

NEW POLICY – VOL. 31, NO. 1

INDIANA COURSE ACCESS PROGRAM[*]

The School Corporation shall permit eligible students to enroll in course access program ("iCAP") courses offered by a course provider that is authorized by the Indiana Department of Education ("IDOE") with limited exceptions, as provided below.

OPTIONAL:

- ☒ Eligible students may not enroll in iCAP courses if the same course ~~is~~ offered in the Corporation's curriculum ☒ unless the student's schedule prohibits the student from enrolling in the course offered by the Corporation.

~~☐ Eligible students may not enroll in more than _____ (_____) **[DRAFTING**
NOTE: choose a number] iCAP courses per _____. **[DRAFTING**
NOTE: insert "semester," "trimester" or "school year," as appropriate]~~

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☐ Eligible students may enroll in iCAP courses only for the following reasons:

☐ credit recovery;

☐ enrichment;

☐ grade improvement;

☐ **[OTHER]** _____.

- ☒ Eligible students wishing to enroll in iCAP courses must complete the Corporation's local enrollment process, including ☒ parent/guardian permission, ~~☐ teacher recommendations, ☐ verification of minimum academic standing,~~ ☒ a statement of commitment to completion of the online course.

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- ☒ Requests to enroll in iCAP courses must be approved by ~~() the Principal;~~
~~(X) school counselor or guidance counselor; () iCAP point of contact ()~~
~~[OTHER] _____ [END OF OPTION]~~

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- ☒ Onsite orientation shall be offered to assist students in getting started on iCAP courses.

- ~~☐ The student's school shall provide a scheduled class period ☐ during ☐ outside of [END OF OPTION] the regular school day to complete online work and connect with their Mentor.~~

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[END OF OPTIONS]

The Corporation shall count successfully completed iCAP courses approved by IDOE toward the requirements of a diploma and include credits earned and grades received for such courses on a student's transcript.

Transfers of tuition payments for enrollment of an eligible student currently enrolled in the Corporation in an iCAP course shall be made to the authorized course provider by the Corporation. The amount of the tuition payment for enrollment of an eligible student in an iCAP course must be paid from the total amount of state tuition support that otherwise would be received by the Corporation on account of the student. Provided, however, that payment may not exceed the tuition fee established by IDOE for an iCAP course in which an eligible student is enrolled. The Corporation shall pay fifty percent (50%) of the tuition fee upon an eligible student's enrollment in an iCAP course. The Corporation shall pay the remaining amount if the measured student outcomes for the course access program course meet requirements set by the IDOE.

All requests to drop an iCAP course must be made to the Principal of the student's school. Corporation policy for dropping classes shall be followed with respect to iCAP courses.

The (X) Superintendent () [END OF OPTION] shall assign a Corporation employee to serve as the Corporation's Lead Point of Contact for the iCAP who is the primary contact person for the IDOE. The Lead Point of Contact is responsible for: (1) the appeal process; (2) updating the Point of Contact for all schools in the Corporation; and (3) maintaining accurate information. The (X) Principal of a school with eligible students participating in iCAP () [END OF OPTION] shall assign a Corporation employee to serve as the school Point of Contact. The school Point of Contact's primary responsibilities are: (1) to conduct registration transactions with iCAP providers and (2) ensure final grades and credits are reflected on report cards and transcripts. Each eligible student enrolled in an iCAP course will be assigned an iCAP Mentor. Mentors work closely with students to facilitate a positive and successful experience.

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Definitions:

"Course access program catalog" means a list of approved course access program courses provided by authorized course providers that is maintained by the IDOE.

"Course provider" means a provider that offers course access program courses that provide for the delivery of instruction through any method, including use of online technologies.

"Eligible student" means a student pursuing:

- A. any type of diploma available for students to receive in Indiana; or
- B. an industry certification that appears on the state board's approved industry certification list.

