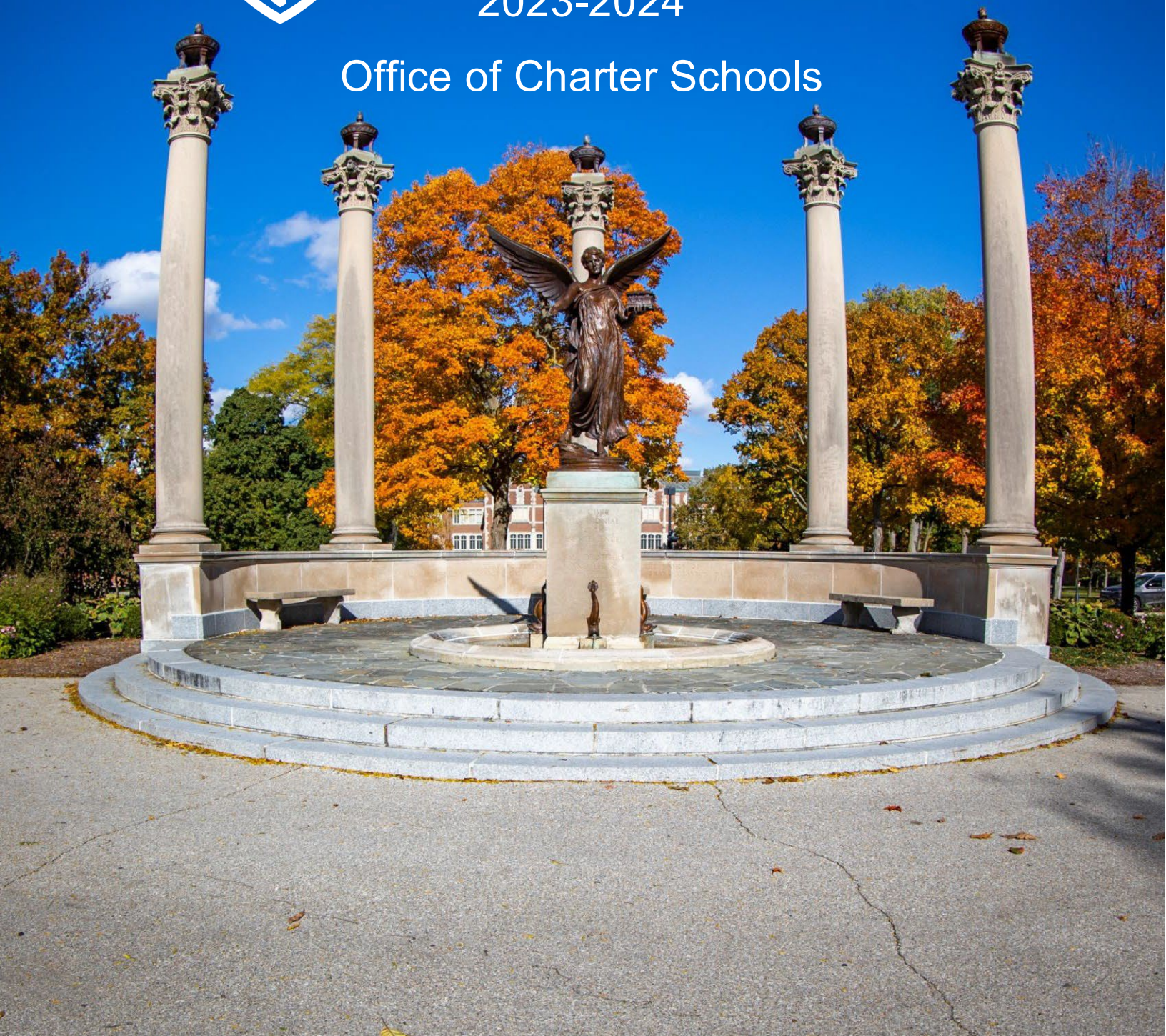




BALL STATE UNIVERSITY

2023-2024

Office of Charter Schools





BALL STATE UNIVERSITY

Office of Charter Schools

For more information about this report, contact

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Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

LETTER FROM THE ASSOCIATE DEAN FOR ENGAGEMENT

BSU Office of Charter Schools



Ball State University serves as the largest public University authorizer of public charter schools in Indiana, with 21 schools throughout the state serving 14,637 students during 2023-24. In the 2024-25 school year Ball State will authorize 20 schools serving approximately 15,502 children. Our portfolio of charter schools reaches every corner of the state, representing diverse communities and needs.

As an authorizer for the last 22 years, Ball State University's Office of Charter Schools (OCS) continues its work to become a model for how an authorizer can improve its policies and practices, thereby improving the quality of schooling opportunities for students throughout Indiana. In 2011 OCS worked with the National Association of Charter School Authorizers (NACSA) to improve authorizing practices across the board for OCS and nationwide. OCS has continued to work with NACSA, our fellow Indiana authorizers, the Indiana Department of Education, and authorizers nationwide to improve authorizing practices nationwide and improve the charter school sector's performance in our state.

Our oversight of charter schools includes evaluating the academic, financial, and organizational performance of each school we monitor. Both the internal OCS staff at Ball State, as well as third-party external evaluators conduct this work. Both perspectives provide us with a thorough look at a school's performance, and within the context of each school's unique community. OCS continues its work to become a model for how an authorizer can drastically improve its policies and practices. As we work with state partners to improve the performance and accountability of charter schools, we also serve as an advocate for all schools alongside traditional public schools.

The Teachers College's mission is dedicated to the development of future and current teachers and educational leaders who are responsive to diversity and the contextual foundations of teaching, learning and human development. OCS supports this mission by authorizing charter schools that meet the needs of the communities they serve. Each charter school is unique in its purpose and within the context of its broader community.

OCS is committed to assisting and supporting its charter schools and has put in place mechanisms and strategies to provide this assistance to its charter schools with the goal of improving student academic achievement and thereby increasing the percentage of Ball State authorized charters meeting or exceeding performance standards. As parents and communities continue to call for high quality educational options, Ball State University remains committed to meeting their needs, as do the many dedicated charter school administrators, teachers, staff, and volunteers who serve on school boards, assist in the classrooms, and otherwise advance these public schools on behalf of their students.

Sincerely,

A handwritten signature in black ink that reads "Kendra Lowery". The signature is fluid and cursive.

Dr. Kendra Lowery, Associate Dean for Engagement, Teachers College

ACCOUNTABILITY REPORT CONTENT

BSU Office of Charter Schools

Overview

Purpose of the Accountability Report
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2023-24 Student Enrollment (BSU)
Role of Ball State University as a Charter Authorizer
Role of the Office of Charter Schools

General Information

BSU Academic Monitoring
Public Law 221 – Indiana's State Accountability Law (PL 221)
2023-24 Demographic Data

Comprehensive Review of BSU Charter Schools



The Ball State University Office of Charter Schools is pleased to provide this Accountability Report along with additional information regarding data summarized in this report
online: www.bsu.edu/teach ers/charter

PURPOSE OF THE ACCOUNTABILITY REPORT

of BSU Charter Schools

Each year, the Ball State University Office of Charter Schools (OCS) publishes an accountability report indicating the performance of its authorized charter schools. This is the seventeenth annual accountability report.

The purpose of this report is to provide a performance snapshot of each charter school authorized by Ball State that operated during 2023-24, as well as a general summary of the success of the Ball State charter program. The accountability report provides information about each school's educational philosophy and approach; demographics of the school's student population; 2023-24 state student achievement data in the form of ILEARN, IREAD, ISTEP+ Grade 10 and graduation rates, as well as their annual financial audits.

When available, this report summarizes the performance of each school for the academic year 2023-24, and, when applicable, goes back five years in operation. School performance data is obtained from the state assessment program, and the ILEARN assessment. The Indiana Department of Education reports test results only at the school level by grade. Because individual student performance has not been made available to OCS, the office is presently unable to track individual student progress for the ILEARN assessment. Without individual student performance on the ILEARN, specific gains of those individual students from year-to-year cannot be tracked.

However, using Indiana's growth model data does provide some insight into the progress of students within BSU-authorized charter schools. OCS recognizes that focusing on standardized test passing rates alone does not consider such factors as the movement of individual students into and out of schools. This student mobility is significant for some of the Ball State-authorized schools, thereby masking performance gains of students who remain at a school for a number of years. Ideally, for accuracy, the performance of a school should be based on the impact of its educational program on the same students over a reasonable period of time.



OVERVIEW

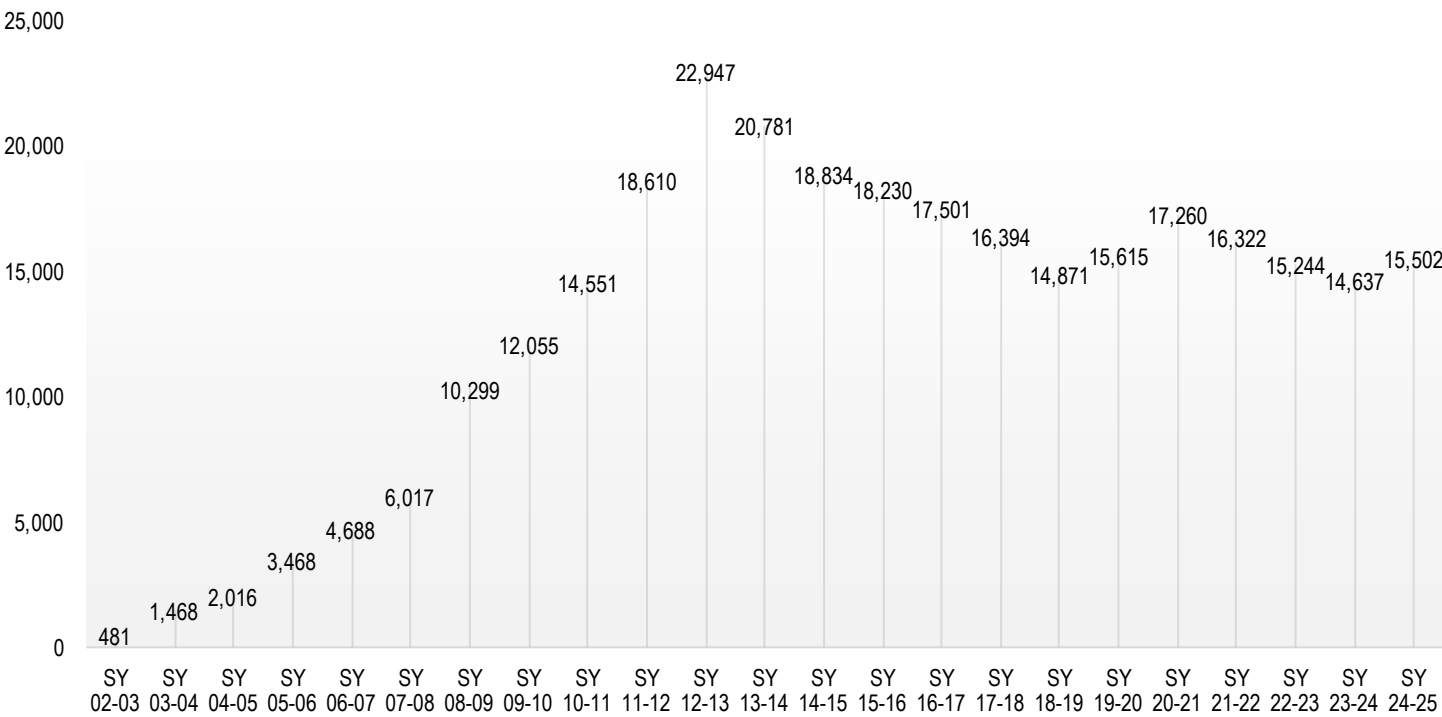
of BSU Charter Schools

What are Charter Schools?

Charter schools are independent, state-funded, public schools that are open to all students. Students do not pay tuition to attend these schools, which are designed and operated by educators, parents, and community leaders. In Indiana, charter schools may be authorized by a limited number of entities, such as the executive of a consolidated city or a state, public and private universities offering four-year degrees, and a state-wide authorizing board. Ball State has served as an authorizer since 2002.

Through these schools, Ball State University helps expand the educational choices available to Indiana students. Similar to traditional public schools, charter schools are held to high academic standards. Each Ball State-sponsored charter school is required to fulfill the conditions set forth in its charter, as well as to achieve the performance standards set forth in Ball State's Performance Frameworks, which serve as the accountability plan for all schools sponsored by Ball State. Charter schools must participate in state testing programs, provide open enrollment to all students, hire certified teachers, publish annual reports, and comply with Indiana Access Laws. The educational programs offered in charter schools are often new and innovative approaches to instruction that can be tailored to the specific needs of students. Charter schools are allowed considerable autonomy through the Indiana Charter Law.

Enrollment History of Ball State University Authorized Charter Schools (2023-24)



MAP OF BALL STATE CHARTER SCHOOLS

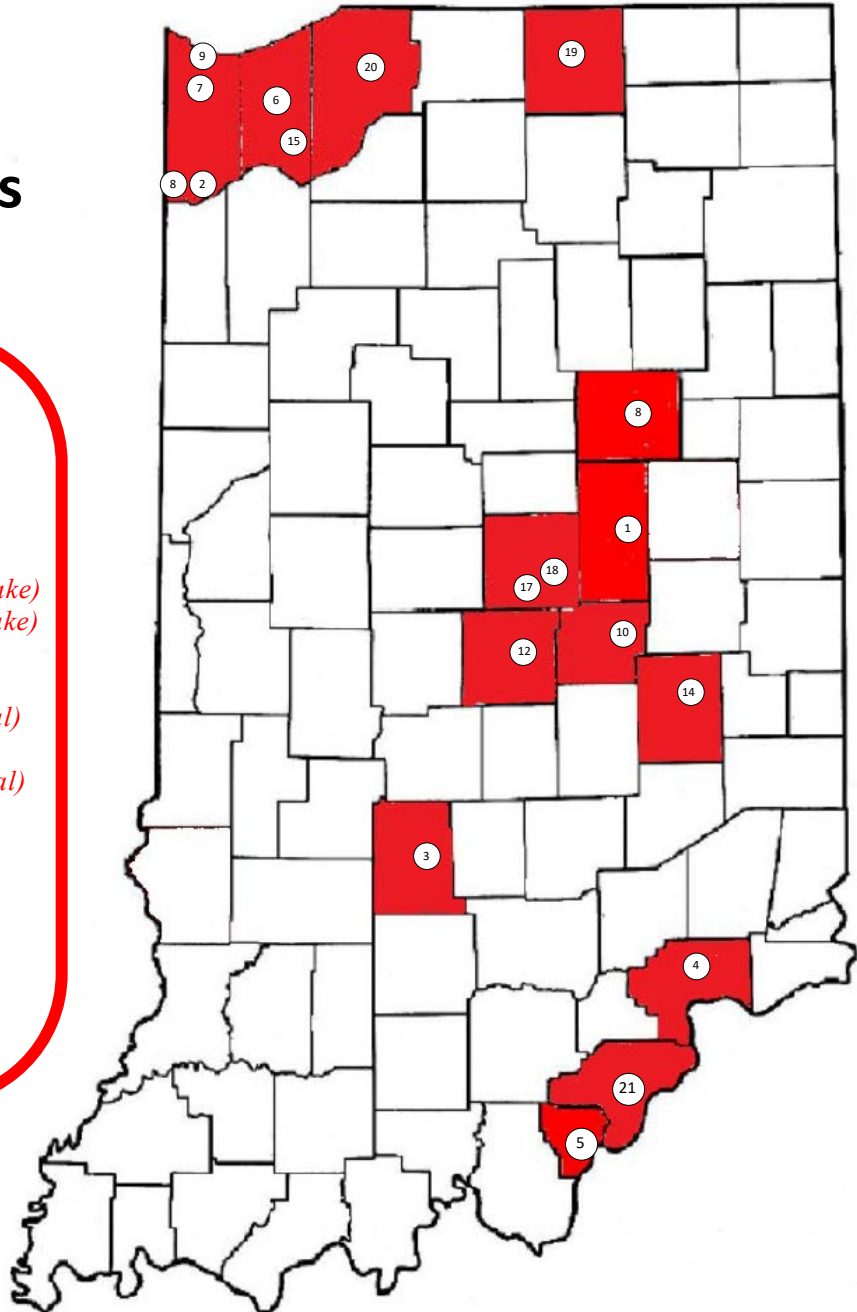
BSU Public Charter Schools

(As of July 1, 2023)

