The 2018 Lights On Afterschool Poster Contest is Here!
The Lights On Afterschool poster contest is officially open, and this year the Afterschool Alliance is changing up the theme to reflect how youth see themselves and their futures because of their afterschool program! The Afterschool Alliance is asking afterschool artists to consider what they are experiencing in afterschool and how it might shape their future. Kids should think about the prompt, “From Afterschool to...” and provide a drawing that shows their potential future self. For information on rules and guidelines for the contest, click here.

Thank A Youth Worker Day
On May 11, 2017, communities, organizations, and caring people from around the globe are joining together for another international day of celebrating and honoring youth workers. The Indiana Afterschool Network would like to invite you to join the efforts in this Thank A Youth Worker Day (TAYWD). Visit www.thankayouthworkerday.org for ideas on joining in the celebration. Post on social media on May 11th using #thankayouthworkerday

The Link Observatory Space Science Institute offers DiscoverSpace Education and Science, the most comprehensive, immersive and educational on-demand space science programs available! DiscoverSpace is suitable for grades 4-12, requires only five minutes of prep time from educators, takes place both in and out of the classroom, and is cost effective. To learn more, contact Amy Shankland at ashankland@linkobservatory.org and check out our demo at http://www.linkobservatory.org/discover space.html

21st Century Scholar Resource Available! The purpose of the Community Partner Training Manual is to provide schools, youth serving organizations, colleges and volunteers with tools, guidance and information to best support 21st Century Scholars. Click here for additional Scholar resources available on our website. http://www.in.gov/21stcenturyscholars/2520.htm
Indiana Academic Super Bowl State Finals To Be Held May 5. 278 high school teams competed in the 32nd Annual Competition at 22 sites on April 17, 2018. Statewide Results Are Now Available By Clicking Here. Teams competing in the Finals completion are highlighted in blue. Good luck to all Finals participants!

Information in Regard to State Finals on May 5. Congratulations to the 93 high schools that qualified for the 32nd Annual Indiana Academic Super Bowl State Finals. The State Finals will be held in Purdue University’s Loeb Playhouse on May 5, 2018. Click here for State Finals Schedules, Directions, and Other Information.

Indiana Academic Super Bowl Junior Division Statewide Results. Teams from 255 schools competed in the April 28 Area Competition. Over 4,200 6th, 7th, & 8th graders were on team rosters. Statewide results are now available by clicking here. Congratulations to all participants!

Indiana New Administrators Leadership Institute. INALI Cohort 5 is still accepting registrations for 2018-2019. Take advantage of two years’ worth of professional development, mentoring and regional cohort participation. Click here for more information and registration.

Regional Professional Development for 2018-2019. Stay tuned for release of sites and topics for next school year. Coming to an area NEAR YOU!
**Content**

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**National News**

**National Assessment of Educational Progress: 2017 Mathematics and Reading Results.** The National Assessment of Educational Progress released the 2017 state results on April 10. Indiana student scores remained stable for grade 4 mathematics, grade 4 reading, and grade 8 mathematics. In 2017, Indiana’s student scores for grade 8 rose significantly on the reading assessment. During the next few months, the Office of Student Assessments will release reports highlighting the overall gains and decreases in student performance and in specific sub-populations over time.

**Spring 2018 IREAD-3 – Printed Reports Available May 2.** Corporations and schools will receive printed copies of the Spring 2018 IREAD-3 Individual Student Reports (ISRs) and labels for their students’ cumulative files on May 2. Schools must provide parents a copy of their child’s ISR. Schools may use this sample letter template when communicating student results outlined on each ISR.

**IDOE Pretest Workshop – IREAD-3 Summer Retest.** Corporations and schools with one or more students who did not pass the IREAD-3 this spring should view this recorded WebEx ahead of administering the IREAD-3 summer retest. Contact our office with any questions.

