. The parties agree to notify one another promptly of any claim made by or expected from a claimant against a party to this Agreement, which claim relates to the subject matter of this Agreement. The parties agree to cooperate to attempt to dispose of any such claim. Each party to this Agreement ("Indemnitor") agrees to indemnify and hold harmless the other party ("Indemnitee") (together with Indemnitee's successors, assigns, directors, officers, employees, and any other person for whom Indemnitee may be legally responsible) from and against any loss, cost, claim, or expense, including reasonable attorney fees, arising from any act of

negligence or other breach of duty by Indemnitor, its successors, assigns, directors, officers, employees or agents; provided however, that each party's obligation to hold the other party harmless shall be limited in substance by statutes designed to protect and limit the exposure and liability of each party as an instrumentality of the State of Indiana and/or an Indiana public school corporation (e.g., actions and conditions as to which the party is immunized by the Indiana Medical Malpractice Act, the Indiana Tort Claims Act, dollar limits stated in such Acts, exemption from punitive damages, and the continued ability to defeat a claim by reason of contributory negligence or fault of the claimant), so that each party's liability to hold harmless shall not exceed what might have been its liability to claimant if sued directly by claimant in Indiana and all appropriate defenses had been raised by the party.

5. Any modifications to this Agreement shall be valid only if made in writing and signed by a duly authorized agent of both parties.

6. Neither party may assign or transfer this Agreement or any of its rights or duties under this Agreement without the prior written consent of the other party.

7. This Agreement constitutes the Parties' entire Agreement with regard to providing mental health services as described herein and supersedes all previous agreements on that same subject, whether written or oral.

8. This Agreement shall be construed and governed by the laws of the State of Indiana.

9. Each signatory hereto, represents that such signatory has authority to execute this Agreement on behalf of the designated party and that such signature binds the designated party to the terms and conditions set forth herein.

10. Both Parties are performing as an independent entity under this agreement. No part of this agreement shall be construed to represent the creation of an employment, agency, partnership, affiliation, association, or joint venture agreement between the parties.

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

Southside Special Services of Marion County

Nikki Cahill
Signature

Nikki Cahill - Executive Director
Printed Name/Title

Date 7/31/25

Franklin Community School Corporation

Becky Nelson
Signature

Becky Nelson
Board of School Trustee, President
Printed Name/Title

Date 9/8/25

Creekside Elementary School

a part of the

Franklin Community Schools

700 East State Road 44
Franklin, Indiana 46131
(317) 346-8800



2025-2026

School Improvement Plan

Franklin Community Schools

School:	Creekside Elementary School
Address:	700 East State Road 44
City/State:	Franklin, IN 46131
Phone:	(317) 346-8800
Corporation #:	4225
School #:	3467
Grades:	Developmental Preschool, Kindergarten – Fourth Grade
Enrollment:	K-4 is 450, Developmental Preschool is about 75

Signature Page

I have read and approved the Creekside Elementary School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/3/25

Dr. Mark Helden, Principal — Date: 9/9/25

I have read and approved the Creekside Elementary Professional Development Plan.

Mr. Joseph Setnor, President
Franklin Community Teachers Association — Date: 8/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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1. Vision, Mission, and Guiding Principles

Creekside Elementary School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.

Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.

Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.

Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Creekside's motto is We Are Family!

School Improvement Plan Committee Members

Dr. Mark Heiden, Principal
Chloe Limbach, Assistant Principal
Stephanie Dunn, Teacher
Alyssa Hall, Teacher
Becky Cadwell, Teacher
Carrie Woodring, MLL Teacher
Julie Rowen, Literacy Coach
Alyson Spaulding, School Counselor
Terra Bell, Music Teacher
Alysha Sherry, PE Teacher
Jenna Yarnell, Community Stakeholder/Parent
Dustin Heuchan, Community Stakeholder/Parent

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Activities and Programs for the Learning Needs of All Students

The building values the learning needs of all students. Student learning data is consistently monitored to identify students for Tier II and Tier III instruction. Creekside uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and literacy cadre-provided encoding/decoding screeners to assess students' skills. These assessments are used comprehensively across all grade levels or employed for specific grade-level interventions. We also administer the ILEARN Checkpoints and use IXL Learning Pathways to assist students with standards yet to be mastered.

Franklin Community Schools has a Dyslexia screening plan in place. All kindergarten, first grade, and second grade students are screened using the DIBELS assessment. Students in grades K-2 are given dyslexia screeners during the first 90 days of school. A student in third grade or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCS will administer a Level 1 dyslexia screener to the student. Based on the results of the level 1 screener, FCS may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Intervention staff assist students with lagging skills during Tier III instruction time allocated in the master schedule.

Parental Involvement

Creekside strives to involve parents by making sure they are communicated with comprehensively, and also encouraged to be an active part of our school community. That

could mean coming to school for lunch, attending before and after school free and fun programs, being a chaperone on a field trip, or attending our Family/School Conferences.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their student's academic and attendance status.

Teachers, administration, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

We love getting our families involved at Creekside with events like BINGO for Books, Storybook Night, chaperoning field trips, book fairs, field day, elementary basketball and cheerleading, muffins in the morning events, and much more.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

Safe & Disciplined Environment

We want children to feel safe at school. In case of emergency, Creekside Elementary staff members have a crisis management plan accessible to them in each classroom. The plan covers emergencies that may be encountered in a school building. Classroom teachers have two-way radios to communicate. Each classroom has a telephone that can access lines in the school and outside lines in case of emergency.

Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- All staff members wear name badges,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- Radios are used for rapid communication within the grounds among staff,
- All outside doors are kept locked and our front door is a secure vestibule with intercom system,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Regular tabletop safety scenarios,
- Building safety team meetings,
- A full time school nurse,
- Two AEDs and Stop the Bleed kits,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

GPS Dashboard *includes IREAD-3, ILEARN, school attendance data*

At Creekside, we use student assessment data to both provide the way forward to student growth, as well as looking backwards to evaluate our teaching and curriculum. We use DIBELS, IREAD-3, ILEARN and the ILEARN Checkpoints as our national and state assessments, and we use local benchmark tests as well.

4. School Improvement Plan

Progress Indicators Goal: 95% IREAD-3 Passing Rate Strategies/ Interventions: Comprehensive MTSS Framework using DIBELS and ILEARN Checkpoints to define tier II, III interventions using OG / Heggerty			
DIBELS Composite % @ or above Benchmark	**BOY**	**MOY**	**EOY**
Kindergarten	Not available yet		
1st Grade	75%		
2nd Grade	66%		
3rd Grade	63%		
4th Grade	70%		

DIBELS K-3

	2024 Composite EOY Proficient or Above	2025 Composite EOY Proficient or Above	Projection 2026 Composite EOY Proficient or Above
Kindergarten	82%	94%	90%
1st Grade	78%	72%	90%
2nd Grade	72%	78%	80%
3rd Grade	49%	69%	85%

State Testing

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
IREAD-3	81%	79.6%	95%	95%
ILEARN E/LA	49%	47%	51%	55%
ILEARN Math	56%	54%	61%	65%

Attendance

	2023-2024	2024-2025	Goal 2025-2026
Attendance Rate	94.57%	94.93%	97%

We have interventions in place to ensure a high rate of attendance for Creekside Elementary School.

- Our first intervention is our 20 Perfect Days program in which each classroom keeps track on a chart each time their entire class is on time and present. After twenty of these days the class receives a popsicle party to celebrate their great accomplishment. The class is also recognized during afternoon announcements.
- Each classroom will also receive a celebration sign to display proudly on their classroom door each time the entire class is present and on time.
- At the conclusion of each grading period every student with outstanding or perfect attendance is recognized by the principal and given a prize in front of the class at a special ceremony.
- Our school office calls each parent of a child who does not arrive at school, and was not called in absent, to check on the status of the student. The principal is immediately advised if there is a transportation issue; and if there is, the principal or designee will go and bring the child to school if possible.
- Any student that reaches benchmark numbers of excused or unexcused absences receives a personal communication from the principal. Families are contacted by the principal to decide on a course of action that will ensure that the child is at school and on time each school day.

5. Title I Schools Operating a Schoolwide Program

Ultimately, federal, state, and local funds are used to promote student success and growth. The district's ESSA reporting continues to reveal compliance between Title I and non-Title I elementary schools. Staffing and supplies are used to determine our PPE in our Title and Non-Title schools. The district allocates state and local funds by the Per Pupil Expenditure calculation of staffing and supplies. Staffing is assigned to each building in compliance with our board policy of a teacher-to-student building ratio not to exceed 1:25. Supplies are prorated according to the ADM of each building.
There is a slight variance in PPE per building because of the experience level of teachers. The salaries of the same number of teachers in two buildings vary due to years of

experience and licensure requirements. Franklin Community School Corporation assures that the schools within the district are equitably funded with state and local dollars before federal funds are allocated to the schools.

The Title I schools at FCS are the elementary schools with the highest poverty rates as determined by IDOE data from the prior year. Four (Creekside, Needham, Northwood, and Webb) of the five elementary schools receive Title I dollars as all four buildings exceed the 40% poverty level. Poverty rates are determined by the percentage of students from low-income families within the school population. Ensuring students can read is a state and local strategic initiative, which is closely aligned to the allocation of Title I dollars at FCS.

Franklin Community Schools provides a continuum of programs and services for students with disabilities ages 3 through 22. Preschool special education services are available to eligible students who are at least three (3) years old until they are of an age where they are eligible for enrollment in kindergarten. Preschool special education services are provided at Creekside Elementary. Initial educational evaluations and First Step referrals are processed by our Preschool Assessment Team which consists of a school psychologist, intake coordinator/teacher, occupational therapist, speech language pathologist, and physical therapist, and when needed there is also a blind low vision teacher and deaf/hard of hearing teacher available. Students enrolled in the developmental preschool program currently attend five days per week for three hours each day or four days per week for 2 hours 30 minutes each day.

FCS is committed to working with families, teachers, and administrators to educate each student in the least restrictive environment. The majority of the students with disabilities attend their neighborhood school and are educated with non-disabled peers to the maximum extent appropriate, as described in their Individualized Education Plan. The local services are supplemented with administrative and itinerant support within Franklin Community Schools. Students who have not acquired developmentally appropriate skills and need more interaction with typically developing peers may be placed in a Community Preschool classroom by his/her case conference committee. Students who attend the Developmental Preschool Program are provided transportation by Franklin Community Schools.

The Developmental Preschool is a program for students who require assistance in learning routines and other developmentally appropriate skills. The developmental preschool program includes Peer Models who are students who are 3 and 4 years of age but do not have a disability. Daily Routines include: independent skills (unpack, unzip, folder out), gross motor, fine motor, arts/crafts, bathrooming, social skills, circle time, snack,

curriculum, more gross motor to conclude the day.

There are also speech and language therapy services available for preschool-aged students whose sole disability area is either speech and/or language impairment. These services are provided on an outreach basis with the number of minutes per week determined by the student's case conference committee. Currently, outreach services are provided at Webb Elementary. If a parent chooses to deny FAPE (Free and Appropriate Education), a service plan is offered/written to continue to support those students through Franklin Community Schools.

Franklin Community Schools is committed to attracting and retaining high-quality teachers. Franklin has started an education pathway, taught by the 2024 State Teacher of the Year, to attract high-quality high school students into the teaching profession. This graduation pathway has been developed in partnership with Ivy Tech. Additionally, all new teachers engage in a New Teacher Orientation program that lasts throughout the entire first year of teaching. The district's instructional, technology, and literacy coaches work with teachers on assessments, instructional practices, the district's instructional model, and classroom management. They also provide professional development to PLCs around data literacy. Additionally, the district assists teachers with in-house daycare and preschool and provides a tuition reimbursement program for those pursuing additional credentials. The district also supports paraprofessionals who wish to become special education or general education teachers.

Needham Elementary

School Improvement Plan

1399 Upper Shelbyville Rd.
Franklin, IN 46131
(317) 738-5790
Needham Elementary School (3413)
Franklin Community Schools (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent
Dr. Brooke Worland, Assistant Superintendent
Ms. Tina Jobe-Gross, Chief Financial Officer
Mr. Matt Sprout, Executive Director of Technology
Mr. Benji Betts, Executive Director of Operations

Needham Elementary SIP Signature Page

I have read and approved the Needham Elementary School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/5/25

Dylan Purlee, Principal — Date: 9-12-25

I have read and approved the Needham Elementary Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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2. Educational Climate

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5. Title I Schools Operating a Schoolwide Program

1. Vision, Mission, and Guiding Principles

Needham Elementary supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:
Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

NEEDHAM ELEMENTARY SCHOOL

Vision (GOAL)
At Needham we will have a safe, student-centered learning **community** to empower students to reach their fullest potential.

Mission (How we get there)
At Needham we build relationships with students, families and the community in order to educate and empower our students to be life-long learners.

At Needham we build relationships and educate our students so they can be successful, productive adults.

At Needham we challenge our students to grow in order to reach their fullest potential.

Belief Statements (How we act)

We believe respecting differences is important
We believe relationships with students and families helps support the learning process.

School Improvement Planning Committee

Member	Position
Dylan Purlee	Principal
Crystal May	School Counselor
Megan Whitaker	Kindergarten Teacher
Susan Buening	First Grade Teacher
Megan Knartzer	Second Grade Teacher
Melissa Stewart	Third Grade Teacher
Melissa Moore	Fourth Grade Teacher
Alyson Werner	Literacy Coach
Alyssa Bontrager	Title 1 Teacher
Kari Beyer	Parent
Jessica Brown	Admin. Assistant/Parent

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated.

Activities and Programs for the Learning Needs of All Students

The building values the learning needs of all students. Student learning data is consistently monitored to identify students for Tier II and Tier III instruction. Needahm Elementary uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and literacy cadre-provided encoding/decoding screeners to assess students' skills. These

assessments are used comprehensively across all grade levels or employed for specific grade-level interventions. We also administer the ILEARN Checkpoints and use IXL Learning Pathways to assist students with standards yet to be mastered.

Franklin Community Schools has a Dyslexia screening plan in place. All kindergarten, first-grade, and second-grade students are screened using the DIBELS assessment. Students in grades K-2 are given dyslexia screeners during the first 90 days of school. A student in third grade or higher who has difficulty, as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCS will administer a Level 1 dyslexia screener to the student. Based on the results of the level 1 screener, FCS may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Intervention staff assist students with lagging skills during Tier III instruction time allocated in the master schedule.

Parental Involvement

The school is deeply committed to maximizing family engagement and improving academic achievement. Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our diverse range of opportunities, including a highly active PTO program, regular parent-teacher-student conferences, weekly messages and newsletters, volunteer opportunities, and school-wide events.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their students' academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Needham Elementary actively promotes parent involvement through a multifaceted approach. This includes VIP (Very Important Parent) trainings, which are mandatory for all volunteers and chaperones to ensure a thorough understanding of our safety protocols. We also offer volunteer experiences that contribute to monthly incentives,

host engaging Title I interactive reading and math family nights, and conduct informative Title I meetings. Additionally, we facilitate quarterly off-site coffee chats to foster informal communication and gather feedback from families.

We ensure parents and families receive individual academic assessment results through various channels. These include parent-teacher-student conferences, where specific results are discussed, and weekly messages/newsletters that may provide general updates on academic progress and direct parents to where they can access their child's detailed results. Our counseling program also plays a role in supporting families in understanding academic progress and available resources.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

We encourage and invite parents to be integral members of our school improvement planning committees. This ensures their perspectives and priorities are directly incorporated into the development and refinement of our strategic goals. Furthermore, we leverage our monthly PTO meetings as a key forum for sharing updates on the schoolwide plan, gathering valuable feedback from parents, and discussing areas for improvement. This ongoing dialogue ensures transparency and empowers parents to be active participants in shaping the educational environment for all students.

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support (Kids Team) support students with academic, behavioral, and mental support and early intervention. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

3. Student Data & Assessment Plan

- Needham GPS Page
- At our school, we closely monitor student performance through Indiana's GPS system, with a strong focus on literacy and mathematics. We track literacy progress using IREAD and ILEARN ELA scores, as well as math

achievement through ILEARN assessments. Our goal is not only for every student to meet their individual projected growth, but also to meet or exceed state grade-level expectations, ensuring that all learners are on track for long-term academic success.

4. School Improvement Plan

	Spring 2023	Spring 2024	Spring 2025	2026 Goal
IREAD (w/ Summer Retake Scores)	92.5 %	85.7 %	92.5%	95%

IREAD Progress Indicators Goal: 95% IREAD Pass Rate Strategies/ Interventions: Heggerty (K-3), Differentiated OG K-4, TIER 3 OG, Tier 3 6-Step Lesson Plans for Phonics & Fluency, DIBELS Benchmarks, Reading Plans for DNP Students				
ORF WRC % @/above Benchmark	BOY	MOY	EOY	IREAD Pass Rate
Kindergarten	23 out of 66 students. 34.8%			[redacted]
1st Grade	42 out of 54 students. 77.8%			
2nd Grade	27 out of 62 students. 43.5%			
3rd Grade only includes **21** students DNP 2025	55 out of 67 students. 82%			Goal: 19 of 21 students Actual:
4th Grade only includes **8** students DNP	48 out of 74 students. 64.8%			Goal: 7 of 8 students Actual:

2025				

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Heggerty K-3, OG, 6-Step Lesson Plan with Fluency & Phonics, IXL Skill Plans				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

ILEARN Math Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: IXL Skillplans, ALEKS Pie, Tier 2 Math Interventions based on Data Cycles, Reveal Math Differentiated Resources				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

State Testing Historical Data:

	Spring 2023	Spring 2024	Spring 2025	2026 Projection
ILEARN ELA Proficiency	36.4%	38.0% (State 41 %)	54 % (State 42%)	
ILEARN Math Proficiency	61.9 %	51.4% (State 40.7%)	50 % (State 50%)	

NeedhamAttendance Goal: 96% Strategies/ Interventions: Monthly Attendance Tracker, DailyAttendance Awards & Prizes, Attendance Meetings with Families, Personal Attendance Plans & Incentives				
Check-In Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Quarterly Attendance Check				
Historical Data	2023	2024	2025	Goal 2026
	96.07%	95.58%	95.3%	97%

5. Title I Schools Operating a Schoolwide Program

Ultimately, federal, state, and local funds are used to promote student success and growth. The district's ESSA reporting continues to reveal compliance between Title I and non-Title I elementary schools. Staffing and supplies are used to determine our PPE in our Title and Non-Title schools. The district allocates state and local funds by the Per Pupil Expenditure calculation of staffing and supplies. Staffing is assigned to each building in compliance with our board policy of a teacher-to-student building ratio not to exceed 1:25. Supplies are prorated according to the ADM of each building.
There is a slight variance in PPE per building because of the experience level of teachers. The salaries of the same number of teachers in two buildings vary due to years of experience and licensure requirements. Franklin Community School Corporation assures that the schools within the district are equitably funded with state and local dollars before federal funds are allocated to the schools.

The Title I schools at FCS are the elementary schools with the highest poverty rates as determined by IDOE data from the prior year. Four (Creekside, Needham, Northwood, and Webb) of the five elementary schools receive Title I dollars as all four buildings exceed the 40% poverty level. Poverty rates are determined by the percentage of students from low-income families within the school population. Ensuring students can read is a state and local strategic initiative, which is closely aligned to the allocation of Title I dollars at FCS.

Franklin Community Schools provides a continuum of programs and services for students with disabilities ages 3 through 22. Preschool special education services are available to eligible students who are at least three (3) years old until they are of an age where they are eligible for enrollment in kindergarten. Preschool special education services are provided at Creekside Elementary. Initial educational evaluations and First Step referrals are processed by our Preschool Assessment Team, which consists of a school psychologist, intake coordinator/teacher, occupational therapist, speech language pathologist, and physical therapist, and when neede,d there is also a blind low vision teacher and deaf/hard of hearing teacher available. Students enrolled in the developmental preschool program currently attend five days per week for three hours each day or four days per week for 2 hours and 30 minutes each day.

FCS is committed to working with families, teachers, and administrators to educate each student in the least restrictive environment. The majority of the students with disabilities attend their neighborhood school and are educated with non-disabled peers to the maximum extent appropriate, as described in their Individualized Education Plan. The local services are supplemented with administrative and itinerant support within Franklin Community Schools. Students who have not acquired developmentally appropriate skills and need more interaction with typically developing peers may be placed in a Community Preschool classroom by his/her case conference committee. Students who attend the Developmental Preschool Program are provided transportation by Franklin Community Schools.

The Developmental Preschool is a program for students who require assistance in learning routines and other developmentally appropriate skills. The developmental preschool program includes Peer Models who are students who are 3 and 4 years of age but do not have a disability. Daily Routines include: independent skills (unpack, unzip, folder out), gross motor, fine motor, arts/crafts, bathrooming, social skills, circle time, snack, curriculum, more gross motor to conclude the day.

There are also speech and language therapy services available for preschool-aged students whose sole disability area is either speech and/or language impairment. These services are provided on an outreach basis with the number of minutes per week

determined by the student's case conference committee. Currently, outreach services are provided at Needham Elementary. If a parent chooses to deny FAPE (Free and Appropriate Education), a service plan is offered/written to continue to support those students through Franklin Community Schools.

Franklin Community Schools is committed to attracting and retaining high-quality teachers. Franklin has started an education pathway, taught by the 2024 State Teacher of the Year, to attract high-quality high school students into the teaching profession. This graduation pathway has been developed in partnership with Ivy Tech. Additionally, all new teachers engage in a New Teacher Orientation program that lasts throughout the entire first year of teaching. The district's instructional, technology, and literacy coaches work with teachers on assessments, instructional practices, the district's instructional model, and classroom management. They also provide professional development to PLCs around data literacy. Additionally, the district assists teachers with in-house daycare and preschool and provides a tuition reimbursement program for those pursuing additional credentials. The district also supports paraprofessionals who wish to become special education or general education teachers.

Northwood Elementary

School Improvement Plan

965 Grizzly Cub Drive
Franklin, IN 46131
317-346-8900

Northwood Elementary (3461)
Franklin Community School District (4225)

Signature Page

I have read and approved the Northwood Elementary School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/3/25

Mrs. Karle Hougland, Principal — Date: 9-8-25

I have read and approved the Northwood Elementary Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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5. Title I Schools Operating a Schoolwide Program

1. Vision, Mission, and Guiding Principles

Northwood Elementary supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:
Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Northwood Elementary Mission: To ensure all students can learn at grade level or higher.

Northwood Elementary Motto: Work Hard, Be Kind!

Northwood Elementary Owl Oath:
We choose to be respectful, be responsible, and be safe. In the nest, we are a family, and together we fly. Work hard, be kind!

School Improvement Plan Committee Members
Karle Hougland, Principal
Mathew Worland, Assistant Principal
Hannah Richardson, Counselor
Sarah Linn, Instructional Coach
Carisa Delph, MTSS/Intervention Teacher

Diana Brown, MTSS/Intervention Teacher
Heather Kepner-Trueblood, Teacher
Grace Kriech, Teacher
Tisha O'Neill, Teacher
Jennifer Lulfs, Teacher
Megan Oliver, Teacher
Taylor Bechert, Community Stakeholder/Parent/PTO Representative
Heather Clawson, Community Stakeholder/Parent/PTO Representative
Rilee Findley, Parent/PTO Representative/Teacher

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Activities and Programs for the Learning Needs of All Students

The building values the learning needs of all students. Student learning data is consistently monitored to identify students for Tier II and Tier III instruction. Northwood Elementary uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and literacy cadre-provided encoding/decoding screeners to assess students' skills. These assessments are used comprehensively across all grade levels or employed for specific grade-level interventions. We also administer the ILEARN Checkpoints and use IXL Learning Pathways to assist students with standards yet to be mastered.

Franklin Community Schools has a Dyslexia screening plan in place. All kindergarten, first grade, and second grade students are screened using the DIBELS assessment. Students in grades K-2 are given dyslexia screeners during the first 90 days of school. A student in third grade or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCS will administer a Level 1 dyslexia screener to the student. Based on the results of the level 1 screener, FCS may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic

Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Intervention staff assist students with lagging skills during Tier III instruction time allocated in the master schedule.

Parental Involvement

The school is deeply committed to maximizing family engagement and improve academic achievement. Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through a range of opportunities, including participating in our PTO, parent-teacher conference, volunteer opportunities, weekly messages and newsletters, and school-wide events.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their student's academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Northwood Elementary actively promotes parent involvement in a few different ways. One way includes VIP (Very Important Parent) trainings, which are mandatory for all volunteers and chaperones to ensure a thorough understanding of our safety protocols for working with our students. We also offer a meet the teacher night at the beginning of the school year, volunteer experiences within the school day, host interactive Title I reading and math family nights, and conduct informative Title I meetings. Additionally, our music teacher invites 1st grade families to attend their child's music class in the month of April and organizes programs for each grade level in which parents are invited to attend and watch their student's performance. Lastly, we hold a Walk-a-Thon event at our school and encourage families to come and walk with their student.

We ensure parents and families receive individual academic assessment results through various channels. These include parent-teacher-student conferences, where specific results are discussed, and weekly messages/newsletters that may provide general updates on academic progress and direct parents to where they can access their child's

detailed results. Our counseling program also plays a role in supporting families in understanding academic progress and available resources.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

We encourage and invite parents to be integral members of our school improvement planning committees. This ensures their perspectives and priorities are directly incorporated into the development and refinement of our strategic goals. Furthermore, we leverage our monthly PTO meetings as a key forum for sharing updates on the schoolwide plan, gathering valuable feedback from parents, and discussing areas for improvement. This ongoing dialogue ensures transparency and empowers parents to be active participants in shaping the educational environment for all students.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project

Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support (RTI and Kids Team) support students with academic, behavioral, and mental support and early intervention. Northwood Elementary uses Positive Behavioral Interventions and Supports (PBIS) to promote students demonstrating respect, responsibility, safety, on-task, and kindness. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,

- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

➢ Northwood Elementary GPS Dashboard

➢ At our school, we closely monitor student performance through Indiana's GPS system, with a strong focus on literacy and mathematics. We track literacy progress using IREAD and ILEARN ELA scores, as well as math achievement through ILEARN assessments. Our goal is not only for every student to meet their individual projected growth, but also to meet or exceed state grade-level expectations, ensuring that all learners are on track for long-term academic success.