Exceptions:

The Corporation may disapprove an eligible student's enrollment in an iCAP course only for the following reasons:

- A. The course provided by the course provider is not in furtherance of the eligible student's graduation or certificate requirements.
- B. The eligible student's enrollment in the course access program course would exceed the requirements for a normal full course load at the school corporation.
- C. The course access program course is logistically infeasible.

Provided, however, that the Corporation may not deny enrollment of an eligible student under subdivision (3) if the eligible student agrees to pay the cost of tuition for the applicable iCAP course. Parents of eligible students who choose to pay the cost of tuition for an iCAP course should contact the student's school to make payment arrangements. If an eligible student has paid for an iCAP course and successfully completes the course, the Corporation () shall **may** () shall not **[END OF OPTION]** reimburse the student for the cost of tuition.

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Appeal Process:

If the Corporation denies a student's enrollment in an iCAP course under one of the exceptions listed above, the Corporation shall notify the student's parent or emancipated eligible student of the parent's or student's right to appeal the Corporation's decision to the IDOE. The parent of an eligible student or an emancipated eligible student may appeal the Corporation's decision to the IDOE in the manner prescribed by the IDOE. Upon receipt of an appeal, the IDOE will send the student's iCAP point of contact a link to a form for further details/justification from the school. The school has three (3) business days to complete and submit a digital response. If the school does not submit a response in three (3) business days, the school cannot contest the appeal based on any lack of information. Pursuant to State law, the IDOE will review the Corporation's denial and provide a final enrollment decision within seven (7) calendar days of receipt of the appeal.

Students with IEPs and Section 504 Plans:

Prior to the enrollment of a Corporation student with a disability into one or more iCAP courses, the student's case conference committee or Section 504 team should meet to determine whether each online course meets the student's educational goals, review the individualized education program ("IEP") or Section 504 plan to consider the extent to which the student's current accommodations can be provided in the virtual learning environment, and revise the IEP or Section 504 plan to identify any additional accommodations or assistive technology that may be needed to ensure equitable access in the virtual learning environment in order to ensure the provision of a free appropriate public education.

Prior to the first day of the online course, the student's teacher of record ("TOR") or Section 504 Coordinator (or designee) shall provide a copy of the student's IEP or Section 504 plan to the online course instructor and ensure that the instructor is made aware of any required accommodations or modifications for the student. The online course instructor is responsible for communicating any questions regarding implementation of the student's IEP or Section 504 plan to the TOR or Section 504 Coordinator.

I.C. 20-30-16

[*Participation in iCAP is optional. The School Board should adopt this policy only if the Board decides that the Corporation will participate in iCAP.]

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DYSLEXIA SCREENING AND INTERVENTION

The School Corporation shall provide dyslexia screening and intervention as required by State law. The following procedures shall be utilized in complying with State law.

Screening Process:

The Corporation's reading plan developed under 511 IAC 6.2-3.1 shall include indicators to screen for risk factors of dyslexia, using a screening tool approved by the Indiana Department of Education that screens for characteristics of dyslexia. The mandatory universal screener approved by the IDOE that includes indicators for dyslexia shall be reported in the Corporation's kindergarten through grade 2 reading plan. Until the IDOE approves the mandatory universal screener, the School Board directs the Superintendent to develop and utilize an appropriate screener that includes indicators for dyslexia which shall include, as developmentally appropriate, the following:

- A. Phonological and phonemic awareness
- B. Sound symbol recognition
- C. Alphabet knowledge
- D. Decoding skills
- E. Rapid naming skills
- F. Encoding skills

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Students shall be screened for risk factors for dyslexia using the aforementioned screening tool:

- A. in kindergarten, grade 1, and grade 2;
- B. when a student in kindergarten through grade 2:
 - 1. transfers to a new school; and
 - 2. has not been screened previously during the school year;
- C. when a student in grade 3 or higher has difficulty, as noted by a classroom teacher, in:
 - 1. phonological and phonemic awareness;
 - 2. sound symbol recognition;
 - 3. alphabet knowledge;
 - 4. decoding skills;
 - 5. rapid naming skills; and
 - 6. encoding skills;
- D. when a student from another state enrolls for the first time in kindergarten through grade 2 in Indiana unless the student presents documentation that the student:
 - 1. had the dyslexia screening or a similar screening during the school year; or
 - 2. is exempt from screening.

