

*The*

Summer 2022 Vol. 68, Issue 3

# JOURNAL

THE MAGAZINE OF THE INDIANA SCHOOL BOARDS ASSOCIATION

A group of diverse children, including boys and girls of various ethnicities, are lying on their backs on a light-colored floor. They are all smiling and looking up towards the camera. The children are dressed in casual clothing like t-shirts, sweaters, and jeans. The overall mood is joyful and inclusive.

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**JOURNAL**

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# SCHOOL BOARDS IN THE NEWS



## SCHOOL TOWN OF SPEEDWAY RECEIVES AWARD

The School Town of Speedway recently received the ISBA's highest award, the Exemplary Governance Award. The school board met all of the award criteria, including completion of a self-assessment, conducting a retreat, reviewing corporation goals and board policy, demonstrating a commitment to student achievement, evaluating the superintendent, and adopting a board compact or code of ethics. Additionally, each member of the school board accumulated at least 75 EGA points, including at least 25 points during 2021. *Congratulations to the School Town of Speedway!*

## More than 100 Indiana school districts applied for federal funding to help close the digital divide during the third application window of the FCC's Emergency Connectivity Fund (ECF) program:

- ▶ The **Baugo Community Schools** seeks to equip 18 school buses with Verizon Wi-Fi, which would allow around 635 students who live in areas with inadequate internet service to access mobile broadband for the 1-2 hours per day they spend in transit.
- ▶ The **Charles A. Beard Memorial School Corporation** requested funding to pay for Kajeet SmartBus Wi-Fi units for 22 school buses.
- ▶ The **South Henry School Corporation** proposed purchasing Verizon MiFi mobile hotspot devices and monthly data plans for about 16% of its students.
- ▶ The **Linton-Stockton School Corporation** applied for T-Mobile hot spot data plans for about 18% of its students. Recent surveys indicated that 71% of district households with children do not have sufficient home internet to participate in remote instruction.
- ▶ The **M.S.D. of Shakamak** would like to provide a T-Mobile wireless data plan for one year to approximately 19% of its students.
- ▶ The **M.S.D. of Warren County** seeks to pay for AT&T Special DataConnect for Education service plans for approximately 37% of its students. Local surveys reveal 85% of families have inadequate internet access for the district's e-learning curriculum.
- ▶ The **North Gibson School Corporation** looks to furnish 500 students with SmartSpot hotspot data plans. During a recent round of remote learning, 24% of the rural district's student population requested paper packets due to the lack of reliable internet in the home.
- ▶ The **Culver Community School Corporation** asked for funding to support the construction of a fiber network to serve the northwest and northeast quadrants of the district.
- ▶ The **Goshen Community Schools** seeks to add Kajeet wireless internet service to 80 school buses so students can continue learning while they travel.
- ▶ The **School City of Hammond** requested funding for routers with antennas and Verizon 4G Unlimited Mobile Broadband monthly service for 28 additional school buses, which would bring the total number of internet-equipped buses in the fleet to 69.

**As of the end of June 2022, 25% of all open teaching positions on the statewide educator job bank were in special education, while 30% of all open student support positions were for paraprofessionals.**

**Student-run business organizations are operating inside a growing number of Indiana high schools. This innovative model of career and technical education teaches students specific workplace skills, as well as soft skills, while providing quality goods and services to the local community.**

▶ **Wolverine Enterprises LLC** at White River Valley High School in Greene County provides juniors and seniors with engaging entrepreneurial experiences in manufacturing, machining, and agriculture, in partnership with more than a dozen area employers.

- ▶ Winchester Community High School is the home of **Falcon Industries**, a student-run business specializing in the fabrication of products through through welding, woodworking, and machining. Students recently built 130 heavy duty carts for a large auto parts company.
- ▶ Brown County High School sponsors **Eagle Manufacturing**, an innovative class that



Eagle Manufacturing, Brown County High School

trains students in areas such as graphic design, marketing, engineering, and CNC machining by completing paid projects for customers in the community.

- ▶ Loogootee High School is redefining work-based learning through its **Lion Manufacturing** custom production shop where students gain hard and soft skills by using laser engravers, plasma cutters, and computer numerical control machines to meet the needs of industry clientele.
- ▶ **Jeep Engineering and Manufacturing**, a small business run by students at Northeast Dubois Junior/Senior High School, makes and markets a wide variety of products, including personalized cake pans, cutting boards, graduation signs, awards, and trophies. 🎓

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# IT'S A YEAR-ROUND JOB

*By Tom Simpson, ISBA President*



**A**s I put finger(s) to keyboard for this edition of the ISBA Journal, it is early June, and public schools are officially on summer break. Everyone from teachers and support staff to administrators and board members breathed a collective sigh of relief for completing another school year filled with challenges and changes from the COVID-19 tsunami that has swept over our communities these past two years.

One thing that hasn't changed in the face of

the pandemic is our singular charge as public school leaders to reach and teach EVERY child in our districts in a way that is equitable, meaningful, and measurable to maximize their development potential for future success.

I can fondly recall, like many of you, my "school days" of the 1970's when we dismissed for the year prior to Memorial Day and returned after Labor Day. The three-month vacation was also shared by teachers, many of whom had summer jobs to supplement their

income or just an extended time to recharge and renew. Like so many things, that model is a thing of the past.

Today in our district at Yorktown, as is the norm for many schools, our teachers and admins convene a leadership and professional development academy the week after dismissal to improve their craft, team-build, and strategically plan for the coming year, which now begins in early August instead of September. In a few weeks, another core group of our teachers will convene several summer “camps” for students with fun themes ranging from Harry Potter to Backyard Bash, to both accelerate and remediate critical learning skills. Then in mid-July, staff will report back to school two weeks prior to students to prep classrooms and lesson plans. So, what happened to that three-month hiatus?

If not obvious by now, the point to this comparison is public education is no longer a nine-month job! Yes, there are a fair number of breaks including Fall, Christmas, and Spring, and some of our cohorts are on a balanced calendar now, but in order to help every child reach their potential and prepare for the next chapter in their life, we have become a year-round operation both by choice and necessity.

The diversity of skills needed in today’s world is more complex than ever before, and the reliance on student-centric data for every child makes it incumbent upon public schools to engage throughout the year. The “one-size-fits-all” model that served our parents and grandparents, and even some of us, is no longer sufficient.

Not surprisingly, this same philosophy holds true for all of us as school board members. For those patrons who attend our monthly or bi-monthly meetings, the job may seem fairly routine and a minimal time commitment. But, in truth, most of us are investing heavily in strategic planning sessions, facility meetings, budget discussions, collective bargaining, and curricular reviews through public work or executive sessions to ensure our schools are moving the proverbial needle. Additionally, board members attend a variety of optional professional development classes and workshops sponsored by the ISBA to improve their acumen and learn about state and national issues that impact public education. Toss in our increased legislative advocacy efforts . . . and it’s a pretty full plate!

I must confess that I often bristle when hearing or reading a story about the failings of public education, largely because of the hard work our staffs invest into our students and the resulting successes we all witness. It’s not a perfect system, and every

corporation has unique challenges to be sure, but as a person with a “birds-eye view”, I see more students being impacted on an individual level than ever before. We must continue to keep that goal always at the forefront of our vision.

In closing, there will still be time for vacations and family time at the pool, beach or wherever we choose to unwind and make memories, although fuel prices and inflation are not cooperating at this time. But to make sure we create life-long learners who are prepared to succeed regardless of their race, ethnicity, geography, or socio-economic status, all of us in public education governance can make a difference. Let’s keep our foot on the pedal – and our focus on every child. 🐾



INDIANA SCHOOL BOARDS  
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## 2022 CALENDAR AT-A-GLANCE

**AUGUST 19**

**Collective Bargaining Seminar**

*Ivy Tech Conference Center*

**OCTOBER 3-4**

**Annual Conference**

*Indiana Convention Center*

**NOVEMBER 1-17**

**Fall Regional Meetings**

*Statewide*

**DECEMBER 9**

**School Law Seminar**

*Ivy Tech Conference Center*

*For more information on ISBA meetings and locations  
visit our website at [www.isba-ind.org](http://www.isba-ind.org)*

THE 2022-2025  
ISBA STRATEGIC PLAN:

# STRIVING FOR ORGANIZATIONAL AND OPERATIONAL EXCELLENCE

*By Terry Spradlin, Executive Director*





In my column in the Spring edition of The Journal, “Building Blocks to a Stronger ISBA,” I shared results and key takeaways of the 2021 ISBA Membership Survey. This information was used as a foundational resource to assist the ISBA Board of Directors and staff with a strategic planning process that occurred over the last several months. I am pleased to share that the ISBA Board of Directors unanimously approved a new 2022-2025 strategic plan for the Association on Friday, June 3, during its second quarter meeting. This plan replaces the previous 42-month plan that led to many new programs, services, and resources provided by ISBA.