4. School Improvement Plan

IREAD Progress Indicators Goal: 92% IREAD Pass Rate Strategies/ Interventions: Heggerty (K-3), Differentiated OG K-4, TIER 3 OG, Tier 3 6-Step Lesson Plans for Phonics & Fluency, DIBELS Benchmarks, Reading Plans for DNP Students				
ORF WRC % @/above Benchmark	BOY	MOY	EOY	IREAD Pass Rate
1st Grade	43%			
2nd Grade	50%			Goal: 55% Actual:
3rd Grade	52%			Goal: 92% Actual:
4th Grade	47%			Spring 25: 88% Goal: 90% Actual:

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Heggerty K-3, OG, 6-Step Lesson Plan with Fluency & Phonics, IXL Skill Plans				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

ILEARN Math Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Reflex Math, IXL Skillplans, ALEKS Pie, Tier 2 Math Interventions based on Data Cycles, Reveal Math Differentiated Resources				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

Northwood DIBELS K-3

	2024 Composite/ORF EOY Proficient or Above	2025 Composite/ORF EOY Proficient or Above	Projection 2026 Composite/ORF EOY Proficient or Above
Kindergarten	74%/NA	80%/NA	85%
1st Grade	54%/50%	66%/59%	70%/65%
2nd Grade	58%/47%	56%/42%	65%/55%
3rd Grade	44%/41%	50%/44%	55%/55%

Northwood State Testing

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
IREAD (3rd grade)	73%	77%	88%	92%
IREAD (2nd grade)	38%	46%	50%	55%
ILEARN ELA (4th)	48%	36%	47%	52%
ILEARN Math (4th)	50%	40%	49%	52%
ILEARN ELA (3rd)	36%	29%	36%	41%
ILEARN Math (3rd)	54%	46%	51%	54%

Northwood Attendance
Goal: 95%
Strategies/ Interventions: Monthly Attendance Recognition, Classroom Attendance Incentives, Attendance Meetings with Families, Personal Attendance Plans & Incentives

Check-In Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Quarterly Attendance Check				
Historical Data		23-24	24-25	Goal 25-26
		94.33%	93.97%	95%

5. Title I Schools Operating a Schoolwide Program

Ultimately, federal, state, and local funds are used to promote student success and growth. The district's ESSA reporting continues to reveal compliance between Title I and non-Title I elementary schools. Staffing and supplies are used to determine our PPE in our Title and Non-Title schools. The district allocates state and local funds by the Per Pupil Expenditure calculation of staffing and supplies. Staffing is assigned to each building in compliance with our board policy of a teacher-to-student building ratio not to exceed 1:25. Supplies are prorated according to the ADM of each building. There is a slight variance in PPE per building because of the experience level of teachers. The salaries of the same number of teachers in two buildings vary due to years of experience and licensure requirements. Franklin Community School Corporation assures that the schools within the district are equitably funded with state and local dollars before federal funds are allocated to the schools.

The Title I schools at FCS are the elementary schools with the highest poverty rates as determined by IDOE data from the prior year. Four (Creekside, Needham, Northwood, and Webb) of the five elementary schools receive Title I dollars as all four buildings exceed the 40% poverty level. Poverty rates are determined by the percentage of students from low-income families within the school population. Ensuring students can read is a state and local strategic initiative, which is closely aligned to the allocation of Title I dollars at FCS.

Franklin Community Schools provides a continuum of programs and services for students with disabilities ages 3 through 22. Preschool special education services are available to eligible students who are at least three (3) years old until they are of an age where they are eligible for enrollment in kindergarten. Preschool special education services are provided at Creekside Elementary. Initial educational evaluations and First Step referrals are processed by our Preschool Assessment Team which consists of a school psychologist, intake coordinator/teacher, occupational therapist, speech language pathologist, and physical therapist, and when needed there is also a blind low vision teacher and deaf/hard of hearing teacher available. Students enrolled in the developmental preschool program currently attend five days per week for three hours each day or four days per week for 2 hours 30 minutes each day.

FCS is committed to working with families, teachers, and administrators to educate each student in the least restrictive environment. The majority of the students with disabilities attend their neighborhood school and are educated with non-disabled peers to the maximum extent appropriate, as described in their Individualized Education Plan. The local services are supplemented with administrative and itinerant support within Franklin Community Schools. Students who have not acquired developmentally

appropriate skills and need more interaction with typically developing peers may be placed in a Community Preschool classroom by his/her case conference committee. Students who attend the Developmental Preschool Program are provided transportation by Franklin Community Schools.
The Developmental Preschool is a program for students who require assistance in learning routines and other developmentally appropriate skills. The developmental preschool program includes Peer Models who are students who are 3 and 4 years of age but do not have a disability. Daily Routines include: independent skills (unpack, unzip, folder out), gross motor, fine motor, arts/crafts, bathrooming, social skills, circle time, snack, curriculum, more gross motor to conclude the day.

There are also speech and language therapy services available for preschool-aged students whose sole disability area is either speech and/or language impairment. These services are provided on an outreach basis with the number of minutes per week determined by the student's case conference committee. Currently, outreach services are provided at Webb Elementary. If a parent chooses to deny FAPE (Free and Appropriate Education), a service plan is offered/written to continue to support those students through Franklin Community Schools.

Franklin Community Schools is committed to attracting and retaining high-quality teachers. Franklin has started an education pathway, taught by the 2024 State Teacher of the Year, to attract high-quality high school students into the teaching profession. This graduation pathway has been developed in partnership with Ivy Tech. Additionally, all new teachers engage in a New Teacher Orientation program that lasts throughout the entire first year of teaching. The district's instructional, technology, and literacy coaches work with teachers on assessments, instructional practices, the district's instructional model, and classroom management. They also provide professional development to PLCs around data literacy. Additionally, the district assists teachers with in-house daycare and preschool and provides a tuition reimbursement program for those pursuing additional credentials. The district also supports paraprofessionals who wish to become special education or general education teachers.

Union Elementary

School Improvement Plan
2025-2026

Union Elementary School (3433)
Franklin Community School District (4225)

3990 West Division Road
Bargersville, Indiana 46106
317-346-8200



Union Elementary School (3433)
Franklin Community School District (4225)

Signature Page

I have read and approved the Union Elementary School Improvement Plan.

Dr. David Clendening, Superintendent — Date 9/3/25

Katie B. Smith, Principal — Date 9/9/25

I have read and approved the Union Elementary School Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date 9/27/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date 9/8/25

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1. Vision, Mission, and Guiding Principles

Union Elementary School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

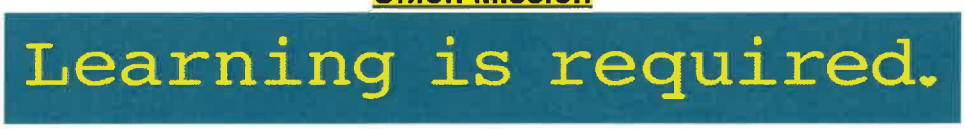
Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:
Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Union Motto



Union Mission



School Improvement Leaders
Jennifer Stone
Emily Ericson
Katie Smith

Professional Learning Community Leaders
Jennifer Small
Andrea Clendening

IDOE Reading Plan Leaders
Allison Clark
Andrea Clendening
Katie Smith

District Technology and STEM Coach
Carla Taylor

District Instructional Coach
Mandee Walls

Safety Team
Benji Betts
Jake Maxwell
McKenna Stevenson
Melissa LaMastus
Katie Smith
Peggy Riggles

Parent Council
Mrs. Kerri Coghill
Mrs. Kelli Pittman
Mr. and Mrs. Nathan Bush
Mr. and Mrs. McGregor

KIDS Team
Jason Dockery
Breanna Ferguson
Megan Fasig
Taylor Haager
Katie Smith

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Parental Involvement

Union Elementary School believes that parents significantly impact their child's success in school. Research shows that children whose parents are involved in their child's education are likely to be more successful. Parents and teachers at Union School communicate through phone calls, emails, newsletters, conferences, and personal notes. The school uses social media and the school webpage as a tool to push out communication on upcoming events, assessments, and school updates. Our corporation uses a communication platform called Parent Square. This enables the school or classroom teacher to contact parents with important information.

Parents are involved in the day-to-day routines with their children, checking homework, reading newsletters, volunteering at school, and communicating with teachers. The Parent Council meets a few times a year to review data and discuss goals and plans within our school improvement plan. The Union Elementary has a supportive PTO organization, which helps sponsor a variety of events. The Union PTO is dedicated to promoting family participation and student learning.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their students' academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

Safe & Disciplined Environment

Teachers and administrators will continue to increase student and parent awareness and understanding of behavior expectations for classroom and school procedures for the 2025-2026 school year. We will utilize better communication tools for sharing behavior management issues. Teachers, administrators, and support staff will develop a plan to

address behavior issues that interfere with learning. Behavior RTI will be implemented school-wide. We will use Franklin School's behavioral resources to provide professional development for behavioral issues when needed. The school counselor will provide lessons to help support children with skills in the school and home settings. The school counselor can also make connections for struggling students and families to have Adult and Child support (school and/or home-based).

School safety is important to all stakeholders. During school, we practice all required drills to prepare everyone in the building for what to do in an emergency. The school principal or teacher follows up with the students after drills to briefly share why and to also troubleshoot any concerns. School safety topics are included in all staff meetings. This also includes "tabletop" discussions to process emergencies.

Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place, and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

GPS Dashboard Link

Review the state dashboard regarding Union Attendance, ILEARN, and IREAD
https://indianagps.doe.in.gov/Summary/School/3930

We have continued to perform above the state average over the last five years. We anticipate being above district and state averages in ELA and Math for the 2025-2026 school year. Throughout the PLC process, teachers will collaborate and dive into instructional gaps found in the data. The team will use the data to determine instructional needs in the ELA Block, Math Block, and/or Focused Instruction Block. Teachers will continue to provide additional support and interventions in the areas of English/Language Arts and Mathematics in an attempt to increase individual student growth in all academic areas. The ILEARN Checkpoint Pilot will be an additional opportunity for all students to achieve and/or monitor mastery in all priority standards in 3rd and 4th grade.

We will continue to monitor data for instructional needs in the classroom. We will triangulate the data to determine the response to instructional needs. Students needing additional support outside the tier 1 block will receive research-based intervention support in a small group or one-on-one. The intervention will depend on individual student needs. The response to instruction will be monitored by benchmark data, progress monitoring data, and classroom performance.

4. School Improvement Plan

DIBELS K-3

	2024 Composite EOY Proficient or Above	2025 Composite EOY Proficient or Above	Projection 2026 Composite EOY Proficient or Above
Kindergarten	100%	94%	100%
1st Grade	83%	94%	100%
2nd Grade	96%	100%	100%
3rd Grade	52%	65%	80%

State Testing (ILEARN GOAL: Above State Passing Percentage)

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
IREAD (2nd)	78%	80%	100%	93%
IREAD (3rd)	96%	100%	100%	100%
ILEARN ELA (Summative)	56%	59%	62%	70%
ILEARN Math (Summative)	52%	55%	67%	75%

IREAD Progress Indicators Goal: 100% IREAD Pass Rate Strategies/ Interventions: Heggerty (K-3), Differentiated OG K-4, TIER 3 OG, Tier 3 6-Step Lesson Plans for Phonics & Fluency, DIBELS Benchmarks, Reading Plans for DNP Students				
Composite % @/above Benchmark	BOY	MOY	EOY GOAL: >85% or Higher	IREAD Pass Rate
Kindergarten	34% Prof. or Above			
1st Grade	80% Prof. or Above			
2nd Grade	83% Prof. or Above			2025 100% 2nd Grade Passed

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: Above State Percentage Strategies/ Interventions: Heggerty PreK-2, OG K-3, IXL & FIT All data will be used to track for ILEARN Summative.				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

ILEARN Math Progress Indicators Goal: Above State Percentage Strategies/ Interventions: Reflex Math, IXL Skillplans, & FIT All data will be used to track for ILEARN Summative.				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

Attendance

Goal: We will meet or exceed an overall student attendance rate of 90%. Per the GPS Dashboard, the IDOE attendance criteria is currently at 85.6%. Per the PowerSchool attendance pull, we are at 97%-98% present for the last three years.

Strategies: Encourage the importance of attendance with all families. Share new attendance guidelines via Parent Square. Attendance percentage will be shared in the 9-week celebration, and the grade level with the highest attendance percentage will get the traveling trophy. All students with "perfect" attendance within the 9 weeks will also be celebrated.

Webb Elementary

School Improvement Plan

1400 Webb Ct.
Franklin, IN 46131
(317) 738-5790
Webb Elementary School (3465)
Franklin Community Schools (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent
Dr. Brooke Worland, Assistant Superintendent
Ms. Tina Jobe-Gross, Chief Financial Officer
Mr. Matt Sprout, Executive Director of Technology
Mr. Benji Betts, Executive Director of Operations

Webb Elementary SIP Signature Page

I have read and approved the Webb Elementary School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/3/25

Carolyn Ray, Principal — Date: Sep 09, 2025

I have read and approved the Webb Elementary Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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1. Vision, Mission, and Guiding Principles

2. Educational Climate

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5. Title I Schools Operating a Schoolwide Program

1. Vision, Mission, and Guiding Principles

Webb Elementary supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:
Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Webb Elementary School Vision **Dream, Connect, Adventure, and Achieve**
Webb Elementary School Beliefs **In a safe and nurturing environment, students:** **• Learn at different rates and in different ways.** **• Learn more effectively while actively engaged.** **• Develop positive relationships with adults and peers.**
Webb Elementary School Motto **The Webb Way: Work Hard, Encourage Others, Be Safe, Be Positive**

School Improvement Planning Committee

Member	Position
Carolyn Ray	Principal
Angela Clendening	School Counselor
Belinda Williams	Kindergarten Teacher
Brittany Seib	First Grade Teacher / Parent
Katie Stainbrook	Fourth Grade Teacher
Allison Comerford	Third/Fourth Grade Split Teacher
Katelyn Owen	Third Grade Teacher
Emily Flack	Literacy Coach/ Parent
Saundra Haslam	Title 1 Teacher
Haley Miley	Parent

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated.

Activities and Programs for the Learning Needs of All Students

The building values the learning needs of all students. Student learning data is consistently monitored to identify students for Tier II and Tier III instruction. Webb Elementary uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and literacy cadre-provided encoding/decoding screeners to assess students' skills. These assessments are used comprehensively across all grade levels or employed for specific grade-level interventions. We also administer the ILEARN Checkpoints and use IXL Learning Pathways to assist students with standards yet to be mastered.

Franklin Community Schools has a Dyslexia screening plan in place. All kindergarten, first-grade, and second-grade students are screened using the DIBELS assessment.

Students in grades K-2 are given dyslexia screeners during the first 90 days of school. A student in third grade or higher who has difficulty, as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCS will administer a Level 1 dyslexia screener to the student. Based on the results of the level 1 screener, FCS may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Intervention staff assist students with lagging skills during Tier III instruction time allocated in the master schedule.

Parental Involvement

The school is deeply committed to maximizing family engagement and improving academic achievement. Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our diverse range of opportunities, including a highly active PTO program, regular parent-teacher-student conferences, weekly messages and newsletters, volunteer opportunities, and school-wide events.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their students' academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Webb Elementary actively promotes parent involvement through a multifaceted approach. This includes VIP (Very Important Parent) trainings, which are mandatory for all volunteers and chaperones to ensure a thorough understanding of our safety protocols. We also offer volunteer experiences that contribute to monthly incentives, host engaging Title I interactive reading and math family nights, and conduct informative Title I meetings. Additionally, we facilitate monthly off-site coffee chats to foster informal communication and gather feedback from families.

We ensure parents and families receive individual academic assessment results through various channels. These include parent-teacher-student conferences, where specific

results are discussed, and weekly messages/newsletters that may provide general updates on academic progress and direct parents to where they can access their child's detailed results. Our counseling program also plays a role in supporting families in understanding academic progress and available resources.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

We encourage and invite parents to be integral members of our school improvement planning committees. This ensures their perspectives and priorities are directly incorporated into the development and refinement of our strategic goals. Furthermore, we leverage our monthly PTO meetings as a key forum for sharing updates on the schoolwide plan, gathering valuable feedback from parents, and discussing areas for improvement. This ongoing dialogue ensures transparency and empowers parents to be active participants in shaping the educational environment for all students.

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support (Kids Team) support students with academic, behavioral, and mental support and early intervention. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

3. Student Data & Assessment Plan

- Webb Elementary GPS Dashboard
- At our school, we closely monitor student performance through Indiana's GPS system, with a strong focus on literacy and mathematics. We track literacy progress using IREAD and ILEARN ELA scores, as well as math achievement through ILEARN assessments. Our goal is not only for every student to meet their individual projected growth, but also to meet or exceed state grade-level expectations, ensuring that all learners are on track for long-term academic success.

4. School Improvement Plan

	Spring 2023	Spring 2024	Spring 2025	2026 Goal
IREAD (w/ Summer Retake Scores)	81.6 %	86.2 %	85%	90%

IREAD Progress Indicators Goal: 90% IREAD Pass Rate Strategies/ Interventions: Heggerty (K-3), Differentiated OG K-4, TIER 3 OG, Tier 3 6-Step Lesson Plans for Phonics & Fluency, DIBELS Benchmarks, Reading Plans for DNP Students				
ORF WRC % @/above Benchmark	BOY	MOY	EOY	IREAD Pass Rate
1st Grade	27 of 68 students. 40%			
2nd Grade	43 of 73 students. 59%			
3rd Grade only includes **21** students DNP 2025	6 of 21 students. 40%			Goal: 19 of 21 students Actual:
4th Grade only includes **8** students DNP 2025	0 of 8 students. 0%			Goal: 7 of 8 students Actual:

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Heggerty K-3, OG, 6-Step Lesson Plan with Fluency & Phonics, IXL Skill Plans				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**

3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

ILEARN Math Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Reflex Math, IXL Skillplans, ALEKS Pie, Tier 2 Math Interventions based on Data Cycles, Reveal Math Differentiated Resources				
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**	**Summative**
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

State Testing Historical Data:

	Spring 2023	Spring 2024	Spring 2025	2026 Projection
ILEARN ELA Proficiency	51.3%	39.0% (State 41 %)	37% (State 42%)	
ILEARN Math Proficiency	51.7 %	43.8% (State 40.7%)	43% (State 50%)	

Webb Attendance Goal: 97% Strategies/ Interventions: Monthly Attendance Tracker, Monthly Attendance Awards & Prizes, Attendance Meetings with Families, Personal Attendance Plans & Incentives				
Check-In Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Quarterly Attendance Check				
Historical Data	2023	2024	2025	Goal 2026
	95%	96%	94%	97%

5. Title I Schools Operating a Schoolwide Program

Ultimately, federal, state, and local funds are used to promote student success and growth. The district's ESSA reporting continues to reveal compliance between Title I and non-Title I elementary schools. Staffing and supplies are used to determine our PPE in our Title and Non-Title schools. The district allocates state and local funds by the Per Pupil Expenditure calculation of staffing and supplies. Staffing is assigned to each building in compliance with our board policy of a teacher-to-student building ratio not to exceed 1:25. Supplies are prorated according to the ADM of each building.
There is a slight variance in PPE per building because of the experience level of teachers. The salaries of the same number of teachers in two buildings vary due to years of experience and licensure requirements. Franklin Community School Corporation assures that the schools within the district are equitably funded with state and local dollars before federal funds are allocated to the schools.

The Title I schools at FCS are the elementary schools with the highest poverty rates as determined by IDOE data from the prior year. Four (Creekside, Needham, Northwood, and Webb) of the five elementary schools receive Title I dollars as all four buildings exceed the 40% poverty level. Poverty rates are determined by the percentage of students from low-income families within the school population. Ensuring students can read is a state and local strategic initiative, which is closely aligned to the allocation of Title I dollars at FCS.

Franklin Community Schools provides a continuum of programs and services for students with disabilities ages 3 through 22. Preschool special education services are available to eligible students who are at least three (3) years old until they are of an age where they are eligible for enrollment in kindergarten. Preschool special education services are provided at Creekside Elementary. Initial educational evaluations and First Step referrals are processed by our Preschool Assessment Team, which consists of a school psychologist, intake coordinator/teacher, occupational therapist, speech language pathologist, and physical therapist, and when neede,d there is also a blind low vision teacher and deaf/hard of hearing teacher available. Students enrolled in the developmental preschool program currently attend five days per week for three hours each day or four days per week for 2 hoursand 30 minutes each day.

FCS is committed to working with families, teachers, and administrators to educate each student in the least restrictive environment. The majority of the students with disabilities attend their neighborhood school and are educated with non-disabled peers to the maximum extent appropriate, as described in their Individualized Education Plan. The local services are supplemented with administrative and itinerant support within Franklin Community Schools. Students who have not acquired developmentally appropriate skills and need more interaction with typically developing peers may be placed in a Community Preschool classroom by his/her case conference committee. Students who attend the Developmental Preschool Program are provided transportation by Franklin Community Schools.

The Developmental Preschool is a program for students who require assistance in learning routines and other developmentally appropriate skills. The developmental preschool program includes Peer Models who are students who are 3 and 4 years of age but do not have a disability. Daily Routines include: independent skills (unpack, unzip, folder out), gross motor, fine motor, arts/crafts, bathrooming, social skills, circle time, snack, curriculum, more gross motor to conclude the day.

There are also speech and language therapy services available for preschool-aged students whose sole disability area is either speech and/or language impairment. These services are provided on an outreach basis with the number of minutes per week determined by the student's case conference committee. Currently, outreach services are provided at Webb Elementary. If a parent chooses to deny FAPE (Free and Appropriate Education), a service plan is offered/written to continue to support those students through Franklin Community Schools.

Franklin Community Schools is committed to attracting and retaining high-quality teachers. Franklin has started an education pathway, taught by the 2024 State Teacher of the Year, to attract high-quality high school students into the teaching profession.

This graduation pathway has been developed in partnership with Ivy Tech. Additionally, all new teachers engage in a New Teacher Orientation program that lasts throughout the entire first year of teaching. The district's instructional, technology, and literacy coaches work with teachers on assessments, instructional practices, the district's instructional model, and classroom management. They also provide professional development to PLCs around data literacy. Additionally, the district assists teachers with in-house daycare and preschool and provides a tuition reimbursement program for those pursuing additional credentials. The district also supports paraprofessionals who wish to become special education or general education teachers.

Custer Baker Intermediate School

School Improvement Plan
2025-26
101 West State Road 44
Franklin, IN 46131
(317) 346-8600



Custer Baker Intermediate School (3458)
Franklin Community School District (4225)

Signature Page

I have read and approved the Custer Baker Intermediate School Improvement Plan.

Mr. David Clendening, Superintendent — Date: 9/3/25

Mrs. Cheryl Moran, Principal — Date: 9/10/25

I have read and approved the Custer Baker Intermediate School Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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1. Vision, Mission, and Guiding Principles

Custer Baker Intermediate School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Custer Baker Intermediate School Mission Statement: Custer Baker Intermediate School provides a safe and engaging learning environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.

Custer Baker Intermediate School Motto:

Be respectful, Be responsible, Be ready to learn!

School Improvement Planning Committee

Member	Position
Cheryl Moran	Principal

Tamara Schneider	Assistant Principal
Jason Dockery	School Counselor
Angie Heuchan	6th Grade Teacher
Meghann Mayfield	6th Grade Teacher
Ashlee Goodpaster	5th Grade Teacher
Megan Cole	Essential Skills Teacher
Allison Milholland	Special Education Teacher
Sarah Records	5th Grade Teacher
Madison Purcell	5th Grade Teacher
Mandy Sturges	Parent

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated.

Parental Involvement

Parental Involvement allows us to maximize family engagement and improve academic achievement. Research verifies that strong partnerships between home and school result

in better academic outcomes for students. Parents/families can engage through our PTO program, student-led conferences, volunteer opportunities, and our weekly messages/newsletters to families.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their student's academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing

Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support (RTI and Kids Team) support students with academic, behavioral, and mental support and early intervention. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels
- SROs assigned to all buildings
- Criminal background checks for all staff and volunteers
- The implementation of all required emergency drills
- Bus evacuation drills for all bus riders
- Locked classroom and outside doors during the school day
- Tabletop safety scenarios at monthly cabinet meetings
- Monthly building safety team meetings

- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.)
- A tobacco-free campus
- Regular classroom lessons focused on the Employability Skills taught by school counselors and sometimes classroom teachers in Grades K-8
- Behavior interventions in all buildings

3. Student Data & Assessment Plan

➢ Custer Baker Intermediate School GPS Dashboard

➢ At our school, we closely monitor student performance through Indiana's GPS system, with a strong focus on literacy and mathematics. We track literacy progress using ILEARN Benchmark Data and Summative ILEARN ELA scores, as well as math achievement through ILEARN Benchmark Data and Summative ILEARN assessments. Our goal is not only for every student to meet their individual projected growth, but also to meet or exceed state grade-level expectations, ensuring that all learners are on track for long-term academic success.

Summary of Data

Math is an identified area of concern for both 5th and 6th grades.

The ILEARN Checkpoint Data will be used to determine strengths and weaknesses regarding grade level standards as assessed in real time. Teachers will analyze this data in PLCs to determine Tier II instruction for their students. Small group instruction can occur during differentiated instruction in the classroom or in the daily FIT (Focused Instruction Time). Formative checks will be used to mark progress and the administration of the checkpoint retest will validate progress.

Some teachers administer the IXL Level Up Diagnostic as an additional data point. This assessment is optional, and will not continue to be funded for the 26-27 school year.