**Keepschooling and Legislators Connected.** The conclusion of the school year brings special events including graduation, field day, award, and recognition ceremonies showcasing student, school, and district success. These are ideal opportunities to invite your state lawmakers to share with your school communities. Reaching out to your state senator or state representative helps develop and maintain strong working relationships in this ever-changing public education environment. The Indiana General Assembly website has created a convenient resource for contacting your lawmakers. If you have any questions, please email Indiana Department of Education Director of Legislative Affairs Michael Brown.

**Distribution and Retail Sale of Low THC Hemp Extract.** Please read this important information on guidelines for low THC hemp extract. Parents may request school nurses administer this extract (CBD oil) during the school day. If you have any questions, please email Indiana Department of Education Director of Legislative Affairs Michael Brown.

**Slots Available for Participation in High School Cybersecurity Course Pilot.** The Indiana Department of Education has a limited number of mini-grants available to support the implementation of Project Lead The Way’s (PLTW) “Beta Release” Cybersecurity course for the 2018-2019 school year. Public high schools serving grade 10 students are eligible to apply. (Even though the application indicates that the opportunity is past, eligible Indiana schools may still apply). The Cybersecurity course is a “Beta Release.” The mini-grant of $7,500 will cover:
- A participating school must have an active PLTW computer science program ($2,000 per school annually). The mini-grant will pay this cost for two years.
- A participating school must host a Network Security Lab specifically for the Cybersecurity course ($500 annually per school). The mini-grant will pay this cost for two years.
- A participating school must have at least one teacher successfully complete the professional development requirement, this includes online course work and a five-day onsite training to be held in July ($2,400 per teacher). The grant will pay this one-time cost. Schools are required to cover all other costs including travel, accommodations for training, and classroom supplies beyond those noted above. All schools participating in the Cybersecurity Beta Release will be notified by the end of May of their acceptance into the release. After being accepted, schools will receive more information about the Network Security Lab Hosting and the schedule for professional development. Questions about this opportunity should be directed to Theresa Hall at PLTW, (574) 855-7199.

**Important Information on Bullying.** Bullying data for each school must be reported by July 1 of each year and subsequently posted online by the Indiana Department of Education (IDOE) (per IC 20-34-6-1). Each year this data is scrutinized by communities and local media. New legislation included in House Enrolled Act (HEA) 1356 allows the IDOE to conduct an audit of a school corporation to ensure that bullying incidents are being accurately reported. In an effort to ensure accurate data collection, please make every effort to review this data prior to submission. In order to streamline data submission for schools, submission of this data is completed on the DOE-ES report (discipline report). This is accessible via the Student Testing Number (STN) application center data transfer function. Questions related to the process for submission of this data should be directed to the STN site administrator for your school corporation.

**Amendments to Course Titles and Descriptions 2018-2019.** The Indiana Department of Education (IDOE) has amended the 2018-2019 Course Titles and Descriptions document with several additions. Please read this information for details.

**2018-2019 STEM K-6 Acceleration Grant Awardees Announced.** Please read more information about this grant program and the 11 school districts receiving funding.

**Applications Available for ICE Pilot Program.** Please read the attached memo for information about the Indiana Career Explorer Pilot Program for eighth grade cohorts.

**Computer Science Professional Development Opportunities Available for K-12 Educators:** By the 2021-2022 school year, Senate Bill 172 requires each public school to:  
- Offer a computer science (CS) course at least once each school year to students in grades K-12.  
- Include computer science in the school’s science curriculum for students in grades K-12.  
IDOE is developing and identifying computer science professional development opportunities for K-12 educators. Upcoming Indiana CS professional development opportunities are located on the IDOE computer science website located here.

**Guidance on Changes to School Configurations.** In order to ensure the Indiana Department of Education (IDOE) houses accurate information, all public school corporations, charters, and nonpublic school accredited schools must notify IDOE when changes are made that affect school configurations prior to the beginning of the school year for which the changes will take effect. Read more here.