The latest strategic plan process began last November with administration of the annual Membership Survey and a subsequent SWOT analysis. Board members and staff participated in multiple strategic plan work sessions led by leadership consultant Chris Bittinger, Founder/President, Open Pivot, LLC. Many draft iterations of the plan were written before the Board of Directors accepted the final draft that this column will highlight.

The new plan will provide not only continued forward momentum but a clear roadmap to ensure long-term focus to improve, refresh, and enhance ISBA. As your board, administrators, staff, and parents pursue excellent outcomes for all children, ISBA will continue to pursue excellence in the delivery of programs and services to you designed to support you in your leadership role.

The plan establishes a new vision, mission, and core values statements.

### VISION STATEMENT

**The ISBA is Indiana’s premier resource in school governance and a respected advocate of public education.**

### MISSION STATEMENT

**The ISBA will support our members with the resources necessary for excellence in local school board governance.**

## CORE VALUES/BELIEF STATEMENTS

### Focused On Members:

ISBA believes that timely, highly relevant, and essential services are vital to the support of its members.

### Passionate About Excellence:

ISBA believes that effective planning, focused on continuous improvement, is essential to providing high-quality programs and services for all.

### Engaged In A Team Approach:

ISBA believes that a collaborative, diverse, goal-oriented team approach enhances our member-focused programs and services.

### Bound By Ethics And Integrity:

ISBA values integrity, honesty, consideration for others, attentiveness, confidentiality, and personal responsibility.

### Committed To Creativity And Innovation:

ISBA values an openness to new ideas, enhancing practices aligned to our mission and goals.

The core pillars of the strategic plan are the following five “goal areas”:

### ▶ GOAL AREA #1: INCREASE MEMBER ENGAGEMENT AND CONNECTEDNESS

#### OBJECTIVES:

1. Assess board member needs continually to ensure their voice is heard and strengthened
2. Enhance regional engagement by members
3. Enhance and promote member services
4. Address the unique needs and interests of members from socioeconomic perspectives (Rural, Urban, Suburban, Town, High SES, Low SES)

As a result of this goal and its objectives, we hope that members will feel that their voices are heard and reflected in the work of the Association and that you benefit from new event offerings

that are timely and relevant. We want you to have a multitude of opportunities to be involved and engaged in the work of the Association. Membership in ISBA will be a customized experience for each school board member.

### ▶ **GOAL AREA #2: ELEVATE EXTERNAL COMMUNICATION**

#### OBJECTIVES:

1. Target and tailor communications to board members
2. Expand awareness and elevate the status of the EGA program
3. Improve ISBA brand
4. Champion the positives of public education through ISBA communications

As a result of this goal and its objectives, we hope that members will not only feel highly informed about ISBA's programs and services, but also take pride in membership.

### ▶ **GOAL AREA #3: BECOME A BEST PRACTICE RESOURCE FOR MEMBERS**

#### OBJECTIVES:

1. Provide timely and researched-based guidance and resources on issues facing school corporations and school boards
2. Inform and guide members on best-practice implementation of effective board governance principles, roles, responsibilities, and strategies
3. Elevate the value of resources available by core service area
4. Improve content repository via website

As a result of this goal and its objectives, we hope that our resources and tools are deemed member-friendly, timely, insightful, and valuable. The work undertaken in this goal area will be essential to achieving the organization's mission statement.

### ▶ **GOAL AREA #4: TAKE ISBA ADVOCACY TO THE NEXT LEVEL**

#### OBJECTIVES:

1. Inform, influence and shape sound governance policy for K-12 public education
2. Increase members' overall knowledge of legislative process

3. Equip members with effective techniques, strategies, and processes for grassroots advocacy and campaigns
4. Enhance relationships with state government leaders (e.g., legislators, State Board of Education, IDOE, Office of the Governor, DUAB, DLGF, etc.)

As a result of this goal area and its objectives, we hope that ISBA, through strength in numbers and unity of membership, will be effective at helping secure laws, rules, and policies leading to model board governance and world-class student achievement outcomes.

### ▶ **GOAL AREA #5: OPTIMIZE ORGANIZATIONAL AND OPERATIONAL EXCELLENCE**

#### OBJECTIVES:

1. Ensure continuity of services
2. Enhance partnership programs
3. Create ISBA human capital plan (staffing plan)

As a result of this goal area and its objectives, we will strive to maximize organizational resources, team continuity, and productivity while maintaining focus on members.

While these goal areas are similar to the 2018-2022 Strategic Plan, the objectives and strategies included in the new plan are different and quite comprehensive. You will start seeing new methods of communication, as well as a variety in the Association's program and service offerings. We intend to provide you timely and helpful resources to meet the unique needs of school boards from across the state. Overall, the plan reflects input from members and should help enhance the relevancy and value of ISBA to members for years to come.

I hope you are ready to take advantage of the programs and services offered today and in the near future to you and your fellow board members. We want you to feel connected and engaged in membership with your Association. Working together we can undoubtedly achieve our vision of being the premier resource in school governance and a respected advocate of public education. As we strive to promote excellence in school board governance, we will accelerate and elevate the pursuit of excellent academic outcomes for all children. Thank you for your public service, commitment to model board governance, and participation in ISBA! 🍀

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# CHANGE & TRANSFORMATION

*By Steve Horton, Director of Board Services*





have heard our public schools' educational programming described as a "flavor of the month club." Developing and marketing curriculum tools for our local schools is a multi-million-dollar business. Those in the business will invariably tout their ideas and materials as the thing that will elevate your teachers and students to the next level. A quote I heard from a teacher during a focus group I was leading was, "I don't personally buy into the new curriculum because I know it will change next year." It is a difficult and stressful scenario for teachers.

While revolving curriculum certainly creates issues for teaching and learning, public education leaders are aware of the need for change and innovation. Many schools have found measurable success in moving away from traditional classrooms and grade banding to, in some cases, very different approaches designed to promote critical thinking, creative problem-solving, and concept mastery. That change is never easy and often comes at a cost, not just financially. For some, the need for a different and more creative approach seems obvious, but in an effort to accomplish that task, educators often run up against significant barriers.

### **WHAT IS SO DIFFICULT?**

Why is change for some so difficult? Several years ago, I heard a school administrator say that it is not as much about change as it is the process of change. True transformation requires so much more than changing classrooms, workbooks, or textbooks. It is more than giving students laptop computers for their schoolwork. Those things might be part of the process, but actual transformational and cultural change requires paradigm shifts. It disrupts traditional approaches to teaching and learning that have become comfortable, accepted, and for those who have been doing it for some time – it is easy. Pulling oneself and others out of their comfort zone will always be perilous work and requires a highly strategic approach.

One can look at disparagingly poor performance and easily realize that what we are doing is not

working, but too often that is explained away by the decline of the traditional family unit, decaying morals, or high poverty. While those certainly are contributing factors, simply accepting that we cannot attain the success we want or once had, is not really an acceptable reality. I still hold onto the belief that all children are capable of learning and succeeding if we create the right environment.

### **WHAT ARE WE TO DO?**

In my work with public education leadership teams in Ohio and now Indiana, I have been truly inspired by the transformational work I have witnessed and the incredibly dedicated professionals that are making it happen. Fundamental to every success is passion, perseverance, and a willingness to do whatever is necessary. With that is the understanding that growth and improvement is not going to happen overnight. It is difficult for many people to accept that growth in our public schools is measured in small increments that happen over several years, not in six months or even a year or two. For each step forward, there may be steps backward.

Also fundamental to the process is the realization that each bit of data that we parse and analyze represents a young life in our schools and even the most unreachable child deserves a chance. If your focus is truly on children, it changes the way you look at the data. Data is crucial to the all-important step of measuring progress. The question needs to be, what are we measuring and why are we measuring it? Obviously, we are all looking for growth, but equally important to the process is recognizing a lack of growth. A valid argument is that data can be skewed to always show growth. That should not be the goal. Evidence needs to accurately reflect performance. If it is not good, that is valuable information.

There are plenty of examples to prove that change for the sake of change is rarely successful. Success needs to begin with intent. What are we doing and why are we doing it? What is the need and what is our desired outcome?