Assessment Plan & Data Collection Timeline

2025-2026 CBIS Testing Windows	
Fall/BOY	**Window**
IXL Level Up Diagnostic (opt)	August 2025
ILEARN Checkpoint #1 (1st Attempt)	September 29 - October 24, 2025
ILEARN Checkpoint #1 (2nd Attempt)	October 27 - November 14, 2025
Winter/MOY	**Window**
IXL Level Up Diagnostic (opt)	December 2025
ILEARN Checkpoint #2 (1st Attempt)	November 24 - January 23, 2026
ILEARN Checkpoint #2 (2nd Attempt)	January 26 - February 6, 2026
Spring/EOY	**Window**
IXL Level Up Diagnostic (opt)	April 2025
ILEARN Checkpoint #3 (1st Attempt)	February 23 - March 28, 2026
ILEARN Checkpoint #3 (2nd Attempt)	March 23 - April 10, 2026
ILEARN SUMMATIVE	April 21-April 28, 2025

4. School Improvement Plan

State Testing - 6th Grade

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
ILEARN ELA 6th	45%	50%	43%	50%
ILEARN Math 6th	40%	40%	39%	43%

ILEARN Progress Indicators Goal:6th Grade ELA >50% Pass Rate Strategies/ Interventions: PLC data review/ Differentiated FIT groups/ Read Naturally Intervention/ IXL Skills Plan			
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**
ILEARN CHECKPOINT			
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

ILEARN Progress Indicators Goal: 6th Grade Math >45% Pass Rate Strategies/ Interventions: PLC data review/ Differentiated FIT groups/ IXL Skills Plan/ ALEKS			
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**
ILEARN CHECKPOINT			
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
ILEARN ELA 5th	45%	50%	43%	50%
ILEARN Math 5th	40%	40%	39%	45%

ILEARN Progress Indicators Goal: 5th Grade ELA >50% Pass Rate Strategies/ Interventions: PLC data review/ Differentiated FIT groups/ Read Naturally Intervention/ IXL Skills Plan			
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**
ILEARN CHECKPOINT			
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

ILEARN Progress Indicators Goal: 5th Grade Math >45% Pass Rate Strategies/ Interventions: PLC data review/ Differentiated FIT groups/ ALEKS/ IXL Skills Plan			
Check-In Schedule	**Checkpoint 1**	**Checkpoint 2**	**Checkpoint 3**
ILEARN CHECKPOINT			
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

Custer Baker Intermediate Attendance Goal: 97% Strategies/ Interventions: Monthly Attendance Tracker, Monthly Attendance Awards & Prizes, Attendance Meetings with Families, Personal Attendance Plans & Incentives				
Check-In Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Quarterly Attendance Check				
Historical Data	2023	2024	2025	Goal 2026
	94.97%	95.08%	94.49%	97%

Professional Development Plan

Each certified teacher at CBIS will take part in at least of the 4 options below.

1. **AMLE Conference in Indianapolis, Indiana-** A group of 5th and 6th Grade teachers, a counselor, and an administrator will attend the International AMLE Conference in November 2025. Each teaching professional will bring back something from the conference to share with the staff at CBIS. An AMLE SLAM session will follow the conference to enhance the learning of all personnel.

2. **Peter Liljedahl visiting CBIS in February-** Dr. Liljdahl will conduct a model math lesson in a 5th grade classroom while other 5th grade math teachers observe. He will then conduct a model math lesson in a 6th grade classroom while other 6th grade math teachers observe. A debrief will take place and action steps will be formulated on systemic improvement in our math department.

3. **Build your Own PD-**CBIS teachers will be able to inquire about an area of professional growth. They will be given the opportunity to observe a fellow-teacher at CBIS who has mastered this area.

4. **New Teachers/ Coaching Cycles-** First year teachers at Custer Baker Intermediate School will participate in a coaching cycle with the district instructional coach.

FRANKLIN
COMMUNITY
MIDDLE SCHOOL

School Improvement Plan
2025-2026



FCMS is a place where we plug in, show we care and value growth.

Franklin Community Middle School #3457
625 Grizzly Cub Drive
Franklin, IN 46131

Franklin Community Middle School (3457)
Franklin Community School District (4225)

Signature Page

I have read and approved the Franklin Community Middle School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/3/25

Rita Holman, Principal — Date: 9/8/25

I have read and approved the Franklin Community Middle School's Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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1. Vision, Mission, and Guiding Principles

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Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Franklin Community Middle School Mission Statement

"Franklin Community Middle School is a place where we plug in, show we care, and value growth."
SIP Committee Members:

Rita Holman, Principal	Jenny Pieper, Assistant Principal
Cole Zook, Assistant Principal	Monica Anderson, School Counselor
Cassidy Hunter, Teacher	Grace Perkins, Teacher
Presleigh Heuchan, Teacher	Allyson Sever, Teacher
Casey McBrier, Teacher	Lauren Pfister, Teacher
LeeAnn Uecker, Teacher	Alysha Sherry, Parent/PTO President

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Parental Involvement

Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our Parent Teacher Organization. Parents can expect consistent communication via building, team and individual teacher weekly newsletters. FCMS staff will provide timely responses to parent inquiries, responding within 24 business hours when at all possible.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their student's academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark

while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Guest Speakers	Career-focused clubs (robotics, ag, STEM, etc.)
Career-focused classroom lessons focused on Employability Skills	Career-related courses: Exploring Colleges & Careers; Preparing for College & Careers; Introduction to Agriculture
Welcome to Reality - 8th Grade Career Event	Learn More Indiana, 21st Century Scholars, EduPlanner

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support like Response to Intervention (RTI), monthly intervention team meetings, and positive behavioral interventions and supports (PBIS) support students with academic, behavioral, and mental support and early intervention. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school

develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

- GPS Dashboard Links
  - *GPS Dashboard*
- Summary of Data

Student Attendance - % of Students with at least 94% Attendance Rate

YEAR	FCMS	STATE
2018	73.2	75.1
2019	80.2	74.3
2020	76.3	76.5
2021	64.8	69.3
2022	62.6	60.1

YEAR	FCMS	STATE
2018	73.2	75.1
2019	80.2	74.3
2020	76.3	76.5
2023	66.8	61.1
2024	71	63.4

8th Grade Students Earning HS Credit Prior to 9th Grade

YEAR	FCMS	STATE
2018	62.9	31.4
2019	85.1	34.7
2020	85	34.7
2021	73.9	35.2
2022	5.4	36.5
2023	50.1	48.4

% Students At/Above Proficiency on ILEARN

7th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	42	41	54	49
2021	27	31	43	41
2022	33	31.9	50	42.4
2023	34	33	45	40
2024	35	34	48	42

8th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	46	37	54	50
2021	22	28	41	44
2022	24	29.8	40	43.1
2023	37	31	48	44
2024	34	31	45	43

% Students Meeting Growth Targets on ILEARN

	Math		ELA	
	FCMS	State	FCMS	State
2019	37.4	36.3	57.2	49.4
2021	26.2	22.8	41.6	34.2
2022	25.6	33.5	42.3	44.1
2023	36.5	34.9	47.7	43.6
2024	32.5	33.5	48	44.8

Assessment Plan & Data Collection Timeline:



Schoolwide Plan to Achieve our Goals:

In an effort to increase our proficiency scores on the ILEARN assessment, we have analyzed ILEARN/IXL and classroom assessment data alongside our current practices and have made some structural building wide changes to maximize student learning and growth.

- All teachers work within Professional Learning Communities. Weekly meetings are structured around the PLC 4 Questions:
    - What is it we want students to know and do?
    - How will we know if they have learned it?
    - What will we do if they haven't learned it?
    - What will we do if they already know it?
- All PLC's have identified and mapped high priority standards, and broken them down into individual learning targets. Math and Reading teachers have adjusted their scope and sequences to align with the ILEARN benchmark exam schedule.
- Teachers create quality Formative and Summative Assessments, and data track the results of individual learning targets.
- The focus of PLC's this year is to create a culture of learning that focuses on increasing rigor within our instruction and assessment.
- As a building, we have redesigned our Enrichment/Remediation period (Focus)
    - Students will rotate through four 3-week rotations in two separate 12 week cycles.
    - Each student will participate in a 3 week enrichment rotation and 9 weeks of instructional rotation.
    - Math/Reading/Special Education teachers will pull students for 9 weeks of intensive intervention based on data and individual need.
    - Math/Reading teachers will participate in professional development with the instructional coach in structuring these 9 week cycles. They will use benchmark data to determine success.
    - Non math/reading teachers will teach 3 week rotations on topics that interest them incorporating essential math/reading skills into their content.
- Staff will analyze ILEARN benchmark data to determine progress toward goals.

4. School Improvement Plan

Progress Indicators Math 7			
Check-In Schedule	**BOY**	**MOY**	**EOY**
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			

On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

Progress Indicators Math 8			
Check-In Schedule	**BOY**	**MOY**	**EOY**
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

Progress Indicators ELA 7			
Check-In Schedule	**BOY**	**MOY**	**EOY**
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			

Next Steps			

Progress Indicators ELA 8			
Check-In Schedule	**BOY**	**MOY**	**EOY**
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

State Testing

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
ILEARN ELA	46.6%	46.2%	43.2%	50%
ILEARN Math	35.6%	34.1%	35.9%	40%

Student Performance Goal for Attendance

We understand as a staff the need for students to be present in school. The overall attendance for Franklin Community Middle School will meet or exceed the overall state average for the ensuing year. All staff members promote programs and strategies within their environments to encourage excellent attendance. A focus on relationships and connections will encourage student attendance. In addition, the following is in place:

- Students are permitted five excused "Parent Calls" per semester, after which parent calls will be recorded as unexcused. Absences accompanied with a doctor's note will be considered excused.
- Upon the fifth unexcused absence, parent/guardian will be receive a warning notice informing him/her of the students number of absences

from school. Per the State of Indiana, a meeting will be held once a student reaches five unexcused absences within a rolling ten week period.

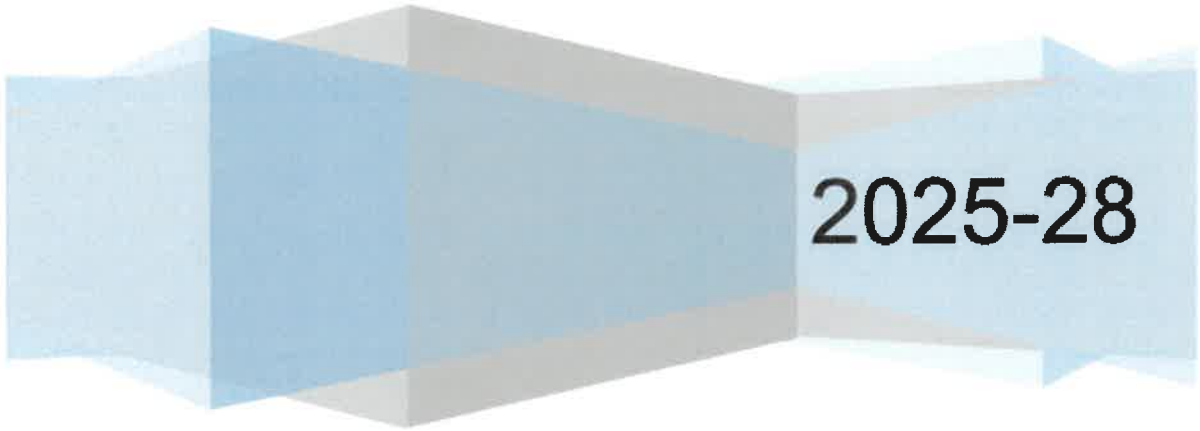
- Upon the tenth unexcused absence, parent/guardian will be receive a warning notice informing him/her of the students number of absences from school.
- Upon the unexcused fifteenth absence, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.
- Excessive and/or repeated unexcused absences, may lead to additional disciplinary actions, including but not limited to:
    - Loss of participation in extracurricular activities including attending after school events, school dances, participation in school athletics or clubs, and participation in the 8th grade Washington DC trip.
    - Potential legal action under Indiana's Compulsory Attendance Law (I.C. 20-33-2)

Franklin Community Schools

School Improvement Plan

Franklin Community High School (3445)

2600 Cumberland Drive, Franklin, IN 46131
Mr. Steve Ahaus, Principal



Franklin Community High School (3445)
Franklin Community School District (4225)

Signature Page

I have read and approved the Franklin Community High School's School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 8/3/25

Mr. Steve Ahaus, Principal — Date: 8-22-2025

I have read and approved Franklin Community High School's Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

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   - ➢ SAT Goal
     - ■ Goal
     - ■ Strategies/Interventions
     - ■ Timeline

1. Vision, Mission, and Guiding Principles

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- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

- Indiana Graduates Prepared to Succeed (GPS) Dashboard: Link

*** We know that students are more than a single test score. In addition to academic mastery, Indiana GPS will elevate a number of key characteristics essential to preparing Indiana's students for their futures, whether they choose employment, enrollment, or enlistment leading to service. - Indiana DOE*

❖ Summary of Data

FCHS Baseline Data + Targets for Improvement

Indicator	Baseline (2023–24)	Secondary Baseline (2024–25)	Year 1 Target (2025–26)	Year 2 Target (2026–27)	Year 3 Target (2027–28)
Graduation Rate (with waivers)	**92.0 %**	Not Yet Available	93 %	94 %	95 %
Graduation Rate (excl. waivers)	**81.6 %**	Not Yet Available	86 %	90 %	92 %
SAT Composite Score	**956**	**956**	960	970	980
SAT E/LA	**492**	**496**	500	510	520
SAT Math	**457**	**460**	465	475	485
FCHS Attendance (≥ 94 %)	**56.60%**	**59.50%**	63%	67%	70%

Franklin High School is focused on showing growth in the areas of graduation rate, SAT performance, and attendance rate. These areas, as defined by the state of Indiana, are important for students to be successful in high school. They also promote important skills that will prepare students to be successful as they move beyond high school.

Student graduation rate is one of the most important statistics for any high school. Franklin High School tracks both the overall graduation rate and the non-waiver graduation rate. The overall graduation rate has remained consistent for many years, somewhere between 90% and 92%. In recent years, the school has experienced a dip in the non-wavier graduation rate. The goal is for the school to close the gap between the overall graduation rate and the non-wavier graduation rate, as well as continue to target a 95% overall graduation rate.

Academically, the State of Indiana uses the SAT as an accountability measure. Franklin uses the SAT Composite Score, as well as the breakdown between E/LA and Math, as key data points. There is an understanding that not all students take the SAT with plans to attend a college or university; however, it can still be used as an academic checkpoint for students in the areas of math and language arts. The high school saw slight improvement in E/LA and math scores in 2024-25, with the composite score holding steady. Goals have been set to increase all three measures.

Attendance can be a key factor in ensuring success for high school students. Franklin High uses the Indiana GPS measure for tracking attendance rates for students. The percentage shown is the percentage of students who attend 94% or more days of school for the school year. The high school saw a slight increase in attendance from 2023-24 to 2024-25, and has set goals for increasing that percentage in the future.

- ❖ Assessment Plan & Data Collection Timeline

Franklin High School will have goals in place for graduation rate, SAT performance, and attendance rate. The school will find out if these measures are met at the conclusion of each school year. SAT performance measures and overall attendance are provided each summer, while the graduation rate is typically revealed in the fall of the following school year. Processes are in place during the school year to monitor attendance, prepare for the SAT, and track students who are on track for graduation. However, official numbers are provided by the State of Indiana or the College Board after each school year has concluded.

4. School Improvement Plan

Attendance Goal

Strategy 1:
Attendance Rate - Weekly monitoring of attendance in the areas of truancies and other unexcused absences. Development of intervention strategies, including consistent checks of attendance and increased parent contacts, is used. To address issues, staff will also use an intervention process with students, including discussions, warnings, attendance contracts, incentives, and alternative options. This could include possible consideration for Alternative Education, Franklin Academy, or discipline steps.

Strategy 2:
Incentive Committee - A team of teachers, two Deans of Students, a Dean of Attendance, and the high school administration meet regularly throughout the school year to discuss incentives, survey students and teachers, and continue to develop incentives for students. Areas of attendance, such as tardies, truancies, and the number of days missed, will be considered in order to decrease the number of students who miss school.

Strategy 3:
Behavioral Interventionist/COACH/Dean of Attendance - A staff member who will work individually and with individual students to help set goals, provide comprehensive classroom instruction for those students falling behind, and develop strategies and interventions to support a wide range of struggling students.

Graduation Goal

Graduation Rate - Tracking Cohort Students - Continue accountability/tracking system of all students, especially those placed in Franklin Academy. The Assistant Principal and Counselors will track credits earned, attendance, and monitor online course progress; staff will create a graduation progress monitoring checklist, track progress and attendance logs, and implement appropriate intervention steps.

Strategy 1:
Continued semester credit checks by school counselors for a recommendation on placement, depending

upon credit deficiency or individual student needs. Counselors and administrators communicate with teachers and set up meetings with students to discuss progress.

Strategy 2:
COACH - Each teacher will have at least 80 minutes during the week to meet with students, provide remediation, or work on enrichment opportunities for other students, and tutoring opportunities for students. These activities are to track student progress and monitor progress toward graduation.

Strategy 3:
Reduce the number of days of suspension due to attendance or behavior issues. With better attendance, students will have a greater chance of staying on track to graduate. School administrators, along with Deans will be tracking attendance and using attendance meetings as a way to communicate to students and parents.

SAT Goal

FCHS and the state of Indiana have moved to the SAT as an accountability measure and assessment tool for Graduation Pathways. The goal is to achieve a passing rate above the state average on selected benchmarks set by the IDOE. We plan to develop strategies to reduce the number of students who need a waiver to graduate through Graduation Pathways.

Strategy 1:
SAT Assessment - Development of Graduation Pathways - FCHS will develop a rigorous program that will allow every student the opportunity to exhibit success by either meeting the state's requirements by passing the SAT or by completing a Graduation Pathway plan that allows a student to exhibit mastery of Math and English skills. The SAT will be offered to juniors school-wide, and the PSAT offered to freshmen, sophomores, and juniors.

Strategy 2:
SAT Assessment - Use of IXL portal and IXL Data - Use of continuous IXL data to track student progress in grades 9 & 10 by both the Math and English departments. Utilize IXL data to intervene early and provide instructional strategies based on specific areas of weakness. Use of the IXL Data to prepare students before taking any assessments and to further develop their Math and English skills. Teachers use COACH times to work with individuals to increase their weak math skills.

Strategy 3:
SAT Assessment - Evaluation of the Structure - We will evaluate Math and English courses and supports. We will add courses or redesign courses to support the SAT and Graduation Pathways requirements.

Franklin Community Virtual School
3446



School Improvement Plan

2025-2028

625 Grizzly Cub Drive
Franklin, IN 46131

Franklin Community Virtual School (3446)
Franklin Community School District (4225)

Signature Page

I have read and approved the Franklin Community Virtual School Improvement Plan.

Dr. David Clendening, Superintendent — Date: 9/3/25

Shelbie Murphy, Principal — Date: 9/8/25

I have read and approved the Franklin Community Virtual School Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association — Date: 9/17/2025

Mrs. Becky Nelson, President
Board of School Trustees — Date: 9/8/25

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1. Vision, Mission, and Guiding Principles

Franklin Community Virtual School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:
Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.
Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

School Improvement Planning Committee Members

Shelbie Murphy, Principal
Cristy Williams, Counselor
Jessica Meier, Teacher
Michelle McPeak, Parent
Monica Purk, Special Education Teacher
Anya McConnell, Community Stakeholder
Dylan Purlee, Needham Principal

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Parental Involvement

The school constantly endeavors to maximize family engagement and improve academic achievement. Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our unique learning environment, parent and teacher conferences, and our weekly newsletters. Parents in FCVS have the unique opportunity to engage with their child's education everyday through their at home, virtual learning.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our learning platforms and ParentSquare helps families track their student's academic and attendance status.

Admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

FCVS sends out a weekly newsletter to families with important updates and engagement opportunities. Parents are intimately involved with students' education with virtual learning with students being educated at home. FCVS staff regularly communicate with families to support their child's learning. Parents also have the opportunity to engage in monthly Principal Office Hours to ask questions, get support with the learning platform, or talk about areas of need for students.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians. Families are encouraged to contact their teachers and administrators with questions.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	CEI Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	Vocational School Field Trips

3. Student Data & Assessment Plan

- GPS Dashboard Links
  - IREAD
  - SAT
  - ILEARN
- FCVS monitors student data and progress utilizing the Indiana Graduates Prepared to Succeed dashboard. This platform allows FCVS and the community to keep a pulse on our academic advancement and progress. Our commitment to educational excellence resulted in a 100% pass rate for the IREAD-3, nearly 90% attendance rate, as well as a 60% graduation rate in the first year.
- FCVS will continue to assess students according to state requirements as well as providing individualized interventions as needed. Data will be collected according to state testing timelines as well as quarterly and annually, depending upon the area.

4. School Improvement Plan

FCVS Attendance Goal 94%				
Strategies/Interventions: Attendance Letters, Parent Conferences, Attendance Incentives, Quarterly Perfect Attendance Awards/Incentives				
25-26 Quarterly Attendance Update				
2024-2025 Data	89% Attendance Rate			

FCVS Literacy Goal Goal for 100% pass rate on IREAD and 80% at or above proficiency on ILEARN ELA Checkpoints					
Strategies/Interventions: Parent Conferences, Student Reading Incentives, DIBELS assessments, Intervention Groups, ExactPath.					
Areas	Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative	IREAD
25-26 ILEARN Checkpoint and Summative and IREAD Data					
2024-2025 Data	100% IREAD Pass Rate No Checkpoint Data 24-25 ELA 31%				

FCVS Math Goal 80% Goal 80% at or above proficiency on ILEARN Math Checkpoints and Summative				
Strategies/Interventions: Parent Conferences, Student Improvement Incentives, ExactPath Diagnostic assessments, Intervention Groups, ExactPath programming.				
Areas	Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative
25-26 ILEARN Checkpoint and Summative				
2024-2025 Data	No Checkpoint Data 24-25 Math 20%			

FCVS Graduation Goal 70%	
Strategies/Interventions: Parent Conferences, Individual Academic Intervention Plans, In Person Study Sessions, Improvement Incentives, A/B Honor Roll, Credit Recovery Opportunities, Grade level meetings	
2025-2026 Data	
2024-2025 Data	60% Graduation Rate

FCVS SAT Goal 70%			
Strategies/Interventions: Student and Parent Conferences, Credit recovery, Academic supports, College and Career Prep Coursework			
Goal Areas of measurement	Composite 1010	Math 530	ELA 480
25-26 Data			
2024-2025 SAT Data	12%	33%	6%

September 2025 Board Meeting

“November 2025” Software Renewals

- **Frontline AMP (CIESC)**
  - **$7,038.14**
- **Kivuto (Minitab)**
  - **$54.99**
- **ProPresenter/Renewed Vision**
  - **$798.00**

Professional School Counselor Effectiveness Rubric

Update: September 9, 2024

I. Overview
II. Effectiveness Rubric
  a. Domain 1: Academic Achievement
  b. Domain 2: Student Assistance Services c. Domain 3: Career Development
  d. Domain 4: Professional Leadership

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?
The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors**: The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors**: The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?
A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?
The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

How do we weigh different parts of the framework?
In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indictor, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support**: Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability**: The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution**: If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making**: Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:
This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	

1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	

4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

CORE PROFESSIONALISM

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or designee)	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time
2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 20-point deduction on their summative evaluation.

☐ Meets Standards in ALL categories ☐ Does Not Meet Standard in any one category (Summative Evaluation Deduction = -20 points total) _____

SUMMARY AND RATING

- May be based on observations, school counselor reflections, classroom visits, and data.

Key	
61-80	Highly Effective
41-60	Effective
21-40	Improvement Necessary
0-20	Ineffective

Overall Rating

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	
Professional Core (deduction)	0 or -20	
TOTAL RATING		_____/80

***The scoring rubric above may need to be adjusted if any of the evaluation indicators were deemed "not applicable." Prior to making adjustments, evaluators must obtain approval from the Assistant Superintendent or designee.**

Strengths

Specific Growth Areas

***Additional documentation may be attached.**

Employee Signature: _____ Administrator Signature: _____

Date: _____ Date: _____

***The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.**

FRANKLIN
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Annual Teacher Evaluation Plan
2024-2025

"...the most important variable in the achievement of students is the quality of instruction they receive on a daily basis. To ensure students learn at higher levels, simply improve teaching."

- *Bob Marzano, 2003; John Hattie, 2009*

Approved 4/15/24

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FCS BELIEFS REGARDING TEACHING & LEARNING

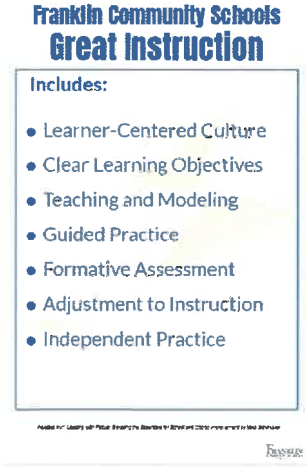
We believe that in a safe and nurturing environment, students:

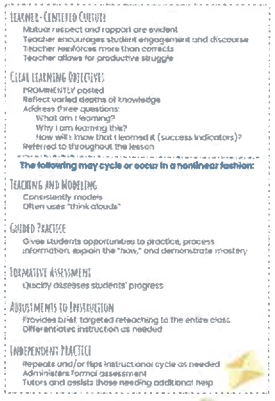
- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Furthermore, in regard to teaching and learning we believe that:

- Teachers are responsible for providing each student with rigorous and relevant instruction.
- Student learning should be measured in multiple ways.
- Teachers should use student assessment data to make informed instructional decisions.
- Teachers are responsible for working collaboratively with colleagues, students, parents, and the community to build productive relationships.
- Teachers should stay current with and implement best practices.
- Teachers and students are responsible for collaborating to establish high expectations and learning goals.

FCS INSTRUCTIONAL MODEL





- Learner-Centered Culture
- Clear Learning Objectives

The following may occur in a non-linear fashion.

- Teaching/Modeling
- Guided Practice
- Formative Assessments (Checks for understanding)
- Adjustment to Instruction
- Independent Practice

CRITICAL QUESTIONS THAT GUIDE OUR INSTRUCTIONAL DECISIONS

1. What do we want all students to know?
2. How will we know when they know?
3. What will we do when they don't know?
4. What will we do when they do know?

FCS ANNUAL TEACHER EVALUATION PROCESS

Evaluation Process Components

- Mid-Point Conversation **(November - January):** Evaluators will schedule mid-point conversations with certified staff to reflect collectively on the fall semester and to co-plan for the upcoming semester. Samples topics might include the following:
    - Progress on student performance this fall and last year (Celebrations and Opportunities for Improvement)
    - Instructional & management practices (Celebrations and Opportunities for Improvement)
    - Individual growth opportunities for the rest of the year
        - Adjustments to instructional and/or management practices
        - Requests for support or professional development
        - Opportunities for improvement
        - Celebrations
    - Mid-point self-assessment and evaluator feedback
        - How can the administrator help you continue movement toward your goals during the next semester?
- Regular documented **walk-throughs and observations** as determined by years of service and performance in prior years (See the following section)
    - Observations will occur during core instructional blocks.
    - All observations will be unannounced.
    - Observations will be a **minimum** of 10 minutes each.