1. Anderson Preparatory Academy 2008 (Madison)
2. *Aspire Charter Academy* 2008 (Lake)
3. The Bloomington Project School 2009 (Monroe)
4. Canaan Community Academy 2012 (Jefferson)
5. Community Montessori 2002 (Floyd)
6. Discovery Charter School 2010 (Porter)
7. *East Chicago Lighthouse Charter School* 2006 (Lake)
8. *East Chicago Urban Enterprise Academy* 2005 (Lake)
9. *Gary Lighthouse Charter School* 2005 (Lake)
10. Geist Montessori Academy 2006 (Hancock)
11. *Hoosier College and Career Academy* 2016 (Virtual)
12. *Indiana Connections Academy* 2012 (Virtual)
13. *Indiana Connections Career Academy* 2017 (Virtual)
14. Mays Community Academy 2015 (Rush)
15. Neighbor's New Vista High School 2012 (Porter)
16. Options Indiana (Virtual)
17. Options Noblesville 2006 (Hamilton)
18. Options Westfield 2004 (Hamilton)
19. Premier Arts Academy 2023 (Elkhart)
20. Renaissance Academy 2007 (La Porte)
21. Rock Creek Community Academy 2010 (Clark)

EMO 33% (7 schools)

Independent – 67% (14 schools)



DIVERSITY OF BSU CHARTER SCHOOLS

Serving as Indiana's first postsecondary institution authorizing public charter schools was one way Ball State University demonstrated its commitment to redefining education and building better communities. Ball State University remains the largest postsecondary institution authorizer in the state. The chart below demonstrates the diversity found in BSU charter schools as compared to traditional public schools in the state of Indiana.

School Type Comparisons

| 2023-24 | Traditional Public Schools | | BSU Authorized Charter Schools | | |
|---|----------------------------|----------|--------------------------------|---------|-------------|
| Enrollment | 1,032,724 | | 15,560 | | |
| Ethnicity | Number** | Percent* | Number | Percent | Range |
| Black | 137,884 | 13.4% | 3,096 | 21.3% | 0.5 – 89.3% |
| White | 653,190 | 63.2% | 8,589 | 59.0% | 0.2 – 93.2% |
| Hispanic | 151,031 | 14.6% | 1,748 | 12.0% | 3.5 – 56.5% |
| Multiracial | 56,680 | 5.5% | 943 | 6.5% | 1.5 – 12.9% |
| Asian | 31,203 | 3.0% | 140 | 1.0% | 0 – 4.8% |
| American Indian | 1,671 | 0.2% | 25 | 0.2% | 0 – 1.2% |
| Native Hawaiian/Pacific Island or Other | 1,065 | 0.1% | 19 | 0.1% | 0 – 0.6% |
| Lunch (Free/Reduced/Paid) | | | | | |
| Free/Reduced | 497,523 | 48.2% | 6,936 | 47.6% | 0 – 100% |
| Paid | 535,201 | 51.8% | 7,624 | 52.4% | 0 – 100.0% |
| Special Education | 170,663 | 16.5% | 2,787 | 18.3% | 8.1 – 33.3% |
| English Language Learner | 87,884 | 8.5% | 865 | 5.7% | 0 – 51.8% |

2023-24 STUDENT ENROLLMENT

of BSU Charter Schools

| School Name | Enrollment | Attendance Rate* | # of Students Suspensions | # of Students Expelled | # Safety & Disciplinary Incidents | # of students with Chronic Absenteeism | % of students with Chronic Absenteeism |
|--|------------|------------------|---------------------------|------------------------|-----------------------------------|--|--|
| Anderson Preparatory Academy | 843 | 50.1% | 244 | 3 | 7 | 270 | 29.7% |
| Aspire Charter Academy | 576 | 51.1% | 225 | 5 | 129 | 184 | 27.9% |
| The Bloomington Project School | 321 | 44.6% | 4 | 0 | 0 | 84 | 25.8% |
| Canaan Community Academy | 202 | 43.3% | 0 | 0 | 18 | 85 | 36.0% |
| Community Montessori Inc | 486 | 57.6% | 64 | 5 | 2 | 74 | 14.8% |
| Discovery Charter School | 544 | 55.5% | 198 | 1 | 470 | 116 | 19.9% |
| East Chicago Lighthouse Charter School | 462 | 35.1% | 116 | 5 | 427 | 215 | 42.0% |
| East Chicago Urban Enterprise Academy | 430 | 52.2% | 69 | 0 | 239 | 95 | 21.9% |
| Gary Lighthouse Charter School | 1066 | 34.5% | 501 | 15 | 1047 | 515 | 43.9% |
| Geist Montessori Academy | 273 | 67.3% | 20 | 0 | 17 | 25 | 7.5% |
| Hoosier College and Career Academy | 784 | 56.8% | 0 | 0 | 0 | 507 | 29.6% |
| Indiana Connections Academy | 5475 | 80.7% | 3 | 0 | 0 | 819 | 12.8% |
| Indiana Connections Career Academy | 724 | 79.8% | 0 | 0 | 0 | 117 | 13.7% |
| Mays Community Academy | 117 | 57.1% | 12 | 0 | 2 | 34 | 26.0% |
| Neighbors' New Vistas High School | 130 | 16.5% | 68 | 4 | 31 | 143 | 67.5% |
| Options Indiana | 603 | 43.6% | 1 | 0 | 0 | 353 | 41.0% |
| Options Noblesville | 170 | 29.3% | 24 | 0 | 12 | 125 | 57.3% |
| Options Westfield | 252 | 40.5% | 40 | 0 | 13 | 138 | 36.2% |
| Premier Arts Academy | 191 | 47.7% | 1 | 0 | 0 | 42 | 21.0% |
| Renaissance Academy Charter School | 274 | 83.8% | 10 | 0 | 5 | 58 | 20.9% |
| Rock Creek Community Academy | 637 | 63.8% | 8 | 0 | 12 | 106 | 15.9% |

* Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school. Note, the State average is 63.4%.

2023-24 INCIDENTS OF SECLUSIONS OR RESTRAINTS

of BSU Charter Schools

| School Name | # Chemical Restraints | # Mechanical Restraints | # Physical Restraints | Total Restraints | # Restraints Involving a Resource Office | # Seclusions | # Seclusions Involving a Resource Office |
|--|-----------------------|-------------------------|-----------------------|------------------|--|--------------|--|
| Anderson Preparatory Academy | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Aspire Charter Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Bloomington Project School | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Canaan Community Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Montessori Inc | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| Discovery Charter School | 0 | 0 | 5 | 5 | 0 | 0 | 0 |
| East Chicago Lighthouse Charter School | 0 | 0 | 10 | 10 | 1 | 0 | 0 |
| East Chicago Urban Enterprise Academy | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| Gary Lighthouse Charter School | 0 | 0 | 14 | 14 | 2 | 0 | 0 |
| Geist Montessori Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hoosier College and Career Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Indiana Connections Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Indiana Connections Career Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mays Community Academy | 0 | 0 | 7 | 7 | 0 | 0 | 0 |
| Neighbors' New Vistas High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Options Indiana | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Options Noblesville | 0 | 0 | 7 | 7 | 0 | 0 | 0 |
| Options Westfield | 0 | 0 | 4 | 4 | 0 | 0 | 0 |
| Premier Arts Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Renaissance Academy Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rock Creek Community Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

INDIANA'S STATE ACCOUNTABILITY SYSTEM

Ball State University Authorized Charter Schools 2023-24 PL221 Status

Beginning with the 2011-12 school year, new metrics were used to assign category designations (letter grades) to schools. These new A-F grades were designed to improve transparency by allowing parents and community members to recognize how well Indiana schools are performing. The A-F model measures proficiency and growth on state assessments, and includes college and career readiness performance indicators for high schools. A more detailed explanation of how the A-F grade is calculated for schools can be found on the IDOE website. <https://www.doe.in.gov/accountability/indiana-student-centered-accountability>. Additionally, a detailed breakdown of academic data for each school is provided on their Indiana Graduates Prepared to Succeed (GPS) website <https://indianagps.doe.in.gov/>. Due to the COVID-19 pandemic, Indiana received a waiver from calculating Federal Accountability ratings for the 2019-2020 school year. In addition, Indiana has requested waivers for subsequent years and have not assigned A-F grades since FY2018-19.

| SCHOOL NAME | Federal 2023-24 | Federal 2022-23 | Federal 2021-2022 | State Hold Harmless 2019-23 | 2018-19 | | 2017-18 | |
|---------------------------------------|-----------------|----------------------------|----------------------------|-----------------------------|----------|----------------------------|----------|----------|
| | | | | | State | Federal | State | Federal |
| Anderson Preparatory Academy | * | Does Not Meet Expectations | Does Not Meet Expectations | B | D | Approaches Expectations | B | C |
| Aspire Charter Academy | * | Does Not Meet Expectations | Does Not Meet Expectations | D | D | Approaches Expectations | D | D |
| The Bloomington Project School | * | Meets Expectations | Meets Expectations | A | A | Meets Expectations | B | B |
| Canaan Community Academy | * | Does Not Meet Expectations | Does Not Meet Expectations | D | F | Approaches Expectations | D | F |
| Community Montessori | * | Approaches Expectations | Approaches Expectations | B | C | Approaches Expectations | B | B |
| Discovery Charter School | * | Approaches Expectations | Approaches Expectations | B | C | Meets Expectations | B | B |
| East Chicago Lighthouse | * | Does Not Meet Expectations | Does Not Meet Expectations | D | D | Approaches Expectations | D | D |
| East Chicago Urban Enterprise Academy | * | Approaches Expectations | Does Not Meet Expectations | D | D | Approaches Expectations | D | D |
| Gary Lighthouse Charter School | * | Does Not Meet Expectations | Does Not Meet Expectations | C | D | Approaches Expectations | C | C |
| Geist Montessori Academy | * | Approaches Expectations | Meets Expectations | B | C | Approaches Expectations | B | B |
| Hoosier College and Career Academy | * | Does Not Meet Expectations | Does Not Meet Expectations | C | C | Does Not Meet Expectations | C | D |
| Indiana Connections Academy | * | Does Not Meet Expectations | Approaches Expectations | D | D | Approaches Expectations | D | F |
| Indiana Connections Career Academy | * | Approaches Expectations | Approaches Expectations | No Grade | D | Does Not Meet Expectations | No Grade | No Grade |
| Mays Community Academy | * | Does Not Meet Expectations | Approaches Expectations | A | D | Approaches Expectations | A | A |
| Neighbors' New Vistas High School | * | Does Not Meet Expectations | Does Not Meet Expectations | F | F | Does Not Meet Expectations | F | F |
| Options Indiana | * | Does Not Meet Expectations | Does Not Meet Expectations | n/a | Not Open | Not open | Not Open | Not Open |
| Options Charter School - Carmel | * | Does Not Meet Expectations | Does Not Meet Expectations | D | F | Does Not Meet Expectations | D | F |
| Options Charter School Noblesville | * | Does Not Meet Expectations | Does Not Meet Expectations | D | F | Does Not Meet Expectations | F | F |
| Premier Arts Academy | * | Not Open | Not Open | Not Open | Not Open | Not Open | Not Open | Not Open |
| Renaissance Academy Charter School | * | Meets Expectations | Meets Expectations | B | B | Meets Expectations | B | B |
| Rock Creek Community Academy | * | Approaches Expectations | Approaches Expectations | B | B | Meets Expectations | B | B |

* Federal A-F data embargoed as of the January 31, 2025, submission date of this Report.

INDIANA'S STATE ACCOUNTABILITY SYSTEM

BSU Authorized Charter Schools 2023-24 ILEARN Results

| Corp Name | 2023-24 Enrollment | ELA Below Proficiency | ELA Approaching Proficiency | ELA At Proficiency | ELA Above Proficiency | ELA Total Proficient | ELA Total Tested | ELA % Proficient |
|---------------------------------------|--------------------|-----------------------|-----------------------------|--------------------|-----------------------|----------------------|------------------|------------------|
| Anderson Preparatory Academy | 843 | 282 | 59 | 30 | 4 | 34 | 375 | 9.1% |
| Aspire Charter Academy | 576 | 178 | 109 | 81 | 49 | 130 | 417 | 31.2% |
| The Bloomington Project School | 321 | 31 | 45 | 72 | 46 | 118 | 194 | 60.8% |
| Canaan Community Academy | 202 | 56 | 28 | 16 | 4 | 20 | 104 | 19.2% |
| Community Montessori Inc | 486 | 71 | 45 | 60 | 18 | 78 | 194 | 40.2% |
| Discovery Charter School | 544 | 93 | 76 | 93 | 75 | 168 | 337 | 49.9% |
| East Chicago Lighthouse Charter | 462 | 188 | 66 | 33 | 8 | 41 | 295 | 13.9% |
| East Chicago Urban Enterprise Academy | 430 | 106 | 89 | 59 | 27 | 86 | 281 | 30.6% |
| Gary Lighthouse Charter School | 1066 | 289 | 99 | 46 | 10 | 56 | 444 | 12.6% |
| Geist Montessori Academy | 273 | 45 | 32 | 32 | 30 | 62 | 139 | 44.6% |
| Hoosier College and Career Academy | 784 | 147 | 75 | 38 | 10 | 48 | 270 | 17.8% |
| Indiana Connections Academy | 5475 | 720 | 448 | 312 | 134 | 446 | 1614 | 27.6% |
| Indiana Connections Career Academy | 724 | 52 | 35 | 34 | 13 | 47 | 134 | 35.1% |
| Mays Community Academy | 117 | 33 | 12 | 11 | 5 | 16 | 61 | 26.2% |
| Options Indiana | 603 | *** | *** | *** | *** | *** | 4 | *** |
| Options Noblesville | 170 | 10 | 1 | 1 | 0 | 1 | 12 | 8.3% |
| Options Westfield | 252 | 85 | 40 | 24 | 15 | 39 | 164 | 23.8% |
| Premier Arts Academy | 191 | 51 | 23 | 20 | 7 | 27 | 101 | 26.7% |
| Renaissance Academy Charter School | 274 | 44 | 53 | 46 | 23 | 69 | 166 | 41.6% |
| Rock Creek Community Academy | 637 | 90 | 75 | 83 | 47 | 130 | 295 | 44.1% |
| Statewide | | 174812 | 116766 | 120092 | 80291 | 200383 | 491961 | 40.7% |

| Corp Name | Math Below Proficiency | Math Approaching Proficiency | Math At Proficiency | Math Above Proficiency | Math Total Proficient | Math Total Tested | Math % Proficient | ELA & Math Total Proficient | ELA & Math % Proficient |
|---------------------------------------|------------------------|------------------------------|---------------------|------------------------|-----------------------|-------------------|-------------------|-----------------------------|-------------------------|
| Anderson Preparatory Academy | 298 | 51 | 17 | 8 | 25 | 374 | 6.7% | 13 | 3.5% |
| Aspire Charter Academy | 245 | 84 | 53 | 31 | 84 | 413 | 20.3% | 67 | 16.2% |
| The Bloomington Project School | 51 | 50 | 46 | 48 | 94 | 195 | 48.2% | 81 | 41.8% |
| Canaan Community Academy | 61 | 29 | 9 | 5 | 14 | 104 | 13.5% | 7 | 6.7% |
| Community Montessori Inc | 117 | 40 | 25 | 12 | 37 | 194 | 19.1% | 33 | 17.0% |
| Discovery Charter School | 102 | 78 | 71 | 87 | 158 | 338 | 46.7% | 125 | 37.1% |
| East Chicago Lighthouse Charter | 228 | 45 | 15 | 6 | 21 | 294 | 7.1% | 12 | 4.1% |
| East Chicago Urban Enterprise Academy | 137 | 66 | 57 | 21 | 78 | 281 | 27.8% | 54 | 19.2% |
| Gary Lighthouse Charter School | 346 | 57 | 35 | 7 | 42 | 445 | 9.4% | 26 | 5.9% |
| Geist Montessori Academy | 47 | 33 | 39 | 20 | 59 | 139 | 42.4% | 41 | 29.5% |
| Hoosier College and Career Academy | 225 | 32 | 10 | 3 | 13 | 270 | 4.8% | 11 | 4.1% |
| Indiana Connections Academy | 968 | 379 | 182 | 90 | 272 | 1619 | 16.8% | 193 | 12.0% |
| Indiana Connections Career Academy | 81 | 35 | 15 | 5 | 20 | 136 | 14.7% | 14 | 10.4% |
| Mays Community Academy | 28 | 19 | 10 | 4 | 14 | 61 | 23.0% | 10 | 16.4% |
| Options Charter Schools | *** | *** | *** | *** | *** | 4 | *** | *** | *** |
| Premier Arts Academy | 11 | 1 | 0 | 0 | 0 | 12 | 0.0% | 0 | 0.0% |
| Renaissance Academy Charter School | 122 | 30 | 8 | 4 | 12 | 164 | 7.3% | 11 | 6.7% |
| Rock Creek Community Academy | 56 | 28 | 13 | 4 | 17 | 101 | 16.8% | 13 | 12.9% |
| Statewide | 181569 | 109243 | 110302 | 90627 | 200929 | 491741 | 40.9% | 150494 | 30.6% |