But hold on, not so fast! Where do the answers

to those questions come from? Hopefully it is not just the school board and superintendent. They are part of the equation, but they do not hold all of the answers. Consider the teachings of W. Edwards Deming. He is the manufacturing guru that provided the foundation for Japan's manufacturing and economic rise following World War II. One of his concepts is kaizen. It is from two Japanese words: kai meaning change and zen meaning good. The idea is to go to the source, those people who are closest to the actual work. Learn from them and implement change through a series of steps in an iterative fashion rather than seeking big change from the top. The process is to effect small changes that equal big results. Although the concept began in the manufacturing world, its use for implementing change is applicable for any industry or business.

**SUCCESS STORIES FOR YOUR CONSIDERATION**

One of my favorite stories is the Oyler School in Cincinnati. It is in the heart of the most underserved and difficult community

in the Cincinnati Public School System. A school that was once condemned is now thriving and is a neighborhood resource center. The drastic turn around at Oyler began with an ongoing effort to engage the members of the community. That effort is led by an amazing advocate named Darlene Kamine, executive director of the Community Learning Center Institute in Cincinnati. In the early 2000s she and her team met with small groups of people and asked simple questions. The answers they got were the foundation for the changes that were implemented and continue to be implemented. Darlene will tell you that the process of authentic community engagement never ends. You are never finished with the work.

The important point about the amazing turnaround at Oyler is that there is not a “one size fits all” solution. Too often the thought from leadership is that if we take that program that is working somewhere else and plug it in here, we will be as successful as they are. The only problem with that approach is that it doesn't work. The often-used phrase that no two communities or school corporations are the same is absolutely true. Plug and play solutions are not an easy fix and never will be.

My recent tour of the Prosser Career Education Center in New Albany was, dare I say it, mind blowing. The level and expanse of the offerings to their students was nothing short of inspiring. A big part of what they offer and what they can bring to their students is made possible through robust partnerships with their local industries and educational institutions. Equipment, financial support, instructors, and internship opportunities are among the many benefits of the partnerships, but there is more to it. The leadership at Prosser is not willing to rest and say this is good enough. They are continually working with their feeder schools and industry partners to identify needs and create solutions for their students. They are making themselves a viable education solution for their region.

**IN THE END**

The reality is that there never has been, nor will there ever be, quick plug-in solutions for the needs and challenges that face our public school corporations. Taking steps to engage families and communities in the process of change and growth takes courage and conviction. The legislature is not going to step in and “save the day” and the multi-billion-dollar industry that supports public education may offer great tools, but the bottom line is that the work it takes to transform to the next level of performance lies within your organization and the community it supports. 🏠

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# RECENT CASES REGARDING STUDENT DRESS CODES

By Lisa F. Tanselle, Esq., General Counsel



**S**chool administrators often face the difficult task of determining whether a student's dress violates a school's dress code. School boards have the difficult task of adopting student dress codes that balance the school's interest in creating an appropriate learning environment with students' constitutional rights. Interestingly, two circuit courts rendered decisions on student dress codes within two days of each other the week of June 13th, 2022. Of note, one case was decided by the Seventh Circuit Court of Appeals, which applies to all Indiana school corporations. Both cases are summarized.

## **N.J. and A.L. v. David Sonnabend and Justin Bestor (Seventh Circuit Court of Appeals)<sup>1</sup>**

Two students from two different school districts in Wisconsin sued school administrators when they were told they could no longer wear T-shirts that depicted guns. Neither student was disciplined. Each student filed separate complaints with the federal district court, alleging violations of their First Amendment rights. The students sought declaratory and injunctive relief. Because the complaints were nearly identical and the students were represented by the same attorney, the district court judge consolidated the cases.

N.J. was a middle school student who enjoyed hunting and target shooting and supported the Second Amendment. In February 2020, he wore a T-shirt with the Smith & Wesson Firearms logo that also depicted a revolver. The associate principal informed N.J. that his T-shirt violated the school's dress code. While there was nothing in the dress code that specifically prohibited students from wearing clothing showing firearms, the dress code stated attire had to be "appropriate for a professional atmosphere and not disruptive to the learning environment." School administrators had previously determined that any clothing depicting guns was inappropriate in a learning environment and had communicated their interpretation to employees, students, and parents. School administrators applied this rule whether the clothing expressed a message of support for or opposition to the right to bear arms.

A.L. was a high school student who wore a T-shirt that displayed the logo of Wisconsin Carry, Inc., a gun-rights organization. His T-shirt also depicted a handgun. The back of the T-shirt displayed the text of the Wisconsin Constitution guaranteeing its citizens the right to bear arms, but the text was not visible because the student wore a jacket. He too was told that his T-shirt violated the school's dress code, specifically the provision disallowing clothing with "inappropriate messages."

Both parties filed cross-motions for summary judgment. In support of their motion, the administrators noted the increase in school shootings in recent years and the school security concerns among teachers, students, and parents as a result of the shootings. They also submitted a report from a professor of communication at The Ohio State University that suggested "viewing an image of a gun can have the effect of priming or activating aggressive thoughts in memory." Following precedent set by the Seventh Circuit in *Muller v. Jefferson Lighthouse School*,<sup>2</sup> the judge applied the legal standard for evaluating speech in a nonpublic forum, specifically the standard established by the U.S. Supreme Court in *Hazelwood School District v. Kuhlmeier*,<sup>3</sup> and upheld the administrators' decisions as viewpoint neutral and reasonably related to the legitimate pedagogical concerns of reducing student anxiety and preventing the aggression that results from seeing an image of a firearm.



The students appealed to the Seventh Circuit Court of Appeals. The court first dismissed N.J.'s complaint as moot since the student was no longer enrolled in the middle school. In reviewing A.L.'s complaint, the court found that the shirt with the logo of Wisconsin Carry, Inc. and a picture of a handgun qualified as a form of protected expression and therefore proceeded to consider whether school officials had the right to tell A.L. to not wear the T-shirt. The appellate court noted the four U.S. Supreme Court cases on the speech rights of students and the legal standard

set forth in each case: (1) *Tinker v. Des Moines Independent Community School District*,<sup>4</sup> which permits restrictions on student speech if school authorities reasonably forecast that the speech would materially and substantially disrupt the work and discipline of the school; (2) *Bethel School District No. 403 v. Fraser*,<sup>5</sup> which allows regulation of speech that is indecent, vulgar, and lewd; (3) *Hazelwood School District v. Kuhlmeier*,<sup>6</sup> which allows regulation of student expression that is reasonably perceived to bear the imprimatur of the school; and (4) *Morse v. Frederick*,<sup>7</sup> which permits regulation of student speech that can reasonably be regarded as encouraging illegal drug use.

The appellate court concluded that the district court's decision to apply the *Muller/Hazelwood* standard as opposed to the *Tinker* standard was erroneous. In fact, the Seventh Circuit opined that the *Muller* court mistakenly applied the *Hazelwood* standard in that case and overruled that decision. In rejecting the application of the *Hazelwood* standard in the case before it, the Seventh Circuit concluded that no reasonable person would construe the message on A.L.'s shirt as bearing the imprimatur of the school. Instead, the circuit court found the message on the T-shirt an expression of the student's political opinion, just as the armbands in *Tinker* were a political expression of students' opposition to the Vietnam War. Thus, in the opinion of the appellate court, the district court should have considered whether the student's T-shirt was likely to materially and substantially disrupt the work and discipline of the school or invade the rights of others. Because the judge applied the wrong legal standard, the circuit court remanded the case to the district court judge for him to assess the issue applying the *Tinker* standard.

It's hard to predict what the district court judge will conclude

using the Tinker standard since there is likely evidence we don't know. Clearly, the school administrators will bear the burden of proving that the student's T-shirt was disruptive or likely to cause substantial disruption within the school environment. The facts as written in this case don't suggest that there was actual disruption, so the school administrators will have to give their reasons as to how the message on the shirt was likely to cause a disruption. It appears from the circuit court's opinion that school officials already introduced into evidence the report of the university professor on the "weapons effect" and testified as to some recent school shooting incidents nearby. The district court will have to decide whether this is enough evidence to support a forecast of substantial disruption. The Seventh Circuit noted that the Tinker standard "acknowledges the broad authority of school officials to maintain order and discipline and establish conditions in the school environment that are conducive to learning" and that "a school need not tolerate speech that is inconsistent with its basic educational mission." The circuit court also stated that "the application of Tinker must account for such factors as the age and grade level of the students to whom the speech is directed and any factors particular to the educational environment or history of the school or student body in question." The court further stated that "temporal factors and recent events might be relevant." These statements may help the school administrators in their effort to prove a forecast of substantial disruption.