        - Improvement plans may dictate other observational patterns (e.g. longer observations (30-50 minutes), more frequent observations, daily walkthroughs).
    - Teachers will have one "pass" on an observation for extenuating circumstances. This "pass" must occur at the beginning of the observation.
    - Walk-throughs may occur at any time
- **PLC Engagement** as measured by the included rubric, which includes data cycles
- Summative Conversation **(May 1 - August 31):** Evaluators will schedule summative conversations at the end of the year or at the beginning of the following year to discuss overall evaluation results, including professional expectations and teacher reflections about the year and goals for the upcoming year (e.g. student growth goal(s), student/parent feedback, and overall effectiveness)

Observation Quantity, Type, & Timeline

Critical to the annual evaluation process is an understanding of the difference between an **observation** and an **evaluation**. An **observation** is a source of data in the overall evaluation plan. An **observation** is a classroom visit, an event - formal or informal, announced or unannounced. The **evaluation** is a summative process incorporating classroom observations and walkthroughs, PLC expectations, and professional expectations. Assigned evaluators have autonomy over final evaluation results.

First and Second Year Teachers at FCS

- Administrators will conduct a **minimum** of four (4) unannounced observations (minimum of 10 min.) per year for 1st and 2nd year teachers at FCS. Walk-throughs are a routine component of the evaluation program.
    - At least 2 observations will be completed prior to the Mid-Point Conversation
    - A teacher or evaluator may determine that additional observations need to occur.

Teachers with two or more years of experience at FCS and rated "Highly Effective" or "Effective" in the prior year

- Administrators will conduct a minimum of two (2) unannounced observations (minimum of 10 min.) per year. Walk-throughs are a routine component of the evaluation program.

- At least 1 observation will be completed prior to the Mid-Point Conversation
- A teacher or evaluator may determine that additional observations need to occur.

Teachers who have been rated "Ineffective" or "Improvement Needed" in the prior year

- Administrators will meet with teachers regarding Improvement Plans. Individual plans will dictate the frequency and length of observations.

Follow-up, Improvement, and Communication

Process for Teacher Feedback

- Classroom walk-throughs will be a component of the evaluation process.
- The evaluator will provide a copy of any observation within five school days.
- Email/written/face-to-face communication is required after all observations.
- Face-to-face dialogue is required at the Mid-Point Conversation (November - January) and the Summative Conversation (May - August) of the annual evaluation process.
- Feedback will include identified strengths and areas for improvement
- An Improvement Plan may be implemented at any time as deemed necessary by the evaluator
- Summative evaluation and documented feedback will be provided to teachers within seven school days from the completion of the evaluation.
- Based on observation outcomes and walk-through data, administrators will utilize instructional coaches/peer mentors for teacher professional development.

Teachers rated "Ineffective" or "Needs Improvement"; Plans for Improvement

Teachers rated as "Ineffective" or "Needs Improvement" will be placed on a Professional Improvement Plan (see attached template). The plan cannot be more than 90 school days in length and will include professional growth activities that will be used toward the employee's license renewal. However, the plan can be renewed if sufficient progress is not being made.

A teacher who receives a rating of "Ineffective" may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of "Ineffective." It is the responsibility of the teacher to contact the superintendent or the superintendent's designee to arrange for a private conference.

Instruction Delivered by Teachers Rated Ineffective: Student Placement & Parent Communication Procedures

Building principals will be responsible for annually ensuring that a student may not be instructed for two consecutive years by two consecutive teachers who have been rated as "Ineffective." The superintendent or the superintendent's designee will conduct a confirmation audit.

Prior to the start of the second year, a letter from the superintendent will be mailed to the parents of all students who unavoidably have two consecutive years of teacher assignments where the teachers have been rated as "Ineffective."

Negative Impact

A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. This may require adjustments to the teacher's final summative evaluation score.

- For classes measured by statewide assessments with growth model data, the IN Department of Education will determine negative impact.
- For classes that are not measured by statewide assessments, negative impact on student growth will be defined collaboratively by the teachers and administrators using the following indicators:
    - Academic standards
    - Student demonstration of mastery
    - Significant number or percentage of students impacted

WEIGHTING AND RATING PROCESS

Item	Weight	Rating
Teacher Observation Rubric	80%	Rate using 4, 3, 2, 1
PLC Expectations Rubric	20%	Rate using 4, 3, 2, 1

CORE PROFESSIONALISM

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.

☐ **Meets Standards in ALL categories** ☐ **Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total)** _____

TEACHER OBSERVATION RUBRIC

Instruction	4 - Highly Effective *For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:*	3 - Effective	2 - Improvement Necessary	1 - Ineffective
Frequent communication of clear learning objectives	- Students monitor their own progress toward LO, taking ownership of their learning journey - Students demonstrate understanding of connections between prior knowledge and LO - Teacher instruction encourages students to exhibit LO in a variety of ways	- LO is specific, measurable, aligned to standards, and clearly posted - Teachers explain and students understand why and what they are learning - Lesson is well organized to move students toward mastery of the LO	- LO is specific and clearly posted, but may not be measurable or aligned to standards - Teacher attempts explanation, but students do not fully understand why and what they are learning - Organization of lesson is not always connected to mastery of the LO	- LO is missing more than one component or is not present - Teacher fails to explain importance of LO, and students do not show understanding of why or what they are learning - Lesson is disorganized and does not lead to mastery of LO
Teaching, modeling, demonstrating	- Instruction and pacing spark student engagement, excitement, and interest in the learning process - Students ask higher-order questions and/or make connections independently	- Teacher models and demonstrates content knowledge and skills that are factually correct - Content is clear, concise, well-paced, and well-organized - Teacher implements evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)	- Teacher delivers content knowledge that is factually correct - Content occasionally lacks clarity and is not well-organized and well-paced - Teacher does not always implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)	- Teacher delivers content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding - Teacher fails to implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)
Guided Practice	-Students demonstrate proficiency of the concepts or skills covered during guided practice, showing readiness for independent practice.	- Teacher provides multiple opportunities for student practice with content aligned to the LO (with appropriate rigor, relevance, and differentiation)	- Teacher may provide opportunities for student practice but perhaps not aligned to the LO or without appropriate rigor, relevance, or differentiation	- Teacher does not provide opportunities for student practice with content - Fewer than ½ of students are actively engaged in content practice and many

	- All students are actively engaged in content practice or teacher is appropriately redirecting at all times.	- ¾ or more of students are actively engaged in content practice at all times and not off-task -Rigor of assigned tasks consistently aligns with the rigor of the learning objective	- Fewer than ¾ of students are actively engaged in content practice at all times and not off-task -Rigor of assigned tasks partially aligns with the rigor of the learning objective	are off-task -Rigor of assigned tasks rarely aligns with the rigor of the learning objective
Checks for understanding	-Teacher uses multiple strategies to surface common misunderstandings and assess student mastery of content -Teacher aims to promote higher-order or critical thinking via checks for understanding	-Teacher consistently checks for understanding of content at key moments and may use more than one type of strategy - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	- Teacher sometimes checks for understanding of content at key moments and may use more than one type of check - Teacher makes sometimes misguided attempts to adjust instruction based on checks for understanding, and students' understanding may not increase	- Teacher rarely checks for understanding of content and misses nearly all key moments or uses ineffective and unvaried checks - Teacher rarely or never attempts to adjust instruction based on checks for understanding, therefore failing to increase students' understanding

Classroom Environment	**4 - Highly Effective** *For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:*	**3 - Effective**	**2 - Improvement Necessary**	**1 - Ineffective**
Creates classroom culture of collaboration and respect (teacher to student and student to student)	- Students demonstrate empathy, kindness, and support for their peers, creating a culture of respect and sensitivity to cultural and developmental differences - Students collaborate with peers to solve complex problems, share strategies, and provide feedback to one another - Teacher creates a collaborative environment by designing higher order learning activities that result in high levels of student engagement and thinking	- Teacher creates an environment of mutual respect and rapport between teacher and students and among students. Interactions are consistently appropriate and sensitive to student differences -Classroom expectations and routines are clear and consistently implemented; teacher monitors and responds to misbehavior in an appropriate, timely, and respectful manner - Teacher creates an environment where students participate in each other's learning of content through collaboration	- Teacher attempts to create an environment of mutual respect and rapport between teacher and students and among students. Interactions are generally appropriate and conflict-free; may reflect occasional insensitivity to student differences -Classroom expectations and routines are present with inconsistent results and/or implementation; teacher struggles to monitor and respond to misbehavior in an appropriate, timely, and respectful manner - Teacher attempts to create an environment of student participation and collaboration with little student engagement	- Teacher interactions are negative and/or insensitive, characterized by sarcasm, put-downs, or conflict resulting in an environment that lacks mutual respect and rapport between teacher and students and among students. -Classroom expectations and routines are absent and/or inconsistently implemented; teacher inconsistently monitors or responds to misbehavior - There is no evidence of teacher's attempt to incorporate collaborative activities to engage students
Sets high expectations for academic and personal success	-Teacher creates an environment with high levels of teacher passion and shared commitment and fosters an environment where students hold themselves to high academic and personal standards and encourage others to do the same -Teacher maximizes instructional time	- Teacher establishes a culture of learning characterized by high expectations for student achievement and genuine personal commitment to the subject being taught - Most students demonstrate pride in their work - Little instructional time is lost; routines and procedures allow for a smooth-running classroom	- Teacher establishes a culture of learning characterized by modest expectations for student achievement and occasional personal commitment to the subject being taught - Little evidence of student pride in their work - Some instructional time is lost due to partially effective routines and procedures	- Teacher establishes a culture of learning characterized by low expectations for student achievement and little personal commitment to the subject being taught - No student pride in work - Much instructional time is lost due to inefficient routines and procedures
Appropriate Communication with All Stakeholders	- Communication is frequent, effective and appropriate. Teacher proactively communicates with all stakeholders	- Communication is frequent, culturally appropriate, and successfully engages families and colleagues	- Communication usually adheres to school expectations but may not be timely or appropriate	- Communication is sporadic and often inappropriate

PLC EXPECTATIONS RUBRIC: Research shows that PLCs have the ability to improve instruction and enrich student learning. As a result, PLCs are a highly valued component of our educational and professional environments at FCS.

PLC	4 - Highly Effective *For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:*	3 - Effective	2 - Improvement Necessary	1 - Ineffective
Collaboration	- Teacher is always committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons - Teacher assumes leadership role among colleagues in the PLC or plays a key role in maintaining the PLC norms	- Teacher is consistently committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons - Teacher is an active participant; collegial relationships are positive and productive	- Teacher is sometimes committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons - Teacher is involved; collegial relationships are cordial	- Teacher is rarely or never committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons - Teacher avoids participation; collegial relationships are negative or self-serving
Contribution	-Teacher positively and effectively helps implement PLCs remediation/extension plans -Teacher shows evidence of using curriculum maps effectively - Teacher documents data cycles and related student outcomes and helps PLC colleagues use data effectively	- Teacher is consistently committed to effective use of teaching/remediation strategies, uses data to identify strengths and weaknesses of students, contributes to PLC data cycles, and consistently identifies strategies for student growth	- Teacher is sometimes committed to effective use of teaching/remediation strategies, occasionally uses data to identify strengths and weaknesses of students, and occasionally identifies strategies for student growth	- Teacher is rarely or never committed to effective use of teaching/remediation strategies, rarely or never uses data to identify strengths and weaknesses of students, and rarely or never identifies strategies for student growth
Team Approach and Professional Growth	- Teacher seeks out professional growth opportunities based on PLC, professional or personal goals. Teacher actively shares expertise with others and implements feedback	- Teacher actively pursues and initiates opportunities for professional growth based on PLC, professional or personal goals.	- Teacher participates in professional growth as required and/or convenient; makes limited contributions; accepts feedback with some reluctance	- Teacher does not participate in professional growth; makes no effort to share with others; is resistant to feedback

PROFESSIONAL IMPROVEMENT PLAN

Staff Member: School:

Grade or Subject: Date:

Principal or Supervisor:

1. Identification of the problem incident(s) and/or situation(s):
    a. (If a teacher has been rated as ineffective or improvement necessary, please document.)

2. List the plan of action to remedy the incident(s) and/or situations(s):
    a. (Identify parts of the plan that qualify for employee's license renewal credits.)

3. Date to review implementation of plan of action:
    a. (Improvement Plan cannot be more than 90 school days in length.)

4. Staff member comments:

5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for improvement has been developed, and a date to review the effectiveness of the plan of action has been established:

_____ _____

Staff Member Signature and Date Administrator Signature and Date

A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. It is the responsibility of the teacher to contact the superintendent or the superintendent's designee to arrange for a private conference.

PERFORMANCE CATEGORIES FOR FINAL EVALUATION RATING

FCS will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement needed, or ineffective

- **Highly Effective (3.50 - 4.00)**
- **Effective (2.50 - 3.49)**
- **Improvement Needed (1.50 - 2.49)**
- **Ineffective (<1.49)**

EVALUATOR TRAINING AND ACCOUNTABILITY

FCS administrators are the only evaluators for teachers. All FCS administrators receive initial training provided by central office personnel in the following areas:

- FCS Teacher Evaluation Rubric
- FCS Instructional Model
- Observation processes/logistics
- Pre/Post Conferencing and Delivering Constructive Feedback
- Data Analysis Used for Adjusting Instruction
- Summative Scoring
- Professional Development and Remediation Plans

All FCS administrators will receive ongoing training and support in evaluation skills. Regular cabinet and principal meetings will provide the administrative team with opportunities for practice, discussion, and reflection on observation and evaluation processes. Evaluators within the same building are expected to engage in interrater reliability exercises prior to conducting formal observations.

The annual evaluation process will be monitored by the superintendent or the superintendent's designee via an online platform which will house all rubrics and templates and will enable accurate record keeping and facilitate communication between evaluators and teachers.

ANNUAL PLAN ADOPTION PROCESS

When needed, the evaluation committee, composed of FCTA members and FCS administrators, will meet to discuss possible edits to the annual evaluation plan. The revised draft will be shared with the FCTA leadership for discussion.

After discussion with FCTA, the written plan will be shared with the board during a monthly board meeting. Following the board meeting, the revised annual teacher evaluation plan will be reviewed with evaluators (FCS administrators).

Central office and building administrators are responsible for ensuring the FCS Teacher Evaluation Plan is in writing and fully explained to all FCS teachers prior to evaluations being conducted.

TEACHER APPRECIATION GRANT POLICY

The amount of a stipend awarded to a teacher rated as Highly Effective is 25% greater than the amount of a stipend awarded to a teacher rated as Effective

SENATE ENROLLED ACT 486 (2023)

Senate Enrolled Act 486 requires each school corporation to develop or adopt a plan for annual performance evaluations for each certificate employee. A school corporation may adopt the Indiana Department of Education's (IDOE's) model plan or adopt or establish any other staff performance evaluation plan.

The plan must include an annual designation of each certificated employee in one of the following rating categories:

1. Highly Effective
2. Effective
3. Improvement Needed
4. Ineffective

The requirements for the designation in each rating category must be determined by the school corporation.

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FCS Principal Effectiveness Rubric

September 2021

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

[1] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.6	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support;	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans;	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans;	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;

[2] This indicator obviously assumes there is ability of leader to make these decisions.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	– Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges;	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways;	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide

		– Holding collaborating teams accountable for their results.	– Aligning teacher collaborative efforts to the school's vision/mission.	– Occasionally aligning teacher collaborative efforts to instructional practices.	staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing SMART Goals Based on District Formative Assessment(s)**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SMART goals as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SMART goals; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SMART goals; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SMART goals; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of SMART goals by:** – Organizing and leading opportunities for collaboration; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning and growth; – Helping teachers to assess baseline student performance to drive the development of SMART goals that appropriately take students' starting points into account; – Utilizing a tracking tool to monitor school-wide progress; – Ensuring teachers utilize a tracking tool to show individual student growth.	**Principal supports the creation of SMART goals by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SMART goals.	**Principal <u>does not</u> support the creation of SMART goals by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SMART goals; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous SMART Goals**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SMART goals to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SMART goals involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SMART goals by:** – Ensuring teachers' SMART goals define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student performance is included in the development of SMART goals; – Ensuring SMART goals are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SMART goals by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SMART goals; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SMART goals by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Responsibilities**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times; – Articulating and communicating FCS Board policies to the stakeholders.	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times; – Following FCS Board policies.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations; – Occasionally following FCS Board policies.	**Principal <u>does not</u> support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations; – Failing to comply with FCS Board policies.
2.1.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established short, long, intermediate and long term priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** – Establishing short, long, intermediate and long term priorities and objectives that are aligned to mission, vision, and guiding principles; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned to mission, vision and guiding principles.	**Principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities aligned to mission, vision and guiding principles.
2.1.3	**Using Systemic Continuous Improvement Structure**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Leads and adhere to process structure regardless of outcome; - Participate in 2 or more projects; - Monitors control plan; - Adapting process study as needed, throughout the cycle;	**Principal adheres to Systemic Continuous Improvement Structure:** – Identifying issues that require change or improvement – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement; – Using documentation and data in the process structure.	**Principal supports professionalism by:** – Occasionally identifies issues; – Occasionally makes decisions using documentation, data, and process structures; – Rarely involves key stakeholders in decision making process.	**Principal does not support professionalism by:** – Making decisions without supporting documentation, data and process structure; – Never identify issues that need FCS process structure.
2.1.4	**Initiative and persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:**	**Principal displays initiative and persistence by:** – Consistently achieving expected goals;	**Principal displays initiative and persistence by:**	**Principal <u>does not</u> display initiative and persistence by:** – Rarely or never achieving expected goals;

		– Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	– Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	– Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	– Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.
2.2.4	**Using feedback to improve student performance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	**Principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal <u>does not</u> use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

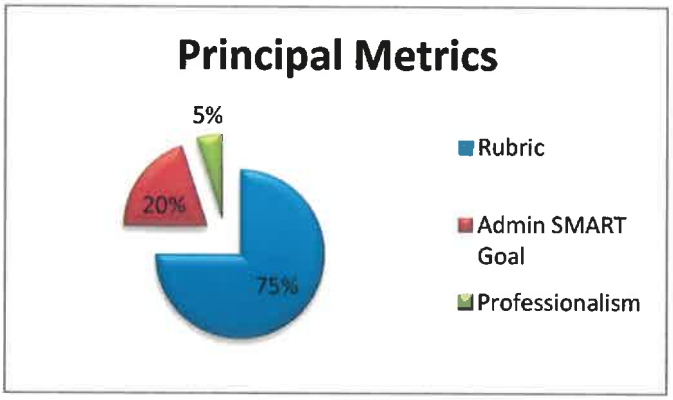
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in Professional Learning Communities (PLC)**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely PLC collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating PLC collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

Weighting and Rating Process

Item	Weight	Rating
Rubric	75%	Rate using: 4, 3, 2, 1
Admin SMART Goal	20%	Rate using 4, 3, 2, 1 (Principal predetermine)
Professionalism *Attendance/On Time *Policy/Procedures	5% (Attendance/On Time = 2.5%) (Policy/Procedures = 2.5%)	Effective = 4 Ineffective = 1

FCS Principal Metrics and Summative Scoring

75% Leadership Outcomes, 20% Student Learning Data, 5% Professionalism



LEADERSHIP OUTCOMES (75%):

FCS Principal Effectiveness Rubric (75%): This score is obtained from the evaluation rating from the FCS Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the principal's comprehensive rating.

	Category	Points
FCS Principal Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (20%):

Administrative SMART Goals (20%): This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 16% of the principal's comprehensive rating.

The guidelines for Administrative SMART Goals are as follows:

1. Have two goals
2. Must be measurable

3. Must be collaboratively set by administrator and evaluator
4. May be district, school based or individual
5. One goal must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations
8. May be based on any areas of concern/weakness from 360° feedback.

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, WIDA, mCLASS, local common assessments in social studies or science, non- state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met.

Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

PROFESSIONALISM (5%):

Professionalism (5%): These two indicators illustrate the minimum competencies expected in any profession. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Competency	Effective = 4	Ineffective = 1
Attendance/On Time Arrival **2.5%**	- Individual has not demonstrated a pattern of unexcused absences - Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the local school policy and by the relevant collective bargaining agreement).	- Individual demonstrates a pattern of unexcused absences - Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the local school policy and by the relevant collective bargaining agreement).

Policies and Procedures **2.5%**	- Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting forms, policies for appropriate attire, safety policies, etc.	- Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting forms, policies for appropriate attire, safety policies, etc.

Professionalism	Category	Points
Attendance/On Time Arrival	Highly Effective (HE)	4
Policies and Procedures	Ineffective (IN)	1

Elementary /Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

HS examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10^{th}-12^{th} grade students will increase to 1175.
- The bottom 25% of 10^{th} grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10^{th}- 12^{th} grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

Non-examples

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

ROLLING UP THE SCORE

	Raw Score	x Weight	Score
Rubric Rating	3	0.75	2.25
Admin. SMART Goal(s) Rating	4	0.20	0.80
Professionalism	4	0.05	0.20
		Comprehensive Effectiveness Rating	3.25

Scale

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

FRANKLIN COMMUNITY SCHOOLS
Student-Centered • Innovative

FCS Assistant Principal Effectiveness Rubric

Board Approved: September 2021

Domain 1: Teacher Effectiveness

Great assistant principals know that teacher quality is the most important in-school factor relating to student achievement. Assistant principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, assistant principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Evaluation of teachers**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Assistant principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Assistant principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Assistant principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.
1.1.2	**Professional development**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Assistant principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Assistant principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Assistant principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Leadership and talent development**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Assistant principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Assistant principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Assistant principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.4	**Delegation**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Assistant principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Assistant principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Assistant principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.5	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Assistant principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Assistant principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Assistant principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Assistant principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Assistant principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Assistant principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Assistant principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Assistant principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Assistant principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Assistant principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Assistant principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Assistant principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives based on district formative assessment(s)**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Assistant principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Assistant principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Assistant principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Assistant principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student performance is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Assistant principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Assistant principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.4	**Instructional time**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Assistant principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Assistant principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Assistant principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

Great assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times; – Articulating and communicating FCS Board policies to the stakeholders.	**Assistant principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times; – Following FCS Board policies	**Assistant principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations; – Occasionally following FCS Board policies.	**Assistant principal <u>does not</u> support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations; – Failing to comply with FCS Board policies.
2.1.2	**Time management**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Assistant principal manages time effectively by:** – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Assistant principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	**Assistant principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	**Using feedback to improve student performance**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated.	**Assistant principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Assistant principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Assistant principal <u>does not</u> use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

		– Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.			
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.4	**Initiative and persistence**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Assistant principal displays initiative and persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Assistant principal displays initiative and persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Assistant principal <u>does not</u> display initiative and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Assistant principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Assistant principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Assistant principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Assistant principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Assistant principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Assistant principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Assistant principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Assistant principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Assistant principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

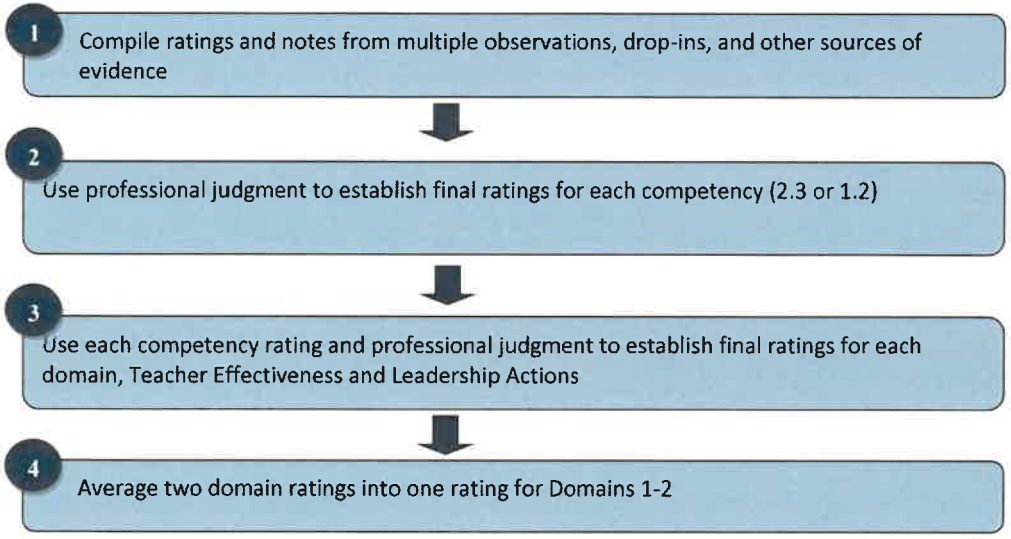
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Assistant principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Assistant principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Assistant principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Assistant principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Assistant principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Assistant principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in Professional Learning Communities (PLC)**	**At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders;	**Assistant principal utilizes data by:** – Orchestrating frequent and timely Professional Learning Communities (PLC) collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Assistant principal utilizes data by:** – Occasionally supporting and/or orchestrating Professional Learning Communities (PLC) collaboration for data analysis; – Occasionally developing and supporting others in formulating action	**Assistant principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

		– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.		plans for implementation that are based on data analysis.	

SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for assistant principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the assistant principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the assistant principal falls within each in each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.
At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

4

Average two domain ratings into one final practice score.

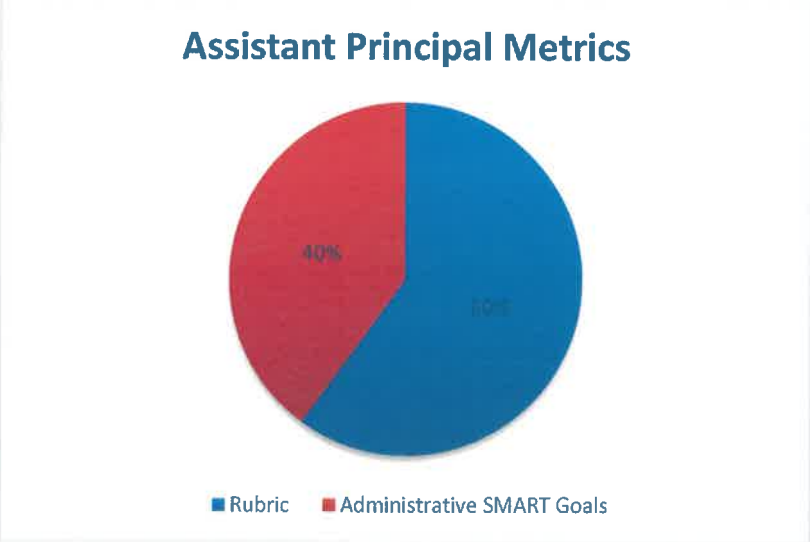
At this point, each of the two final domain ratings is averaged together to form one score.