INDIANA'S STATE ACCOUNTABILITY SYSTEM

BSU Authorized Charter Schools 2023-24 IREAD Results

Like all public schools, charter schools are required to administer the Indiana Reading Evaluation and Determination (IREAD-3) assessment. The purpose of the IREAD-3 assessment is to measure foundational reading standards developed through grade three. Students who do not pass the spring assessment are retested in the summer. A school's final IREAD score is updated following the summer retest. Statewide 2024 IREAD-3 results show that overall, 81.5% of Indiana public school students passed the IREAD assessment in Summer 2024. Students who do not pass the summer retest may be retained in third grade.

| School Name | Spring 2023-24 | | | Combined Spring/Summer 2023-24 | | |
|--|----------------|---------------|---------------|--------------------------------|---------------|--------------|
| | IREAD PASS N | IREAD TEST N | IREAD Pass % | IREAD PASS N | IREAD TEST N | IREAD Pass % |
| Anderson Preparatory Academy | 27 | 29 | 93.1% | 37 | 50 | 74.0% |
| Aspire Charter Academy | 33 | 47 | 70.2% | 38 | 62 | 61.3% |
| The Bloomington Project School | 28 | 29 | 96.6% | 32 | 36 | 88.9% |
| Canaan Community Academy | 10 | 10 | 100.0% | 10 | 19 | 52.6% |
| Community Montessori Inc | 20 | 32 | 62.5% | 22 | 36 | 61.1% |
| Discovery Charter School | 65 | 75 | 86.7% | 68 | 79 | 86.1% |
| East Chicago Lighthouse Charter School | 22 | 32 | 68.8% | 40 | 51 | 78.4% |
| East Chicago Urban Enterprise Academy | 34 | 35 | 97.1% | 41 | 48 | 85.4% |
| Gary Lighthouse Charter School | 54 | 54 | 100.0% | 60 | 79 | 75.9% |
| Geist Montessori Academy | 32 | 32 | 100.0% | 36 | 42 | 85.7% |
| Indiana Connections Academy | 85 | 119 | 71.4% | 96 | 155 | 61.9% |
| Mays Community Academy | 11 | 12 | 91.7% | 12 | 14 | 85.7% |
| Premier Arts Academy | 20 | 20 | 100.0% | 28 | 29 | 96.6% |
| Renaissance Academy Charter School | 34 | 34 | 100.0% | 35 | 37 | 94.6% |
| Rock Creek Community Academy | 54 | 55 | 98.2% | 55 | 58 | 94.8% |
| Indiana Statewide | Not available | Not available | Not available | 60,904 | 74,730 | 81.5% |

GRADUATION RATES

BSU Authorized Charter Schools 2023-24

2023-24 GRADUATION RATES

State law (IC 20-26-13) indicates that the graduation rate is the percentage of students within a cohort who graduate during their expected graduation year. The expected graduation year is defined as three years after a student is first considered to have entered grade 9.

The non-waiver rate excludes those graduates who received a diploma with a waiver and have not met the basic expectation that all students pass the state's ECA Graduation Examinations before exiting high school with a diploma. Students can receive graduation waivers in three ways: 1) by successfully completing Core 40 coursework, 2) by demonstrating to the satisfaction of the high school that they have met the achievement standard measured by the Graduation Examination through other means, or 3) by completing an internship and a workforce readiness assessment.

| School Name | In Cohort N | Total Graduate N | Total Graduation Rate | Non-Waiver Graduate N | Non-Waiver Graduation Rate | Waiver Graduate N |
|------------------------------------|---------------|------------------|-----------------------|-----------------------|----------------------------|-------------------|
| Anderson Preparatory Academy | 60 | 51 | 85.00% | 50 | 83.33% | 1 |
| Community Montessori | 24 | 23 | 95.83% | 23 | 95.83% | 0 |
| Gary Lighthouse Charter School | 82 | 70 | 85.37% | 70 | 85.37% | 0 |
| Hoosier College and Career Academy | 312 | 215 | 68.91% | 209 | 66.99% | 6 |
| Indiana Connections Academy | 1053 | 676 | 64.20% | 676 | 64.20% | 0 |
| Indiana Connections Career Academy | 222 | 181 | 81.53% | 181 | 81.53% | 0 |
| Neighbors' New Vistas High School | 57 | 23 | 40.35% | 23 | 40.35% | 0 |
| Options Indiana | 240 | 83 | 34.58% | 81 | 33.75% | 2 |
| Options Noblesville | 48 | 34 | 70.83% | 34 | 70.83% | 0 |
| Options Westfield | 37 | 26 | 70.27% | 25 | 67.57% | 1 |
| Rock Creek Community Academy | 48 | 47 | 97.92% | 47 | 97.92% | 0 |
| Indiana Statewide | 84,142 | 75,923 | 90.23% | 73,647 | 87.53% | |

The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those who entered high school in the fall of 2007. The legislation includes an opt-out provision for parents who determine their students could receive a greater benefit from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011.

| School Name | 2023-24 Diploma Quality | | | | | | 2023-24 Drop Out# |
|------------------------------------|-------------------------|-----------|---|---------------------------|----------------------------|-----------|-------------------|
| | Alternative Diploma # | Core 40 # | Core 40 Academic and Technical Honors # | Core 40 Academic Honors # | Core 40 Technical Honors # | General # | |
| Anderson Preparatory Academy | | 32 | 3 | 8 | 5 | 3 | 5 |
| Community Montessori | | 11 | 2 | 10 | | | 4 |
| Gary Lighthouse Charter School | | 47 | | 23 | | | 42 |
| Hoosier College and Career Academy | 1 | 206 | | | | 8 | 309 |
| Indiana Connections Academy | 5 | 404 | 4 | 54 | | 209 | 38 |
| Indiana Connections Career Academy | | 137 | 6 | 15 | 3 | 20 | 15 |
| Neighbors' New Vistas High School | | 22 | | 1 | | | 14 |
| Options Indiana | 1 | 62 | | 5 | | 15 | 65 |
| Options-Noblesville | | 27 | | | 3 | 4 | 9 |
| Options-Westfield | | 25 | | | 1 | | 4 |
| Rock Creek Community Academy | | 26 | 1 | 8 | 12 | | 1 |

2023-24 MINORITY STUDENTS, FREE AND REDUCED LUNCH AND SPECIAL ED SERVICES

| School Name | # of Minority Students | % of Minority Students | # Received Free/Reduced Lunch | % Received Free/Reduced Lunch | # Identified for Special Ed Svcs | % Identified for Special Ed Svcs |
|--|------------------------|------------------------|-------------------------------|-------------------------------|----------------------------------|----------------------------------|
| Anderson Preparatory Academy | 468 | 55.5% | 472 | 56.0% | 164 | 19.5% |
| Aspire Charter Academy | 574 | 99.7% | 536 | 93.1% | 72 | 12.5% |
| The Bloomington Project School | 68 | 21.2% | 111 | 34.6% | 75 | 23.4% |
| Canaan Community Academy | 14 | 6.9% | 57 | 28.2% | 45 | 22.3% |
| Community Montessori | 76 | 15.6% | 99 | 20.4% | 141 | 29.0% |
| Discovery Charter School | 188 | 34.6% | 191 | 35.1% | 104 | 19.1% |
| East Chicago Lighthouse Charter School | 461 | 99.8% | 462 | 100.0% | 47 | 10.2% |
| East Chicago Urban Enterprise Academy | 428 | 99.5% | 331 | 77.0% | 39 | 9.1% |
| Gary Lighthouse Charter School | 1060 | 99.4% | 1066 | 100.0% | 135 | 12.7% |
| Geist Montessori Academy | 83 | 30.4% | 8 | 2.9% | 0 | 0.0% |
| Hoosier College and Career Academy | 265 | 33.8% | 467 | 59.6% | 54 | 7.7% |
| Indiana Connections Academy | 1438 | 26.3% | 2342 | 42.8% | 118 | 15.1% |
| Indiana Connections Career Academy | 202 | 27.9% | 308 | 42.5% | 1090 | 19.9% |
| Mays Community Academy | 8 | 6.8% | 65 | 55.6% | 127 | 17.5% |
| Neighbors' New Vistas High School | 68 | 52.3% | 87 | 66.9% | 39 | 33.3% |
| Options Indiana | 134 | 22.2% | 34 | 5.6% | 28 | 21.5% |
| Options Noblesville | 47 | 27.6% | 18 | 10.6% | 316 | 30.8% |
| Options Westfield | 64 | 25.4% | 17 | 6.7% | 38 | 19.9% |
| Premier Arts Academy | 88 | 46.1% | 0 | 0.0% | 21 | 7.7% |
| Renaissance Academy Charter School | 79 | 28.8% | 1 | 0.4% | 134 | 21.0% |
| Rock Creek Community Academy | 158 | 24.8% | 264 | 41.4% | 164 | 19.5% |

2023-24 School Renewals

During the 2023-24 school year, there were no charter schools scheduled for renewal.

The Executive Director of the Office of Charter Schools issues notice of the University's intent to renew or non-renew the Charter by March 1 of the last academic year before expiration of the then current term of the Charter. The Organizer may appeal the decision of the Executive Director not to renew the Organizer's charter. In such an event, following receipt and review of the Hearing Panel's recommendation, the President of the University shall issue final notice of the University's intent to renew or non-renew the Charter.

2023-24 Charter Proposals

During the 2023-24 Proposal Cycles, there were no charter proposals received by Office of Charter Schools.

Financial Audits for Each Charter School*

1. Anderson Preparatory Academy
2. Aspire Charter Academy
3. The Bloomington Project School
4. Canaan Community Academy
5. Community Montessori, Inc.
6. Discovery Charter School
7. East Chicago Urban Enterprise Academy
8. Geist Montessori Academy
9. Hoosier College and Career Academy
10. Indiana Online Learning Options, Inc. (for Indiana Connections Academy and Indiana Connections Career Academy)
11. Lighthouse Academies of Northwest Indiana (for East Chicago Lighthouse Charter School and Gary Lighthouse Charter School)
12. Mays Community Academy
13. Neighbors' New Vistas High School
14. Options Charter Schools (for Options Indiana, Options Noblesville and Options Westfield)
15. Premier Arts Academy
16. Renaissance Academy Charter School
17. Rock Creek Community Academy

- [See Appendix I for copies of audit reports for each charter school for the year ended June 30, 2024](#)

BSU Virtual Charter Schools' Methodology Used to Determine Attendance Rate and Student Engagement Requirements/Policies**

1. Hoosier College and Career Academy – Attendance Rate 56.8%.
2. Indiana Online Learning Options, Inc.
Indiana Connections Academy Attendance Rate 80.7%.
Indiana Connections Career Academy Attendance Rate 79.8%
3. Options Indiana – Attendance Rate 43.6%

** [See Appendix II. Note: Attendance rate equals "Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school."](#)

ACADEMIC, FINANCIAL AND ORGANIZATIONAL PERFORMANCE FRAMEWORKS

OCS has developed and adopted national principles and standards for quality charter school authorizing in accordance with IC 20-24-2.2-1.5. These standards are reflected in the Academic, Financial and Organizational Performance Frameworks, which are the basis for school evaluation and are incorporated into the charter contract.

The Academic Performance Framework measures:

Student Progress Over Time

- Growth
- Growth of Low est-Performing Students
- Indiana Department of Education Median Growth Student Growth Percentile

Student Achievement

- Proficiency Status
- Proficiency Comparison: Home District
- Proficiency Comparison: Similar Schools
- Proficiency Comparison: Subgroup Proficiency
- ILEARN - passing math
- ILEARN - passing ELA
- ILEARN - passing both
- Indiana Department of Education Ranking of Schools taking ILEARN within the State, County and Local Districts
- Schools serving 3rd Grade - Percent passing the State I-READ Test
- Indiana Department of Education Median Growth Student Growth Percentile

State, Federal and Ball State Accountability

- State Accountability System
- A-F State Accountability System
- Results under Practices Policies and Procedures for the Monitoring and Renew al of Charter Schools Authorized by Ball State University
- Charter Proposal

Post-Secondary Readiness

- SAT/ACT Performance and Participation 2.4.a.1 and 2.4.a.2
- High School Graduation 2.4.b
- Post-Secondary College Enrollment/Employment 2.4.c and 2.4.d

ACADEMIC, FINANCIAL AND ORGANIZATIONAL PERFORMANCE FRAMEWORKS

The Financial Performance Framework measures:

Near Term Indicators

- Current Ratio
- Cash to Current Liabilities
- Unrestricted Days Cash On Hand
- Enrollment Variance
- Default on Loans

Sustainability Indicators

- Total Margin
- Debt to Asset Ratio
- Cash Flow
- Debt Service Coverage Ratio

ACADEMIC, FINANCIAL AND ORGANIZATIONAL PERFORMANCE FRAMEWORKS

The Organizational Performance Framework measures:

Education Program

- Essential Terms of Charter
- Education Requirements
- Special Needs Populations (SPED, ELL)

Financial Management and Oversight

- Reporting and Compliance
- Generally Accepted Accounting Principles

Governance and Reporting

- Governance Requirements
- Management Oversight
- Reporting Requirements

Additional Legal Obligations

- Students and Employees
 - Student Rights
 - Attendance
 - Credentialing
 - Employee Rights
 - Background Checks
- School Environment
 - Facilities and Transportation
 - Health and Safety
 - Information Handling
- Additional Obligations

2023-24 ADMINISTRATIVE FEES RECEIVED

Ball State University receives an administrative fee of three percent (3%)* of the total amount the organizer receives during the state fiscal year from basic tuition support (as defined in IC 20-43-1-8) as permitted pursuant to IC 20-24-7-3. The chart below reflects the amounts of those fees collected from each of its charter schools during the 2023-24 fiscal year.

| | |
|--|-----------------------|
| Anderson Preparatory Academy | \$196,374.73 |
| Aspire Charter Academy | \$172,506.03 |
| The Bloomington Project School* | \$44,330.39 |
| Canaan Community Academy | \$47,949.42 |
| Community Montessori | \$65,370.39 |
| Discovery Charter School* | \$75,218.22 |
| East Chicago Lighthouse Charter School | \$79,262.89 |
| East Chicago Urban Enterprise Academy | \$70,917.63 |
| Gary Lighthouse Charter School | \$187,837.66 |
| Geist Montessori Academy | \$63,046.30 |
| Hoosier College and Career Academy | \$185,750.86 |
| Indiana Connections Academy | \$1,026,027.22 |
| Indiana Connections Career Academy | \$131,850.97 |
| Mays Community Academy | \$26,170.83 |
| Neighbors' New Vistas High School | \$30,791.46 |
| Options Charter Schools | \$208,851.26 |
| Premier Arts Academy | \$41,199.29 |
| Renaissance Academy Charter School | \$38,042.78 |
| Rock Creek Community Academy* | \$87,989.59 |
| Total 2023-2024 Administrative Fees | \$2,779,487.92 |

* Ball State University receives an administrative fee of two percent (2%) of the total amount the organizer receives during the state fiscal year from basic tuition support from those charter schools, which receive a 7-year charter agreement. Ball State University only recommends a 7-year charter for schools with a demonstrated history of high academic performance, as well as sound fiscal and governance practices. These schools require less frequent intervention and monitoring on the part of the OCS staff. As such, these schools are rewarded with a reduced fee, which both recognizes their performance and acknowledges the investment of OCS time and resources is less intensive to monitor these schools.