However, if this case was before an Indiana federal court judge, the judge would have to consider the case of Griggs v. Fort Wayne School Board.<sup>8</sup> In this case, a Fort Wayne high school student wore a T-shirt to school that displayed the creed of the United States Marines as well as a large picture of an M16 rifle. The student was a strong supporter of the U.S. Marines and wanted to publicly express his admiration for American troops overseas. School officials decided the shirt violated the student dress code, which prohibited "inappropriate clothing or other attire that may disrupt the classroom," and identified examples of such as including apparel that depicts "symbols of violence." When the student was told he could not wear the T-shirt again, the student sued the school board, alleging a violation of his



First Amendment rights. The district court ruled in favor of the student, assessing his claims under both the Muller standard (in effect at that time) and the Tinker standard. Notably, while school administrators in that case introduced evidence of the tragic murder of a senior student, numerous weapons violations by students in the three previous years, and the horrific school shootings at Columbine High School in Colorado, the district court opined that the "administrators had only an 'undifferentiated fear or apprehension of a disturbance,' which Tinker holds is insufficient to overcome Grigg's right to free speech." The ruling in this particular case would seem to suggest that the Wisconsin school administrators may not be successful in proving a reasonable forecast of substantial disruption and therefore, the student's right to wear the T-shirt would be upheld.

**Bonnie Peltier, Guardian of A.P.; Erika Booth, Guardian of I.B.; Keely Burks v. Charter Day School (Fourth Circuit Court of Appeals)**<sup>9</sup>

Parents of female students enrolled in the Charter Day School, a charter school in North Carolina, objected to the school's dress code that required female students to wear a skirt, jumper, or skort. Organizers of the charter school declared that the school was determined to preserve chivalry and respect among young women and men and that "chivalry is 'a code of conduct where women are treated, they're regarded as a fragile vessel that men are supposed to take care of and honor.'"

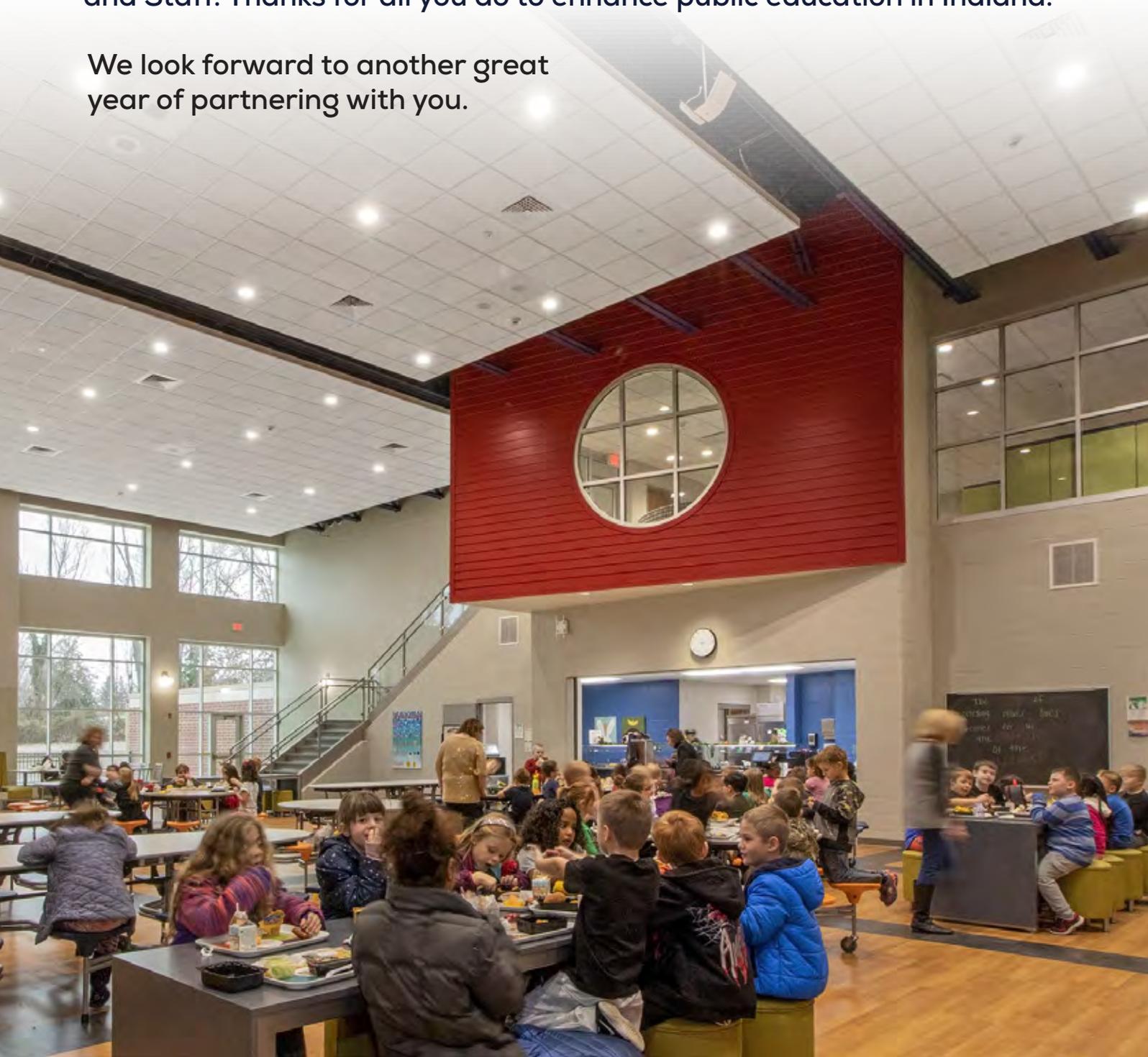
The school further stated that "in implementing the skirts requirement, the [school] sought to 'treat girls courteously and more gently than boys.'" The parents filed suit, alleging violations of the Equal Protection Clause and Title IX. The district court found that the charter school was a state actor for purposes of the Equal Protection claim and that the skirts requirement violated the Equal Protection Clause. With respect to the Title IX claim, the district court concluded that dress codes were categorically exempt from Title IX's prohibition against sex discrimination and granted summary judgment to the charter school on that claim.

On appeal to the Fourth Circuit, the charter school alleged that it was a private entity fulfilling a contract with the state and therefore not a state actor subject to the Equal Protection Clause.

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The school further argued that, since students are not required to attend charter schools, it was not a state actor. The circuit court found that the charter school was a public school under the laws of North Carolina, was funded with public dollars, and was part of the educational system established by the legislature in furtherance of the state’s constitutional obligation to educate its residents, and thus concluded the charter school was a state actor.

Turning to the merits of the Equal Protection Claim, the court noted that sex-based classifications are subject to heightened scrutiny and can only pass muster “if the classification serves important governmental objectives and that the discriminatory means employed are substantially related to the achievement of those objectives.” The charter school argued that the “comprehensive sex-specific dress codes do not violate the Equal Protection Clause when male and female students are subject to comparable burdens under the policy.” But the Fourth Circuit rejected this argument. Instead, it found that the skirts requirement was not supported by any important governmental

objective and thus violated the Equal Protection Clause.

Lastly, in reviewing whether the dress code violated Title IX, the court concluded the plain language and structure of the statute unambiguously encompassed sex-based dress codes. The court remanded this issue to the district court, advising the court that it must determine whether the skirts requirement operates to exclude the female students from participation in their education, to deny them benefits, or otherwise to discriminate against them based on sex. 📌

**REFERENCES**

1. 2022 WL 2155953 (7th Cir., June 15, 2022)
2. 98 F.3d 1530 (7th Cir. 1996)
3. 484 U.S. 260 (1988)
4. 393 U.S. 503 (1969)
5. 478 U.S. 675 (1986)
6. 484 U.S. 260 (1988)
7. 551 U.S. 393 (2007)
8. 359 F.Supp.2d 731 (N.D. Ind. 2005)
9. 2022 WL 2128579 (4th Cir., June 14, 2022)



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**Dr. Kent DeKoninck**, retired public school superintendent – Celebrated 33 years in Indiana public education, eight of which served as superintendent.



# Policy Advisor

*By Julie M. Slavens, Esq., Senior Counsel/Director of Policy Services*

## 2022 INDIANA GENERAL ASSEMBLY ACTION

This article will discuss the actions taken by the 2022 Indiana General Assembly relating to policy and procedure considerations of an Indiana school board. The legislative action will be referred to as the enrolled act designation and public law number. The legislative actions may be found on the Indiana General Assembly website at <http://iga.in.gov/> by clicking on Bills in the upper right-hand corner of the page and putting the bill number in the drop-down box. The effective date for all Acts is July 1, 2022, unless otherwise noted.