**Opening of 2018-2019 School Corporation Amendment Window.** The window to submit any school corporation amendments for the 2018-2019 school year will open May 1. All changes made to any public school, including charter schools, and accredited nonpublic schools to be effective beginning with the 2018-2019 school year should be submitted to IDOE through the Corporation Professional Development Form. In order to submit this data, the school corporation must have a valid school identification number associated with it. Please refer to this memo for additional information. Questions may be directed here.

**Certification of the 2017-2018 School Calendar.** Instructions for certifying 2017-2018 school year instructional days are now available here, and in the School Accountability and Accreditation Community on Learning Connection. The 2017-2018 school year calendar must be certified before the 2018 Attendance Collection may be submitted. IDOE requests that all 2017-2018 school year calendars be certified within five days of the last day of school. Questions may be directed here.

**National School Nurse Day.** Since 1972, National School Nurse Day has been set aside to recognize school nurses. This day was established to foster a better understanding of the role of the school nurse in the educational setting. This year, National School Nurse Day will be celebrated on May 9. School nurses optimize student health and learning every day. On National School Nurse Day, take time to celebrate and recognize the contributions your school’s school nurse makes to the health and learning of all students. For more information regarding school nursing and National School Nurse Day, please see the attached memo. If you have questions, please email Jolene Bracale.

**Dual Language Immersion Pilot Grant Program.** The Office of Title Grants and Support has released the 2018-2019 application for the Dual Language Immersion Pilot Grant Program. This competitive grant program is designed for Indiana LEAs seeking to develop a new dual language immersion program in which at least 50 percent of instruction will be conducted in a language other than English. Instruction must begin in either kindergarten or first grade, with implementation beginning in either the 2018-2019 or 2019-2020 school year. For more information, please contact Nicole Leach. Applications must be submitted with Jotform by 1 p.m. EDT on Friday, May 11.

**Alternative Education Grant Renewal Information.** Please read this memo on the steps necessary to complete the 2018-2019 Alternative Education Grant Renewal Application. All materials are due no later than June 29.
Indiana Democrats are concerned that the May 14 special legislative session is undemocratic by not involving Hoosier voices. “My fundamental problem is this is being handled in an amazingly undemocratic fashion,” said state Rep. Ed Delaney, D-Indianapolis. “How can we consider legislation without testimony, without committee hearings and without the possibility of amendment?” Lawmakers will meet at the Statehouse on May 14 for a special one-day session to act on bills that legislators failed to pass before the end of the regular session. Republican leaders in the House and Senate, who hold super majorities, have said they want to limit the work to a single day where they will tackle tax and education bills.

While the Democrats have expressed their concern, Indiana Republicans have said the bills already had public testimony, gone through committees and been amended. They have said the bills will be exactly the same way they looked the night of March 14 when the regular session ended. “With the exception of a technical corrections bill recommended for adoption by the Legislative Services Agency, the four other bills will be eligible for a final vote in the same form they were in on the last night,” House Speaker Brian Bosma, R-Indianapolis, said. “This process will complete our work just as it should have been with limited expense to the taxpayer.”

Indiana Gets Creative With Pre-K Outreach in Rural Areas

Chalkbeat, April 30, 2018 by Stephanie Wang

In the years since Indiana first launched its need-based prekindergarten grants in 2015, many families have said they were interested—but then never signed up. Program manager Erica Woodward tried to call to follow up with them. She didn’t hear back. What she later found out was that many of the parents didn’t pick up phone calls from unknown numbers, thinking they might be creditors. So this year, she started texting families instead. Many responded to her, and about 15 more of them ended up enrolling in the state’s On My Way Pre-K program.

This is just one of the strategies that the state is using in its critical effort to double the number of students in On My Way Pre-K, which pays for 4-year-olds from low-income families to attend a high-quality pre-K program of their choice for free. After an initial launch three years ago mostly centered around Indiana’s largest cities, the state is spending $22 million to expand the program from about 2,000 to 4,000 children and reach 15 additional counties, many of them rural—which can present a greater challenge to reach families that qualify.