2023-24 EXPENDITURES

The Office of Charter Schools (OCS) has a staff of seven full-time employees and one graduate assistant. In addition, the OCS contracts with external experts who are not employees of the University. The university provides office space, access to university counsel, media consultation and other university resources and personnel. In addition, it provides the following benefits to all its schools:

- Board Training for all schools
- Annual Fiscal Audits
- Third-Party External School Quality Reviews
- Application Review
- Charter School Closure Procedures
- A web-based file/data handling system
- Staff support with expertise in education, finance, special education, school startup and governance

The chart below reflects the amounts of those expenditures during the 2023-24 fiscal year:

| Expenditure | Amount |
|---|-----------------------|
| Salaries (7 full-time) and one graduate assistant | \$687,664.21 |
| Benefits | \$213,070.67 |
| Advertising | \$201.70 |
| Airfare | \$3,794.07 |
| Association Dues | \$0.00 |
| CliftonLarsonAllen LLP (charter school audits) | \$575,204.15 |
| Computer Purchase/Rental/Repair/Maintenance | \$0.00 |
| Conference/Facilities Rentals and Meals | \$0.00 |
| Consultants | \$778.88 |
| Employee Per Diem Expense | \$2,842.25 |
| In State Lodging Expense | \$865.30 |
| ITS (insurance tracking services) | \$848.00 |
| Mileage Personal Vehicle / Ground Transportation | \$7,393.16 |
| Minor Computer Equipment | \$0.00 |
| Miscellaneous Expenses | \$150.00 |
| Office Supplies | \$366.57 |
| Other Contract Services | \$0.00 |
| Out of State Lodging Expense | \$4,370.42 |
| Postage/FedEx/UPS | \$34.86 |
| Print and Duplication On Campus | \$144.89 |
| Registration Fees | \$5,267.04 |
| Scholarships | \$61,848 |
| Telephone/Cellphone/Network Charges | \$2,016.00 |
| Overhead and Support Services | \$940,811.00 |
| Total 2023-24 Expenses | \$2,507,671.17 |

ACKNOWLEDGEMENTS

BSU Office of Charter Schools

Ball State University Office of Charter Schools acknowledges the following organizations for their contribution in improving authorizing practices at the Office of Charter Schools.

National Association of Charter School Authorizers (NACSA)

National Alliance for Public Charter Schools

Indiana Department of Education (IDOE)

Indiana State Board of Accounts (SBOA)

Appendix I

2022-23 Financial Audits for Each Charter School

Appendix II

BSU Virtual Charter Schools' Methodology Used to Determine Attendance Rate and Student Engagement Requirements/Policies

Hoosier College and Career Academy.



WELCOME!

NEWROW CLASS CONNECT

Interacting with other students/teachers

The screenshot shows the NEWROW CLASS CONNECT interface. At the top is a black toolbar with icons for K12, video, microphone, chat, participants, notes, settings, and a hand icon. Below the toolbar are several callout boxes explaining the features:

- Click here to turn on/off your webcam.** If the teacher blocks the webcam, the student will not be able to turn it on.
- Click here to unmute.**
 - After 15 seconds of silence, student is muted again, automatically.
 - If the teacher mutes the student, the student will not be able to unmute.
- Raise your hand to get the teacher's attention.** Useful when a teacher has muted the student.
- Teachers can choose to enable Room Chat, Q&A, or both.**
 - Q&A: only teachers see the messages students send
 - Room Chat: everyone sees the messages students send
- Students can see up to 5 other webcams at a time.** Students will not always see their own webcam, unless they are speaking.

On the right side, there is a 'PARTICIPANTS' panel with a search bar and a list of participants: 'DT Demo two Teacher ...' and 'BG Bradley Gradebook ...'. Below this is a 'CHAT' panel with a search bar and two options: 'Questions & Answers' and 'Room Chat'.

At the bottom, there is a video feed showing a student's webcam and a teacher's webcam (labeled 'Demo two Teacher (TE)').

COMMUNITY ENGAGEMENT SPECIALIST



Christina Ingram

cingram@hoosieracademy.org

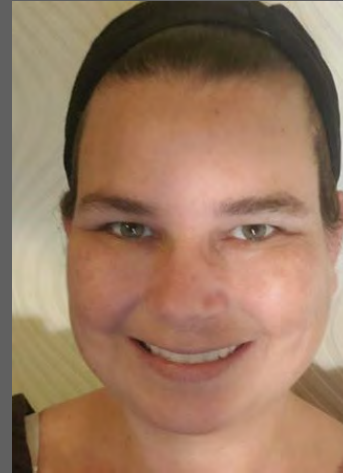
463-900-5333 call/text

- Assist with onboarding
- Provide guidance in navigating OLS
- Answer general school policy questions

Academic Administrators



Melissa (Medinger) Smith
7-12 Principal



Goldie
Samantha Goldsmith

Career Learning Principal
Special Programs
Credit Recovery

Orientation Schedule

My Schedule

December 14, 2023

< >

Select Date

Filter by

Day

Week

David

| Courses | Assignments | Due | Progress |
|---|---|---------|-----------------------|
| ORN015 Welcome to Online Career Learning... | 1.02 Graded Assignment: OMHS Scavenger Hunt | 4:00 PM | <input type="radio"/> |
| ORN015 Welcome to Online Career Learning... | Update your profile photo | 4:00 PM | <input type="radio"/> |
| ORN015 Welcome to Online Career Learning... | SMART goals | 4:00 PM | <input type="radio"/> |
| ORN015 Welcome to Online Career Learning... | Photo/Video Release Form | 4:00 PM | <input type="radio"/> |
| ORN015 Welcome to Online Career Learning... | Order your free student id card *REQUIRED | 4:00 PM | <input type="radio"/> |

Events

New Student Orientation_ORN

Class Connect | Required

Session Type: Assembly

8:00 AM - 8:45 AM >

Counselor Session_ORN

Class Connect | Required

Session Type: Assembly

9:00 AM - 9:45 AM >

NWEA testing_ORN

Class Connect | Required

Session Type: Assembly

11:30 AM - 1:30 PM >

HS Meet the teacher

Class Connect | Required

Session Type: Assembly

1:45 PM - 2:15 PM >

OLS Schedule Tab

View by the day or week

Left side: Assignments

Right side: Live sessions

Recordings: Click the original session block to get a pop-up window with the link the session recording.

Orientation Schedule

| Thursday's Sessions | Time (Eastern) |
|----------------------------------|----------------|
| New student Orientation | 9:00-10:00 |
| Counselor Session w/ attendance | 10:00-11:00 |
| Work time for ORN015 assignments | 11:00-12:00 |
| Lunch | 12:00-12:30 |
| NWEA testing | 12:30-2:30 |
| Meet the Teacher | 2:45 |

| Friday's Sessions | Time (Eastern) |
|--------------------------------------|----------------|
| New student Orientation | 9:00-10:00 |
| Counselor Session w/ Credit Recovery | 10:00-11:00 |
| Student Services & PBIS | 11:00-12:00 |
| NWEA testing | 12:30-2:30 |
| | |

OLS Schedule Tab

View by the day or week

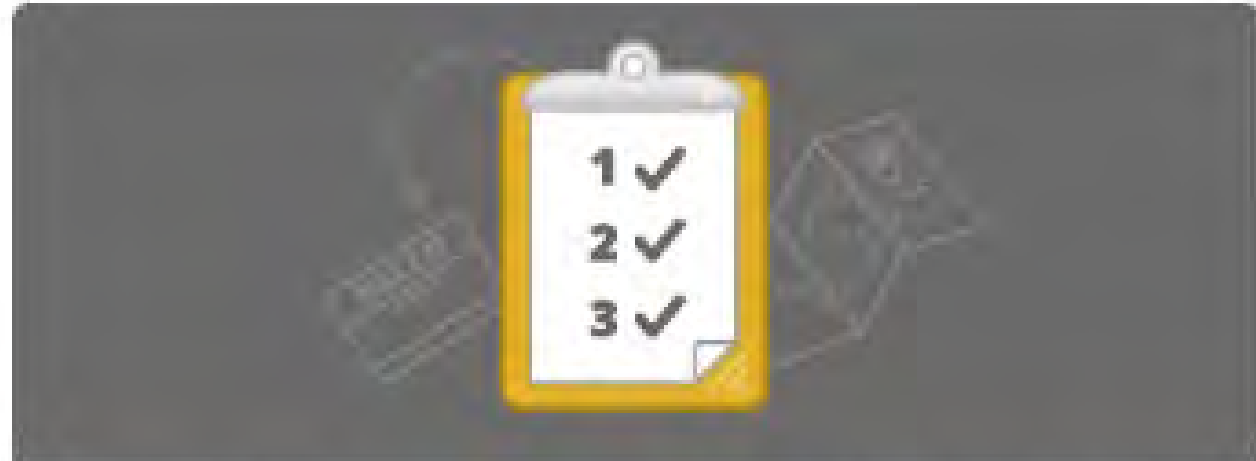
Left side: Assignments

Right side: Live sessions

Recordings: Click the original session block to get a pop-up window with the link the session recording.



ONLINE COURSE



ORN015_CareerLearn_HCCA
[Class: ORN015 CareerLearn HCCA](#)

30 minutes in content tab!

ONLINE LEARNING COURSE

ORN015: CareerLearn_HCCA_Sem1_SY23-24

1.01: The Online Middle and High School

Get Ready

Explore

Use Assessment Tools

Summary



1.02: It's About Time...Management

Get Ready

Explore

Submit Your OMHS Scavenger Hunt

Summary

2.01: Welcome to Career Learning

Get Ready

Explore

Summary

ORN015: CareerLearn_HCCA_

| Grade Item |
|---|
| Unit 1 |
| 1.01 Quiz: SMART Goals |
| Update your profile photo |
| 1.01 Discussion: Introduce Yourself |
| 1.02 Graded Assignment: OMHS Scavenger Hunt |
| PhotoVideo Release Form |

Submit all assignments on time
Resubmit/Retake any items with a low score
Overall grade must be a C or better
Students must complete this course prior to attending any regular classes.

Class Navigation Tips

- To find the lesson modules in the ORN015 class go to the **content tab**.
- To see a list of the graded items in the ORN015 class go to the **grades tab**.
- To see a list of the items you have submitted and are awaiting a grade go to the **tools tab and select assignments**.
- To see your progress and time spent in the course go to the **progress tab**.
- Keep in mind that you must have a passing grade AND at least 30 minutes in the course content of ORN015.**

Overdue Assignments

STUDENTS

Log into your Online School and click **My Schedule**. Select to filter by **Overdue**.

March 23, 2022 < > Select Date ⓘ

Filter by Day Week **Overdue (8)** ⓘ

Or click the **Overdue** assignment link when you are in your course.


Class Home Plan Content Progress Grades Tools ▾ Feedback Help More ▾

ENG108AE2_SumEng9_Sec1_Sem1_20-21_PRI_DEMO_____

| | | | | |
|---|------------------------------|------------------------|---------------------|---|
| Class Updates There are no current updates. | My Grade B (82.5%) | Progress 80% | Overdue 0 | My Teacher International Academy Demo Teacher |
|---|------------------------------|------------------------|---------------------|---|

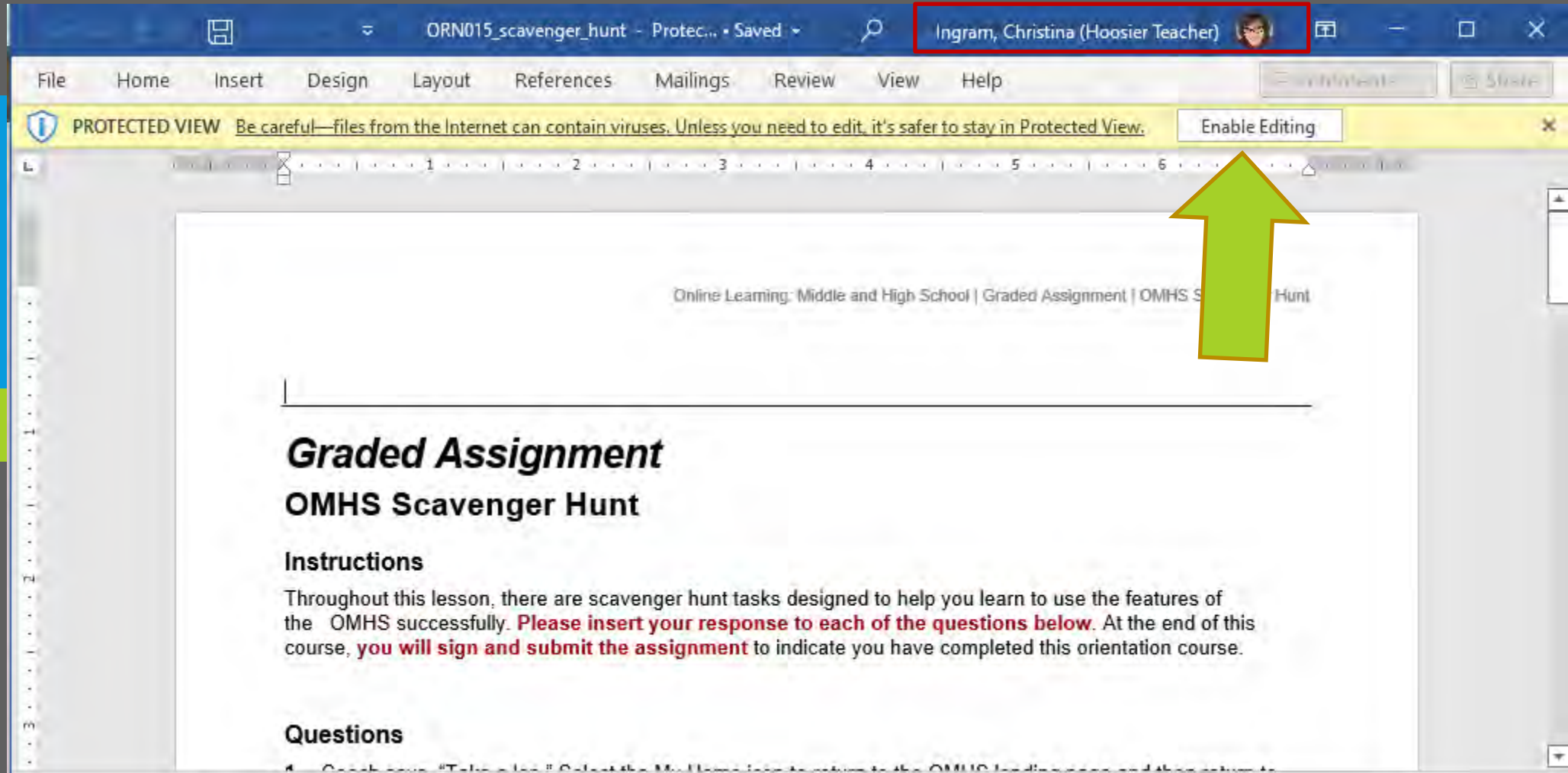
Assignment Tips ▼



Christina Ingram posted on Aug 17, 2023 8:21 AM •  Edited

1. None of the assignments auto-grade. You have to wait for me to score them.
2. You have to submit text to let me know that you have updated your **profile photo**.
3. The **photo/video release form** has to be printed out and signed with a pen. You can also have your LC write a note and submit that instead.
4. You do not need to submit anything for the **student handbook assignment**. You just fill out the Google form.
5. The **student ID card** is free. Please only submit the order once and wait for an approval email.
6. If you find an assignment about **Food Trucks** do not complete it. There's no grade for it.
7. The **scavenger hunt** is simply a review. Look over each item and then type your name/date on page 2. That's it.