### **A. SEA 115 – P.L. 125-2022 – EXPANDED CRIMINAL HISTORY CHECKS FOR APPLICANTS AND EMPLOYEES**

This Act amended the Indiana laws relating to the background checks required by school corporations for applicants and current employees. The law currently allows a school corporation to obtain a criminal background check when it suspects an employee has been charged with any crime listed in IC 20-26-5-11; the Act adds to this list of crimes those listed in the law requiring the revocation by the Indiana Department of Education (IDOE) of a teacher's license codified in IC 20-28-5-8. SEA 115 also added to these statutes the crime of Public Indecency.

Another amendment of the Act requires

school corporations to consider whether the information in the expanded criminal history check relating to convictions of the statutory crimes listed in the law are grounds for termination of employment of or the contract with the individual or as grounds to not hire or to not contract with the individual. In addition, the Act requires this required consideration to be included in the school board policy on expanded criminal history checks. Such consideration is not required if the conviction is reversed, vacated, or set aside by a court. This Act also requires entities which contract with the school corporation for services to notify the school corporation when an employee of the entity has been convicted of the crimes listed in IC 20-26-5-11.



due to the teacher shortage. ISBA has previously sent out a summary of these provisions in the May 2022 issue of the ISBA e-Dition.

While the statutes address the parameters for the use of adjunct teachers, school boards may want to consider whether to have a policy with respect to hiring adjunct teachers. Considerations for such a policy a school board may want to address include whether the school board will use an employment contract to employ an adjunct teacher, what due process procedures apply to the adjunct

teacher, if an employment contract is used, what benefits will be provided to the adjunct teacher, and whether certain areas or positions will be not be filled by an adjunct teachers, among other items to consider.

While the new law requires the school corporation to obtain background checks on the adjunct teachers, school corporations should also check the IDOE licensure database to determine if the individual has a suspended or revoked teacher license as the individual should not be teaching if the individual's teaching license is suspended or revoked.

The Acts discussed above require changes to be made to the expanded criminal history check policies. ISBA has updated its sample policies and has distributed the policies to its members.

## **B. HEA 1251 – P.L. 168-2022 – USE OF APPROPRIATE VEHICLES/ADJUNCT TEACHERS**

### **Appropriate Vehicles**

This Act amended the definition of “appropriate vehicle” owned or contracted for by a school corporation to include vehicles of a seating capacity including the driver of not more than fifteen (15) passengers. The current capacity is not more than eight (8) passengers, including the driver. Such vehicles include a car, truck, sport utility vehicle, minivan, or van. This Act removes the restriction of the use of a special purpose bus and an appropriate vehicle for transportation of students between their home and school for school activities and regular school days and for transportation on public highways in or out of the state of Indiana. This Act allows a school corporation flexibility to use an appropriate vehicle to transport students from home to school and to other school activities within the state and outside of the state when previously only school buses and/or special purpose buses were allowed to be used for such student transportation.

The Act amended the requirements for a driver of an appropriate vehicle. The driver must be 21 years old and pass an expanded criminal history check and an expanded child protection index check.

### **Adjunct Teachers**

This Act added provisions allowing school corporations to hire adjunct teachers to provide flexibility to school boards to fill vacant teacher positions or add programs or classes that are hard to fill

## **C. HEA 1093 – P.L. 139-2022 – SCHOOL RESOURCE OFFICERS**

This Act clarifies the definition of a School Resource Officer (SRO). The new definition states a SRO is a law enforcement



officer who is assigned to a school corporation during school hours to assist the school safety specialist with the school safety plan and to perform duties and responsibilities as assigned by the contract or memorandum of understanding (MOU) for the assignment of the SRO. The new definition specifically excludes from the definition of a SRO a law enforcement officer who is assigned to a school to provide security outside of a building from outside threats, traffic duty, or other duties not consistent with those assigned to a SRO.

The Act also requires the appointed SRO to receive 40 or more hours of approved SRO training within 180 days of the date the person is assigned the duties of a SRO. If the school corporation has an ADM of less than one thousand students, the SRO training must be completed within 365 days of the date of assignment as a SRO. After June 30, 2023, if a school corporation contracts with a law enforcement agency that employs or appoints the law enforcement officer who will perform the duties of a SRO, it must enter a MOU with the law enforcement agency, and the MOU must state the duties of the SRO in nature and scope including those duties set out in the law. School boards should review their policies and/or procedures or safety plans that address the use of SROs to be sure they comply with the new law.

#### **D. HEA 1320 – P.L. 82-2022 – SMALL PURCHASE – YOUTH AGRICULTURAL EDUCATION PROGRAM**

This Act amends the small purchases chapter of the Public Purchase law, particularly IC 5-22-8-1.5. The amendment changes the amount from up to \$7,500 to up to \$10,000 per fiscal year a school corporation may purchase food produced by a youth agricultural education program using the micro-purchase requirements of the federal regulations in 2 CFR Part 200 or the state's small purchase methods set out in IC 5-22-8. If the purchase is greater than \$10,000 per year, the school corporation must comply with the applicable federal procurement requirements. If a school corporation may or will be making such purchases, the school board should consider amending its small purchase policy to address such purchases and/or to reflect the changes in the law.



#### **E. OTHER ACTS FOR SCHOOL BOARDS TO CONSIDER**

- **HEA 1285 – P.L. 169-2022 – Redistricting Election Districts** – This Act restricts the time for redistricting by a school board which has election districts as part of its reorganization plan to during the first year after a federal census is conducted. Election districts are those districts wherein only the voters residing in the district vote for the board candidate running for that district. State law requires the population of those districts be within a certain percentage of the highest populated election district. If this is not the case, the school board must re-draw the boundaries for those districts. (Over the past two years, a few school boards who have election districts have changed their reorganization plan to eliminate the election districts and move to at-large and/or resident districts to avoid the requirement to change their reorganization plans after a census or other population count is conducted.)

- **HEA 1296 – P.L. 175-2022 – Handgun Permits Repeal** – This Act repealed the requirement for permits to carry handguns. Handgun is defined as a firearm that is designed or adapted to be aimed and fired with one hand or a firearm with a barrel length less than 16 inches or an overall length of less than 26 inches. This Act did not change any current provision of law allowing school corporations to prohibit an employee possessing a firearm (including a handgun) in school buildings. Nor did it amend the criminal statutes prohibiting the possession of a firearm (including a handgun) on school grounds or on a school bus. The Act also does not affect the existing criminal statute allowing a school board to authorize certain employees to possess firearms on school grounds and in school buildings. 🎓

*If you have any questions about information in this article, please contact Julie M. Slavens, Senior Counsel/Director of Policy Services, by phone: 317/639-4362 or by e-mail: jslavens@isba-ind.org.*



# COMPREHENSIVE POLICY MANAGEMENT SERVICES

## ISBA MAKES POLICY MANUAL UPDATES EASY WITH COMPREHENSIVE POLICY MANAGEMENT SERVICES (CPMS). CPMS is a more robust service beyond the policy advisories from ISBA that are provided to all members.

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### QUARTERLY POLICY UPDATES REPORT

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Ensure your board and administrators are knowledgeable on current policies with policy training sessions.

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- Dr. James Hanna, Superintendent  
Rossville Consolidated Schools

“We are very thankful to ISBA for their continued support through their policy service. Our board greatly appreciates their ability to adapt legal requirements and policy to fit the individual needs of our school district. **Their customer support and availability are remarkable and set their service apart from others.**”

- Scot D. Croner, PhD, Superintendent  
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**EDITOR'S NOTE:**

*This is the third article in a year-long series featuring Clarksville Community School Corporation.*



# CLARKSVILLE COMMUNITY SCHOOL CORPORATION

## RAISING THE BAR:

### *How Clarksville Engages Students, Rewards Teachers and Staff, and Partners with Parents*

*By Haley Querbach*



Dr. Tina Bennett,  
Superintendent, Clarksville  
Community School Corporation

**T**he Clarksville Community School Corporation (CCSC) is well aware of the correlation between low socioeconomic status and high school dropouts. However, CCSC refuses to contribute to that statistic. The school district has chosen to be intentional in setting up opportunities that motivate students, invest in teachers and certified staff, support parents, and capitalize on the community's resources. Clarksville cultivates a culture of family and community that fosters high expectations, high support, and high achievement.