3+2/2=2.5 final practice score

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

FCS Assistant Principal Metrics and Summative Scoring

60% Leadership Outcomes, 40% Student Learning Data



LEADERSHIP OUTCOMES (60%):

FCS Assistant Principal Effectiveness Rubric (60%): This score is obtained from the evaluation rating from the FCS Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 60% of the assistant principal's comprehensive rating.

	Category	Points
FCS Assistant Principal Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (40%):

Administrative SMART Goals (40%): This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows an assistant principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 30% of the assistant principal's comprehensive rating.

The guidelines for Administrative SMART Goals are as follows:

1. Have two goals
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator

4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas an assistant principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met.

Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

Elementary /Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

HS examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10^{th}-12^{th} grade students will increase to 1175.
- The bottom 25% of 10^{th} grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10^{th}- 12^{th} grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

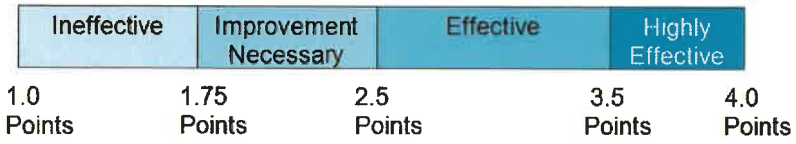
Non-examples

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

ROLLING UP THE SCORE

	Raw Score	x	Weight	Score
Rubric Rating	3		0.60	1.8
Admin. SMART Goal(s) Rating	4		0.40	1.6
			Comprehensive Effectiveness Rating	3.4

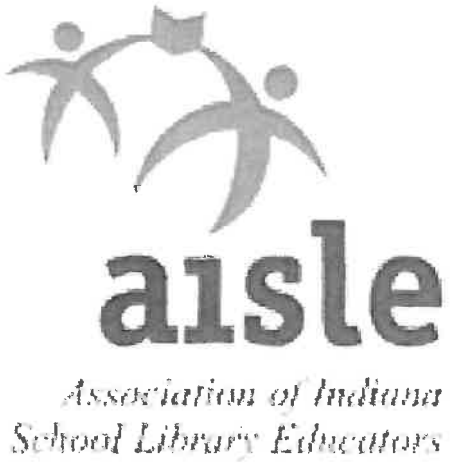
Scale



Note: Borderline points always round up.

Association of Indiana School Library Educators

School Librarian Evaluation Rubric



This document in its entirety is endorsed by the Association for Indiana School Library Educators (AISLE). Any changes must be approved by the local school administration and the Indiana Department of Education. Please contact Robyn Young (rryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us) for questions specific to this rubric.

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

Approved by the AISLE Board November 14, 2012

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AISLE School Librarian Evaluation Rubric

Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

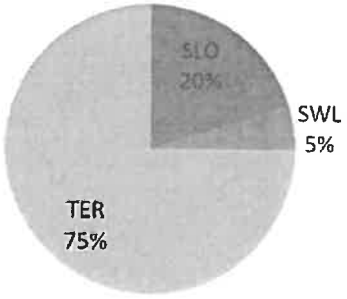
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Measure

Approved by the AISLE Board November 14, 2012

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SLO Options for School Librarians

From the Indiana Department of Education:

Under the Indiana evaluation law (Indiana Code 20-28-11.5), which governs all certificated employee evaluations, *no one is required to use SLOs*. What *is required* is that objective measures of student achievement must *significantly inform* the evaluation of each certificated employee. The law does not define "significant", and local school corporations need to define what "significant" looks like in the summative evaluation metrics for their employees.

In RISE, which is the optional state model for teacher evaluation, classroom teachers are required to set SLOs. Please note, the RISE teacher evaluation and development system was really designed to evaluate classroom teachers, and not specifically designed to evaluate other professionals in the schools who are not specifically assigned students. You can choose to use or modify RISE with other employees, but you can also choose to use other rubrics, student learning measures, summative metrics, etc. with your non-teacher employees (as long as the evaluation complies with law), and you're still considered a RISE school for teacher evaluations.

SLOs were designed to be the mechanism through which objective measures of student achievement can be captured for those teachers without mandatory state assessment data coming back to them. We would encourage the use of SLOs with any certificated employee whose responsibilities include direct work with students that would impact student learning and achievement. For school librarians, you might consider setting two Targeted objectives, or utilizing the administrative SLO format described in the RISE principal evaluation documents. Those SLO formats seem to "fit" better with school librarians than the "one Class and one Targeted" SLO format.

If, however, a certificated employee truly doesn't do any work that can be tied directly back to student learning and data, they are not required to set an SLO. In these cases, we would encourage you to carefully consider how you will include objective measures of student learning for that employee, and what "significant" means for them. For example, you might consider how to weight a school-wide learning measure (A-F grade) for those employees. You also might consider asking these employees to set SMART goals around the work for which they're responsible, even if the end measurement isn't a student learning measure.

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AISLE School Librarian Evaluation Rubric

The School Librarian Evaluation Rubric is an extremely effective measure of performance by a school librarian. It is required that all domains be used.

To measure a librarian's effect on student learning, a variety of scenarios may occur:

- As the evaluation rubric is comprehensive, the principal may choose to use the evaluation rubric as 95% of the evaluation, with 5% coming from the school-wide measure of student learning and not complete an SLO as measures of learning are built into the evaluation rubric.
- If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian.
- If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

Any of these options may be used, but the school librarian should not focus on a contrived set of goals in order to meet the SLO. It should be a part of the regular job responsibilities of the school librarian (i.e. librarians should not be teaching a science class just to make an SLO).

Domain 1: Purposeful Planning

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AISLE School Librarian Evaluation Rubric

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.1	**Demonstrating knowledge of literature and current trends in library practice and information technology**	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. 2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.				

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	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.2	**Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served**	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. *-The goal for the program is communicated with appropriate stakeholders.*	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. *- The goal for the program is established by not communicated with appropriate stakeholders.*	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
	Notes 1.2 1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.				
1.3	**Demonstrating knowledge of resources, both within and beyond the school and district**	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	Notes 1.3 1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.				

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	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.4	**Developing and implementing a plan to evaluate the library program**	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5	**Establishing a culture for investigation and love of literature**	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	**Establishing and maintaining library procedures**	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

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	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.7	**Organize physical space to enable smooth flow**	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	**Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations**	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

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Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	**Creating an environment conducive to learning**	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

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2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding* *- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest* *- Explanations spark student excitement and interest in the content* *- Students participate in each others' learning of content through collaboration during the lesson* *- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level*	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct *- Content is clear, concise and well-organized* *- Librarian restates and rephrases instruction in multiple ways to increase understanding* *- Librarian emphasizes key points or main ideas in content* *- Librarian uses developmentally appropriate language and explanations* *- Librarian implements relevant instructional strategies learned via professional development*	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct *- Content occasionally lacks clarity and is not as well organized as it could be* *- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding* *- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways* *- Explanations sometimes lack developmentally appropriate language* *- Librarian does not always implement new and improved instructional strategies learned via professional development*	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. *-Librarian may deliver content that is factually incorrect* *- Explanations may be unclear or incoherent and fail to build student understanding of key concepts* *- Librarian continues with planned instruction, even when it is obvious that students are not understanding content* *- Librarian does not emphasize main ideas, and students are often confused about content* *- Librarian fails to use developmentally appropriate language*
	Notes 2.2 1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.				

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2.3	**Engage Students in Academic Content**	Librarian is highly effective at engaging students in academic content For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian provides ways to engage with content that significantly promotes student mastery of the objective* *- Librarian provides differentiated ways of engaging with content specific to individual student needs* *- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do* *- Librarian effectively integrates technology as a tool to engage students in academic content*	Librarian is effective at engaging students in academic content *-More than 3/4 of students are actively engaged in content at all times and not off-task* *-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective* *- Librarian sustains the attention of the class by maintaining a dynamic presence* *- Ways of engaging with content reflect different learning modalities or intelligences* *- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged* *- ELL and IEP students have the appropriate accommodations to be engaged in content* *- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)*	Librarian needs improvement at engaging students in academic content *- Fewer than 3/4 of students are engaged in content and many are off-task* *- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content* *- Librarian may miss opportunities to provide ways of differentiating content for student engagement* *- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective* *- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging*	Librarian is ineffective at engaging students in academic content *- Fewer than 1/2 of students are engaged in content and many are off-task* *- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content* *- Librarian does not differentiate instruction to target different learning modalities* *- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students* *- ELL and IEP students are not provided with the necessary accommodations to engage in content*

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Notes 2.3

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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2.4	**Check for Understanding**	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)* *- Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking*	School librarian is effective at checking for understanding. *- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding* *- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly* *- Librarian uses a variety of methods to check for understanding* *- Librarian uses wait time effectively both after posing a question and before helping students think through a response* *- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students* *- Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)*	School librarian needs improvement at checking for understanding. *- Librarian sometimes checks for understanding of content, but misses several key moments* *- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly* *- Librarian may not use a variety of methods to check for understanding when doing so would be helpful* *- Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content* *- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students* *- Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning*	School librarian is ineffective at checking for understanding. *- Librarian rarely or never checks for understanding of content, or misses nearly all key moments* *- Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson* *- Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer* *- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students* *- Librarian rarely or never assesses for mastery at the end of the lesson*

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	Notes 2.4 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: · Checks for Understanding: thumbs up/down, cold-calling ·Do Nows/Bell Ringers Turn and Talk/Pair Share · Guided or Independent Practice · Exit Slips				
2.5	**Modify Instruction as Needed**	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian anticipates student misunderstandings and preemptively addresses them* *- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement*	School librarian is effective at modifying instruction as needed. *- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students* *- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs* *- Librarian responds to misunderstandings with effective scaffolding techniques* *- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful*	School librarian needs improvement at modifying instruction as needed. *- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students* *- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective* *- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding*	School librarian is ineffective at modifying instruction as needed. *- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students* *- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques* *- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding*

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2.6	**Maximize Instructional Time**	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - *All students are on-task and follow instructions of Librarian without much prompting*	School librarian is effective at maximizing instructional time. - *Routines, transitions, and procedures are well-executed.* - *Almost all students are on-task and follow instructions of librarian without much prompting* - *Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson*	School librarian needs improvement at maximizing instructional time. - *Routines, transitions, and procedures are in place.* - *Significant prompting from the librarian is necessary for students to follow instructions and remain on-task* - *Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem*	School librarian is ineffective at maximizing instructional time. - *There are few or no evident routines or procedures in place.* - *Even with significant prompting, students frequently do not follow directions and are off-task* - *Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson* - *Classroom management is generally poor and wastes instructional time*
2.7	**Assisting students in the use of technology in the Media Center**	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.				
2.8	**Collaborating with teachers in the design of instructional units and lessons**	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

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2.9	**Engaging students in enjoying literature and in learning multiple literacy skills**	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

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Domain 3: Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.1	**Contribute to school culture**	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	**Collaborate with Peers**	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	**Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers**	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

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3.4	**Advocate for Student Success**	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	**Preparing and submitting reports and budgets**	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	**Communicating with the larger community**	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	**Participating in a professional community**	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8	**Seek professional skills and knowledge**	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

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	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.

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Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

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Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

Empowering learners: guidelines for school library media programs. Chicago, Ill.: American Association of School Librarians, 2009. Print.

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FRANKLIN COMMUNITY SCHOOLS

Student-Centered • Innovative

FCS Superintendent Effectiveness Rubric

Board Approved: October 8, 2012

1.0 Human Capital Manager

The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, or assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on proficiencies and needs.**	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
1.5	**The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual corporation performance.	The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.	The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

2.0 Instructional Leadership

The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.	The superintendent is unaware of or indifferent to the data.
2.2	**The superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the needs, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvement necessary to achieve student performance goals.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

3.0 Personal Behavior

The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.**	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	**The superintendent organizes time and projects for effective leadership.**	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

4.0 Building Relationships

The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	**The superintendent demonstrates effective communication with parents and community.**	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.	The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2	**The superintendent forges consensus for change and improvement throughout the school corporation**	The superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	**The superintendent understands the role of the superintendent in engaging the public in controversial issues.**	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
4.4	**The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.**	The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	**The superintendent encourages open communication and dialogue with school board members.**	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	**The superintendent provides the school board with a written agenda and background material before each board meeting.**	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides0 limited background material.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

5.0 Culture of Achievement

The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1	**The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.
5.2	**The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	**The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.**	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	**The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.**	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

6.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporations, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and traditions.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	**The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).**	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	**The superintendent provides responsible fiscal stewardship.**	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

APPENDIX D

1.0 Human Capital Manager

School district superintendents use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership

School district superintendents acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior

School district superintendents model personal behaviors that set the tone for all student and adult relationships in the district.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships

School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement

School District superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

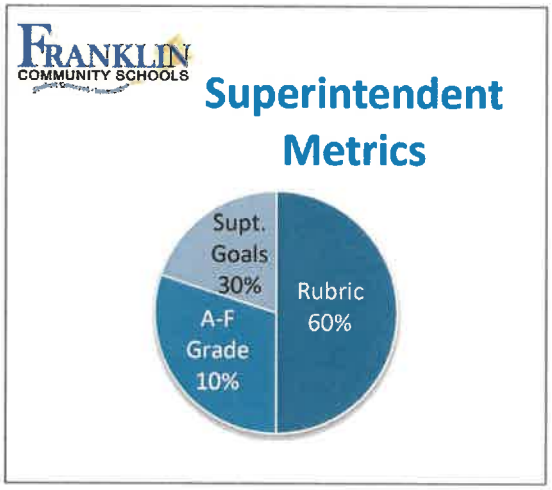
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Score					

Superintendents Goals/Objectives

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

FCS Superintendent Metrics and Summative Scoring

60% Leadership Outcomes, 40% Student Learning Data



LEADERSHIP OUTCOMES (60%):

FCS Superintendent Effectiveness Rubric (60%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 60% of the superintendent's comprehensive rating.

	Category	Points
FCS Superintendent Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (40%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2

D or F	Ineffective (IN)	1

Superintendent Goals/Objectives (30%): This is an opportunity superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x Weight	Score
Rubric Rating	3	0.60	1.8
+ A-F Accountability A-F Grade	4	0.10	.4
+ Superintendent Goals/Objective Rating	4	0.30	1.2
		Comprehensive Effectiveness Rating	3.4

Scale

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points

Note: Borderline points always round up.

FRANKLIN
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FCS Assistant Superintendent Effectiveness Rubric

Board Approved: August 12, 2013

1.0 Human Capital Manager

The assistant superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**The assistant superintendent collaborates effectively in recruiting, hiring, assigning, and retaining school leaders.**	The assistant superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The assistant superintendent consistently considers school or corporation goals when making personnel decisions.	The assistant superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The assistant superintendent consistently considers school or corporation goals when making personnel decisions.	The assistant superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The assistant superintendent occasionally considers school or corporation goals when making personnel decisions.	The assistant superintendent rarely considers an administrator's effectiveness when recruiting, hiring, or assigning, or retaining the leader. The assistant superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The assistant superintendent effectively collaborates to create a professional development system for school leaders based on proficiencies and needs.**	The assistant superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The assistant superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	The assistant superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3	**The assistant superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The assistant superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The assistant superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The assistant superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the assistant superintendent's direction are unable or unwilling to assume added responsibilities.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The assistant superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.	The assistant superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
1.5	**The assistant superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.**	The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The assistant superintendent balances individual recognition with team and corporation-wide recognition. Corrective and positive feedback is linked to corporation goals and both the assistant superintendent and administrative team can cite examples of where feedback is used to improve individual corporation performance.	The assistant superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.	The assistant superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

2.0 Instructional Leadership

The assistant superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**The assistant superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The assistant superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The assistant superintendent has coached school administrators to improve their data analysis skills.	The assistant superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The assistant superintendent systematically examines data at the subscale level to find strengths and challenges. The assistant superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The assistant superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.	The assistant superintendent is unaware of or indifferent to the data.
2.2	**The assistant superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the assistant superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the assistant superintendent highlights the needs, creates effective interventions, and reports improved results.	The assistant superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvement necessary to achieve student performance goals.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The assistant superintendent does not believe that student achievement can improve. The assistant superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The assistant superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The assistant superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The assistant superintendent regularly surveys staff and other school community groups in this area regarding their views.	The assistant superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The assistant superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The assistant superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

3.0 Building Relationships

The assistant superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**The assistant superintendent demonstrates effective communication with parents and community.**	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The assistant superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The assistant superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.	The assistant superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). The assistant superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. The assistant superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The assistant superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the assistant superintendent.	The assistant superintendent does not identify groups and potential partners within the community. The assistant superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The assistant superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.

3.2	**The assistant superintendent forges consensus for change and improvement throughout the school corporation**	The assistant superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The assistant superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The assistant superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	The assistant superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.
3.3	**The assistant superintendent maintains open communication and dialogue with school board members.**	The assistant superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The assistant superintendent engages in open discussion with the school board on a consistent basis.	The assistant superintendent seeks input and feedback from all school board members on a frequent basis.	The assistant superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.	The assistant superintendent rarely seeks input from the school board and tends to make unilateral decisions.
3.4	**The assistant superintendent contributes to developing the agenda and background material before each board meeting.**	The assistant superintendent contributes to create an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The assistant superintendent contributes to create an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The assistant superintendent creates an agenda that occasionally includes items related to student achievement and provides0 limited background material.	The assistant superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

4.0 Culture of Achievement

The assistant superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	**The assistant superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.**	The assistant superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The assistant superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The assistant superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The assistant superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. The assistant superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.
4.2	**The assistant superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	The assistant superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the assistant superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the assistant superintendent and the board.	The assistant superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	The assistant superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the assistant superintendent.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	**The assistant superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.**	The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The assistant superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The assistant superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
4.4	**The assistant superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.**	The assistant superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The assistant superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The assistant superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The assistant superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

5.0 Organizational, Operational, and Resource Management

The assistant superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1	**The assistant superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The assistant superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporations, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and traditions.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the assistant superintendent or based on what is popular.
5.2	**The assistant superintendent demonstrates personal proficiency in technology implementation and utilization.**	The assistant superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The assistant superintendent serves as a model for technology implementation.	The assistant superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The assistant superintendent utilizes technology within his/her daily responsibilities.	The assistant superintendent has mastered some, but not all, software required for proficient performance. The assistant superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The assistant superintendent has limited literacy with technology. There is little or no evidence of the assistant superintendent taking a personal initiative to learn new technology.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	**The assistant superintendent demonstrates responsible fiscal stewardship.**	The assistant superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The assistant superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The assistant superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The assistant superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The assistant superintendent has little proficiency in sound budgetary practices.
5.4	**The assistant superintendent demonstrates compliance with legal requirements.**	The assistant superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The assistant superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The assistant superintendent is not respectful of legal standards and/or board policy requirements.	The assistant superintendent is unaware of the legal standards and board policy requirements.

APPENDIX D

1.0 Human Capital Manager

School district superintendents use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership

School district superintendents acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Building Relationships

School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
3.3	☐	☐	☐	☐	
3.4	☐	☐	☐	☐	
Score					

4.0 Culture of Achievement

School District superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
Score					

5.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

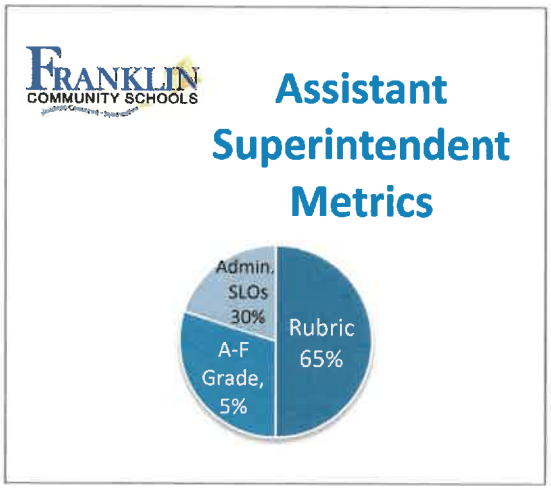
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
5.5	☐	☐	☐	☐	
Score					

Superintendents Goals/Objectives

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	

FCS Assistant Superintendent Metrics and Summative Scoring

65% Leadership Outcomes, 35% Student Learning Data



LEADERSHIP OUTCOMES (65%):

FCS Assistant Superintendent Effectiveness Rubric (65%): This score is obtained from the evaluation rating from the ISBA/IAPSS Assistant Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 65% of the assistant superintendent's comprehensive rating.

	Category	Points
FCS Assistant Superintendent Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (35%):

A-F Accountability Grade (5%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 5% of the assistant superintendent's comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

Assistant Superintendent Goals/Objectives (30%): This is an opportunity for assistants superintendents to focus on individual goals/objectives mutually identified by the assistant superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the assistant superintendent's comprehensive rating in this example.

The guidelines for Assistant Superintendent Goals/Objectives are as follows:

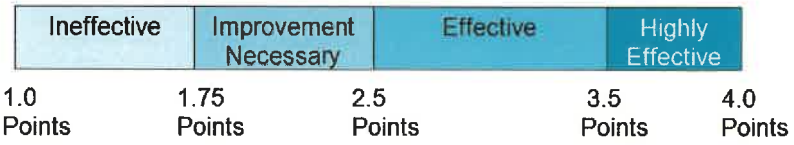
1. Must be collaboratively set by assistant superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x Weight	Score
Rubric Rating	3	0.65	1.95
+ A-F Accountability A-F Grade	4	0.05	.2
+ Assistant Superintendent Goals/Objective Rating	4	0.30	1.2
		Comprehensive Effectiveness Rating	3.35

Scale



Note: Borderline points always round up.

FRANKLIN
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Annual School Psychologist Evaluation Plan

2024-2025

FCS BELIEFS REGARDING TEACHING & LEARNING

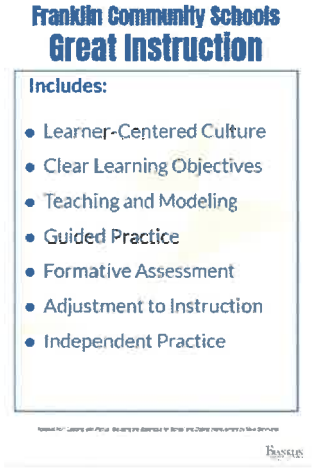
We believe that in a safe and nurturing environment, students:

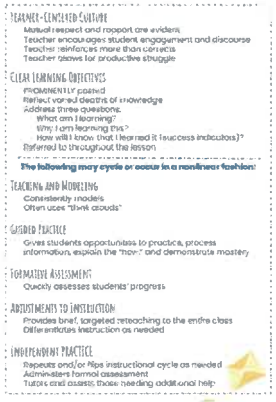
- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Furthermore, in regard to teaching and learning we believe that:

- Teachers are responsible for providing each student with rigorous and relevant instruction.
- Student learning should be measured in multiple ways.
- Teachers should use student assessment data to make informed instructional decisions.
- Teachers are responsible for working collaboratively with colleagues, students, parents, and the community to build productive relationships.
- Teachers should stay current with and implement best practices.
- Teachers and students are responsible for collaborating to establish high expectations and learning goals.

FCS INSTRUCTIONAL MODEL





- Learner-Centered Culture
- Clear Learning Objectives

The following may occur in a non-linear fashion.

- Teaching/Modeling
- Guided Practice
- Formative Assessments (Checks for understanding)
- Adjustment to Instruction
- Independent Practice

CRITICAL QUESTIONS THAT GUIDE OUR INSTRUCTIONAL DECISIONS

1. What do we want all students to know?
2. How will we know when they know?
3. What will we do when they don't know?
4. What will we do when they do know?

FCS ANNUAL SCHOOL PSYCHOLOGIST EVALUATION PROCESS

Evaluation Process Components

- Mid-Point Conversation **(November - January):** Evaluators will schedule mid-point conversations with certified staff to reflect collectively on the fall semester and to co-plan for the upcoming semester. Samples topics might include the following:
    - Evaluation practices (Celebrations and Opportunities for Improvement)
    - Individual growth opportunities for the rest of the year
        - Adjustments to evaluation practices
        - Requests for support or professional development
        - Opportunities for improvement
        - Celebrations
    - Mid-point self-assessment and evaluator feedback
        - How can the administrator help you continue movement toward your goals during the next semester?
- Regular documented **observations** as determined by years of service and performance in prior years (See the following section)
    - Observations will occur during staffings and case conferences
    - Observations will be a **minimum** of 10 minutes each.
        - Improvement plans may dictate other observational patterns (e.g. longer observations (30-50 minutes), more frequent observations).
    - School Psychologists will have one "pass" on an observation for extenuating circumstances. This "pass" must occur at the beginning of the observation.
- **PLC Engagement** as measured by the included rubric, which includes data cycles
- Summative Conversation **(May 1 - August 31):** Evaluators will schedule summative conversations at the end of the year or at the beginning of the following year to discuss overall evaluation results, including professional expectations and school psychologist reflections about the year and goals for the upcoming year.

Observation Quantity, Type, & Timeline

Critical to the annual evaluation process is an understanding of the difference between an **observation** and an **evaluation**. An **observation** is a source of data in the overall evaluation plan. An **observation** is a classroom visit, an event - formal or informal, announced or unannounced. The **evaluation** is a summative process incorporating classroom observations and ~~walkthroughs~~, PLC expectations, and professional expectations. Assigned evaluators have autonomy over final evaluation results.

First and Second Year School Psychologists at FCS

- Administrators will conduct a **minimum** of four (4) observations (minimum of 10 min.) per year for 1st and 2nd year teachers at FCS.
    - At least 2 observations will be completed prior to the Mid-Point Conversation
    - A school psychologist or evaluator may determine that additional observations need to occur.

School Psychologists with two or more years of experience at FCS and rated "Highly Effective" or "Effective" in the prior year

- Administrators will conduct a minimum of two (2) observations (minimum of 10 min.) per year. At least 1 observation will be completed prior to the Mid-Point Conversation
    - A teacher or evaluator may determine that additional observations need to occur.

School Psychologists who have been rated "Ineffective" or "Improvement Needed" in the prior year

- Administrators will meet with school psychologists regarding Improvement Plans. Individual plans will dictate the frequency and length of observations.