Can't type on your Word assignment? Click the Enable Editing button.



Microsoft Activation

1. Click the windows start menu (bottom left)
2. Scroll down to W and locate Word
3. Open Word
4. Scroll down to the account tab (bottom left)
5. Do you need to sign in?
6. Your school account is under your school email address and OLS password.

For Middle and High School Students logging into the Online Middle - High School Platform:

- Click on your name
- Click on the **My Account** hyperlink



The **My Account** dialog box will appear. Your student school email is listed.

A screenshot of the 'My Account' dialog box. The dialog box is divided into two main sections: 'Personal Information' and 'Contact Information'. The 'Personal Information' section contains fields for 'User Name', 'Password', and 'Confirm Password'. The 'Contact Information' section contains fields for 'Email Address' and 'Phone Number'. The 'Email Address' field is highlighted with a red box, showing the student's school email address. Below the 'Email Address' field, there is a section titled 'To update your address:' with a list of links for updating the address.

For Office 365, your username is your full student school email address listed on this dialogue box. Your Office 365 password is the same password as the OLS.

WHO DO I ASK FOR HELP?

K12 Customer Support
(866)512-2273

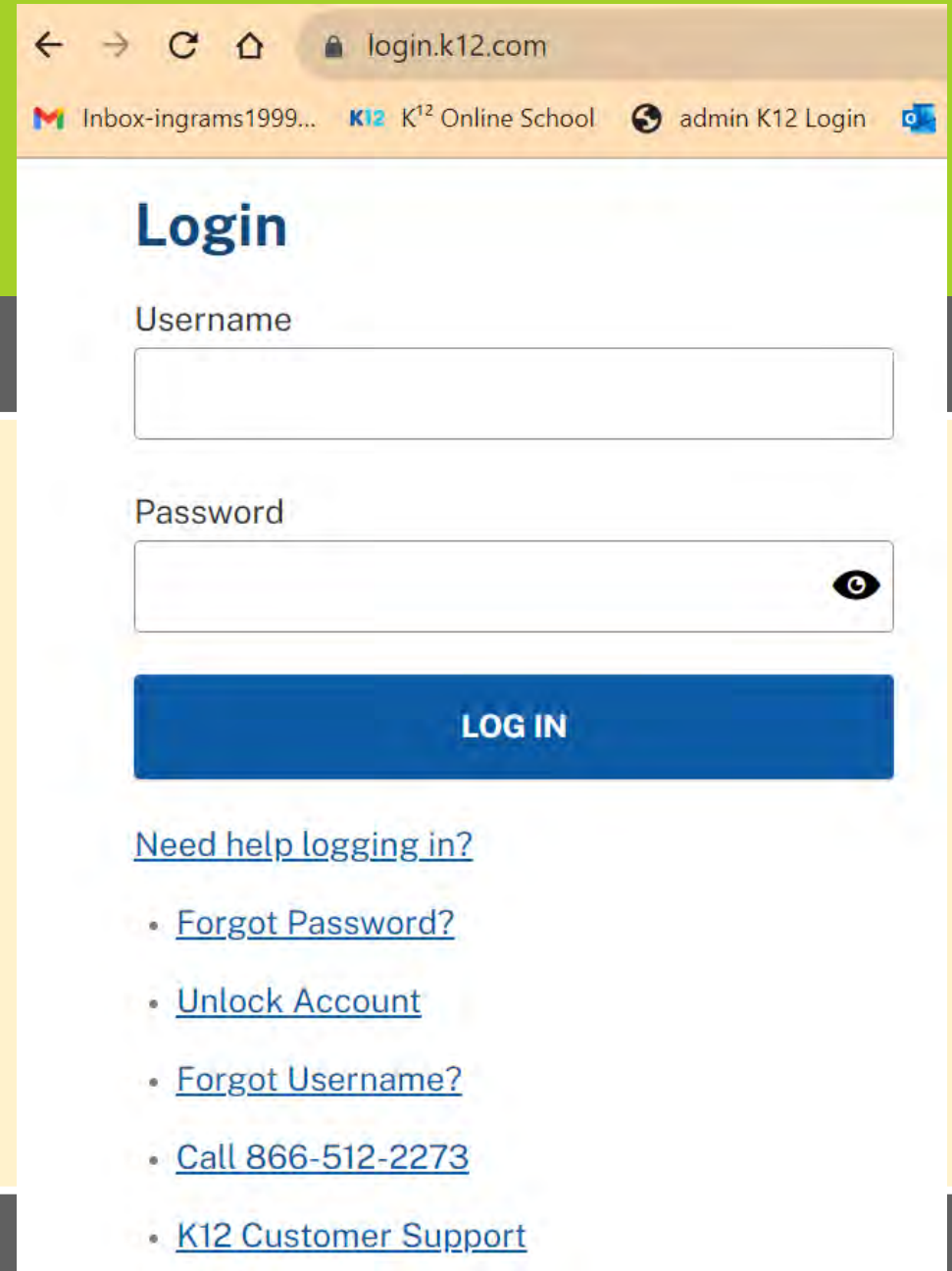
<https://help.k12.com>

- Username and Password difficulties
- Missing or damaged materials/textbooks
- Technical issues within OLS
- Phone support for computer setup


WHO DO I ASK FOR HELP?

K12 Customer Support
(866)512-2273

<https://help.k12.com>

A screenshot of a web browser showing the login page for K12. The browser's address bar displays 'login.k12.com'. The page has a light blue header with navigation links: 'Inbox-ingrams1999...', 'K12 K12 Online School', 'admin K12 Login', and a Microsoft Office icon. The main content area is white and titled 'Login' in a large, bold, blue font. Below the title are two input fields: 'Username' and 'Password'. The 'Password' field includes a toggle icon (an eye) on the right side. A prominent blue button with the text 'LOG IN' in white capital letters is positioned below the input fields. At the bottom of the page, there is a link 'Need help logging in?' followed by a bulleted list of links: 'Forgot Password?', 'Unlock Account', 'Forgot Username?', 'Call 866-512-2273', and 'K12 Customer Support'.


Attendance: LC reporting absences

 Save for later

REPORTING ABSENCES

Complete the form:
<https://bit.ly/3SZwytO>

Email doctor notes:
attendance@hoosieracademy.org

An illustration at the bottom of the card shows a variety of hands of different skin tones (white, brown, black, red, orange, purple, blue) raised in the air. Each hand is wearing a different colored sleeve or cuff, some with patterns like stripes or polka dots. The hands are positioned as if they are all reaching up together.

- HCCA.k12.com>Student Life>Attendance
- LC can also report your absence by calling **463-900-5001**.
- Learning Coach should report all absences (even 1 period absence).
- Submit doctor notes within 2 days
- Submit help desk ticket #
- Student should follow-up with teacher regarding makeup work and recordings.



LUNCH: MONDAY - FRIDAY

SIXTH PERIOD: MONDAY-FRIDAY



WELCOME TO OUR SCHOOL!



HOOSIER
COLLEGE and CAREER
ACADEMY

POWERED BY STRIDE K12

Our Mission: The mission of the Hoosier College and Career Academy is to provide personalized, virtual learning opportunities to all Indiana students regardless of circumstances and abilities.

Our Vision: Utilizing research-based virtual platforms, IDOE aligned academic standards, and meaningful partnerships, we will prepare today's learners for tomorrow's ever-changing career and academic opportunities.



ENGAGEMENT
MATTERS

EXPECTATIONS

Students are expected to be engaged in school.

Engagement is defined as:

- **Actively communicating** with school staff by email, phone, or text. Respond to all emails within 48 hours.
- Attending all **required** Class Connect sessions on time and in their entirety
- **Participating** during the required Class Connect sessions by the teacher's directions of responding in chat, microphone, whiteboard, or breakout room activities Attending all **scheduled** conferences
- **Completing** diagnostic and formative assessments
- **Logging in to course pages** and completing assignments, quizzes, and tests daily
- **Proactively communicating** with the school regarding technical issues and providing the k12 support ticket number after tech support is called

SCHOOL COUNSELORS Session

Alivia Oliver -7th, 8th, 9th
aoliver@hoosieracademy.org

Carley Crist— 10th, 11th (A-K)
cacrist@hoosieracademy.org 463-900-5376

Brooke Corley— 11th (L-Z)
brcorley@hoosieracademy.org 463-900-5306

Jennifer Chestnut— 12th
jechestnut@hoosieracademy.org 463-900-5312

- Assistance with class schedule
- Answers Graduation Plan Questions
- Provides College and Career workshops & sessions
- Questions about classes



QUESTIONS

Indiana Online Learning Options, Inc.
(for Indiana Connections Academy
and Indiana Connections Career Academy)



Indiana Online Learning Options Attendance Policy INCA/INCC 2023-2024

Parents, Students and Learning Coaches,

Indiana Online Learning Options, INCA/INCC, believe students' consistent commitment to their academics leads to success; therefore, we define student attendance as daily completion of activities related to learning and interactions with school staff in LiveLessons or in-person events.

Students will demonstrate **daily attendance** by doing one of the following:

- Students log into their student Connexus account each school day.
- Attending LiveLessons
- Face to face interaction between a staff member and a student (ie: state testing, special events, field trips)
- Absences may be excused according to school policy if documentation is received by our Attendance Office in a timely manner. (See Reporting Excused Absence section below.)

Attendance is entered weekly at the beginning of each week for the previous week by INCA and INCC attendance monitors. Please ignore any directions in Connexus regarding entering attendance for your students. Caretakers and Learning Coaches DO NOT enter student attendance.

Alternatively, if students are unable to demonstrate daily attendance according to the parameters listed above, they may earn attendance by exhibiting on-track lesson completion by the close of each week. On-track lesson completion is measured as completing all scheduled lessons per week as based on the students' planners.

Reporting Excused Absences

Absences may be excused according to school policy if the absence is reported and documentation is received by our Attendance Office by the end of the week in which the absence occurred. (See School Handbook Supplement). Documentation for the excused absences should be sent through webmail to the following webmail boxes.

- INCA: **INCA Attendance Webmail** (Sarah Barnard)
- INCC: **INCC Attendance Webmail** (Chloe Purcell)

Attendance Roles and Responsibilities

Caretakers/Learning Coaches:

- Ensure your student is logging into his/her student account in Connexus each calendar school day
- Review your child's attendance weekly by logging into your Connexus account and clicking the Attendance link in your To Do List.
- Remain in regular contact with the school staff and stay on-track with overall lesson completion according to the student planner.
- Submit all excused absence documentation to the attendance monitor by the end of the week in which the absence occurred.

Students:

- Log into your student account in Connexus each calendar school day.
- Attend LiveLessons.
- Attend field trips (optional).
- Attend required in-person state testing.
- Stay on-track with daily assigned lessons in the student planner.

Attendance Entry Team

Enter attendance once every week for each enrolled student according to the weekly attendance report.

Attendance Monitors

INCA: Sarah Barnard, INCA Attendance Webmail

INCC: Chloe Purcell, INCC Attendance Webmail

- Field attendance questions from learning coaches/caretakers that come through the attendance phone line and webmail account.
- Field excused absence webmails and phone calls from learning coaches/caretakers.
- Enter and log excused absence correspondence and documentation in a timely manner.
- Communicate excused absences of 2 days or more with all pertinent stakeholders.

When my student is absent what can I expect?

Each day that a student incurs a temporary absence a Robo Call and Text will be sent out the following day to the household making them aware of the absence. This will serve as a reminder that the absence can be replaced with a 'Present' if the student logs in over the weekend or is on-track with lesson completion by the end of the week.

What if my student does not make an absence with lessons completion or weekend login?

What happens next?

Attendance is entered weekly to allow students flexibility in how they earn their attendance for the week. For days where students have an absence that was not made up with through lesson

completion or weekend login, these absences will be officially recorded as unexcused absences unless appropriate excused absence notification and documentation is provided to the attendance monitors.

How many Unexcused Absences are allowed?

Indiana Compulsory Attendance law allows for **no more than 10 unexcused absences** during the school year. Because we are a virtual school, SEA 567, provides the parameters that at 10 days of absence, students can be withdrawn from the virtual school for chronic absenteeism/habitual truancy.

Students who accumulate 3 or more unexcused absences will begin to receive formal truancy notifications via webmail, robocalls and USPS mailed notifications home. Incurring unexcused absences in school can lead to truancy proceedings, which may include disciplinary action or withdrawal from school.

Do I have flexibility with school vacations?

Vacation days on the established school calendar cannot be moved to different dates. Families who want to take a vacation on school days should notify the Attendance Monitor and students must complete work that will be due during the absence prior to being on vacation or continue to login and complete school work during the vacation days in order to avoid accumulating unexcused absences.

- Fall Semester
 - Labor Day
 - Fall Break
 - Thanksgiving Break
 - Winter Break
- Spring Semester
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Spring Break
 - Memorial Day (if falls before the last student day)

Remember, our school is flexible in the sense that students can complete lessons in the order they need to and have flexibility in time spent on school work during each school day, but **students are expected to login and complete assignments daily as assigned by the student planner.**

Whom do I contact with Questions?

INCA: Sarah Barnard, INCA Attendance Webmail

INCC: Chloe Purcell, INCC Attendance Webmail

Indiana Online Learning Options (IOLo)
Engagement Policy
August 8, 2023

IOLo engagement policy refers to guidelines and strategies implemented to promote student participation, motivation, and involvement in their academic activities. The aim is to create a supportive and engaging learning environment that fosters students' academic success, personal growth, and overall well-being.