IDOE’s Waiver Request Denied

Daily News, April 28, 2018 by Joshua Heath

A waiver pertaining to Indiana diplomas has been denied by the U.S. Department of Education. The Indiana Department of Education (IDOE) announced Friday that the U.S. Department of Education has denied Indiana’s waiver request regarding the inclusion of all Indiana high school diplomas in graduation rate calculations. Concerns were raised when it was previously indicated that the general diploma would not count towards a school district’s graduation rate. For now, that will remain the case until House Enrolled Act (HEA) 1426 legislation goes into effect.

Among other details, HEA 1426 calls for one diploma (the entire bill can be found at the Indiana General Assembly’s website). One diploma would include the general designation, the Core 40 designation, the Core 40 with academic honors designation, and the Core 40 with technical honors designation. It also requires the state board to create an alternate diploma for students with significant cognitive disabilities. The IDOE said parents can remain confident that the general diploma distinction will remain as a recognized diploma in the state. Essentially, Indiana will see a one-year “artificial” decline in its federal graduation rate, but the legislation will normalize that, the department says.

Families Concerned New Law Shuts Out 4-Year Olds From Attending Kindergarten

WRTV 6, April 25, 2018 by Kara Kenney

A new law already in effect could change the way you send your child to kindergarten. A west side family got quite the shock when they found out they can’t send their daughter to kindergarten this summer. They reached out to Call 6 Investigators with their concerns. Jasmine Edwards, age 4, loves to learn and currently attends an On My Way Pre-K program in Wayne Township. Jasmine Edwards turns 5 on Aug. 2, one day after the deadline for kindergarten enrollment in Indiana. “She meets or exceeds all of their expectations on the kindergarten readiness test to be able to advance to kindergarten,” said Benjamin Edwards, father of Jasmine.

Jasmine hopes to attend kindergarten at nearby Rhodes Elementary or Garden City Elementary School. But her kindergarten dreams were dashed when her dad Benjamin got a call from her Pre-K teacher. “She told us Jasmine was going to have to repeat Pre-K,” said Edwards. Governor Eric Holcomb signed into law House Enrolled Act 1001 on March 19. The law says you have to be five years old on or before August 1 to start kindergarten. School districts can give waivers for students to attend kindergarten, but if they do, under the new law they will take a funding hit of approximately $6,000 per student.
Principal Says School Success is a Team Effort
The Daily News, May 1, 2018 by Jim Sullivan
Although he has never asked for any honors, James Montanari of Salisbury Elementary School was named Outstanding Principal of the Year by the Massachusetts PTA. “This was an individual award but it is a reflection of the community of learners, the parents, the students, the teachers, the staff,” Montanari said. “This is just a reflection on everyone and I can’t say that enough.” Now in his 15th year as the school’s principal, Montanari, 50, began his education career as a track coach in Swampscott, where he also worked as an instructional assistant.

Salisbury Elementary has a dynamic mix of families with a list of challenges to go with them. Between 20 and 25 percent of the school’s students are considered homeless, while 48 percent take part in the free/reduced price lunch program. Montanari, acknowledging the challenges some children face, has been known to buy students alarm clocks to make sure they get to school on time. He has also helped families fill their oil or gas tank on occasion. “There are challenges,” Montanari said. “But we don’t make excuses. It is what it is. We ask what the students need and then we provide it.”

Montanari spoke about the ordeals experienced by Salisbury students during a panel discussion in Newburyport last week about the challenges faced by homeless children.

How To Involve More Students in Class Discussions
Edutopia, May 1, 2018 by Jori Krulder
I’m not above bragging about my students’ discussion skills. From my English 10 sophomores to my AP Literature seniors, my students ask deep, penetrating questions and explore ideas with curiosity—even those who don’t start out that way in August.