If a student is determined to be at risk, or at some risk, for dyslexia after this screening, the Corporation shall administer a level I dyslexia screening of the student, as defined below. If the Corporation determines that a level II dyslexia screening should be administered, the Corporation may administer a level II dyslexia screening to the student, as defined below. A level II dyslexia screening shall be completed consistent with the Indiana dyslexia resource guide developed by the IDOE.

The level I dyslexia screening and the level II dyslexia screening of a student must include the following components, as developmentally appropriate:

- A. Phonological and phonemic awareness.
- B. Sound symbol recognition.
- C. Alphabet knowledge.
- D. Decoding skills.
- E. Rapid naming skills.
- F. Encoding skills.

If a universal screener, level I dyslexia screening, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the Corporation shall use the response to intervention process to address the needs of the student.

Exceptions:

The Corporation is not required to administer a universal screener to a student if:

- A. the parent of the student objects to the screening; or
- B. the student is receiving intervention services for dyslexia.

Before the Corporation administers a level I dyslexia screening or level II dyslexia screening to a student, the parent of the student must consent to the screening.

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If a parent objects to an initial dyslexia screening or does not consent to a level I dyslexia screening or level II dyslexia screening, the Corporation may not administer the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening, whichever is applicable, to the student.

Notification and Services:

If a student's performance on an initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening indicates a need for dyslexia intervention services, the Corporation shall:

- A. Notify the student's parent of the results of the dyslexia screening.
- B. Provide the student's parent with information and resource material that includes the following:
 - 1. Characteristics of dyslexia.
 - 2. Appropriate classroom interventions and accommodations for students with dyslexia.
 - 3. A statement that the parent may elect to have the student receive an educational evaluation by the school.

Instructional Approaches:

If a student's level I dyslexia screening or level II dyslexia screening indicates the need for dyslexia intervention services for the student, the dyslexia intervention may include:

- A. explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

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- B. individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- C. meaning based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition;
- D. instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice; and
- E. other instructional approaches as determined appropriate by the Corporation.

Reporting:

In accordance with the Corporation's reading plan developed under 511 IAC 6.2-3.1, the Superintendent shall report annually to the IDOE the number of students who were:

- A. administered an initial dyslexia screening during the school year; and
- B. determined to be at risk, or at some risk, for dyslexia.

Before July 15, 2019, and before July 15 of each year thereafter, the Corporation shall report on its Internet website the following information:

- A. The dyslexia intervention programs that were used during the previous school year to assist students with dyslexia.
- B. The number of students during the previous school year who received dyslexia intervention under this article.
- C. The total number of students identified with dyslexia during the previous school year.

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Reading Specialist Trained in Dyslexia:

Not later than the 2019-2020 school year, the Corporation shall employ at least one individual to serve as an authorized reading specialist trained in dyslexia. The Corporation may enter into an agreement with a service provider or another school corporation or charter school to obtain or share services provided by an authorized reading specialist trained in dyslexia.

The Corporation may petition the state superintendent of public instruction, or the superintendent's designee, for a waiver necessary to hire an individual that does not meet the training requirements established by the IDOE to be an authorized reading specialist trained in dyslexia. The written petition must be submitted to the IDOE on a form and in a manner prescribed by the IDOE and must specify the reasons the Corporation is seeking the waiver. A waiver may be sought if:

- A. the individual is unable to meet the training requirements to become an authorized reading specialist trained in dyslexia within the required time period; or
- B. an authorized reading specialist trained in dyslexia leaves the specialist's position with the Corporation and the Corporation is not able to timely employ or designate another authorized reading specialist trained in dyslexia.