Student engagement is how students participate in their learning in our virtual environment. The two primary components of student engagement are lesson completion and synchronous contact with the school. *Students are most successful when completing all assigned lessons and maintaining synchronous communication with school staff daily.*

Lesson completion is completing all lessons posted on the student planner assigned each day. Lesson days are calculated by the percentage of lessons students should have completed each day. Each week lesson completion data will be analyzed, and students who fall behind will be assigned an intervention based on the metrics below. Completing all assigned lessons each week demonstrates that students are engaged with the school and are making adequate progress in their coursework.

| Lesson Completion | | |
|--|--|--|
| Engagement Tier 1 6-9 Days Behind | Engagement Tier 2 10-15 Days Behind | Engagement Tier 3 16-20 Days Behind |
| <ul style="list-style-type: none">The student and caretaker receive at least one synchronous contact each week the student is 6-9 lesson days behind to help the student get caught up.Households receive a robocall each week the student is 6-9 lesson days behind. | <ul style="list-style-type: none">The student and caretaker receive a weekly lesson completion notification from the homeroom teacher.The student and caretaker receive a lesson completion goal from the homeroom teacher.The student and caretaker must attend a synchronous conference to discuss barriers and review best practices for completing lessons on time. Failure to respond within five school days will result in the student progressing to Tier 3. | <ul style="list-style-type: none">The student and caretaker receive a weekly lesson completion notification from the homeroom teacher.The student must have weekly synchronous contact with an administrator or a school engagement designee.The student and caretaker receive a two-week success plan. Students must increase lesson completion by the terms outlined in the student's contract and maintain communication with course teachers.Failure to comply or reduce lesson days behind will result in a referral to the engagement committee and possible removal from school due to lack of engagement. |

Synchronous contacts are face-to-face interactions at state testing or on field trips, individual phone calls between a teacher and student, individual meetings in a teacher's Zoom room between the student and teacher, small group meetings in a teacher's Zoom room with students and teacher, or whole group instruction in a teacher's Zoom room with students and teacher. Students must engage synchronously with the school at least once every two weeks. Synchronous contacts allow students to demonstrate learning and share academic successes and challenges. These interactions allow teachers to observe active learning, assess student understanding, and provide personalized academic support.

| Contacts | | |
|---|---|---|
| Engagement Tier 1 6-13 Days No Contact | Engagement Tier 2 Approaching Alarm | Engagement Tier 3 Alarm |
| <ul style="list-style-type: none"> Students will receive a bi-monthly attempted synchronous contact from the homeroom teacher. Additional contacts may be made if attempted contact is not successful. | <ul style="list-style-type: none"> The student will receive three modes of contact from the homeroom teacher about engagement within a school week. The student and caretaker will receive a read receipt webmail requesting immediate contact with the school. | <ul style="list-style-type: none"> The student and caretaker will receive a phone call from an administrator or a school engagement designee. Failure to return school communication will result in a welfare check. Local officials will be called for a home visit to verify the student's safety. A report to the Department for Missing Children and the Department of Child Services may be made based on the local official's visit. Special Population students will have a formal meeting scheduled prior to withdrawal. Failure to communicate with the school will result in a referral to the engagement committee and possible removal from school due to lack of engagement. |

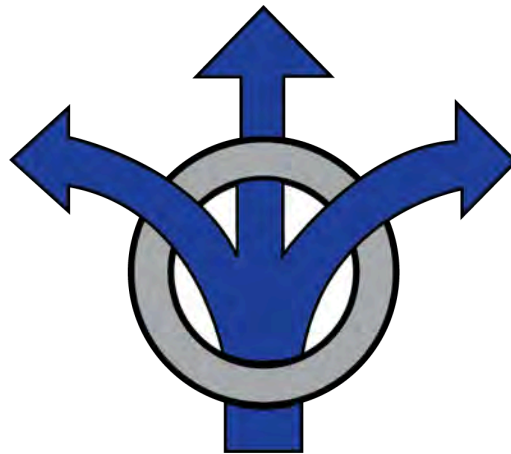
Per Indiana education laws, IC 20-24-7-13: *A virtual charter school shall adopt a student engagement policy. A student who regularly fails to participate in courses may be withdrawn from enrollment under policies adopted by the virtual charter school.* Therefore, students who fail to comply with the school engagement policy will be referred to a district engagement committee for review. The engagement committee may determine that the student must be withdrawn from school due to lack of engagement.

Options Indiana

**Options Indiana
North, South and Middle School**

Operations & Procedures

2023-2024



Options Schools

18077 River Rd Suite 106
Noblesville, IN, 46062

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OPTIONS STAFF PORTAL

Utilize the Options Staff Portal in order to access the Staff Leave Form, Mileage Claim Form, Incident Report Form, Voluntary 403(b) and Roth Plan Form, Purchase Receipt Form, & Seclusion and Restraint Form. You can also view the Staff Handbook, Email Lists, Teacher Evaluation Plan, Charter Agreement (Options Charter Schools).

[Staff Portal](#)

PREFERRED STAFF CONTACT INFORMATION

Please give head's up before sharing with a student or family.

NORTH

| Name | Position | Phone Number | Email Address |
|--------------------|----------------------------|--------------|-----------------------------|
| Jessica Sunderman | Principal | 260-468-8398 | jsunderman@optionsined.org |
| Melissa Harrison | Admin. Asst. | 765-734-1568 | mharrison@optionsined.org |
| Carrie Laukhuf | Engagement Spec. | 260-255-6808 | claukhuf@optionsined.org |
| Hannah Coffman | SPED | 765-405-7927 | hcoffman@optionsined.org |
| Mike Dellinger | CTE Business | 317-371-7175 | mdellinger@optionsined.org |
| Kristine Feitshans | Mathematics | 219-243-0181 | kfeitshans@optionsined.org |
| Stephanie Jen | CTE Computer Sc. | 260-676-0096 | sjen@optionsined.org |
| Tommy Skinner | Social Studies | 765-239-9180 | tskinner@optionsined.org |
| Betsy Smith | English | 260-307-2414 | bsmith@optionsined.org |
| Molly Soberalski | Counselor | 260-710-0216 | msoberalski@optionsined.org |
| Emily Swanson | Mathematics | 260-226-3696 | eswanson@optionsined.org |
| Charles Precht III | Science | 317-825-8847 | cprecht@optionsined.org |
| John Jewell | English | 765-239-9169 | jjewell@optionsined.org |
| Elysia Gipson | SPED | 480-364-1960 | egipson@optionsined.org |
| Kiley Freeman | CTE Hospitality Management | 765-673-4182 | kfreeman@optionsined.org |

SOUTH

| Name | Position | Phone Number | Email Address |
|------------------|------------------|----------------|-----------------------------|
| Linda Cunningham | Principal | 765-620-7968 | lcunningham@optionsined.org |
| Melissa Harrison | Admin. Asst. | 765 734 1568 | mharrison@optionsined.org |
| Shannon Coe | Engagement Spec. | (317) 289-4642 | scoe@optionsined.org |
| Kitti Drake | Mathematics | 317-643-5746 | kdrake@optionsined.org |
| Natalie Dugard | Social Studies | 765- 444-9217 | ndugard@optionsined.org |
| Whitney Holmes | SPED | 812-630-3010 | wholmes@optionsined.org |
| Emily McKinney | SPED | 317-507-4930 | emckinney@optionsined.org |
| Ashtyn Kinsey | CTE FACS | 765-400-1385 | akinsey@optionsined.org |
| DeAnne Munda | English | 817-223-2930 | dmunda@optionsined.org |
| Julie Pownall | Science | 765-319-8464 | jpownall@optionsined.org |
| Thomas Turner | English | 812-620-2189 | tturner@optionsined.org |
| Nancy Conway | Counselor 9-12 | 765-686-1075 | nconway@optionsined.org |
| Justin Stephens | IA | 317-620-1899 | jstephens@optionsined.org |

MIDDLE

| Name | Position | Phone Number | Email Address |
|------------------------|-------------------|--------------|---------------------------|
| Melanie Martin-Terrell | Principal | 317-660-5327 | mterrell@optionsined.org |
| Melissa Harrison | Admin. Assistant | | mharrison@optionsined.org |
| Kiersten Sanders | English & History | | ksanders@optionsined.org |
| Stacy Smith | Math & Science | 765-450-9726 | ssmith@optionsined.org |
| Jesse James | SPED | | jjames@optionsined.org |

**CALENDAR
2023/2024**

**OPTIONS CHARTER SCHOOLS
2023-2024
SCHOOL CALENDAR**

| | |
|------------------------|------------------------------------|
| August 1 | Teachers Start |
| August 3 | Students Start |
| September 4 | Labor Day (No School) |
| October 6-13 | Fall Break (No School) |
| November 23-25 | Thanksgiving Vacation (No School) |
| December 21- January 5 | Winter Break (No School) |
| January 15 | Martin Luther King Day (No School) |
| February 19 | President's Day (No School) |
| March 25- April 5 | Spring Vacation (No School) |
| May 27 | Memorial Day (No School) |
| May 29 | Student Last Day |
| May 30 | Teacher Last Day |
| | |
| First Semester | 90 Days of Instruction |
| Second Semester | 90 Days of Instruction |

JOB DESCRIPTIONS & DUTIES

PRINCIPAL

Instructional Management

1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions
2. Evaluation of campus education program; include students and community representatives when appropriate

School or Organization Morale

1. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals
2. Foster collegiality and team building among staff members; encourage their active involvement in decision-making process
3. Provide for two-way communication with upper administration, staff, students, parents, and community
4. Communicate and promote expectations for high-level performance to staff and students; recognize excellence and achievement
5. Ensure the effective and quick resolution of conflicts

School or Organization Improvement

1. Build common vision for school improvement with staff; direct planning activities and put programs in place with staff to ensure attainment of school's mission
2. Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement
3. Develop and set annual campus performance objectives for each of the performance indicators
4. Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each performance indicator
5. Work with the director of schools and president to implement effective marketing for the purpose of recruitment; ensure full enrollment each semester; manage size of hybrid and night high school programs

Personnel Management

1. Interview, select, and orient new staff; approve all personnel assigned to campus
2. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the students and families
3. Observe employee performance, record observations, and conduct evaluation conferences with staff
4. Make recommendations to director of schools on termination, suspension, or

- non-renewal of employees assigned to campus
5. Work with teachers to plan professional development activities
 6. Confer with teachers and other subordinate employees regarding their professional growth; work with them to develop and accomplish improvement goals
 7. Discipline subordinate employees appropriately if needed and communicate actions of discipline to director of schools

Student Management

1. Work with teachers and students to develop a student discipline management system that results in positive student behavior and enhances the school climate
2. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student Handbook and aligned to Options' mission and core beliefs
3. Manage the creation, implementation, and tracking of ISP goals for every student such that goals are purposefully written and adjusted as needed

Professional Growth and Development

1. Develop professional skills appropriate to job assignment
2. Demonstrate professional, ethical, and responsible behavior; serve as a role model for all campus staff

School or Community Relations

1. Articulate the school's mission and core beliefs to the community and solicit its support in realizing the mission
2. Demonstrate awareness of school and community needs and initiate activities to meet those needs
3. Use appropriate and effective techniques to encourage community and parent involvement

Other

1. Comply with district policies, as well as state and federal laws and regulations
 2. Adhere to the district's safety policies and procedures
 3. Maintain confidentiality in the conduct of school business
 4. Must be able to perform the essential functions of walking and interacting with students and/or administrative employees in the specific work site assigned (classroom or office setting)
 5. Demonstrate regular and prompt attendance
 6. Other duties as assigned
- Work with teachers and students to develop a student discipline management system that result

ADMINISTRATIVE ASSISTANT

Daily Responsibilities:

- Respond to emails (student, parent, staff)
- Good standing letters
- Student mailings
- Maintain files
- PS demographic updates/changes (address, phone,email)
- Update student attendance (extended leave/medical)
- Respond to Options email/password issues
- Enter historical grades
- Print reports
- Unofficial transcripts
- Enrollment verifications
- Contact other School Registrars
- Daily contact with Options Registrar (re-enrollments, official transcripts, free and reduced forms)
- Receive faxes and forward to appropriate person/department
- Keep Google Calendar up to date with all meetings
- Keep and maintain an running enrollment spreadsheet

Enrollment Tasks:

- Verify enrollment information on PS registration
 - Confirm Birth Certificate is attached and labeled
 - Confirm Proof of Residency is attached and labeled.
 - Confirm Immunizations is attached and labeled
 - Confirm Home Language Survey is attached and labeled.
- Create options email
- Create files (electronic) with student enrollment documents
- Request transcripts
- Load transcripts to PS
- Update Engagement Document and assign counselor
- Contact counselor and forward documents
- Contact SPED director and forward IEP if applicable

Monthly Responsibilities:

- Updating the Principal's report with advisor credits, attendance, goals met
- Schedule staff meetings/outings
- Transcript days

Additional Responsibilities:

- Schedule Interviews

- Plan staff luncheons/outings
- End of year mailings (returning students)
- Sending out Bright Arrow as requested by staff and principals

***And any other duty assigned by Principal**

ENGAGEMENT COUNSELOR

- Standing meeting each Monday at 1:00 with the principal to go over prior week's attendance.
 - Email truancy warning for 3rd AU
 - Email truancy warning for 5th AU
 - Certified letter of truancy warning for 7th AU
 - Schedule meeting with parent and student for 8th AU
 - Truancy filed at 10th AU per rules of truancy for county of residence.
- Disengaged students
 - Contact parent and student and set up a meeting
- Advising students
 - See Advisors beginning on page 8
- Schedule in person meetings as warranted.
- Any other duties assigned by the principal.

**ONBOARDING NEW STUDENTS -
PRINCIPAL**

Transcripts received for student

1. Approve in PS registration. Send an email to kcleverger and enrollment team and cc mharrison that student is approved, state student full name, program enrolling and start date.
2. Create student tracker
 - a. Share with counselor as an editor
 - b. Copy and paste google link into ISP: Google Credit Tracker
3. Create Edmentum account
 - a. Account name: ocs
 - b. User name: first initial and last name - add middle initial if needed all lowercase
 - c. Password: students first name all lowercase
 - d. Log user name and password in student logs
4. Choose South
 - a. On any student page choose "custom screens" in Information in the left column, directly above 'demographics'
 - i. Choose Options Indiana location
 - ii. From the drop down menu choose South
 - iii. Submit
 - iv. Click the student screens at the top left to get you back.