#### **SAVING TIME AND MONEY WITH FREE TUITION DUAL CREDIT**

Clarksville students are given multiple opportunities to participate in a variety of innovative pathway programs that help prepare them for future success. CCSC offers more than 60 dual credit courses that allow students to earn college credits while still in high school. These



dual credit courses are offered to students free of charge, easing the financial burden of paying for a postsecondary education.

Out of 96 graduates in the Class of 2022, 16 left Clarksville High School with a free associate degree from Ivy Tech Community College. An additional five left with the Indiana College Core Certificate, which guarantees 30 hours of college credit that will transfer to any public college or university in Indiana.

Overall, the dual credit opportunities offered at Clarksville High School saved families \$175,000 last year on college tuition, helping ensure that the doors to postsecondary preparation are open for all students.

Clarksville is especially proud to have two students awarded the highly competitive Lilly Endowment Scholarship this year. For a school with such a small student body, it was a tremendous honor for Clarksville High School to produce two of the four Lilly Scholarship recipients from Floyd and Clark counties. The Lilly Scholarship pays for full tuition to any Indiana college, plus an extra yearly stipend for books.

“Clarksville High School has been a place where I could grow into the leader I aspire to be,” says Leila Sidahmed, Lilly Scholarship recipient. “The school’s staff is wonderful. They push their students to do anything they wish to do. It’s truly inspiring to work with these individuals. I have made faculty relationships that will help me for years to come.” Leila will attend Indiana University and major in pre-med.

Jackson Mullins, the other Lilly Scholarship recipient from

Clarksville, earned an Associate Degree before his high school diploma. “Clarksville pushed me out of my comfort zone to take these classes, and it hasn’t cost my family a penny (because I have met the requirements of a C- or higher),” he said. “Clarksville is a smaller school, which allows for the counselors to cater one-on-one with the students, and I feel that connection really helped me have a strong portfolio and showcase the best of my qualities on (the Lilly Scholarship) application,” he added. Jackson will be attending Purdue University and majoring in business.

### PARTNERING WITH PARENTS

For students to reach their maximum potential, they need support from their school, their family and their school community. CCSC values and fosters relationships with parents in several ways, beginning the moment that parents walk through the door to sign their child up for school. Staff is there to answer any questions, ease fears and anxieties, and make families feel welcome. CCSC is always looking for new ways to partner with parents to help build strong relationships and create an optimal learning environment both at school and at home.

CCSC understands parenting can be challenging and financially taxing. Regardless of income, every CCSC student in grades PreK-12 can eat a free breakfast, snack, and lunch, every school day. “When students aren’t worried about being hungry, they can focus in the classroom,” says Superintendent Tina Bennett. Offering free breakfast, lunch, and snack for

every student saves families about \$1,000 each year per student enrolled. The free meals program was put in place before the COVID-19 pandemic hit and will remain in place after the nationwide USDA waivers providing free meals for all students expire in Summer 2022.

School breaks can become a challenge for students who don't have access to regular, healthy meals. The non-profit Clarksville Cares program steps up to provide food bags to go home with students over these breaks. Clarksville Cares is made possible by donations from local businesses, community members, and Clarksville staff. Donations typically range from \$20,000 to \$25,000 per year. Clarksville Cares also provides gifts to students who may not otherwise receive anything around the holidays.

Clarksville Community School Corporation also views access to technology as a basic need. Every Clarksville student, grades PreK through 12, is assigned a laptop or Chromebook they are

able to take home each night. This ensures students have access to the tools they need to successfully complete assignments and study at home. The devices are also used in classrooms for testing and other learning activities. Parents do not have to pay for insurance, so if there is damage to devices, it is covered.

## INVESTING IN TEACHERS

CCSC works hard to create a culture of collaboration and shared responsibility among staff, students, families, and the community. The goal is to create schools that are safe and welcoming where teaching and learning are the main focus. Teachers are the heart of a school, so it's important to make sure they are recognized for their hard work, paid fairly, and can come to work in a safe environment where they feel truly supported. This type of work culture increases teacher retention and helps attract quality candidates for open positions.

CCSC offers tuition reimbursement of \$1,000 per semester for teachers who pursue a degree that allows them to teach a dual-credit, STEM, or other content area graduate class. Not only does this investment increase the quality of educators on staff, it also motivates teachers to be lifelong learners. The tuition reimbursement incentive can assist teachers who want to continue their college education and pursue a master's degree.

Clarksville Schools aims to attract and retain the top educators around. CCSC offers more than 60 dual-credit courses, which are more rigorous than regular high school courses. For this reason, dual-credit teachers are rewarded with an annual Retention Stipend that ranges from \$1,200-\$1,800. The stipends are distributed each December as a way to remind teachers their hard work and dedication is recognized and encourage them to give their all in the classroom.

CCSC makes sure teachers and staff are recognized for going above and beyond through Teacher of the Year and Classified Employee of the Year awards programs. The Teacher of the Year Award recognizes and rewards exceptional employees who are excelling in academic instruction, student and family support, and school and community leadership. Clarksville Elementary, Clarksville Middle, and Clarksville High School each select a building-level winner, who is awarded \$250. Those three candidates go through an interview process and a corporation-wide winner is selected and announced in front of the student body. The winning teacher is presented with a glass apple along with a \$1,000 check and then represents Clarksville in Indiana's Teacher of the Year competition.





### TAKING TIME TO CELEBRATE STAFF

Classified Employee of the Year is a new program Clarksville Schools launched in 2022. Staff eligible for this award include bus drivers, cafeteria workers, custodians, technology staff, secretaries, aides, and select directors. Nominees play an active role in the school and community. Candidates should have a proven record of leadership and serve as a positive role model in the district. The winner should also show interest in continued professional growth. The Classified Employee of the Year Award will be presented for the first time in August 2022 at the annual Back To School kickoff event in front of the entire staff. The top four finalists will receive a monetary award of \$250 each, with the overall winner receiving a \$1,000 check from the event sponsor. District leaders and the school board felt it was important to recognize the hard work of all CCSC employees and their contributions to the overall success of students.

Additionally, each school building selects a Student of the Month who is presented with a special medal and certificate at a school board meeting. Staff members can be selected for the Above and Beyond award, which recognizes those who put in the extra effort each day.

The CCSC school board has also led an initiative called the Gold Star Service Award. Someone poses as a parent or other community member to see how they are treated in each school building. Were their questions answered? Was the staff friendly? How were they greeted upon entry?

These “mystery shoppers” then report back to the school board members about their experience. The school with the best customer service is awarded the Gold Star Service Award, a trophy to display in the front office, and a meal for the entire building staff courtesy of the program sponsor. The winning school is announced by the school board president and program sponsor at the annual back-to-school kickoff in August.

Clarksville Community School Corporation leaders are dedicated to a growth mindset – always encouraging staff, teachers, and parents to give their best each day and lean on each other for the support they need. “Our small school community allows students to build relationships with their teachers that allow them to reach their maximum potential,” emphasized Superintendent Bennett. “While our district may be small, we proudly offer big opportunities for students who are willing to put in the work.” 🎓