Follow-up, Improvement, and Communication

Process for School Psychologist Feedback

- The evaluator will provide a copy of any observation within five school days.
- Email/written/face-to-face communication is required after all observations.
- Face-to-face dialogue is required at the Mid-Point Conversation (November - January) and the Summative Conversation (May - August) of the annual evaluation process.
- Feedback will include identified strengths and areas for improvement
- An Improvement Plan may be implemented at any time as deemed necessary by the evaluator

- Summative evaluation and documented feedback will be provided to school psychologists within seven school days from the completion of the evaluation.
- Based on observation outcomes, administrators will utilize instructional coaches/peer mentors for professional development.

School Psychologists rated "Ineffective" or "Needs Improvement": Plans for Improvement

School Psychologists rated as "Ineffective" or "Needs Improvement" will be placed on a Professional Improvement Plan (see attached template). The plan cannot be more than 90 school days in length and will include professional growth activities that will be used toward the employee's license renewal. However, the plan can be renewed if sufficient progress is not being made.

A School Psychologist who receives a rating of "Ineffective" may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of "Ineffective." It is the responsibility of the teacher to contact the superintendent or the superintendent's designee to arrange for a private conference.

WEIGHTING AND RATING PROCESS

Item	Weight	Rating
School Psychologist Observation Rubric	80%	Rate using 4, 3, 2, 1
PLC Expectations Rubric	20%	Rate using 4, 3, 2, 1

DOMAIN 4: CORE PROFESSIONALISM -

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. School Psychologists are expected to meet these standards. If they do not, it will affect their overall rating negatively. If school psychologists are notified about professionalism issues, administrators will log for further conversation.

	Indicator	Does Not Meet Standard	Meets Standard
1	1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2	2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active license.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3	3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.

☐ **Meets Standards in ALL categories** ☐ **Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total)** _____

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains (a)	**1.1**	Systematically plans by reviewing records/data prior to meeting and/or serves as a member of school level teams (i.e. school improvement team, intervention team, etc.)	Regularly serves as a member of school level teams (i.e. school improvement team, intervention team, etc.)	Inconsistently serves OR reviews records/data in order to provide input to school level teams (i.e. school improvement team, intervention team, etc.)	Does not serve or review records/data as a member of school level teams (i.e. school improvement team, intervention team, etc.)	
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains (b)	**1.2**	Meaningfully interprets universal screening and/or benchmarking data and collaborates with school personnel to apply that data to curricular decisions and/or instructional practices.	Meaningfully interprets universal screening and/or benchmarking data.	Inconsistently interprets universal screening and/or benchmarking data.	Does not meaningfully and understandably interpret and apply universal screening and/or benchmarking data.	
Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents	**1.3**	Regularly obtains consents for diagnostic assessments/ screening within one week and shares information with school and/or parents within 4 weeks of parent consent.	Systematically plans to conduct supplemental diagnostic assessments/ screenings to assist in intervention selection or to determine the needs of the child.	Inconsistently conducts supplemental diagnostic assessments/ screenings.	Does not conduct supplemental diagnostic assessments/ screenings.	
Special Education Evaluation Procedures	**1.4**	Creates a report that is logically structured, and provides a clear diagnostic view of the student and suggestions are clearly linked to needs of the	Creates a report that is logically structured, and provides a clear diagnostic view of the student.	Educational evaluations provide limited analysis and interpretation of the evaluation findings.	Educational evaluations fail to analyze and interpret results accurately.	

		student.				
DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
School Wide Practices to Promote Learning (a)	**2.1**	Demonstrates knowledge of school-wide core curricular and instructional practices by comparing individual student performance outcomes to school-wide curricular and instructional practices.	Demonstrates knowledge of school-wide core curricular and instructional practices.	Demonstrates limited knowledge of school-wide core curricular practices.	Is unaware of, or lacks understanding of school- wide core curricular practices.	
School Wide Practices to Promote Learning (b)	**2.2**	Demonstrates knowledge of the school's supplemental resources for remediation and/or instructional support by reviewing data from student records.	Demonstrates knowledge of the district and school's supplemental resources for remediation and/or instructional support.	Demonstrates limited knowledge of the school's resources for remediation and/or instructional support.	Is unaware of or lacks knowledge of the school's resources for remediation and/or instructional support.	
Diversity and Development in Learning	**2.3**	Systematically applies understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Apply understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Demonstrates limited understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Does not demonstrate an understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	
Intervention and Instructional Support to Develop Academic Skills	**2.4**	Systematically links available assessment information in developing instructional strategies to meet individual learning needs	Links available assessment information in developing instructional strategies to meet individual learning needs	Links available assessment information in developing instructional strategies to meet individual learning needs on a limited basis.	Does not link available assessment information in developing instructional strategies to meet individual learning	

					needs	
Preventative and Responsive Services	**2.5**	Systematically promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide on a limited basis.	Does not Promote recognition of risk and protective factors that are necessary to understand and address systemic problems.	
Interventions and Instructional Support to Develop Academic and Social Emotional Behavioral Skills	**2.6**	Works with staff to develop strategies and provide resources to assist with implementation of those strategies to address student needs.	Assists staff with development of evidence based instructional and behavioral strategies.	Engages in limited consultation and collaboration with school staff regarding student needs.	Fails to consult and collaborate with school staff.	
Family-School Collaboration Services	**2.7**	Listens to and discusses concerns of the parents, and provides suggestions for strategies to use at home.	Addresses and discusses concerns of parents and provides resources, websites, and handouts.	Engages in limited consultation and collaboration with parents and families regarding student needs.	Fails to consult and collaborate with parents and families.	
DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Advocates for Student Success	**3.1**	Provides suggestions in the evaluation report that address student needs and recommends IEP goals & accommodations.	Provides suggestions in the evaluation report that address student needs and accommodations.	Suggestions are limited and do not address goals or accommodations.	Reports do not include meaningful suggestions.	
Fulfills Professional (Case Manager) Responsibilities	**3.2**	Brings all appropriate records, documents, and written report to case conference. Effectively communicates evaluation results and checks for parent understanding and answers parent questions.	Participates in the case conference committee, brings all appropriate records and documents including written evaluation report.	Inconsistently brings appropriate records and documents to case conferences.	Does not bring appropriate records/documentation to case conferences.	

PLC EXPECTATIONS RUBRIC: Research shows that PLCs have the ability to improve instruction and enrich student learning. As a result, PLCs are a highly valued component of our educational and professional environments at FCS.

PLC	4 - Highly Effective *For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:*	3 - Effective	2 - Improvement Necessary	1 - Ineffective
Collaboration	- School Psychologist is always committed to collaboration and creating and/or using - School Psychologist assumes leadership role among colleagues in the PLC or plays a key role in maintaining the PLC norms	- School Psychologist is consistently committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons - School Psychologist is an active participant; collegial relationships are positive and productive	- School Psychologist is sometimes committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons - School Psychologist is involved; collegial relationships are cordial	- School Psychologist is rarely or never committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons - School Psychologist avoids participation; collegial relationships are negative or self-serving
Contribution	-School Psychologist positively and effectively helps implement PLCs remediation/extension plans -School Psychologist shows evidence of using curriculum maps effectively - School Psychologist documents data cycles and related student outcomes and helps PLC colleagues use data effectively	- School Psychologist is consistently committed to effective use of teaching/remediation strategies, uses data to identify strengths and weaknesses of students, contributes to PLC data cycles, and consistently identifies strategies for student growth	- School Psychologist is sometimes committed to effective use of teaching/remediation strategies, occasionally uses data to identify strengths and weaknesses of students, and occasionally identifies strategies for student growth	- School Psychologist is rarely or never committed to effective use of teaching/remediation strategies, rarely or never uses data to identify strengths and weaknesses of students, and rarely or never identifies strategies for student growth
Team Approach and Professional Growth	- School Psychologist seeks out professional growth opportunities based on PLC, professional or personal goals. School Psychologist actively shares expertise with others and implements feedback	- School Psychologist actively pursues and initiates opportunities for professional growth based on PLC, professional or personal goals.	- School Psychologist participates in professional growth as required and/or convenient; makes limited contributions; accepts feedback with some reluctance	- School Psychologist does not participate in professional growth; makes no effort to share with others; is resistant to feedback

PROFESSIONAL IMPROVEMENT PLAN

Staff Member:
School:
Date:
Principal or Supervisor:

1. Identification of the problem incident(s) and/or situation(s):
    a. (If a school psychologist has been rated as ineffective or improvement necessary, please document.)

2. List the plan of action to remedy the incident(s) and/or situations(s):
    a. (Identify parts of the plan that qualify for employee's license renewal credits.)

3. Date to review implementation of plan of action:
    a. (Improvement Plan cannot be more than 90 school days in length.)

4. Staff member comments:

5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for improvement has been developed, and a date to review the effectiveness of the plan of action has been established:

_____ _____

Staff Member Signature and Date Administrator Signature and Date

A school psychologist who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. It is the responsibility of the school psychologist to contact the superintendent or the superintendent's designee to arrange for a private conference.

PERFORMANCE CATEGORIES FOR FINAL EVALUATION RATING

FCS will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement needed, or ineffective

- **Highly Effective (3.50 - 4.00)**
- **Effective (2.50 - 3.49)**
- **Improvement Needed (1.50 - 2.49)**
- **Ineffective (<1.49)**

EVALUATOR TRAINING AND ACCOUNTABILITY

FCS administrators are the only evaluators for school psychologists. All FCS administrators receive initial training provided by central office personnel in the following areas:

- FCS School Psychologist Evaluation Rubric
- FCS Instructional Model
- Observation processes/logistics
- Pre/Post Conferencing and Delivering Constructive Feedback
- Data Analysis Used for Adjusting Instruction
- Summative Scoring
- Professional Development and Remediation Plans

All FCS administrators will receive ongoing training and support in evaluation skills. Regular cabinet and principal meetings will provide the administrative team with opportunities for practice, discussion, and reflection on observation and evaluation processes. Evaluators within the same building are expected to engage in interrater reliability exercises prior to conducting formal observations.

The annual evaluation process will be monitored by the superintendent or the superintendent's designee via an online platform which will house all rubrics and templates and will enable accurate record keeping and facilitate communication between evaluators and school psychologists.

ANNUAL PLAN ADOPTION PROCESS

When needed, the evaluation committee, composed of FCTA members and FCS administrators, will meet to discuss possible edits to the annual evaluation plan. The revised draft will be shared with the FCTA leadership for discussion.

After discussion with FCTA, the written plan will be shared with the board during a monthly board meeting. Following the board meeting, the revised annual teacher evaluation plan will be reviewed with evaluators (FCS administrators).

Central office and building administrators are responsible for ensuring the FCS School Psychologist Evaluation Plan is in writing and fully explained to all FCS teachers prior to evaluations being conducted.

TEACHER APPRECIATION GRANT POLICY

The amount of a stipend awarded to a teacher rated as Highly Effective is 25% greater than the amount of a stipend awarded to a teacher rated as Effective

SENATE ENROLLED ACT 486 (2023)

Senate Enrolled Act 486 requires each school corporation to develop or adopt a plan for annual performance evaluations for each certificate employee. A school corporation may adopt the Indiana Department of Education's (IDOE's) model plan or adopt or establish any other staff performance evaluation plan.

The plan must include an annual designation of each certificated employee in one of the following rating categories:

1. Highly Effective
2. Effective
3. Improvement Needed
4. Ineffective

The requirements for the designation in each rating category must be determined by the school corporation.

FRANKLIN COMMUNITY SCHOOLS
Student-Centered • Innovative

Evaluation Rubric:

Speech and Language Pathologists

DOMAIN 1: PURPOSEFUL PLANNING						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Utilizes current and appropriate practices and procedures for screening (a)	**1.1**	Administers screening accurately within 20 school days of receiving the signed screening permission, provides written screening results to parents/teachers and initiates testing referral or RtI process and within 15 days of receiving screening consent.	Administers screening accurately within 25 school days.	Administers screening but has errors/missing components and/or within 26 to 30 days.	Does not administer two or more screenings or respond to screening requests within 30 days.	

Evaluation and Reevaluation Procedures	**1.2**	Test results are an accurate representation of student skills, including a narrative statement of educational impact.	Faithfully administers and scores tests accurately and according to the directions of the assessment tool, analyzes standard scores, and develops a clear diagnostic impression..	Has a fragmented approach to assessments,does not administer a comprehensive battery of tests to determine functional performance, or presents a limited analysis and interpretation of the evaluation results that fails to identify student weakness and strengths.	Relies solely on subtests to make eligibility determinations.	

Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (d)	**1.3**	Evaluation report is completed and provided to team members/parents prior to the case conference.	Makes eligibility determination on three prongs: (1) Skills discrepant from same age peers. (2) Has to have an educational impact. (3) Has to have a need for specialized service. All three areas are represented in the report.	Makes eligibility determination on the three prongs but there is a weak correlation represented in the report.	Report does not reflect all three areas of the three prongs of eligibility.	
Uses current and comprehensive content/specialty area knowledge for planning (a)	**1.4**	Consistently monitors and revises instruction throughout the session to identify and meet the student needs based on performance levels.	Displays knowledge of performance levels for each student, plans for appropriate approaches to facilitate their learning, and collects data throughout the session.	Does identify student present levels of performance but does not adapt instruction to meet student needs.	Does not instruct with student performance levels and needs in mind.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Instruction	**2.1**	Goals are written to be met within the duration of the IEP and rigor matches student ability.	Goals are consistently measurable, clearly written, and based on present levels of performance.	Goals are not consistently measurable, clearly written, and/or based on present levels of performance.	Any of the following: Present levels are not identified. Goals are unmeasurable. Goals are carried over from prior year without modification.	
Uses Strategies that promote student engagement (a)	**2.2**	All students are actively engaged in learning activities throughout the entire session.	Providing adequate opportunities to respond and students are engaged, participating when prompted.	Provides few opportunities to respond. Students are engaged in the lesson only when directly prompted by the therapist. Other students are disengaged from learning while they wait for their turn.	Students are not prompted to engage in the lesson.	
Uses Strategies that promote student engagement (b)	**2.3**	Students demonstrates self-monitoring techniques based on therapist feedback.	Consistent, specific, and relevant feedback is provided.	Feedback is general and lacks clinical impression.	Students are not provided with feedback regarding their performance.	
Uses Strategies that promote student engagement (c)	**2.4**	Students can explain what they are learning and why it is important, beyond repeating the stated objective.	Student therapy goals are reviewed so students understand the connection to their school success.	Therapist targets goals but does not review with students.	Therapy sessions fail to address student goals.	
Creates an effective learning environment	**2.5**	Uses behavior management system consistently regardless of student behavior.	Standards of conduct have been established, communicated, and reviewed as necessary	The standards of conduct have been established, but are not consistently reinforced.	Therapist fails to address challenging student behavior that impacts learning.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Manages schedules	**3.1**	Therapy schedules are clearly communicated to teachers, students, and supervisors/ building personnel and monitored/updated, as needed.	Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction.	Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency.	Displays poor judgment which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules.	
Engages families in student learning (a	**3.2**	Strives to form relationships in which parents are given multiple opportunities for communication. Examples include, utilizing communication logs, emails, Blackboard, school website. Consistently provides and monitors the return of home practice.	Proactively reaches out to parents in a variety of ways to engage them in student learning.	Relies on the same method of communication for all parents.	Only communication occurs at case conferences or when parent has a concern.	
Contributes to the school, district, and/or co-op	**3.3**	Participates in additional PLCs/committees either as presenter or participant.	Attends and actively participates in all discipline-specific PLC opportunities.	Only attends mandatory PLCs.	Fails to attend mandatory PLCs.	

CORE PROFESSIONALISM

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.

☐ **Meets Standards in ALL categories** ☐ **Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total)** _____

Dean Evaluation Rubric

Proposed for 2025-2026

Domain 1: Leadership Actions - School (15%)			
1.1 – Contributes to the achievement of the mission, vision, & values			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Catalyzes commitment to and vigorous pursuit of the district/school's vision & mission	– Works through complex issues in ways that energize stakeholder commitment – Contributes individual capabilities and leads group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices	– Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent	– Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.2 - Manages and supports a universal code of conduct			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors – Institutes operational procedures designed and managed to maximize opportunities for successful student learning	– Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and equitably applies positive and negative consequences for behavior – Promotes a predictable, safe learning environment through consistency of actions – Collaboratively establishes, implements, and systematically reinforces school policies, processes, and routines in a firm, equitable, and consistent manner – Develops all stakeholders' understanding of school	– Supports the maintenance of routines, procedures, and policies; but is primarily reactive –Fails to consistently and equitably apply positive and/or negative consequences for behavior	– Inconsistently implements the student code of conduct -Sends inconsistent messages about school policy – Allows irresponsible student behavior to persist -Fails to recognize positive student and staff behavior

	policies and their consequences		
1.3 – Assists with supervision and school operations			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Assists at school events or functions not directly assigned -Highly visible at all supervisory functions and proactively engages with students and staff -Anticipates potential issues and confronts those ahead of time -Knows families by name and regularly and proactively engages with and listens to families at all school functions	– Knows students by name, regularly greets students by name, and talks and listens to students -Knows staff by name, regularly greets staff by name, and talks and listens to staff -Maintains appropriate visibility at all supervisory functions and positively engages with those in attendance. -Consistently assists in maintaining orderly standards of behavior on school property -Consistently works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities	– Engages and greets only certain groups of students and staff by name -Occasionally maintains visibility at supervisory functions -Occasionally assists in maintaining orderly standards of behavior on school property -Occasionally works with administration to assist in facilitating the smooth day-to-day operation for the building and student activities	– Rarely engages with and/or greets students, families, and staff -Fails to maintain visibility at supervisory functions - Rarely assists in maintaining orderly standards of behavior on school property -Rarely works with administration to assist in facilitating the smooth day-to-day operation for the building and student activities

Domain 2: Leadership Actions - Communication with Stakeholders (30%)			
2.1 – Communicates with families			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: –Demonstrates a steadfast commitment to families through proactive and frequent communication, especially with those who are traditionally disengaged in their student's educational program -Maintains an open mind and participates in collaborative decision-making with families – Always models respectful behavior towards all and creates the climate and expectation for families to do the same	– Interacts with families in a timely, consistent, positive, and professional manner. – Complies with school procedures for communicating with families and makes an effort to engage families in the educational program –Uses effective communication skills with families and demonstrates communication skills that are clear, considerate, and positive – Consistently models respectful behavior towards all and creates the climate	– Provides some information to families and rarely makes attempts to engage them in the educational program – Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion – Inconsistently models respectful behavior towards all and occasionally creates the climate and expectation for families to do the same	– Provides minimal to no information to families and makes no attempt to engage them in the educational program – Oral, written, and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language, and condescension – Rarely or never models respectful behavior towards all and fails to create the climate and expectation for families to do the same

-Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders	and expectation for families to do the same -Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders		
2.2 – Communicates with students			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Communicates proactively and frequently with students and engages them in the educational program -Maintains an open mind and participates in collaborative decision-making with students – Always models respectful behavior towards all and creates the climate and expectation for students to do the same -Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders	– Interacts with students in a timely, consistent, positive, and professional manner. – Complies with school procedures for communicating with students and makes an effort to engage students in the educational program –Uses effective communication skills with students and demonstrates communication skills that are clear, considerate, and positive – Consistently models respectful behavior towards all and creates the climate and expectation for students to do the same -Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders	– Provides some information to students and rarely makes attempts to engage them in the educational program – Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion – Inconsistently models respectful behavior towards all and occasionally creates the climate and expectation for students to do the same	– Provides minimal to no information to students and makes no attempt to engage them in the educational program – Does not comply with school procedures for communicating with students. – Oral, written, and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language, and condescension – Rarely or never models respectful behavior towards all and fails to create the climate and expectation for students to do the same

2.3 – Communicates with school staff			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Uses communication to build commitment for and establishing collective efficacy -Maintains high visibility, accessibility, and establishes strong lines of communication -Proactively consults, problem solves, and generates ideas with the appropriate administrator and guidance counselors on student discipline and attendance issues -Proactively communicates in a timely manner with teacher/staff to problem solve issues related to student discipline/attendance -Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders	– Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns -Uses appropriate communication methods and media -Maintains appropriate visibility and accessibility to staff -Generally, consults with the appropriate administrator and guidance counselors on student discipline and attendance issues -Generally, communicates in a timely fashion to referring teacher/staff -Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected -Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders	– Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness -Responds in an inconsistent manner to resolve expressed concerns -Inconsistently consults with the appropriate administrator and guidance counselors on student discipline and attendance issues -Inconsistently communicates in a timely fashion to referring teacher	– Fails to keep appropriate audiences informed – Uses methods of communication that are ineffective or inappropriate for the circumstance/audience -Rarely consults with the appropriate administrator and guidance counselors on student discipline and attendance issues -Rarely communicates in a timely fashion to referring teacher

Domain 3: Attendance and Behavioral Achievement (40%)			
3.1 - Monitors Student Discipline/Attendance			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Includes teachers in disciplinary/attendance actions with students and facilitates restorative practices necessary between teacher and student in a timely manner -Involves families and students and asks for their input making discipline/attendance a team effort	– Ensures that student consequences are equitable and consistent based on individual student needs - Ensures that student discipline/attendance records and consequences are consistent and accurate based on the district discipline policy and state laws	– Inconsistently ensures that student consequences are equitable and consistent based on individual student needs – Fails to maintain consistent and accurate records based on the district discipline or attendance policies and state laws -Occasionally moves throughout all areas of the school to	– Fails to ensure that student consequences are equitable and consistent based on individual student needs -Rarely or never visible in all areas of the school -Incomplete and/or inaccurate records and documentation are maintained

-Empowers students to identify short-term and long-term goals and in developing appropriate action plans	-Moves throughout all areas of the school to promote positive student behavior	promote positive student behavior	
3.2– Utilizes Discipline and Attendance Data to Enhance Positive School Culture			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: – Presents discipline and attendance data to the staff and builds their capacity to engage in continuous improvement, ensuring classroom and school policies and procedures reflect best practices and cultural responsiveness through data -Extensively utilizes and interprets data as a basis of decision-making to enhance student success -Provides additional behavioral interventions and/or supports to students and teachers identified through data	– Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge and tracks referral data to evaluate the effectiveness of interventions – Orchestrates frequent and timely team collaboration for data analysis -Disaggregates data and identifies trends -Implements systems and/or incentives to motivate students to display appropriate, ethical and respectful behavior at all times -Assist teachers with the implementation of effective, culturally responsive classroom management plans	-Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement. –Occasionally supports and/or orchestrates team collaboration for data analysis -Occasionally develops and supports others in formulating action plans for implementation that is based on data analysis	– Rarely or never organizes efforts to analyze data – Rarely or never applies data analysis to develop action plans – Rarely or never uses data to evaluate effectiveness of interventions
3.3 - Responds to Individual Student Needs			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: -Culturally responsive to diverse student needs and interests and is continually seeking ways to improve services and interventions -Demonstrates creativity in adapting services which actively engages students in the process	– Consistently responsive to diverse student needs - Uses data to adapt supports and interventions to develop skill sets of students – Generally, takes a multicultural or diverse perspective into consideration when providing services and interventions	– Demonstrates limited responsiveness to diverse student needs and inconsistently adjusts supports and interventions – Demonstrates limited creativity in adapting services – Sometimes provides services and interventions from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture	– Adheres to intervention plan despite student's lack of positive progress -Does not demonstrate creativity in adapting services – Rarely or never takes a multicultural or diverse perspective into consideration when providing services and interventions

Domain 4: Leadership Actions – Professional (15%)			
4.1 – Maintains a culture of excellence			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: -Instills daily habits necessary to create a culture of excellence -Models professional excellence and high standards at all times – Is unwavering in maintaining high expectations for students, staff, and self	-Contributes to the maintenance and /or development of a student-centered culture that instills excellence and promotes learning -Consistently demonstrates professional excellence and high standards in all situations -Provides students and staff the support, time, and structures necessary to be successful -Celebrates the accomplishments of others and proactively resolves performance issues	– Possesses positive beliefs and assumptions about the potential of students and staff but fails to properly prioritize action steps or leverage available resources to achieve goals -Inconsistently demonstrates professional excellence and high standards in all situations -Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go unnoticed	– Fails to identify and recognize the positive accomplishments of students and staff -Rarely models professional excellence and high standards in all situations -Consistently ignores staff or student performance issues
4.2 – Embraces reflection and growth			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: -Promotes a culture of self-reflection and continuous improvement -Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement - Establishes priorities and achieves actionable plans using high-leverage leadership competencies	-Expresses willingness to learn and openly acknowledges areas for growth -Learns from personal experiences and the actions/insights of others - Establishes priorities and achieves actionable plans with minimal support from supervisor	– Expresses a willingness to learn from others but is reluctant to admit own short-comings -Establishes and achieves some personal growth goals and/or requires significant input from supervisor in establishing priorities and action steps	– Resists changes to personal or leadership behaviors – Reacts with visible frustration to challenging problems, setbacks, or feedback - Fails to consistently achieve professional growth goals as outlined in a professional growth plan

4.3 - Maintains a culture of safety			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: -Actively champions safety initiatives and behaviors, serving as a visible and influential role model for faculty, staff, and students. -Establishes and regularly reviews safety policies, procedures, and plans that are clearly communicated and easily accessible to all. -Empowers all members of the school community to report safety concerns and ensures appropriate follow-up and accountability for safety breaches. -Develops and maintains strong relationships with campus safety, local emergency services, and other relevant stakeholders to ensure coordinated safety efforts.	-Adheres to all safety policies and procedures, and responds promptly and appropriately to safety incidents and concerns. -Effectively communicates safety policies, emergency procedures, and relevant updates to the school community. -Manages safety incidents efficiently, ensuring proper documentation, investigation, and corrective actions are taken. -Consistently holds individuals accountable for safety breaches and conducts an appropriate investigation when needed.	-Applies safety policies inconsistently, leading to potential gaps in safety coverage or awareness within the school. -Tends to address safety issues only after they arise, rather than implementing preventative measures. -Communication regarding safety procedures or incidents may be unclear, infrequent, or not reach all relevant parties. -Inconsistent in holding individuals accountable for safety breaches, or may not fully investigate incidents.	-Demonstrates a clear disregard for established safety policies and procedures, or actively hinders their implementation. - Provides little to no oversight of safety protocols, resulting in a dangerous environment. -Fails to respond to reported safety concerns or delays action to the point where safety is compromised. -Repeatedly fails to comply with safety regulations, potentially leading to citations or penalties.