5. Assign Advisor
 - a. Be certain to use the students start date when putting in PS
6. Prepare and send Welcome email [South Welcome email](#)
 - a. Send to both guardians if available
 - b. Cc counselor and advisor
 - c. Log the email in student logs
7. Add the student to [Options North and South Split](#) link to spreadsheet
 - a. Place student alphabetically in correct cohort on South tabs
 - b. Fill in all applicable information
 - c. Place all emails in the columns
8. Potential Dec 22 or May 23 Grad [22/23 GRAD LIST](#)
 - a. Add to Grad list
 - b. Choose correct tab at the bottom North or South
 - c. Cohort
 - d. Diploma type
 - e. Dec or May
 - f. Qualifier
 - g. Place number of courses remaining per section

COUNSELORS

Academic tracking sheets

Year plan plus 4 year plan

- All students will have an up-to-date tracking sheet at all times
- All freshman and sophomores will have their tracking sheet completed with all courses earned, enrolled and a minimum of 12 courses targeted in order of completion for the current school year.
- All freshman level courses must be completed to be assigned a sophomore level course; all sophomore level courses must be completed to be assigned a junior level course; all junior level courses must be completed to be assigned a senior level course.
 - Counselors will add course(s) as in Edmentum
 - Counselors will add course(s) in PowerSchool
 - Counselors will update completion dates for classes
- Original ISP - do not write goals (Advisor)
 - Complete Academic History and Status to the best of your knowledge
 - Complete Enrollment Information to the best of your knowledge
 - Help student create a Personal statement
 - Risk Factors at Enrollment - mark all that the student has
 - Assets at enrollment: [checklist](#)
- Cohort group meetings - once a year or more as needed

- One on One and group meetings: Common App; 21st Century; FAFSA, Scholarships, Individual Counseling, PSAT, ILearn, College enrollments, academic counseling, ACT, SAT...
- Edmentum Academy
- Dual Credit - in conjunction with Advanced Learning Specialist
 - IVY TECH
 - In House
 - Career Centers
- [Graduation Decision Form](#) - Counselors; check box on student tracking sheet.
- Student surveys
 - Graduating senior plans, college enrollment, SAT/ACT, and completion of FAFSA completed once a semester.
- [Counseling Department Website - Referral Links are at the bottom of the page](#)
- Keep Google Calendar up to date with all meetings

ADVISORS

- Send out Advisee Welcome and Info Email on the day of new students' scheduled orientation completion to advisee and guardians of minors.
 - Special Education staff will reach out prior to the orientation meeting to stay in compliance with their IEP move in
- Attend all advisee meetings: Move In, ACR,
- Create, check and edit ISP goals as needed
- Advocate for student
- Outcomes in ISP at the end of each quarter and at withdrawal/transfer completion.
- Communicate with advisee every week (Adults), daily (Minors) and face to face a minimum of once a quarter.
- At a Face to Face meeting, confirm phone numbers, email addresses and physical addresses. Anyone new in the home? If a student is working, where and name of supervisor.
- Advisor will update progress spreadsheet: percentage completed per course
 - [Weekly Advisee Report](#)
- Advisor will monitor and alert/communicate with Content teacher when one of their Advisees is in need of assistance
- Advisors will create geographical pods a minimum of 4 times a month and travel in person.
- Advisors will keep Google calendar up to date with all activities and meetings
- Defer to counselor any changes to graduation path
- Defer to counselor any mental health worries or actions
- Defer to Michelle Olsen for any testing requested by the parent for Special Education via principal.
- Defer to Julie Pownall for 504 possible inquiries from parent/guardian

- Defer to Julie Pownall for McKinney Vento - homelessness; doubling up beginning date and end date
- Defer to Karen Oliver for ELL via principal
- When communicating with minors, cc or group text with parent/guardian
- Log, log, log all communication same day
- Minors and adults; take attendance daily for the previous day on the current day.
- Keep Google Calendar up to date with all meetings

Beginning of a new school year:

Advisors will complete "Current Risks" with all Advisees from the previous school year.
Current Risks is located on the ISP page in PS.

Individual Service Plans (ISPs)

Completed initially in Orientation by Advisors

Updated quarterly by Advisors (or more often if goals are shorter in length)

ISPs are a requirement for all students through Ball State, our charter authorizer.
On PowerSchool Admin.

Click on the student's name.

Scroll down on the left side under Administration and click Individual Service Plan

Positive Personal Identity Statement

- Created with the student and advisor in the original Orientation meeting, but should be in the student's words.
- These statements should be "I am" statements.
Example: I am concise and opinionated, even though reasonable with others.
- Updated at the beginning of each school year with the advisor.

Enrollment Information

- Completed by Advisor at Orientation meeting

Risk Factors

- Should be completed with the Advisor in Orientation meeting.
 - Original risks should be checked in the Risk Factors at Enrollment.
- Should be updated by the advisor at the beginning and end of the school year.
 - Updated risks should be checked in the Current Risk Factors.

40 Developmental Assets

[40 Developmental Assets](#) (pdf)

[40 Developmental Assets](#) (fillable google doc, make a copy)

- Comes completed with initial enrollment
- Should be updated by the advisor at the beginning and end of the school year.

- Updated assets should be checked in the Current Assets

Student Goals

Each student should have a minimum of 3 goals that are created with their input.

The first three goals will be created with the advisor.

The additional goals can be added at any point during the quarter.

Three new goals should be created at the beginning of the quarter.

Goals should have the date the goal was created, year of the goal, type of goal, status of goal - in progress, and who created the goal when they were originally inputted into PS.

Typical goals are to be completed in a quarter.

Components of a well-written goal:

SMART: Specific, Measurable, Attainable, Realistic, and Timely

Each goal should include the following components:

Description of the goal

Action steps needed to complete the goal

Needs/Resources/ Support to be offered

Who is responsible for implementation, support, and collection of evidence to show completion?

Expected timeline for completion.

How will the student/advisor know when it's completed? What is the evidence?

Text Box labeled intervention should not any changes made, resources needed, and timeline,

Examples:

Academic Goal: John will earn 3 credits by the end of the first quarter of 2022 with at least a B.

Services: Options will provide John with all courses needed to complete with a timeline to show completion.

Behavioral Goal: John will communicate with his advisor daily before 11 am.

Services: Options will provide John with personal contact information with the advisor every week and the ability to track progress through Edmentum.

Social-Emotional Growth Goal: John will continue to work a part-time job at O'Reilly Auto Parts for each of his scheduled shifts.

Services: John's family will provide John with transportation to and from work.

Reporting progress of ISPs goals: Completed by Advisor

- Every semester: Each goal status drop down should be updated.
 - Click on the pencil box beside the goal.
 - Status of goal - Completed, did not meet goal, remain in progress (if it was a long term goal)
 - Date goal was met.

- End of year/semester/quarter when a student withdraws/transfers: Outcomes:
Evaluation of Progress
 - 1-Earned High School Diploma - Only marked after all graduation requirements have been met.
 - 2- Attained goals identified in the student's ISP - Mark if 66% of the student's goals for the year are complete and others showed some improvement
 - 3 - Made satisfactory progress toward goals identified in the ISP - Mark if 66% of the student goals made improvement over the year.
 - 4 - Did not make satisfactory progress toward goals in their ISP but remained in the program - Mark if 66% of the goals show no progress or attempt to progress was made.
 - 5 - Earned GED
 - 6 - Transferred
 - 7 - Drop out
 - 8 - Expelled

Edmentum - Advisor

- Only one unit unlocked per course at a time.
 1. Encourage the use of Guided Notes when available
 2. Do not take notes inside of Edmentum as they will not be available for the test.
 3. Use paper/pencil or Google Doc
 4. Label all notes with Course, Unit, Name of lesson
 5. Use notes on master tests, Post tests and end of semester tests
 6. If you unlock a unit for a student, please lock all mastery tests and post tests.

Edmentum - Teachers

Beginning of the Quarter:

- Go into gradebook in Edmentum for each of your courses
 - Upper right corner - click settings
 - Categories and weights
 - Check 'Weight by Category'
 - Modules and Activities should be the highest %
 - Post test and End of Semester test should be set at 10% and 5%
 - SAVE CHANGES
 - Upper right corner - click settings
 - Manage Credits
 - Check "Original" or 'Recovery'

- In the box; put 1
 - SAVE CHANGES
- General Information
 - Only one unit unlocked per course at a time.
 - All mastery tests, post tests and End of semester exams must be locked
 - Set the course for students to retake the mastery tests from 1-3 times. (Teacher discretion)
 - Hide and Omit all pre-tests.
 - However the Quarter begins the curriculum requirements must remain the same for each and every student. Absolutely no EXEMPTIONS!!! Assignments may be accommodated or altered to meet the same content but do not use exemptions. Posting an exemption in Edmentum gives the student a 100% without doing anything.
 - 3:00 P.M. EDT/EST; last day of quarter; all courses get locked down immediately.
 - Manage Courses
 - Click second icon from the right
 - View Curriculum
 - The 3 dots on Unit 1- Click 'LOCK ALL'
 - You must do this for each Unit and End of Semester test
- However the Quarter begins the curriculum requirements must remain the same for each and every student. Absolutely no EXEMPTIONS!!! Assignments may be accommodated or altered but do not use exemptions. Posting an exemption in Edmentum gives the student a 100% without doing anything.
- Things students need to know:
 1. Do not take notes inside of Plato as they will not be available for the test.
 2. Use paper/pencil or Google Doc
 3. Label all notes with Course, Unit, Name of lesson
 4. Use notes on master tests, Post tests and end of semester tests
 5. Student may use Guided notes when available

Process for Issuing a Credit:

- Within Edmentum:
 1. Issue "Credit Ribbon" in Edmentum (even if they do not pass the course)
 2. Download Gradebook Report Card
 - Within the Gradebook, 3 dots, Approve Credit, and download report

- Within PowerSchool
 1. Save Downloaded report into Attachments and label
 2. Log credit information
- Email Student, Parent, Advisor, and Counselor Credit report information
- Slack on #courseupdates thread and include advisor and counselor
- Go to PowerSchool Teacher: post grade
- It is also suggested to keep a spreadsheet of grades issued for the month; this will assist in end of month reporting

ATTENDANCE

Middle School -

- 6 hours per school day (30 hours per week)
- Taken every morning for the previous day by Advisor
- Must check in and speak to their advisor on Sococo (MS) or other means every school day, by 11:00 a.m.
- In situations of doc appointments or illness, student may make up time on weekend or during non-school hours
- If students make up time up on the weekend, go back and correct attendance
- Call or text the student/parent if the student has not 'arrived' (checked in) at school by 11:00 am.

Minor high school students -

- 6 hours per school day (30 hours per week)
- Students must make progress weekly in courses
- Taken the next morning for the previous day by Advisor
- Student must check in and speak to advisor with agreed upon form of communication every school day
- In situations of doc appointments or illness, student may make up time on weekend or During non-school hours
- If students make up time up on the weekend, go back and correct attendance
- Call or text the student/parent if the student has not 'arrived' (checked in) at school by 11:00 am.

18 and over students - ADULTS

- Minimum of 30 hours per week
- Must make progress weekly in courses
- Must take attendance daily for the previous day
- Student initiated weekly contact

- If students make up time on the weekend, go back and correct attendance.

NWEA

Stephanie Jen

Linda Cunningham

SPECIAL EDUCATION TEACHERS

- **Caseload by Teacher**
 - **Hannah - North**
 - High School students
 - Certificate of Completion Students
 - HS resource
 - IEPs, progress monitoring, transition assessments
 - **Whitney - South**
 - High School students
 - SSD Accommodations Coordinator for all SPED and 504 OI
 - TinyEye referral lead for speech/language, OT, and PT.
 - HS resource
 - IEPs, progress monitoring, transition assessments
 - **Emily M. - Middle School/South**
 - MS students
 - MS resource
 - IEPs, progress monitoring, transition assessments
 - High School students (if needed later)
 - **Elysia - Sped IA - MS & North**
 - MS Students
 - HS North Students
 - Assist the SPED team and students where needed

HIGH SCHOOL TEACHERS

[22/23 MASTER COURSE LIST](#)

MIDDLE SCHOOL TEACHER

22/23 MASTER COURSE LIST

POWERSCHOOL

Web-based Student Information Center

[Link](#)

Powerschool ADMIN

<https://optionsined.powerschool.com/admin/pw.html>

BASIC FEATURES (Individual Student):

INFORMATION

- Attachments: houses finalized grade reports and enrollment documents
- Go to: Add, Browse, Find File and Open, Give Title, Check Historical Grades, Attach
 - Doctor's notes;
 - IEP at a glance
 - 504
- Contacts or 3 people icon at top of each page; Phone numbers and email addresses for student/guardian
- Demographics: Info on student
- State/Province-IN: Notes Sped or 504 label; Grad Tab

ACADEMICS

- Attendance: Allows you to see attendance at a glance
- Historical Grades: Allows you to see past earned credits/grades and compare to transcripts found in Attachment tab
- Individualized Service Plan: REQUIREMENT of all students and must be updated each semester
 - BSU Cohort and Expected Grad Year (should match)
 - BSU our authorizer understands that our students may not graduate in the typical 4 years so they would like us to make a cohort for them based on them being alternative ed estimating when they will graduate in order to better judge whether students are on track.

- Positive Personal Identity Statement: Student self identifies what their strengths are and qualities are as assisted by advisor
 - Risk Factors
 - Assets
 - Google Tracker: up to date credits/diploma type (Uses IDOE Cohort)
 - IDOE Cohort is based on the year they entered high school
 - Career Interests
 - Students Goals: Identified by advisor at beginning of each semester; should also be finalized at end of semester. Three total per semester: Academic (to reflect credit goal), Behavioral (to reflect attendance goal); Social/emotional (personalized to individual)
 - Outcomes: Completed by advisor at end of SY
- **HOW TO WRITE ISP: SEE ADVISOR DUTIES SECTION**

LOG ENTRIES

- Single most important thing we do...DOCUMENT, DOCUMENT, DOCUMENT
- ALL phone calls/texts/emails/plans should be documented the same day.
- ALL logs must be the same day.
- Ensure that logs are specific and cut and pasted from email/text but not doubled.
- Logs should not be multiple days of messages in a single entry.
- **Logging steps: New, Log Type, Title, Entry Text, Submit**
- Good examples:
 - “Completed Algebra 1A with a 65%. Finalized grade and sent email”
 - “Good morning (student name): This is how you did on your daily assignments last week. MONDAY: Unit Activity: Searching for Identity INCOMPLETE
TUESDAY: Post Test: Searching for Identity 34% WEDNESDAY: Pretest: Love and Conflict 43%, Discussion: Love and Conflict 100% THURSDAY: Structure of an Informational Text Tutorial and Test 60% FRIDAY: Characteristics of a Drama Tutorial and Test 20% These are your goals for this week: TUESDAY: Characteristics of a Poem Tutorial and Test WEDNESDAY: Purpose, Audience, and Message Tutorial and Test THURSDAY: Setting and Theme Tutorial and Test FRIDAY: Artistic Mediums Tutorial and Test MONDAY: Revisions in Writing Tutorial and Test. Tiler, you need to keep working each day until you get a passing grade on the test. You must get at least 60% in order to complete your daily task. Also, do you still need help with the Unit Activity? We can do a video meeting to work on it.”
- Poor examples:
 - “Earth Space B logged”
 - “Sent weekly check-in on 05/11”

- Mass Communication Logs
 - IF a mass communication is needed for info (IE-school wide reminders) you can log for multiple students at once with these steps:
 - Start Page, Click “ALL” after alphabet, “Select by Hand” (bottom right), Select students, “Update Selection”, “Duplicate Log Entries”, Fill out log, “Start Process”
- Personalized information
 - Do not log specifics of trauma
 - Make certain that Counselors are aware of all details

SCHEDULING - only Counselors

- Bell Schedule View: At a glance courses
- Modify Schedule: Adding or deleting a course from a schedule
 - P1: Math, P2: English, P3 Science, P4: Social Studies P5: Electives
 - Note appropriate Effective Enrollment Date
 - Find course can either add or delete

Attendance (All Students):

START PAGE (Blue P on top left of page):

FUNCTIONS

TEACHER SCHEDULES: Function to take attendance

- Select Name
- Go to Advising, Attendance Column, Calculator Icon, Date Range, Attendance Code, Submit

Other tricks of trade:

START PAGE (Blue P on top left of page):

Student Map: shows students in area via address

Withdrawn/Transferred Students: /Name in the page's search bar to let you view old student's records

POWERTEACHER

<https://optionsined.powerschool.com/teachers/pw.html>

Should be same username and password as PowerSchool

NAVIGATION

Powerteacher Pro: will allow you to add final grade to student for transcript for roll over

- Find class
- Create/Assignment
- Select Class
- Assignment name (IE: Final Grade)
- Category (Test)
- Points (100)
- Check that it counts in final grade
- Due date: put end of semester
- Save
- Then add grade in by percentage that student earned in Plato by: Finding class, click on Assignment name, find student, put in grade, save

GRADING

GRADING REQUIREMENTS

- Students should complete all of the unit activities (No blank tasks).
 - Staff should return blank assignments for completion and log that it was returned.
- Teaching Staff must grade all assignments within 24 w of submission.
- Staff should grade to the ability of the student
 - Grade to the level of the course. Algebra 1-1 is a freshman level class and should be graded as a freshman is doing the work.
 - Recognizing IEP and 504s modification, ask Special Service teachers if you have questions.
 - Grade completed assignments as is, copy and paste the short answer or paragraph into a Google Doc and re-write it as it should be for an A or B. Do NOT send back work that is completed because it is not an A paper. This only has to be done the first time.
 - Students can fail an assignment or get a D if the assignment is completed.
 - Students should not be allowed to submit a text box with answers that do not make sense or lack of effort. Send these back. I.e. idk, pony, this is dumb and pointless, adskhf;oadsihfas

PLAGIARISM POLICY

****Log each offense in detail. The student's advisor and/or special education teacher should be notified via email.****

- **First plagiarism** in a course requires a face-to-face meeting for clarification of plagiarism and teaching of how to avoid it. Students may resubmit the assignment.