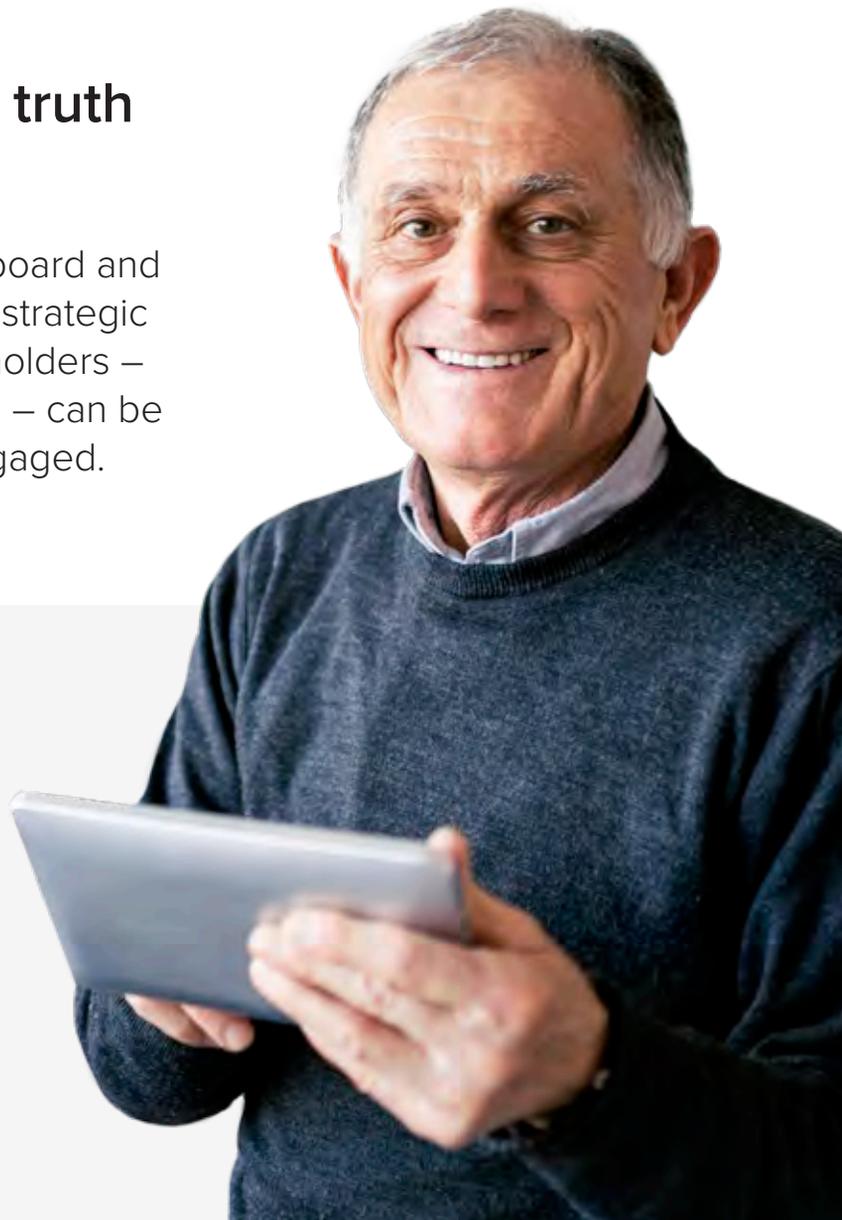
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# THE VALUE OF MENTORING AND EQUITY IN EDUCATIONAL OPPORTUNITIES

*By Robert M. Stwalley III, Ph.D., P.E.*





If you are a school board member and reading this journal, then it is more than likely that you have had some success in life. If that's the case, you probably have also benefited from someone, somewhere, taking you under their wing and counselling you. The act of mentoring turns-out to be one of the most critical elements in the development of young men and women. Most of us innately recognize this fundamental axiom about educating the next generation, yet somehow, we also believe that it occurs organically, without planning or conscious effort. Perhaps it does, but intentional mentoring as an active strategy can impact and improve lives, and it isn't that hard to implement.

For the last six years, Purdue University has been hosting a National Science Foundation-sponsored initiative, the Rising Scholars Program. This effort was based upon Mr. Derek Peterson's Web of Support methodology. We have intentionally recruited matriculating college students who had expressed an interest in intellectually demanding academic majors but were deemed unqualified by the Admissions review process and were offered an entry into an exploratory studies (undecided) option at the university. Our program selected scholarship awardees from this pool, based upon the students' initial understanding of the principles associated with having and using mentors. Students were then given lessons on the mentoring process and guided into activities designed to introduce them to potential collegiate mentors throughout the program. Our mentored Rising Scholars students are currently graduating college in STEM majors at a significantly higher rate than the matched-pair cadre picked by Admissions personnel.

The Purdue team will be continuing our research on using the overall mentoring process to equitize collegiate STEM education, and we are hoping to expand the program to multiple institutions of higher education. However, there are a few, simple, practical pieces of the program that could be put into place within public school systems today to improve the lives of our K-12 students. However, support for these ideas must begin at the board level. The first strategic element is the concept that it is everyone's responsibility to mentor and advise young people about the choices that they will face in life. The

second is that you can be intentional about teaching both the faculty and staff of schools how to listen and counsel students. Young people need multiple caring adults in their lives, and public schools are ideally placed within our communities to provide them with access to those potential mentors.

Peterson's work demonstrated that in order to take control of their lives and be able to successfully navigate the future, our students need at least five caring adults in their lives who can hold them accountable for their academic performances and behaviors. While it might be fine for well-adjusted good students, two parents and an engaged teacher just simply aren't enough to guarantee success for all students. Part of this may be the need for young people to hear a similar message from multiple adults, but the bottom line is that for the sake of our communities and their futures, all hands have to be on deck for our kids. In the school systems, it boils-down to involving everyone. Teachers are leaders. Teachers are vitally important to this effort, but so are bus drivers, lunch workers, janitors, coaches, para-professionals, and administrators. Anyone who has regular contact with students is a potential mentor and needs to be prepared to respond positively to approaches from children. This is the modern version of the old folk adage about needing the entire village to raise a child. We understand this saying at Purdue, where we commonly state that it takes an entire department of both faculty and staff members to train a professional.

Several years ago, in order to improve the services and climate at the institution, Purdue University contracted with the Gallup organization to survey and interview graduates about the aspects of their collegiate experience that prepared them for the professional world. Although the results were technically only applicable to collegiate alumni from Purdue, the message




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**IN ORDER TO TAKE CONTROL OF THEIR LIVES AND BE ABLE TO SUCCESSFULLY NAVIGATE THE FUTURE, OUR STUDENTS NEED AT LEAST FIVE CARING ADULTS IN THEIR LIVES WHO CAN HOLD THEM ACCOUNTABLE FOR THEIR ACADEMIC PERFORMANCES AND BEHAVIORS.**

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would appear to be applicable across all educational systems. Overwhelmingly, if a student reported positive feelings about their educational experience, it was because someone took an interest in them, acted as a counselor, and gave them opportunities to play roles within on-going, larger projects. The logical inference from this study is that the more opportunities students have to interact with potential adult mentors and 'apprentice' in real-world activities, the more likely they are to say that they are thriving in their career and life.

Having these supporters available as examples and for counseling gives young people the chance to clarify their own thinking and grow personally. This concept of having multiple adults available to act as mentors is also relevant to K-12 students. Our public school students need to know that everyone involved in their school is fully vested in their learning experiences and growth.

School board members and public school administrators can aid in this process by helping to create a school environment where all employees feel valued and an important

part of the team. They can set the tone by providing intentional professional development for employees that teaches them how to listen to students and provide them with judgement-free advice. Learning how to listen can be a challenge for some people, but it is critical to being an effective mentor, and anyone can learn how to do it. You need to learn how to make appropriate eye contact and not interrupt the other individual, and you have to be able to watch for non-verbal cues in the conversation. Patience is essential, and unless you are listening carefully, you will not be able to ask the right questions, when the time comes. These skills do not come naturally to most people, but they can be taught. To be an effective listener and mentor for school children, most faculty and staff members need some instruction to become proficient, and



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**A YOUNG STUDENT WITH  
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AS A HOSTILE AND  
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they could potentially use a refresher every other year or so to stay sharp.

A good mentor does offer advice, but only after being asked. It is important to learn how to wait for the ask. The student will eventually ask, and it is vital to the dynamics of the mentor / mentee relationship that the mentor wait. The advice will be far more valued by the mentee, if they ask for it first, rather than if it is offered while they are still telling their story. A mentor must be patient and allow the student to finish. In this regard, education-based mentors to school-age children have an advantage over parents. Parents are typically pressed for time, and parental advice is all packaged into the same mental construct by the student. However, advice from a non-parent is typically seen as having more credibility, even if it is exactly the same. An adult friend in the school environment has an element of commonality with the student that the parent does not have, because they are present and directly see the same daily interactions that the student does. The mentor can help students with social issues, give them encouragement to perform better in their studies, and improve their self-esteem. Anyone can be effective at mentoring. It simply requires that you be friendly, patient, approachable, and willing to pass along the things that you have learned in life to the younger generation.