At the beginning of the year, there’s that small core of students who love to offer their opinions, eagerly raising their hands and sharing their often brilliant insights. There’s also that much larger group of students who are perfectly satisfied to sit back and listen to the same four or five students in every discussion. Over the years, I’ve worked to bring more of my students into the conversation, and doing so has become one of the most important ways I help my students develop essential communication and thinking skills.

Delaware District Re-Envisions “Signing Day”
The News Journal, May 1, 2018 by Jessica Biles
National signing day is a time-honored tradition. Usually held the first Wednesday in February, high school seniors are celebrated for agreeing to play sports at an NCAA college. But in 2016, former First Lady Michelle Obama turned the event on its head by holding College Signing Day, celebrating seniors who have made a commitment to go to college and get a degree.

And on Tuesday, New Castle County Vo-Tech School District and Sen. Chris Coons’ office turned signing day on its head once again, celebrating graduates who may or may not go to college at all, but have been offered jobs by local companies. “This was a simple but I think important idea,” said Coons, who NCCo Vo-Tech Superintendent Victoria Gehrt hailed as a friend and supporter of career and technical education and school-to-work initiatives in Delaware.

How One Middle School Improved Its Culture
eSchool News, May 1, 2018 by Dennis Pierce
As the largest middle school in the state of New Jersey, Lincoln Middle School has struggled at times with student discipline. Chronic tardiness and fights on campus have been a problem for this school, which serves 1,800 7th- and 8th-grade students.

Traditional approaches to student discipline haven’t worked to change the school’s culture. Not only has punishment been largely ineffective as a deterrent, but it also erodes the critical relationship between students and educators. When teachers are constantly meting out punishment, their relationship with students becomes confrontational instead of supportive—and this isn’t the type of environment in which students can learn most effectively.

How Do Online Exams Affect Test Scores?
Education Week, April 28, 2018 by Sarah D. Sparks
Asking students and schools to switch to a new mode of assessment does affect students’ performance, but problems might be more short-lived than some educators fear, finds a new study by the American Institutes of Research. In the first year of online testing for the Partnership for Assessment of Readiness for College and Careers, or PARCC, researchers found that students who took the test online across grades 3-8 showed the equivalent of five months less academic progress in math and as much as 11 months less academic progress in English/language arts compared to the performance of students who took the test on paper.

“The switching to the online assessment led to much lower measured achievement,” said Benjamin Backes, senior researcher at AIR’s National Center for Analysis of Longitudinal Data in Education Research. Students of all demographic groups showed similar dips in achievement when they took computer-based tests, though the researchers found students who were already struggling the most in reading had bigger declines from changing the mode of the test. Once schools and students had a year of online testing under their belts, though, the test-mode effects shrunk by half in English/language arts and by a third in math, found co-authors Backes and James Cowan of AIR. The Bay State allowed districts to volunteer to move to online tests in 2015 or 2016, and about half of them—mostly high-performing districts—did so. In both years, the state developed pools of students taking paper-based and computer-based versions of the same tests, and used them to compare how similar students at the same schools performed on different versions.
Fuel Up to Play 60 Grants: Could your school use up to $4,000 to jumpstart healthy changes regarding nutrition and physical activity? Fuel Up to Play 60 grants are now open! These funds, made possible by Indiana’s Dairy Farmers, are meant to fund activities that lead to lasting change within your school environment.

To Qualify For Funding, Schools Must:
- Enroll in Fuel Up to Play 60 – it’s free! (www.FuelUptoPlay60.com)
- Have a registered Program Advisor
- Participate in the National School Lunch Program

Application Opens: April 18, 2018 and the Application Deadline is Wednesday, June 13, 2018

Questions? Contact Mary Nicholson (Nicholson@WinnersDrinkMilk.com or call 1-800-225-MILK (6455)) Dairy