- **Second plagiarism** in the same course, the student will receive a zero on the assignment.
- **Third plagiarism** in the same course, the student will be removed from the course for the Quarter and the student will start over when the course is offered at a later date.

Setting Grade Scales

- Content teachers will set their own grades scales with the post test and end of semester final not exceeding a total of 15% of the course grade. \
- All other categories will be at the discretion of the content teacher.
- Grade scales must be set at the beginning of the school year or when a new Edmentum class is created.
- To set grading scales: Go to class in Edmentum, gradebook, settings, categories & weights, and weight by category.

INDIVIDUALIZED TASKS

Best Practice for Non-starters

****Advisor should create these task emails/ text feeds and log all relevant parts of the conversation.****

DAILY TASKS

- Send a text message or email each school day if a student has not checked in.
- Include student's parent (if minor)

WEEKLY TASKS

- Every Monday, or first day of the school week, complete the previous week's progress and total time for that week on the [weekly advising report](#).

INDIVIDUALIZED TASK TIPS

- Hide assignments that the student is not working on
- Assigned material = approximately 3 hours of work per day

- Ultimately, the student should work towards initiating this contact and state their own appropriate goals.
- Log all tasks/ responses so attendance can be tracked
- Require students to respond when they receive the tasks and they they are completed

EXAMPLES

Daily Task (sent to student, parent, & content teacher)

Hello Student, I have attached your task for today! Please respond when you receive this message and when the tasks are completed. Reach out if you have any questions!

English 10B Unit Activity & Post Test

Weekly Task (sent to student)

Hello Student, I have attached your tasks for this week! Please respond when you receive this message and when the tasks are completed. Reach out if you have any questions!

Monday - English 10B : Unit Activity Blah

Tuesday - US B : Discussion Question and
Tutorial and Mastery Test

Wednesday - Earth/Space 1: Post Test 1

Thursday - Geometry A : Tutorial and Mastery
Test 1 and Tutorial and Mastery Test 2

Friday - Corrections and Make up day

Student Initiated Daily Tasks (student will send to content teacher, parent, & advisor)

Student: Hello, today I will be completing Geometry A Tutorial.

Teacher: Thank you for communicating! Let's aim for completing the Mastery Test, too.

Student: Okay, thank you!

Student: My tasks are completed for today.

Teacher: Thank you!

COMMUNICATION

- Communication must be made daily with all minor students/guardians in Advising group
- Communication must be made weekly with all adult students in the Advising group.
- Communication should be returned within 24 hours during contracted time. (Check text, phone calls, Edmentum messages, and email).
- Communication with students: Include parents and/or guardians in texts and emails. This is for your protection.
- Advisors will NOT communicate with any person not listed as a contact in PowerSchool

- Any DCS student must have a BID attached in PS and a point of contact person listed in contacts
- Communication with other staff - Do not share OI documents and spreadsheets with staff outside of OI.
- Best Practice: General mass emails and texts should be done in moderation with only pertinent information. (See Log entries in PowerSchool Admin.)
- Best Practice: Students respond best after you have built a relationship with them. Academics can follow after basic needs have been met. With some students, it may take a week or more to build before you start to assign academic tasks.
- Example of **acceptable** mass email/text:
NWEA email to students and guardians that it will take place on a specific day.
- Examples of **unacceptable** mass email/text:
Good day! (Please, do not respond directly to this email because it is a mass email and I would like to hear from you individually!) Welcome to a new semester, a new year, and a new decade! This is the perfect time to look at where you are currently in your goals and where you want to be. Think of all that you have learned up to this point and plan your future goals. You can attain what you want and we are here to help! This is also the time to ask for extensions and contact teachers, if needed, or to work with me on new classes. I am excited to help you reach your goals this semester, but every journey starts with a single step, so login and then contact me to schedule something. Despite my email being a mass email, I am excited to help you on your individual path to education!

EDMENTUM

My Classroom - if desired

You may find it helpful to create a My Classroom for your subject area or advising group.

- Select Menu (top left), then My Classrooms
- Create Classroom
- Name your classroom. Ex: My Advising, English, etc.
- Start typing names in Quick Student Add, select the name when it populates
- Select the class that you want to monitor for that student
 - In advising, I select all their classes
- Anytime a new student is enrolled in a new class for you, you will need to edit the classroom (pencil icon) and them.

- If the student is already in the classroom, scroll down to their name and check mark the new class.

Grading from My Classroom

- Click on the box with clock icon
- Score the activity if you are happy with submission
- Review/Return without score if the student did not complete the assignment or if you are requiring corrections
- Record any feedback in PowerSchool
- View the History and Comments of the assignment if the student has been working on it for awhile

Grading from My Active Tasks

- Click the little down arrow to change the selection to Ready to Score
- *Even if you create a My Classroom, you should occasionally check the Ready to Score in My Active Tasks to see if there are any new enrollments*

Grading from My Course Sections

- In magnifying glass icon; search for your course (English 9A)
- All sections will appear
- Click on the Blue class; all student enrolled in this course will appear
- Far right will be a reddish clock icon if a student has submitted an assignment for grading

Gradebook

- Content teachers will set their own grades scales with the post test and end of semester final not exceeding a total of 20% of the course grade.
- All other categories will be at the discretion of the content teacher.
- Grade scales must be set at the beginning of the school year or when a new Edmentum class is created.
- To set grading scales: Go to class in Edmentum, gradebook, settings, categories & weights, and weight by category.
- To set credits: Go to class in Edmentum, gradebook, settings, manage credits, original credit, and 1 credit.

Curriculum

- Curriculum Settings - will apply to all students
- Limit Attempts to Unlock on Mastery Tests
 - Each mastery test may be completed 3 times before the content teacher must have a meeting with the student to unlock for a fourth time.
 - To set attempts: Go to class in Edmentum, curriculum, limit attempts to unlock mastery tests: Edit, drop down to 3 attempts, save.

- Mastery tests should be locked to start the class, pretests should be omitted, and units after 1 should be locked.
 - To set locked mastery tests: Go to class in Edmentum, curriculum, Lock: all for mastery tests and omit: all for pretest.
 - To set omit pretests: Go to class in Edmentum, curriculum, Omit: all for pretests.
 - To set lock units: Go to class in Edmentum, curriculum, three blue dots beside each unit folder, and lock all.
 - If a student completes a unit, you may unlock the next unit but relock the mastery tests.

To Approve a Credit

- Go into View Gradebook (top right)
- 3 blue dots next to student's name
- Issue credit
- Gradebook Report Card
- Download and Save as Student Name and Credit
 - Upload this as an Attachment in PowerSchool
 - Mark as Historical Grade Info
 - Log
 - Email to student, parent (if minor), advisor, counselor
- Log Entry for the credit
- Add to #courseupdates thread on slack
- Issue grade in PowerSchool Teacher

[Student Curriculum Details](#)

[Section Curriculum](#)

[Edmentum Sensei for Families](#)

[New Course Path View for Students](#)

COURSE DETAILS

All Core Subjects will have two sections

1. Original Credit
 - a. This is for students who are taking the class for the first time
 - b. This section should have all pretests omitted
 - c. Mastery Tests should be set to only take once. If the student is not successful on the test, require that they complete Guided or Independent notes before unlocking again. This is not necessary for a computer or internet malfunction.
2. Credit Recovery (Replacement)
 - a. This is for students who have attempted the class before but failed or received a C or less and wishes to raise their grade

- b. Teacher discretion may be used for allowing students to retake Mastery Tests but more than 3 times is not recommended unless the student proves they are doing the tutorial thoroughly.
3. Failing a course
 - a. When a student does not complete a course in the same quarter it is begun, they will receive an F on their transcript.
 - b. However, the student can then be in the credit recovery (replacement) section if they attempt the class again.
 - c. The F and the new score will both be recorded on the transcript. Only the higher grade will count towards GPA.

ORIENTATION

All new students must have an Orientation meeting with their counselor before receiving their courses in Edmentum. Orientation introduces staff, requirements, and resources to students. The beginning part of the ISP is completed at this meeting as well as risks, etc. This allows the student to become comfortable to begin with Options Indiana. Ideally, the Advisor attends but remains silent.

MS SOCOCO

Middle School Students and staff will be expected to log into Sococo (virtual school) while they are logged into Edmentum.

- Special Education students can receive their resource time in this space
- Each staff has a dedicated space on Sococo.
- Students may ask questions and get help as needed
- Staff may share common resources or hold virtual meetings.
- Text chat, voice chat, and video chat can be initiated from Sococo

Sococo will be a tool in building community within our school. [Sococo](#)

NWEA

****NWEA coordinator is responsible for the scheduling and implementation of all NWEA tests.****

**Stephanie Jen and Linda Cunningham*

- Given to all students two times a year (Aug/Sept;Apr/May) remotely.
- A google sheet has been created for all students who have taken the test and NWEA proctors will update all student's scores when they complete.
- The Corporation Testing Coordinator, Karen Oliver will get access to all of our staff.
- We use these numbers with at least one other method of testing to test students out of English 9-1, 9-2, 10-1, 10-2, Algebra 1-1, Algebra 1-1 Lab, Algebra 1-2, Algebra 1-2 Lab.
 - [Test out form with scores](#)

Sample Initial Email

Thank you for working with us to take your NWEA test. You are scheduled to take the test Thursday, May 16th at 9 am. Please let me know if any problems come up and I will try to fix them as we go. You can email me or text 260-468-8398 should something arise.

-Please go to the website test.mapnwea.org

If you do not go to the Login page you may need to disable pops and it should redirect you.

-Enter the following information on the Login page:

Session Name: Will be given on test day

Session Password: Will be given on test day

Click Blue arrow button

-Select on the Sign in page

Choose your name

Select your test . (There will be 3 that you are taking today: Math, Reading, and Language)

Click the Blue Next arrow button

- Confirm your information and click the Blue Yes button

- Send me an email or text so I can confirm you on my computer

- Click the Blue Start Test button

- Take the test. (Do not rush taking the test as there is a minimum time limit or it will not register a score. Do not let your test sit idle for too long or it will time the test out).

- End of test Report - Send me a message with your score. (I will upload your next test at this time).

Click Blue Done button

- Repeat the process with the same login information and steps

Please let me know if you have any questions. Also, sometimes the password automatically resets over the night so if this password does not work send me a quick message so I can update you.

40 DIPLOMA

Class lists by grade: **CORE 40**

Freshman:

(11)

English 9-1

Algebra 1-1

World History 1-1

Biology 1-1

Preparing for College and Careers

English 9-2

Algebra 1-2

World History 1-2

Biology 1-2

Interpersonal Relationships

Health

Sophomore:

(12)

English 10-1
Geometry 1-1
Earth/Space or Environmental
CTE
Plato PE I
CTE

English 10-2
Geometry 1-2
Earth/Space or Environmental
CTE
Speech

Junior:

(10)

English 11-1(college bound)
Algebra 2-1
US History 1 - 1
ICP 1-1
45 hour internship/ Dual Credit/Ed Academy
CTE
PE II Fitness

English 11-2 (college bound)
Algebra 2-2
US History 1-2
ICP 1-2
CTE

Senior:

(9)

English 12 -1
Government
CTE
Elective if needed

English 12-2
Economics
CTE
Senior Institute (H&SS II)

For English Course substitutions, see [Options Indiana English Course Catalog](#)

*Graduation Qualifying Pathway

CORE 40

[Requirements - Core 40](#)

GENERAL DIPLOMA

[Requirements - General](#)

[Application for Early Graduation](#)

Reports

- All staff are required to complete reports each month throughout the school year.

Weekly Advisor Reports: Due on Monday by noon; advisors will update their advising students progress from the previous week. Each student will need their current courses and completion progress.

[Weekly Advisor Report 22/23 - North](#)

[Weekly Advisor Report 22/23 - South](#)

[Weekly Advisor Report 22/23 - Middle](#)

[Monthly Mileage Report Template](#)

- Due on the 1st Wednesday of the following month. After making a copy, update with your name and month. Download PDF copy and email to Melissa Harrison.

Monthly Advisor Report: Due on the 1st Wednesday of the following month.

- 162 Day Students: Only principals can remove or add student names. List all student courses (completed and currently working on). If the student is green, then use the current grade. If the student is red, then use the course grade.
- ISPs: Write the amount of students that have completed or are actively making progress for their ISP goals.
- Content Classes: List the amount of students currently enrolled (completed and currently working on). List the amount of students who are passing the class on current grade or have already passed the class.

[22/23 Advisor's Report - North](#)

[22/23 Advisor's Report - South](#)

[22/23 Advisor's Report - Middle](#)

MASTER LIST OF IMPORTANT LINKS

[Master List of Important Documents](#)

[School Counseling Website](#)- Referral Links are at bottom of page

[Truancy Criteria](#)

[Engagement Document](#)

[Early Graduation Application](#)

[Leave Form](#)

[Senior Institute Directions](#)

[Graduation Requirements](#)

[Plato Cheat Sheet for Creating Courses](#)

[Plato Hand-outs](#)

[HSC Practice Test](#)



Options Schools

BELONG. BELIEVE. ACHIEVE.

★ Introduce yourself!

- ☐ Previous school experience/How did they find Options
- ☐ Check address/contact info on PS
- ☐ Current living situation (keep McKinney-Vento in mind!)
- ☐ Do you have a personal computer? Waiting for an OCS laptop?
- ☐ Did you receive the new student informational magazine?
- ☐ Do you have a job? Discuss basic daily school schedule.
- ☐ Do you go by a name other than your legal name?

★ Basic Requirements of a Student

- ☐ Stay on Pace with ALL classes/due dates: 6 hours each school day for a total of 30 hours each week.
- ☐ Attendance- Check in with you advisor M-F by 11:00AM, if you're sick have a parent/guardian contact advisor.
- ☐ Monthly/Quarterly ISP meeting- must meet F2F with advisor to discuss goals, class progress, etc.
- ☐ Check email at least twice a day. Respond to emails as needed within 24 hours.

★ How to get started

- ☐ Have you logged into your school gmail?
- ☐ Change gmail/calendar timezone if needed!
[How to Change Time Zone Video](#) (skip to 0:55)
*Link right to 0:55: <https://youtu.be/IgWgWYNa2Ws?t=55>
- ☐ Have you logged into Edmentum?
 - ☐ <https://cdn.app.edmentum.com/EdAssets/79dbfc771cb24971ab38d0a5a318022b?ts=637287820487700000> (what edmentum looks like handout)
- ☐ Basic overview of Edmentum- due dates, tutorials, guided notes, upload/submit drop box activities ([How To Upload Video](#))
- ☐ Familiar with Google Apps: Docs, Sheets, Slides

★ Individualized Service Plan on PS

- ☐ Positive Personal Identity Statement
- ☐ Risk Factors at Enrollment
- ☐ Assets at Enrollment
- ☐ Basic credit discussion- school counselors have final say! Offer meeting with counselor as needed



- ☐ Career Interest and Aptitude
- ☐ Student ISP Goals: Academic, Behavioral, Social Emotional