The entire mentoring process is particularly important to young minority children, immigrant children, children from low socio-economic status families, and children without adult parents in their lives. All kids need adult friends, but some children need

them more than others. Schools can improve their lives by being intentional about helping them find responsible mentors within their walls. A young student with a caring and involved set of mentors will likely find later success in life much easier than a student who views the world as a hostile and compassionless place. There is no better way to build long-term equity and equality into our society than by ensuring that all school-age children have good, everyday people in their lives who believe in them and support them. As school board members, it is our responsibility to create the climate and environment that provides the best opportunities for our community's children to have a brighter future. We can help do that by making certain that all of our faculty and staff know that they are a part of this critical mentoring and support network function and by giving them the development and tools that they need to be good counselors. Our next generation deserves nothing less. 🍀

*Dr. Bob Stwalley is the immediate Past-President of the Indiana School Boards Association, a member of the Lafayette School Corporation Board of Trustees, and a faculty member in the Agricultural & Biological Engineering Department at Purdue University. He is a well-regarded collegiate instructor and has been leading an interdisciplinary research group in the Colleges of Engineering and Agriculture studying the positive effects of intentional mentoring on undergraduate STEM students. Dr. Stwalley will be presenting at this year's ISBA-LAPSS fall conference on ways to incorporate basic mentoring principles into K-12 public education systems.*

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Jack Jones	<i>Culver Community Schools Corporation</i>
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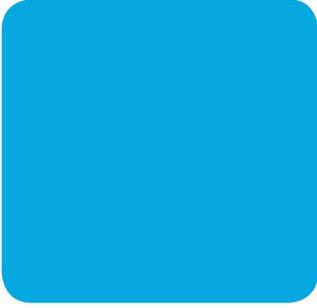
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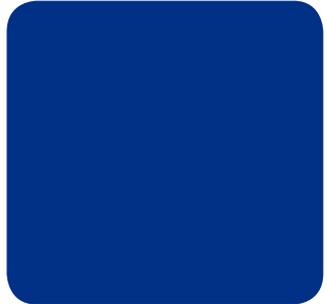
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Noblesville, IN  
[www.ki.com](http://www.ki.com)

#### Lancer + Beebe Architecture

Indianapolis, IN  
[www.lancerbeebe.com](http://www.lancerbeebe.com)

#### Lewis & Kappes

Indianapolis, IN  
[www.lewis-kappes.com](http://www.lewis-kappes.com)

#### Moake Park Group

Fort Wayne, IN  
[www.moakepark.com](http://www.moakepark.com)

#### Moisture Management

Indianapolis, IN  
[www.moisturemanagementllc.com](http://www.moisturemanagementllc.com)

#### MRA International

Long Branch, NJ  
[www.mrainternational.com](http://www.mrainternational.com)

#### Neola, Inc.

Stow, OH  
[neola.com](http://neola.com)

#### Odle McGuire Shook

Indianapolis, IN  
[www.omscorp.net](http://www.omscorp.net)

#### Pepper Construction

Indianapolis, IN  
[www.pepperconstruction.com](http://www.pepperconstruction.com)

#### Performance Services Inc

Indianapolis, IN  
[www.performanceservices.com](http://www.performanceservices.com)

#### Piper Sandler & Co.

Indianapolis, IN  
[www.pipersandler.com](http://www.pipersandler.com)

#### Rachel Wixey & Associates

Maumee, OH  
[rachelwixey.com](http://rachelwixey.com)

#### Raymond James & Associates

Carmel, IN  
[www.raymondjames.com](http://www.raymondjames.com)

#### RE Sutton & Associates

Carmel, IN  
[www.browncandbrownindiana.com](http://www.browncandbrownindiana.com)

#### SafeHiring Solutions

Crawfordsville, IN  
[www.safehiringsolutions.com](http://www.safehiringsolutions.com)

#### Schmidt Associates

Indianapolis, IN  
[schmidt-arch.com](http://schmidt-arch.com)

#### SitelogIQ fka Unesco

St. Paul, MN  
[www.sitelogiq.com](http://www.sitelogiq.com)

#### Skillman Corporation

Indianapolis, IN  
[skillman.com](http://skillman.com)

#### Sodexo

Downers Grove, IL  
[us.sodexo.com](http://us.sodexo.com)

#### Southwest Foodservice Excellence

Scottsdale, AZ  
[sfellc.com](http://sfellc.com)

#### Stair Associates

Carmel, IN  
[stairnet.biz](http://stairnet.biz)

#### Standard for Success LLC

Cloverdale, IN  
[www.standardforsuccess.com](http://www.standardforsuccess.com)

#### Teachers Credit Union

Indianapolis, IN  
[www.tcunet.com](http://www.tcunet.com)

#### Telamon Energy

Carmel, IN  
[telamonenergy.com](http://telamonenergy.com)

#### Trane

Indianapolis, IN  
[www.tranesupply.com](http://www.tranesupply.com)

#### TowerPinkster

Jeffersonville, IN  
[towerpinkster.com](http://towerpinkster.com)

#### TWPeterson Law Office

Indianapolis, IN  
[lawyers.findlaw.com](http://lawyers.findlaw.com)

#### VALIC

Carmel, IN  
[www.aigrs.com/about-valic](http://www.aigrs.com/about-valic)

#### Veridus Group, Inc

Bloomington, IN  
[theveridusgroup.com](http://theveridusgroup.com)

#### VPS Architecture

Evansville, IN  
[vpsarch.com](http://vpsarch.com)

#### Warrick & Boyn, LLP

Elkhart, IN  
[www.warrickandboyn.com](http://www.warrickandboyn.com)

#### Weigand Construction

Fort Wayne, IN  
[www.weigandconstruction.com](http://www.weigandconstruction.com)

#### Winston Terrell Group

Indianapolis, IN  
[www.winstonterrell.com](http://www.winstonterrell.com)

### ASSOCIATE MEMBERS

#### Area 30 Career Center

Greencastle, IN  
[www.area30.k12.in.us](http://www.area30.k12.in.us)

#### Arts for Learning

Indianapolis, IN  
[artsforlearningindiana.org](http://artsforlearningindiana.org)

#### Association of Indiana Counties

Indianapolis, IN  
[www.indianacounties.org](http://www.indianacounties.org)

#### Blue River Career Programs

Shelbyville, IN  
[www.brpc.k12.in.us](http://www.brpc.k12.in.us)

#### Burriss Laboratory School, Ball State University

Muncie, IN  
[burrisslab.bsu.edu](http://burrisslab.bsu.edu)

#### Central Indiana Educational Service Center

Indianapolis, IN  
[ciesc.org](http://ciesc.org)

#### Central Nine Career Center

Greenwood, IN  
[central9.k12.in.us](http://central9.k12.in.us)

#### Daviess Martin Special Education Cooperative

Washington, IN  
[dmsec.org](http://dmsec.org)

#### Earlywood Educational Services

Franklin, IN  
[www.earlywood.org](http://www.earlywood.org)

#### East Central Educational Service Center

Connersville, IN  
[www.ecesc.k12.in.us](http://www.ecesc.k12.in.us)

#### Heartland Career Center

Wabash, IN  
[www.hcc.k12.in.us](http://www.hcc.k12.in.us)

#### Indiana Association of Career and Technical Education Districts (IACTE)

Evansville, IN  
[indianaacte.org](http://indianaacte.org)

#### Indiana Association of Colleges for Teacher Education (IACTE)

Bloomington, IN  
[www.inaacte.org](http://www.inaacte.org)

#### Indiana Farm Bureau

Indianapolis, IN  
[www.infambureau.com](http://www.infambureau.com)

#### Indiana University School of Education - Bloomington

Bloomington, IN  
[education.indiana.edu](http://education.indiana.edu)

#### Ivy Tech Community College

Indianapolis, IN  
[www.ivytech.edu](http://www.ivytech.edu)

#### Northern Indiana Education Services Center

Mishawaka, IN  
[niesc.org](http://niesc.org)

#### Northwest Indiana Special Education Cooperative

Crown Point, IN  
[www.nisec.org](http://www.nisec.org)

#### Porter County Education Services

Valparaiso, IN  
[www.pces.k12.in.us](http://www.pces.k12.in.us)

#### Purdue University, College of Education

West Lafayette, IN  
[www.education.purdue.edu](http://www.education.purdue.edu)

#### Region 8 ESC

Fort Wayne, IN  
[www.r8esc.k12.in.us](http://www.r8esc.k12.in.us)

#### ROD Special Education

Sunman, IN  
[www.rodspecialeducation.org](http://www.rodspecialeducation.org)

#### Southeastern Career Center

Versailles, IN  
[www.sccusa.org](http://www.sccusa.org)

#### Wabash Valley Education Center

West Lafayette, IN  
[escs.k12.in.us](http://escs.k12.in.us)



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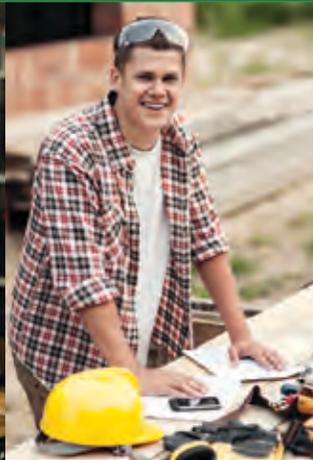
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