Definitions:

"Authorized reading specialist trained in dyslexia" means an employee of a school corporation or public school, including a charter school, who has successfully completed training in a dyslexia program approved by the IDOE. The term includes:

- A. a reading specialist trained in dyslexia;
- B. a teacher who has successfully completed the training in a dyslexia program approved by the IDOE; and
- C. a tutor or paraprofessional working under the supervision of a teacher described in section (2) above.

"Dyslexia program" means explicit, direct instruction that is:

- A. systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of a student without presuming prior skills or knowledge of the student;
- B. research based; and
- C. offered in a setting to teach a student the components of reading instruction, including:
 - 1. phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
 - 2. graphophonemic knowledge for teaching the letter sound plan of English;
 - 3. the structure of the English language that includes morphology, semantics, syntax, and pragmatics;
 - 4. linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
 - 5. strategies that a student uses for decoding, encoding, word recognition, fluency, and comprehension.

"Level I dyslexia screening" means a process, as determined by the Corporation, for gathering additional information to determine if characteristics of dyslexia are present.

"Level II dyslexia screening" means a detailed process, as determined by the Corporation, for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia and includes the administration of diagnostic tools designed to measure the underlying cause, characteristics, and outcomes to identify the characteristics of dyslexia.

"Reading specialist trained in dyslexia" means a professional who:

- A. has expertise in and either has or is working toward an endorsement or certification, as determined by the IDOE, in providing training for:
 - 1. phonological and phonemic awareness;
 - 2. sound and symbol relationships;
 - 3. alphabet knowledge;
 - 4. decoding skills;
 - 5. rapid naming skills; and
 - 6. encoding skills;
- B. is fluent in the response to intervention process; and
- C. has been trained in the identification of and intervention for dyslexia.

"Universal screener" means a diagnostic assessment used to aid educators in understanding the causes for student performance, learning strengths, and the needs that underlie student performance. The diagnostic assessment is conducted to identify or predict students who may be at risk for poor learning outcomes and is typically brief and conducted with all students at a particular grade level.

I.C. 20-35.5-1-1 et seq.

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SUPPLEMENTAL PAYMENTS FOR TEACHERS

The School Board authorizes the Superintendent to issue a supplemental payment in excess of the salary specified in the School Corporation's compensation plan to the following teachers:

- | ☒ A teacher who teaches an advanced placement course or has earned a master's degree from an accredited postsecondary educational institution in a content area directly related to the subject matter of a dual credit course; or another course taught by the teacher.
- | ☒ A teacher who is a special education professional or who teaches in the areas of science, technology, engineering or mathematics.
- | ☒ An elementary school teacher who earns a master's degree in math, reading, or literacy.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the Indiana Department of Education ("IDOE") that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

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Discussion of Supplemental Payments:

A supplement provided under this policy is not subject to collective bargaining, but a discussion of the supplement must be held with the exclusive representative of the Corporation's teachers. Such a supplement is in addition to any salary increase permitted by I.C. 20-28-9-1.5(b).

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-28-9-1.5

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**ADMINISTRATIVE LEAVE OF ABSENCE WITH PAY OR
TEMPORARY ADMINISTRATIVE REASSIGNMENT OF TEACHERS**

The School Board recognizes its obligation to maintain a working and learning environment that is conducive to the education of students and understands that at times there may be a need for determining whether members of the teaching staff are meeting the expectation of serving as an exemplar for those students and/or their professional responsibilities. In situations in which those charged with supervising professional staff members determine that an administrative leave of absence with pay or a temporary administrative reassignment of a teacher is needed for the benefit of students, colleagues, and/or the community, including but not limited to investigatory periods, the administration shall provide due process as required by Federal law.

It will be the responsibility of the Superintendent to establish administrative guidelines which ensure that the proper standards have been applied and the proper procedures have been followed when a principal decides to place a teacher on an administrative leave of absence with pay or make a temporary administrative reassignment of a teacher.

OPTIONAL:

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[] ~~Any leave of absence with pay that will exceed fifteen (15) instructional days must be approved by the Board.~~

[END OF OPTION]