Dollars Equipment Grant
The purpose of this grant is to assist School Nutrition Managers/Directors in the purchase of equipment that will enhance the long term implementation of school lunch and breakfast programs. Schools must be enrolled in Fuel Up to Play 60 (FuelUptoPlay60.com). Grants are for smaller pieces of equipment (under $2,000/school). The application and additional information can be found at https://winnersdrinkmilk.com/grants/

The Clif Bar Family Foundation awards small grants for general organizational support as well as funding for specific projects. Priority is given to applicants that: Address our funding priorities from a holistic perspective:
- Protect Earth’s beauty and bounty.
- Create a robust, healthy food system.
- Increase opportunities for outdoor activity.
- Reduce environmental health hazards.
- Build stronger communities.
- Operate with clearly defined objectives and viable plans to achieve them.
- Demonstrate strong community ties and operate at the community level.
- Promote positive change through both the projects and their implementation process.

Amount: Average approximately $7,000.
Applications are due on June 1, 2018. Click HERE.

Half Price Books
Need books for your classroom or program? Half Price Books will consider requests from nonprofit organizations and educators that focus on literacy, the environment, or education. http://b.hpb.com/book-donations-request-form/

The NEA Foundation is inviting applications for its Learning and Leadership Grants program. The program provides support to public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education through grants to individuals to fund participation in high-quality professional development experiences such as summer institutes or action research; or to groups for collegiate study (including study groups, action research, lesson study, or mentoring experiences for new faculty or staff). To be eligible, applicants must be a public school educator in grades Pre-K-12; a public school education support professional; or faculty and staff members at a public institution of higher education. Preference will be given to members of the National Education Association. The grant amount is $2,000 for individuals and $5,000 for groups engaged in collegial study. All $5,000 group grant applicants must include partner information. Deadlines for applications are due June 1, and October 15. http://www.neafoundation.org/pages/learning-leadership-grants/

Advancing Student Achievement, a program of the Actuarial Foundation ASA grants support math programs that open students’ minds to the practical power of math. The purpose of an ASA grant is to support math enhancement programs that bridge the gap between classroom and real world mathematics. Deadline: Rolling. Amount: up to $5,000 www.actuarialfoundation.org

TechPoint Foundation for Youth has $500 Robotics Grants available to any 501c3 that does not already have a VEX IQ Robotics team! The Robotics Grant includes:
- VEX IQ Robotics Kit
- Project Lead the Way Classroom Activities
- Professional Development Training and ongoing support
- Team Registration Cost

We are looking for enthusiastic educators, who are interested in beginning a robotics team, to apply for the grant. No experience needed.

We have already awarded over 450 grants and we have more available! This grant application is straight forward, easy to complete and there is no catch! This is an amazing and unique opportunity for Indiana schools and we don’t want your school to miss out! www.techpointyouth.org/apply-for-robot-grant-nonschools/

Dollar General Literacy Foundation
The foundation is accepting applications for its Youth Literacy Grants program. Grants of up to $4,000 will be awarded to schools, public libraries, and nonprofit organizations in support of efforts to help students who are reading below grade level or experiencing difficulty reading, including those with individualized education plans (IEPs). More info HERE.

Project Learning Tree is accepting applications from schools and nonprofit organizations for environmental service-learning projects through its GreenWorks! grants program, which is designed to help students make their schools greener and healthier by, for example, implementing a recycling program, conserving water and energy, improving air quality, or establishing a school garden or outdoor classrooms and integrating these projects into the curriculum. Grants of up to $1,000 will be awarded to support environmental projects that demonstrate service-learning, exemplify student voice, and involve at least one community partner.

To be eligible, projects must secure at least 50 percent in matching funds (in-kind acceptable). https://www.plt.org/resources/greenworks-grants/

Karma for Cara Foundation encourages kids 18 and under to apply for funds between $250 and $1,000 to complete service projects in their communities. Whether it is turning a vacant lot into a community garden, rebuilding a school playground or helping senior citizens, Karma For Care Foundation wants to hear what kids are passionate about. http://karmaforcara.org/get-involved/apply-for-a-microgrant/