4.4 – Monitors time and task management			
Highly Effective	*Effective*	*Needs Improvement*	*Ineffective*
At *Highly Effective*, the dean fulfills the criteria for *Effective* and additionally: -Model of punctuality and timeliness in discharging his/her professional responsibilities -Improves procedures and systems using technology and other innovative ideas to create efficiencies	-Consistently demonstrates skill in managing procedures, materials/supplies, and technological tools/systems -Consistently allocates time and resources to achieve goals and professional responsibilities. -Delegates appropriate tasks to appropriate staff and assists them in successfully completing tasks	-Inconsistently allocates time and resources to accomplish goals and professional duties, struggling to differentiate between high-leverage activities from low-level distractions -Delegates applicable tasks to other staff but does not consistently provide the support necessary for them to achieve success in these activities	-Does not delegate tasks to appropriate staff or delegates tasks not suited for them -Is frequently distracted by that are unrelated to achieving primary duties and goals

CORE PROFESSIONALISM

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation. **Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total)**

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.



My MITES Summer Experience

Alex Lin (6/22-8/1)

MITES 50
MIT Introduction to Technology, Engineering, and Science

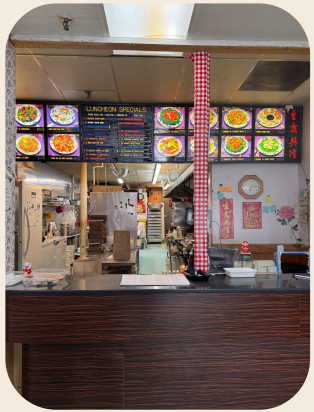
Who Am I?

Background

Senior @ FCHS
Asian-American

Immigrant Parents & Family Restaurant



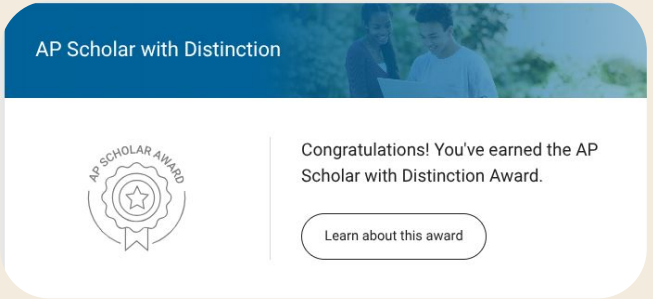


Extracurriculars

Cross Country & Track | MAT | Interact Club | NHS | AI Intern

Accolades

AP Scholar w/Dist
National 1st-gen
NMSQT (220)
Academic All-State
Rising Star of Indiana
Top Scholar
All A Honor Rolls
Current Valedictorian



What is MITES?

MITES = MIT Introduction to Technology, Engineering, and Science

6-week fully-funded residential summer program at MIT

Accepted 65/5500 applicants (~1%)



Targeted towards high achieving, rising seniors w/ STEM, leadership, & community experience

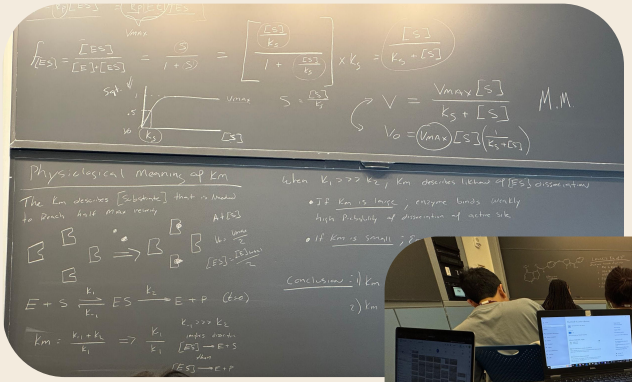
Focused on diverse and underrepresented backgrounds across the country

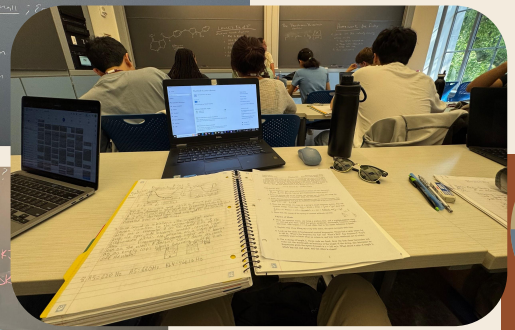
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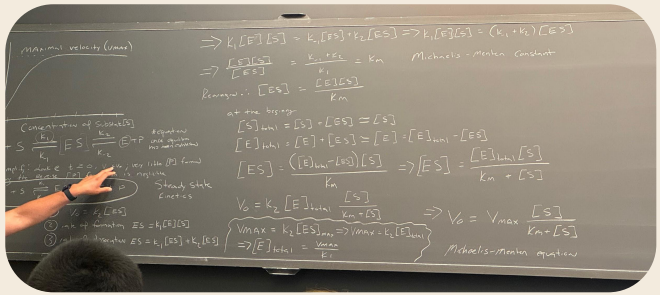
Academic Life

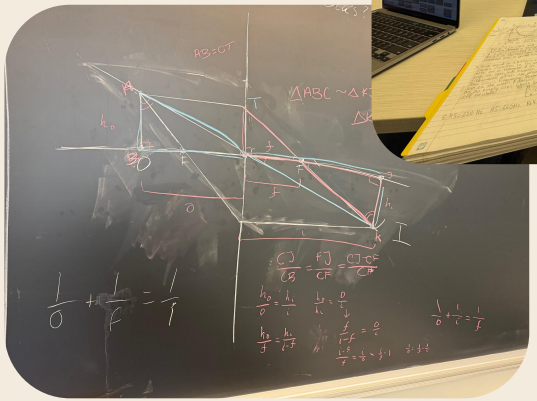
STEM classes (Biochem, Multivariable Calc, Physics) + Humanities & Project Courses

Recitations, labs, and weekly office hours for extra support









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Key Seminars & Workshops

Growth Mindset, Scholarship & Financial Aid, College Fair

Diversity & identity workshops, industry guest speakers w/aerospace & BOSE engineers





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Tours & Site Visits

MIT Campus, Koch Institute, MIT Museum, Media Lab, Chinatown, Harvard Square, Newbury Street









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Community-Building Events

Cluster Competitions (jeopardy, making videos, engineering challenges)



Scavenger Hunt in Boston, Game Nights, Beach Trip, Dinner Dance, Talent Show











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Capstone Presentations

Symposium:

STEM research project showcase

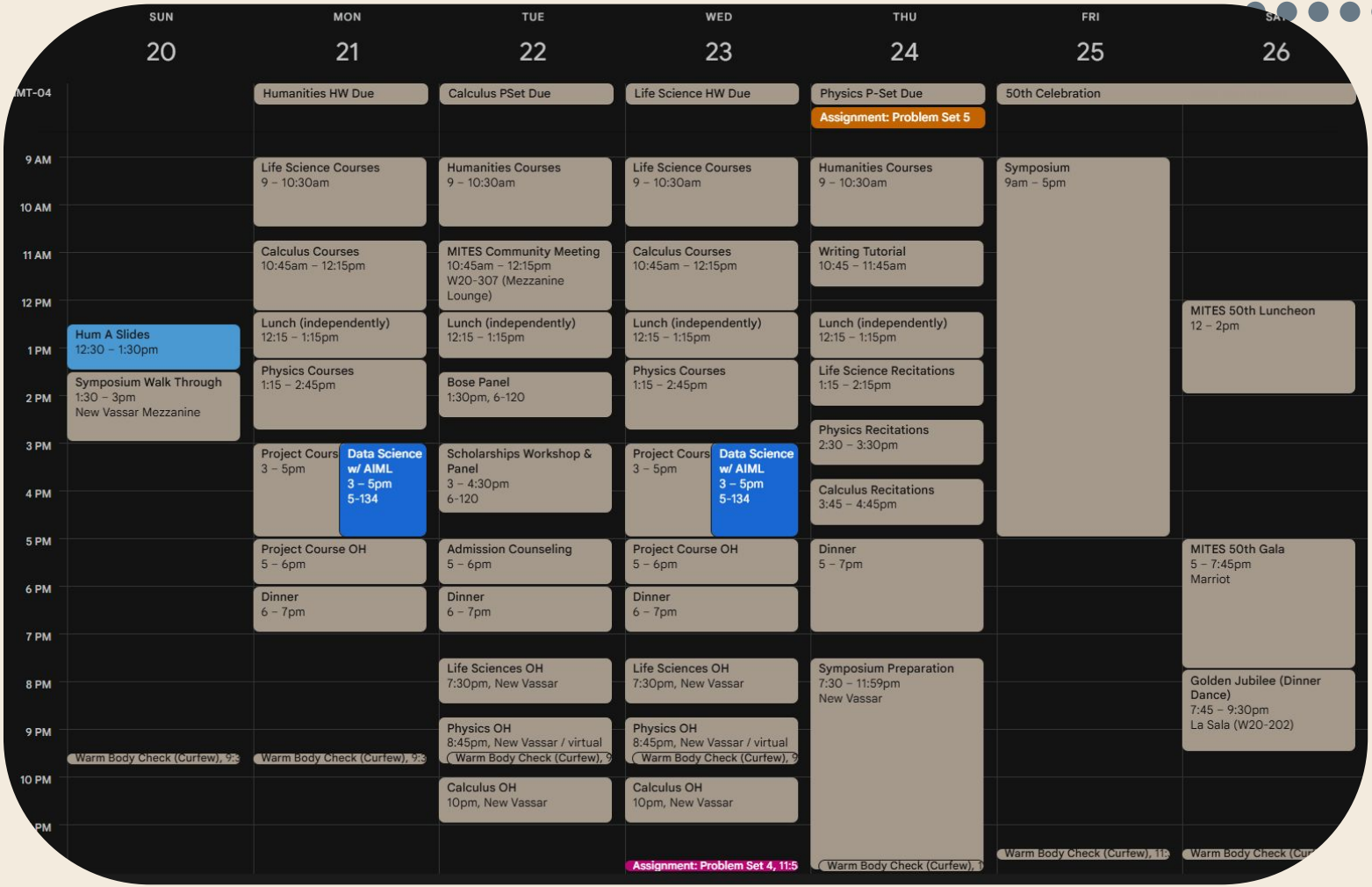
Humanities Conference:

Social impact project presentations








SUN 20
MON 21
TUE 22
WED 23
THU 24
FRI 25
SAT 26
MT-04
9 AM
10 AM
11 AM
12 PM
1 PM
2 PM
3 PM
4 PM
5 PM
6 PM
7 PM
8 PM
9 PM
10 PM
PM
Humanities HW Due
Calculus PSet Due
Life Science HW Due
Physics P-Set Due
Assignment: Problem Set 5
50th Celebration
Life Science Courses 9 – 10:30am
Humanities Courses 9 – 10:30am
Life Science Courses 9 – 10:30am
Humanities Courses 9 – 10:30am
Symposium 9am – 5pm
Calculus Courses 10:45am – 12:15pm
MITES Community Meeting 10:45am – 12:15pm W20-307 (Mezzanine Lounge)
Calculus Courses 10:45am – 12:15pm
Writing Tutorial 10:45 – 11:45am
Lunch (independently) 12:15 – 1:15pm
Lunch (independently) 12:15 – 1:15pm
Lunch (independently) 12:15 – 1:15pm
Lunch (independently) 12:15 – 1:15pm
MITES 50th Luncheon 12 – 2pm
Hum A Slides 12:30 – 1:30pm
Physics Courses 1:15 – 2:45pm
Bose Panel 1:30pm, 6-120
Physics Courses 1:15 – 2:45pm
Life Science Recitations 1:15 – 2:15pm
Symposium Walk Through 1:30 – 3pm New Vassar Mezzanine
Physics Recitations 2:30 – 3:30pm
Project Cours 3 – 5pm
Data Science w/ AIML 3 – 5pm 5-134
Scholarships Workshop & Panel 3 – 4:30pm 6-120
Project Cours 3 – 5pm
Data Science w/ AIML 3 – 5pm 5-134
Calculus Recitations 3:45 – 4:45pm
Project Course OH 5 – 6pm
Admission Counseling 5 – 6pm
Project Course OH 5 – 6pm
Dinner 5 – 7pm
MITES 50th Gala 5 – 7:45pm Marriot
Dinner 6 – 7pm
Dinner 6 – 7pm
Dinner 6 – 7pm
Life Sciences OH 7:30pm, New Vassar
Life Sciences OH 7:30pm, New Vassar
Symposium Preparation 7:30 – 11:59pm New Vassar
Golden Jubilee (Dinner Dance) 7:45 – 9:30pm La Sala (W20-202)
Physics OH 8:45pm, New Vassar / virtual
Physics OH 8:45pm, New Vassar / virtual
Warm Body Check (Curfew), 9:3
Warm Body Check (Curfew), 9:3
Warm Body Check (Curfew), 9
Warm Body Check (Curfew), 9
Calculus OH 10pm, New Vassar
Calculus OH 10pm, New Vassar
Assignment: Problem Set 4, 11:5
Warm Body Check (Curfew), 11:
Warm Body Check (Curfew), 1

Keynote Speakers

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Eboney Hearn (Executive Director) – story of resilience and achievement

Dale LeFebvre – 50+ patents, MITES alum, entrepreneur

Dr. Aprille Joy Ericsson – led a $2.1 billion enterprise in quantum, biotech

Dr. Grace E. Colón – $120 million raised as CEO of Incarda Therapeutics









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One Story. Many Lives.

A Hispanic scholar & fellow runner from Watsonville, CA

Hardest working individual at the program

“When seniors wish they had a ‘good story’ like us for college essays… that’s just **trauma** being gentrified.”

Reality: We’re still kids, but we are already carrying the weight of deep societal inequities.



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Imparted Lessons



Diversity isn't just a checkbox -> it's fuel for growth

Hard work doesn't always get recognition -> Defining characteristic of a trailblazer

Access changes everything: resources, mentorship, opportunity

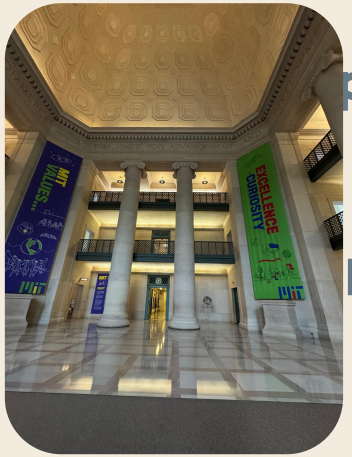
I want to be the person I needed when I was a bright-eyed freshman

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My Question for You



How can we **create** pathways here for students like me?



How do we make sure talent and potential aren't lost because of lack of **access** or knowledge?

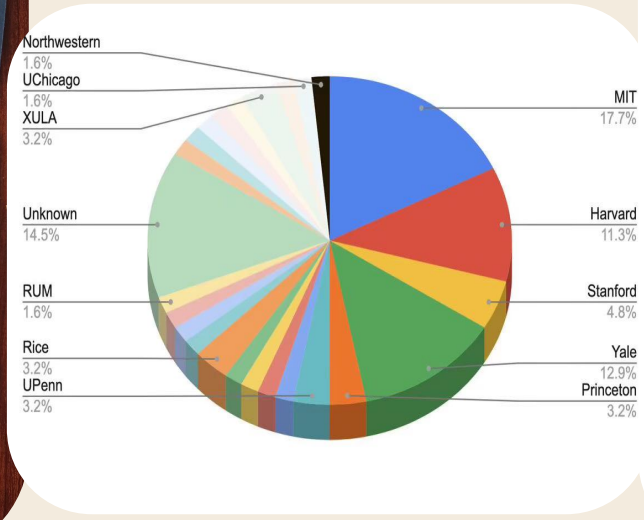
How do we **inspire** the next generation of underrepresented voices?

Thank You

Questions?

MITES 59 — MIT Introduction to Technology, Engineering, and Science





School of Engineering · The Lemelson Foundation — improving lives through invention · balfour · School of Science · The Charles Hayden Foundation · Linde Family Foundation · Akamai Foundation · CARINA INITIATIVES · Lockheed Martin · Microsoft · Greater Worcester Community Foundation · amazon future engineer · H&R BLOCK FOUNDATION · hp · Edward C. and Linda Dresner Levy Foundation · Constellation · BOEING · Public Welfare Foundation · D E Shaw Research · BOSE · Walmart.org · ExxonMobil · FIDELITY Charitable · PayPal · benevity · SCHWAB CHARITABLE · Michael & Susan Dell FOUNDATION · Hilton Foundation · GORTONS · Johnson Family Foundation · VISA · intel foundation · Texas Instruments · Bank of America Charitable Foundation · FIDELITY FOUNDATION · UNITED HEALTH FOUNDATION · Capital One · Google.org · The Boston Foundation tBf · American Endowment Foundation · Morgan Stanley · MarathonOil · workday · MIT Philanthropies

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Financial Report for Month Ending				August 31, 2025	
BUDGET		**2025 Budget**	**Amts. Exp. to Date**	**Unexpended Balance**	**% Spent**
EDUCATION FUND					
1100000	Regular Programs	$22,583,191.00	$15,268,493.69	7,314,697.31	67.61%
1200000	Special Programs	$5,675,566.00	$3,589,447.62	2,086,118.38	63.24%
1390000	Finish Strong Program	$101,969.00	$58,899.05	43,069.95	57.76%
1400000	Summer School	$59,075.00	$64,288.08	(5,213.08)	108.82%
1600000	Remediation	$20,000.00	$13,334.00	6,666.00	66.67%
1700000	Payments to Other Gov. Units	$1,120,000.00	$878,731.06	241,268.94	78.46%
2100000	Support Serv. Students	$4,228,041.00	$2,864,638.39	1,363,402.61	67.75%
2200000	Support Serv. Instruction	$853,664.90	$526,377.70	327,287.20	61.66%
2400000	Support Serv. School Admin.	$3,223,343.00	$2,232,195.82	991,147.18	69.25%
2500000	Curricular Materials	$1,036,042.00	$867,845.21	168,196.79	83.77%
3300000	Athletic Coaches	$583,223.00	$317,579.22	265,643.78	54.45%
REFERENDUM FUND					
1100000	Regular Programs	$490,731.00	$98,798.92	391,932.08	20.13%
1200000	Special Programs	$534,116.00	$326,380.47	207,735.53	61.11%
1600000	Remediation	$398,367.00	$270,631.86	127,735.14	67.94%
2100000	Support Serv. Students	$17,778.00	$0.00	17,778.00	0.00%
2600000	Operations (Custdl/Grounds/Maint)	$5,949,664.00	$3,468,800.23	2,480,863.77	58.30%
4700000	Equipment Purchases	$10,000.00	$0.00	10,000.00	0.00%
53000	Debt. Serv. Lease Rentals	$16,940,000.00	$8,470,000.00	8,470,000.00	50.00%
59200	Debt Serv Bond Bank Fee/Agent	$1,700.00	$0.00	1,700.00	0.00%
OPERATIONS FUND					
23000	Support Serv. Gen. Admin.	$1,186,073.00	$696,734.93	489,338.07	58.74%
25000	Support Serv. Business/Technology	$3,216,358.42	$2,226,146.74	990,211.68	69.21%
26000	Operation/Maint of Plant Serv.	$2,865,974.00	$2,141,682.77	724,291.23	74.73%
27000	Transp. Support Serv.	$3,886,145.00	$2,866,577.68	1,019,567.32	73.76%
27400	Bus Replacement	$0.00	$0.00	0.00	0.00%
43000	Professional Services	$20,000.00	$14,077.50	5,922.50	70.39%
45000	Bldg Improvements/Equip Rental	$116,000.00	$30,075.00	85,925.00	25.93%
47000	Equipment Purchases	$108,650.00	$33,707.57	74,942.43	31.02%
49000	Emergency Allocation	$0.00	$0.00	0.00	0.00%
53000	Bus Lease	$369,532.00	$184,766.32	184,765.68	50.00%
	Rainy Day	$250,000.00	$208,336.60	41,663.40	83.33%
TOTALS		$75,845,203.32	$47,718,546.43	28,126,656.89	62.92%
60100	ED Trans from One Fund to Another	$2,659,623.84	$2,659,623.84	0.00	
60200	ED Loans from One Fund to Another			0.00	
60100	DS Trans from One Fund to Another			0.00	
60100	OP Transfers from One Fund to Ano	$3,750.00	$3,750.00	0.00	
60100	RD Transfers from One Fund to Another			0.00	
60200	RD Loans from One Fund to Another			0.00	
TOTALS		$78,508,577.16	$50,381,920.27	28,126,656.89	
FUNDS		**2025 Budget**	**Amts. Exp. to Date**	**Unexpended Balance**	
	Education Fund	$39,484,114.90	$26,681,829.84	12,802,285.06	67.58%
	Referendum Fund	$7,400,656.00	$4,164,611.48	3,236,044.52	56.27%
	Debt. Serv. Fund	$16,941,700.00	$8,470,000.00	8,471,700.00	49.99%
	Operations Fund	$11,768,732.42	$8,193,768.51	3,574,963.91	69.62%
	Rainy Day	$250,000.00	$208,336.60	41,663.40	0.00%
TOTALS		$75,845,203.32	$47,718,546.43	28,126,656.89	62.92%
ACTUAL CASH AND BANK BALANCES					
	Jan. 1, 2025 Balance on Hand	**Misc. Receipts**	**Amts. Exp. to Date**	**Balance on Hand**	
EDUCATION FUND	$4,045,204.21	$27,989,371.18	$29,341,453.68	2,693,121.71	
REFERENDUM	$1,791,163.27	$3,579,401.67	$4,164,611.48	1,205,953.46	
Debt.Serv.	$2,731,859.94	$10,863,114.28	$8,470,000.00	5,124,974.22	
OPERATIONS FUND	$3,500,537.93	$7,791,898.29	$8,197,518.51	3,094,917.71	
Rainy Day Fund	$4,768,103.75	$455,133.65	$208,336.60	5,014,900.80	
Rainy Day 2013 East Side Property Proceed	$1,618,000.00	$0.00	$0.00	1,618,000.00	
2022 LEASE BOND	$93.40	$0.00	$93.40	0.00	
2025 PRE-K BOND	$0.00	$3,800,000.00	$2,515,350.11	1,284,649.89	
School Lunch	$1,109,546.24	$1,896,565.61	$2,244,366.58	761,745.27	
Levy Excess	$0.00	$0.00	$0.00	0.00	
SPED SHARED SERVCS	$0.00	$144,266.33	$184,027.80	(39,761.47)	
Cub Care	$45,837.76	$1,419.13	$44,481.48	2,775.41	
SCIST	$0.00	$12,300.00	$12,300.00	0.00	
Cub Academy	$256,803.62	$390,752.75	$367,771.36	279,785.01	
Cub Quest	$56,314.25	$43,372.80	$40,982.44	58,704.61	
CITY IT SUPPORT	$21,392.18	$23,333.32	$24,037.27	20,688.23	
EMPLOYER OF CHOICE	$125,103.86	$148,190.20	$149,552.09	123,741.97	
KUJI JAPAN TRIP	$0.00	$0.00	$0.00	0.00	
E & H STUDENT TRIP	($2,192.97)	$3,200.00	$0.00	1,007.03	
NAT PARK STUDENT TRIF	$0.00	$9,451.72	$9,451.72	0.00	
FOOD SERV CATERING	$0.00	$19,101.96	$17,927.46	1,174.50	
Ed. Lic. Plates	$2,598.75	$337.50	$0.00	2,936.25	
Misc 1900	$0.00	$0.00	$0.00	0.00	
Donations & Misc 2000	$208,683.50	$151,919.26	$169,990.27	190,612.49	
PAC	$355,698.30	$297,047.86	$356,443.16	296,303.00	
St Grants 3000	$672,926.33	$387,240.51	$466,216.85	593,949.99	
Fed Grants 4000-6999	($533,749.76)	$2,256,622.90	$1,829,505.41	(106,632.27)	
TOTALS	$20,773,924.56	$60,264,040.92	$58,814,417.67	22,223,547.81	
Ins Clearing Acct (Early Retirees)				563.34	
Unremitted Deductions				(3,116.85)	
TOTALS	$20,773,924.56			22,220,994.30	
DEPOSITORY				**Balance on Hand**	
First Merchants Bank				$22,439,682.77	
Prepaid Food Accounts				$218,688.47	
TOTALS				$22,220,994.30	

CORPORATION FINANCIAL REPORTS
Period Ending August 31, 2025

[----------Cash Flow Results----------]

Fund	Beginning Balance 1/1/2025	Plus: Revenue/ Transfers In 8/31/2025	Minus: Expenditures 8/31/2025	Minus: Transfers to Operation Fund 8/31/2025	Fund Balance 8/31/2025	Notes
Education Fund	$ 4,045,204	$ 27,989,371	$ 26,681,830	$ 2,659,624	$ 2,693,121	
Operations Fund	$ 3,500,538	$ 7,791,898	$ 8,197,519	$ -	$ 3,094,917	
Referendum Fund	$ 1,791,163	$ 3,579,402	$ 4,164,611	$ -	$ 1,205,954	
Debt Service Fund	$ 2,731,860	$ 10,863,114	$8,470,000	$0.00	$ 5,124,974	
Totals	**$ 12,068,765**	**$ 50,223,785**	**$ 47,513,960**	**$ 2,659,624**	**$ 12,118,966**	

Comparison To Previous Year

Fund	Beginning Balance 1/1/2024	Plus: Revenue/ Transfers In 8/31/2024	Minus: Expenditures 8/31/2024	Minus: Transfers to Operation Fund 8/31/2024	Fund Balance 8/31/2024	Notes
Education Fund	$ 3,714,090	$ 26,795,716	$ 24,591,076	$ 2,392,029	$ 3,526,701	
Operations Fund	$ 2,678,500	$ 8,124,842	$ 8,246,862	$ -	$ 2,556,480	
Referendum Fund	$ 2,305,533	$ 3,431,746	$ 3,727,824	$ -	$ 2,009,455	
Debt Service Fund	$ 2,792,117	$ 10,164,492	$8,702,313	$0.00	$ 4,254,296	
Totals	**$ 11,490,240**	**$ 48,516,796**	**$ 45,268,075**	**$ 2,392,029**	**$ 12,346,932**	

Important Comparisons:

Increase in Starting Fund Balance for Education/Operations/Referendum Fund from 2024 vs 2025	$	638,782
Increase in Revenues for Education/Operations/Referendum Fund in 2025	$	1,008,367
Increase in Expenses for Education/Operations/Referendum Fund in 2025	$	2,478,198
Fund Balance Decrease for all Funds; maintaining fund balances	$	(227,966)
Decrease in 8-31 Fund Balance for Education/Operations/Referendum Fund 2024 vs 2025	$	(1,098,644)

CORPORATION FINANCIAL REPORTS
Period Ending August 31, 2025

[----------Budget Results----------]

Fund	Budget Total	Expenditure Total	Budget Remaining	% Spent	Notes:
Education Fund	$ 39,484,115	$ 26,681,830	$ 12,802,285	68%	
Operations Fund	$ 11,768,732	$ 8,193,769	$ 3,574,963	70%	
Referendum Fund	$ 7,400,656	$ 4,164,611	$ 3,236,045	56%	
Debt Service Fund	$ 16,941,700	$8,470,000	$8,471,700	50%	
Totals	**$ 75,595,203**	**$ 47,510,210**	**$ 28,084,993**	**63%**	

Comparison To Previous Year

Fund	Budget Total	Expenditure Total	Budget Remaining	% Spent	Notes:
Education Fund	$ 36,824,246	$ 24,591,076	$ 12,233,170	67%	
Operations Fund	$ 12,300,119	$ 8,237,577	$ 4,062,542	67%	
Referendum Fund	$ 5,546,086	$ 3,477,064	$ 2,069,022	63%	
Debt Service Fund	$ 17,410,038	$8,702,313	$8,707,725	50%	
Totals	**$ 72,080,489**	**$ 45,008,030**	**$ 27,072,459**	**62%**	

Important Comparisons:

Total Budget Increase 2024 vs 2025	$ 3,514,714	$2.6M increase in Ed Fund & $1.8M increase in Ref fund
Education Fund Spending at an Increased Rate in 2025	$ 2,090,754	Pay raises; transitioning teaching positions from ESSER

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 **998 GRIZZLY CUB DRIVE, FRANKLIN, IN 46131.**

Notice is hereby given to taxpayers of **FRANKLIN COMMUNITY SCHOOL CORPORATION, Johnson County**, Indiana that the proper officers of **FRANKLIN COMMUNITY SCHOOL CORPORATION** will conduct a public hearing on the year **2026** 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 **FRANKLIN 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, **FRANKLIN 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 **FRANKLIN COMMUNITY SCHOOL CORPORATION** will meet to adopt the following budget:

Public Hearing Date	Monday, September 8, 2025
Public Hearing Time	6:00 PM
Public Hearing Location	625 GRIZZLY CUB DRIVE, FRANKLIN, IN 46131

Adoption Meeting Date	Monday, October 20, 2025
Adoption Meeting Time	6:00 PM
Adoption Meeting Location	625 GRIZZLY CUB DRIVE, FRANKLIN, IN 46131

Est. School Operations Max Levy	$9,012,645
Property Tax Cap Credit Estimate	$4,412,600

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)
0022-REFERENDUM FUND - EXEMPT OPERATING - POST 2009	$6,460,800	$7,564,370	$0	$5,353,053	41.31%
0061-RAINY DAY	$500,000	$0	$0	$0	
0180-DEBT SERVICE	$19,753,700	$20,000,000	$0	$17,745,016	12.71%
3101-EDUCATION	$41,755,568	$0	$0	$0	
3300-OPERATIONS	$11,975,145	$10,150,000	$0	$8,663,743	17.15%
Totals	$80,445,213	$37,714,370	$0	$31,761,812	

Book	POLICIES
Section	Section B - School Board Governance
Title	B200 - Membership
Code	
Status	Active
Adopted	June 10, 2024

B200

MEMBERSHIP

I. NUMBER

The School Board shall consist of five (5) members.

II. ELIGIBLITY, ELECTION, & APPOINTMENT

Eligibility and elections of Board Members shall follow the Corporation's Organization Plan duly adopted and filed with the State Board of Education.

In accordance with Indiana law, an individual who is employed by the School Corporation may not be a member of the Board. Additionally, an individual who is at least eighteen (18) years of age and is otherwise eligible to assume office as a member of the Board may not be disqualified on the basis of age. Property ownership shall not disqualify a person from serving as a Board member.

Before August 1st of each Corporation school year, the Superintendent shall file with the Indiana Department of Education a list of the names and addresses of the members of the Board and the Corporation's Officers, and the expiration of their respective terms.

The Corporation shall file any change to its Board membership with the Indiana Department of Education within thirty (30) days after the change occurs.

III. OATH

Indiana law requires each newly elected or re-elected School Board member to take the following oath before taking office:

"I solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of Indiana, and the laws of the United States and the State of Indiana. I will faithfully execute the duties of my office as a member of this governing body, so help me God."

The Board may also provide for additional provisions to the oath that the Board considers appropriate for the educational program of the District.

The oath must be signed by the Board member and the person who administers it and filed in the circuit court clerk's office of the county containing the greatest percentage of the population of the School District.

IV. TERM

A Board member may continue to serve successive terms without limitation.

V. ORIENTATION

Under the guidance of experienced Board members and the Superintendent, and including any consultants retained by the Board for such purpose, new Board members will receive orientation through the provision of reference materials on Board policies and procedures, as well as discussions and visits with the Superintendent and any consultants retained by the Board for such purpose.

VI. VACANCIES

The position of a Board member shall become vacant upon the occurrence of any of the following events: the winner of an election fails to take the required oath of office; a member no longer possesses the legal qualifications necessary to hold office; a member voluntarily became intoxicated within the working hours of the Board; a member is convicted of a felony or other crime consistent with I.C. 5-8-3-1; a member is no longer a resident of the Corporation; a member submits a written resignation from the Board to the clerk of the circuit; a member is removed from office by action of the Circuit Court; or death of the member is certified by the clerk of circuit court.

Filling a Board Vacancy

Upon the occurrence of a Board member vacancy, if the vacating member stated an affiliation with a major political party (as defined in IC 3-5-2-30) under IC 3-8-2.5-2.5(a)(5), the vacancy must be filled by a caucus under IC 3-13-11. The person appointed must be from within the boundaries of the school corporation and serves for the term or balance of the term. If the vacating member did not state an affiliation with a major political party (as defined in IC 3-5-2-30) under IC 3-8-2.5-2.5(a)(5), the remaining members of the Board shall seek and interview qualified candidates from the community to fill the position within thirty (30) days of its occurrence. In the event of a tie among the remaining members of the Board, or failure to act within thirty (30) days after such vacancy occurs, it shall be the duty of the judge of the Circuit Court to make such appointment.

VII. BOARD MEMBER LEAVE OF ABSENCE FOR MILITARY SERVICE

A Board member who elects to take a leave of absence in order to serve active duty in the Armed Forces of the United States or the National Guard is entitled to a leave of absence and shall receive

a prorated salary to reflect the period of active duty.

A Board member shall provide written notice to the Clerk of the Circuit Court stating that s/he has been called for active duty and will be temporarily unable to perform the duties of Board member.

During the Board member's leave of absence, the position on the Board must be filled in the same manner as filling other vacancies on the Board. The person selected or appointed serves until the date the Board member's leave of absence ends, or the term of his/her office expires.
The person selected or appointed to the Board assumes the rights and duties of a Board member and receives the compensation established for the office for the period of the temporary appointment.

In the event the Board member's term of office expires during such a leave of absence, the office shall be filled as provided by law. Except as provided by Federal law or regulation, a Board member who is on such a leave of absence is entitled to become a candidate for and be elected to the Board from which s/he has taken a leave of absence.

VIII. BOARD MEMBER AUTHORITY

Individual members of the Board do not possess the powers of the School Board.

A Board member shall not be denied documents or information necessary to the performance of his or her duties as a member.

A Board member may request that the Superintendent bring the personnel records of a designated school employee(s) to an executive session of the Board. The Board shall limit their investigation of personnel records to executive sessions and shall return the complete personnel records to the Superintendent's custody at the conclusion of such sessions.

Members of the Board shall use information discovered in employee personnel records only for the Board's consideration of appointments, assignments, promotions and demotions, remuneration, discipline, and dismissals, or to assist the development of personnel policies, or for other uses necessary to the performance of the Board's legal responsibilities.

IX. PUBLIC EXPRESSIONS AND COMMUNICATIONS OF BOARD MEMBERS

The Board President functions as the official spokesperson for the Board. It is acknowledged, however, that individual Board members may have occasion to speak on Board matters from time-to-time. On such occasions, Board members must be mindful of their obligations under Section VIII Board Member Authority and Policy D225 Employee Ethics.

Each Board member may have a Corporation email address assigned for their use while serving on the Board. The Corporation email may not be used to communicate regarding campaigns for elective office or school referenda. Email messages using Corporation email accounts or concerning Board business are subject to public records requests.

X. COMPENSATION & EXPENSES

The annual compensation for each Board member may be no more than 10% of the lowest starting new teacher salary for Franklin Community Schools. Each member of the Board shall be entitled to receive a per diem as permitted by Indiana statute.

Members of the Board shall be reimbursed for expenses authorized by the Board, including, but not limited to, those incurred while traveling on school business to Board-approved conferences or to professional meetings.
Reimbursement for mileage will not exceed the current rate established for Corporation employees. No entertainment expenses or purchases of alcoholic beverages are reimbursable.

A Board member must submit a voucher specifying the amount and nature of each expense to the Board for approval after the expenses have been incurred.

XI. PROFITEERING FROM PUBLIC SERVICE

A member of the Board shall not obtain a pecuniary interest in any contract or purchase which was approved by the Board during his/her Board service for one (1) year after leaving the Board unless the former member:

1. was screened from any participation in the contract or purchase;

2. has not received a part of the profits of the contract or purchase by the Board; and

3. promptly gives notice to the Board of his/her interest in the contract or purchase.

This restriction does not apply if the Board member receives less than $250.00 of the profits from the contract or purchase. *See Policy* A125 Nepotism, Conflict of Interest, Gifts, and Use of Corporation Resources for information on gifts and gratuities.

XII. DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS

This bylaw is applicable to all types of civil claims under law including tort claims, civil rights claims, and contract claims. The Board will pay all costs and fees incurred by or on behalf of any Board member in the defense of any claim under law if the Board by resolution determines that the Board member's actions upon which the claim is based arise out of the performance of the member's duties as a Board member, and were taken in good faith.

The Board shall, subject to the provisions of Indiana law, also pay any judgment, compromise, or settlement of a claim, or suit when the Board determines by resolution that it is in the best interest of the Corporation to do so, the act or omission upon which the claim is based occurred within the scope of the Board member's duties as a Board member, and the member did not act in bad faith, or with malfeasance in office. The intent of this bylaw is to hold the Board member harmless from any liability, cost, or damages in connection such a claim, including but not limited to the payment of

legal fees and court costs, except where the liability, cost, damage, or fees are predicated on, or arises out of, the bad faith of the Board member or the claim or judgment is based on the member's malfeasance in office.

If a present or former Board member is or could be subject to personal civil liability for a loss occurring because of a noncriminal act or omission within the scope of the member's duties which violates the civil rights laws of the United States, the Board shall, subject to the limitations established by Indiana law pay the judgment, compromise, or settlement of the claim or suit if the Board determines by resolution that paying the judgment, compromise or settlement is in the best interests of the Corporation. The Board shall also pay all costs and fees incurred by or on behalf of Board member in defense of any such claim or suit.

A Board member shall not be personally liable on contracts entered into within the scope of the member's duties as a Board member unless it is clearly indicated otherwise in writing.

I.C. 3-12-9-4
I.C. 5-4-1-4
I.C. 5-8-1-35: removal from office
I.C. 5-8-1-38: felony conviction
I.C. 5-8-3
I.C. 5-8-3.5
I.C. 5-8-6 and I.C. 20-26-4-4.5: death of a member
I.C. 5-9-4
I.C. 20-23-4-30(e))
I.C. 20-23-4-30(d)(1) & (2)
I.C. 20-23-8-22
I.C. 20-26-4-2
I.C. 20-26-4-3-2: oath of office
I.C. 20-26-4-7
I.C. 20-26-4-9
I.C. 20-26-4-10
I.C. 20-26-4-11
I.C. 20-26-5-4
I.C. 20-26-5-4(17)
I.C. 34-13-2
I.C. 34-13-3-5
I.C. 34-13-3-20
I.C. 34-13-4-1
I.C. 34-17 (I.C. 5-8-2-1): voluntary intoxication
I.C. 35-44.1-1-5
I.C. 35-50-5-1.1: removal due to conviction of bribery or official misconduct
2 C.F.R 200.112, 200.113, 200.318

Franklin Community School Corporation
Adopted: 6-10-24
Revised: 8-11-25

Indiana Department of Education Purple Star Schools Program

Each of our traditional Franklin Community Schools are designated as Purple Star Schools by the Indiana Department of Education. Below you can see the requirements for each of our schools, and our school district, to remain a part of this program. We all work hard to honor and support our military families.

Application Requirements	Description
Assigned Point of Contact (POC) for military families	There is a designated staff member at the school who serves as the liaison for service members, veterans, and students and families.
Training requirement for POC	The assigned POC has completed the required grade-level training found here.
Dedicated webpage	The school has a dedicated webpage to provide recognition and resources for service members, veterans, and students and families.
Host an annual military program (i.e., Veteran's Day, 9/11, etc.)	The school hosts a military recognition event that demonstrates a military-friendly culture.
Public military display	The school has a display recognizing service members, veterans, and/or students and families.
School Board passed a resolution publicizing support for military students and families	Evidence of board resolution representing school support for military students and families is uploaded to application. Sample resolution linked here.
Employment of military service members and their immediate family members	Military service members and their immediate family members, who meet the minimum qualifications for job openings within the school, will be guaranteed a job interview.

Franklin Community School
Board of School Trustees
Resolution in Support of Military Families
September 8, 2025

WHERAS, today over one million Americans are bravely serving in the United States Armed Services. More than 19,000 Hoosiers have actively served their nation away from home; and

WHEREAS, over 20,000 children in the State of Indiana are members of military families; and

WHEREAS, students who have parents in the military may experience six to nine different schools during their K-12 education; and

WHEREAS, frequent moves, family separations through deployments and reintegration issues present unique challenges to military families; and

WHEREAS, Franklin Community Schools is committed to meeting the unique needs of all students, especially those of military youth therefore, be it

RESOLVED, Franklin Community Schools offers our gratitude and support for all military personnel, their families and veterans;

RESOLVED, Franklin Community Schools will establish a trained point of contact at each building to support military families;

RESOLVED, Franklin Community Schools will make every effort to connect military families with the resources they need.

Becky Nelson, President

Debbie Gill, Vice President

Jennifer Mann, Secretary

Brett Jones, Member

David Yount, Member

Book	GUIDELINES
Section	Section C - Students
Title	C175-R1 - Attendance
Code	
Status	Active
Adopted	August 12, 2024

C175-R1

ATTENDANCE

The Board requires all students enrolled in the schools and programs it offers to attend school regularly in accordance with the laws of the State. The Board's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Research shows that regular attendance correlates with high achievement.~~; for this reason, FCS has determined that students may incur no more than 10 absences (per class at FCHS). All absences, excused or unexcused, count toward this limit. Exempted absences are not included in this limit.~~

"Attendance" as used in this guideline shall mean to be physically present in a school or at another location where the Board's educational program is being offered at the times established by the Board and a teacher is being conducted.

EXCUSABLE REASONS (outlined in Policy C175) : MUST BE REPORTED WITHIN 24 HOURS

All absences must be reported to the school office. A parent/guardian must call the school to report the absence by 9:00 am.

Students/Families should produce relevant documentation (as outlined in Policy C175) within 24 hours following the day the student returns to school.

The Corporation accepts only the following as excusable reasons for absence from school.
An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

A. Professional Appointments (i.e. doctor, dentist, therapist)

Proper documentation as outlined in this policy will be required.

B. Personal Illness

The principal may require a doctor's confirmation if s/he deems it advisable, such as after 2 consecutive absences.

C. Out-of-School Suspension

D. Death in the Immediate Family

E. Required Court Attendance

F. Observance of a Bona-Fide Religious Holiday

G. Military connected families' absences related to deployment and return

H. Recovery from a documented accident

I. Maternity Leave

J. Such other good cause as determined by law (I.C. 20-8.1-3-18 and Policy #C175).

PROFESSIONAL APPOINTMENT REQUIREMENTS

Notice of appointment will be required upon return to school. The documentation must contain the following to be considered an acceptable absence:

A. Name of Student

B. Date and Time of Appointment

C. Return date to School

D. Any limitations and their duration

Failure to produce documentation within three (3) days may result in a violation of this policy. Absences that do **not** accumulate against this guideline include field trips and/or college visits.

UNACCEPTABLE REASONS FOR ABSENCES

Any absence from school not authorized or in violation of this policy is considered unacceptable.

~~Elementary (K-6)~~K-12 Unexcused Absences

A. All absences must be reported to the school office. A parent/guardian must call the school to report the absence by 9:00 a.m.

B. Upon the **fifth unexcused** absence within a 10-week period, a parent/guardian will receive an attendance letter informing him/her of the number of unexcused absences from school. Per Senate Bill 282, families are required to conference with school administrators within ~~five~~ ten instructional days of the fifth unexcused absence. At this meeting, an attendance plan will be developed and should be followed. Schools will work with families to schedule the conference at a convenient time. A school administrator, teacher, counselor, and parent/guardian should attend the conference. The parent/guardian may bring a representative if notice is provided to the school at least 48 hours before the conference.

C. Upon the **tenth unexcused** absence and thereafter, failure to provide documentation ~~from a physician~~ in compliance with Board Policy C175 will be considered to be in violation of this policy. On the tenth unexcused absence, a letter is issued from the school as verification of the student's absence from ~~attendance at~~ school. ~~All absences, **excused or unexcused**, count toward this 10-day limit.~~ Per Senate Bill 282, an affidavit will be filed with the prosecutor's office for students accumulating **10 unexcused** absences.

D. Upon the **fifteenth** absence, **excused or unexcused**, the school will send a notice to Johnson County Community Corrections and DCS for further action. A letter will be sent to parents/guardians as well.

E. Upon the accumulation of **18 unexcused** absences, per Senate Bill 282, the student's attendance data will be submitted to the prosecutor's office.

~~Middle (7-8)~~

~~A. All absences must be reported to the school office. A parent/guardian must call the school by 9:00 a.m. to report the absence.~~

~~B. Upon the **fifth unexcused** absence, a parent/guardian will be given a warning notice informing him/her of the number of absences from school.~~

~~C. Upon the **tenth** absence and thereafter, failure to provide documentation from a physician will be considered to be in violation of this policy. On the tenth absence, a letter is issued from the school as verification of the student's attendance at school. All absences, **excused or unexcused**, count toward this 10-day limit.~~

~~D. Upon the **fifteenth** absence, **excused or unexcused**, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.~~

~~High School (9-12)~~

~~A. All absences must be reported to the school office. A parent/guardian must call the school by 9:00 a.m. to report the absence.~~

B. Upon the **fifth unexcused** absence, a parent/guardian will be given a warning notice informing him/her of the number of absences from school.

C. Upon the **tenth** absence and thereafter, failure to provide documentation from a physician will be considered to be in violation of this policy. On the tenth absence from a class, a letter is issued from the school as verification of the student's attendance at school. All absences, **excused or unexcused**, count toward this 10-day limit. Upon the fifteenth absence, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.

D. Due to work missed, any absence of ten (10) or above may result in loss of credit from the class.

E. Upon the fifteenth absence, **excused or unexcused**, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.

EXCESSIVE ABSENCES (7-12)

When students reach their tenth absence, unexcused and excused, a letter will be sent home indicating that the student is in violation of the attendance policy and will be referred to Johnson County Juvenile Community Corrections at fifteen absences.

At the **10th absence**, the student/parent or guardian will be required to meet with a counselor or administrator to discuss their absences and develop an attendance contract. The following interventions can be utilized to assist with attendance concerns:

A. After-school detention

B. Referral to alternative school

C. Loss of driving privileges for school

D. Referral to Juvenile Detention for truancy

E. In-school suspension

F. Out-of-school suspension

G. Loss of high school credit

H. Possible loss of extra and co-curricular participation, prom, dances and after school activities

I. Possible expulsion

Exempted absences are not included in these 5,10,15-day thresholds. (See Policy #C175.)

TARDINESS

The prompt arrival of students prepares them for success the entire day. Students who report late to school must check-in at the main office to obtain admittance to the building.

~~**Middle/High School**~~

Consequences for tardiness are outlined in the Middle/High School Handbooks.

~~**PRE-ARRANGED ABSENCES**~~

~~Pre-arranged absences may be considered an unacceptable absence and subject to the ten (10) day rule in all three (3) school levels. Prior to the absence, parents are expected to notify the school of the absence.~~

TRUANCY

A student shall be considered truant each day or part of the day s/he is inexcusably absent from his/her assigned location without parental knowledge. **Absence** is defined as non-present in the assigned location any time beyond the tardiness limit. A student will be considered tardy rather than absent if s/he is in his/her assigned location within ~~thirty (30)~~ twenty (20) minutes after the official start of the school day.

NOTICE TO THE INDIANA BUREAU OF MOTOR VEHICLES

In accordance with Indiana law, the building principal and/or attendance officer shall keep the Bureau of Motor Vehicles informed of each student whose truancy has resulted in at least two (2) suspensions, an expulsion, or an exclusion from school or if the student has withdrawn from school in an effort to circumvent the loss of his/her learner's permit or application for a driver's license. The student's current license cannot be revoked for habitual truancy. The building principal and/or attendance officer shall notify the Bureau of Motor Vehicles of each student who is a habitual truant.

The disciplining of truant students shall be in accord with Board policies and due process described in the Student Code of Conduct and Board Policy 5611.

STUDENTS LEAVING SCHOOL DURING THE SCHOOL DAY

A. No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.

B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the building principal.

CERTIFICATE OF INCAPACITY

If a parent does not send his/her child to school because of the child's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of incapacity for an attendance officer within six (6) days after it is demanded. The certificate required under this requirement shall be signed by an Indiana physician or by an individual holding a license to practice osteopathy or chiropractic in this state or by a Christian Science practitioner who resides in Indiana and is listed in the Christian Science Journal.

Franklin Community School Corporation

Adopted: 8-12-24

Revised:

C175-E2

ATTENDANCE
Administrator-Approved Excused Absence Request Form

Please complete this form to request an administrator-approved excused absence for your student. One form must be submitted per student, per absence request.

Student Information

Student Full Name (Print): _____

Grade: _____ **Building:** _____

Parent/Guardian Information

Parent/Guardian Name (Print): _____

Phone Number: _____

Absence Details

Type of Absence as defined in Policy C175 (Check One):

☐ Family Choice Planned (known in advance): maternity, military, or other reason

☐ Family Choice Unplanned (unexpected): maternity, military, or other reason

☐ Administrator Approved (known in advance): not falling into the above categories; must be making satisfactory academic progress

Date(s) of Absence: _____

Specific Reasons for Absence:

Parent/Guardian Signature

I certify that the above information is accurate and understand that this form will be reviewed by school administration.

Signature: _____

Date: _____

Office Use Only

- **Received by: _____**
- **Date Received: _____**
- **Approved:** ☐ Yes ☐ No
- **Notes: _____**

Franklin Community School Corporation
Adopted:
Revised:

Burton's Flooring Center

565 Banta Street
Franklin, IN 46131

Estimate

DATE	ESTIMATE #
5/20/2025	22294

NAME / ADDRESS
Franklin Community School Corporation 998 Grizzly Cub Dr. Franklin, IN 46131 Jeff Bright 317-534-8457

PROJECT
High School - A108

DESCRIPTION	QTY	COST	TOTAL
Room A108			
Patcraft's Timber Grove II - #I438V 30MIL color: To Be Selected (27) ctns = 965.52 sf	965.52	4.65	4,489.67T
Shaw's 4200 adhesive	2	285.45	570.90T
4" covebase Color: To be selected	128	1.95	249.60T
Mapei Premium Covebase adhesive	2	13.30	26.60T
Freight charge	1	150.00	150.00T
Scope			
Take up VCT	903.76	1.50	1,355.64
Adhesive removal	903.76	0.28	253.05
Cove Base Removal	126	0.25	31.50
Disposal fee	1	75.00	75.00
Install LVT	965.52	2.25	2,172.42
Install covebase	128	1.10	140.80
Sales Tax		0.00%	0.00

Payment policy: Estimates under $5,000 require payment in full to place orders/schedule. Estimates over $5,000 require 50% deposit to place orders/schedule with 50% due upon completion. *An additional 4% will be added to total purchase if credit/debit card is used.*(Please make arrangements to pay the day of installation.) This estimate is for the work as described above and is guaranteed for 30 DAYS. It is based on our evaluation and does not include required additional labor and material should unforeseen problems arise.

TOTAL $9,515.18

SIGNATURE _____

Phone #
(317) 738-0001

FCHS ATHLETIC DEPARTMENT
Bill Doty, *Director of Athletics*
Chris Coll, *Assistant Athletic Director*
Marcus Davis, *Athletic Trainer*
Kim Barnett, *Athletic Secretary*
Office: 317-346-8222 Fax: 317-738-5703

Grizzly Cubs

Date: August 20, 2025
To: Jonathan Alexander
Subject: Letter of Agreement - JCREMC

The purpose of this Letter of Agreement is to establish a sponsorship agreement between Johnson County REMC and the Athletic Department of Franklin Community High School, to affirm the terms for advertising support of the student athletic programs of Franklin Community High School for a one year period beginning September 1, 2025 through August 31, 2026.

A. Johnson County REMC and Franklin Community High School Athletic Department agree to the following terms:
    a. Designation as the "Indoor Concession Sponsor for Franklin Athletics".
    b. JCREMC will receive signage prominently placed in mutually agreed upon locations at (2) FCHS Indoor Concession Windows.
    c. JCREMC will receive recognition during pre-game and in-game announcements as the Concession Sponsor for FCHS Athletics.
    d. FCHS Athletic Department will maintain each sign after installation for the duration of this agreement.
    e. Work in good faith to represent Franklin Community High School and JCREMC in a fair, reasonable and professional manner that is in keeping with the standards of both organizations.
    f. During the term of this agreement, JCREMC will provide financial support to the Franklin Community High School Athletic Department in the sum of $3,000.00.

John Gates
Director of Business Development & Marketing

John D. Gates
Date: 8/20/2025

Becky Nelson
Board of School Trustees, President

Date: