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**MISSION OF THE OPTIONS CHARTER SCHOOL**

The Options Charter Schools provide a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, we focus on the educational success, health and wellness of each student. Our purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

PHILOSOPHY

Some students are best served in a non-traditional setting where the focus includes not only academic success, but personal, social and emotional growth. We believe that health and wellness issues must be addressed as vigorously as academic needs. We believe that a student involved with drugs cannot learn; a student consumed by anger and depression will not focus on academic concerns. We believe that the school has a role in addressing these issues with the student. We must provide, along with the home and community, an environment where students can thrive as people, not just students.

The environment must be positive and supportive; it must have boundaries and expectations; it must provide constructive and enriching opportunities; it must be safe and secure. We believe that these "external assets" must be in place for a student to grow and flourish. We believe that we must also nurture a student's "internal assets" that guide choices and create a sense of centeredness. The personal attributes we promote are a commitment to learning, positive values, social competency and positive identity.

We also believe that:

1. The school should focus on helping students to use their minds well;
2. The concept "less is more" should dominate: curricular decisions should be focused on students gaining mastery rather than teachers covering content;
3. The school's goals should apply to all students, but the means to these goals should vary as much as the students themselves vary;
4. Teaching and learning should be personalized to the maximum extent possible, and the student-to-teacher ratio should be limited to 15:1;
5. The emphasis should be on the student as a worker, not passive recipient of information;
6. The emphasis should be on the student's demonstration of learning in meaningful and authentic ways;

7. There should be high expectations in an atmosphere of trust and respect;
8. The administrators and teachers must view themselves as general educators first, then as specialists in a given field;
9. Substantial time and resources must be devoted to collaborative planning and training.

EDUCATIONAL OUTCOME GOALS

The Board of Directors believes that the mission of the schools is being accomplished when there is valid evidence that educational programs are making it possible for students to achieve one (1) or more of the following educational outcomes, commensurate with their ability and potential:

- A. use of the knowledge, skills and understandings necessary to function as a responsible producer and consumer;
- B. the skills and attitudes to obtain education or participate in the world of work;
- C. the understanding of and the ability to form responsible, personal relationships with others, including but not limited to those with social and cultural characteristics different from his/her own;
- D. use of the knowledge, attitudes and skills to contribute effectively to the decision-making processes of the political and other institutions of the community, state, country, and world;
- E. the capacities for fulfilling satisfying and responsible roles in family life;
- F. use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental;
- G. the willingness and ability to apply ethical principles and values to his/her own life;

- H. an understanding and acceptance of his/her own worth, abilities, potentialities, and limitations;
- I. enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime;
- J. an understanding of and the ability to cope with change;
- K. the educational goals specified in individual education program plans (IEPs).

EDUCATION PROCESS GOALS

In order to achieve educational outcome goals, the Board of Directors will establish policies which authorize and encourage:

- A. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
- B. specialized and individualized kinds of educational experiences to meet the needs of each student;
- C. opportunities for professional staff members and students to make recommendations concerning the content and operation of school programs;
- D. an environment in which any interaction among individual students and groups of students helps them learn how and when cooperation and competition are appropriate and productive in accomplishing goals;
- E. efficient and effective use of educational resources;
- F. continued professional growth of staff members;
- G. constructive cooperation with parents and community groups.

CURRICULUM DEVELOPMENT

The Board of Directors recognizes its responsibility for the quality of the educational program of the Options Charter Schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the President.

For purposes of this policy, curriculum shall be defined as the planned activities of the school, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the school.

The Board directs that the curriculum of the Options Charter School will:

- A. provide instruction in courses required by statute and the State Department of Education regulations;
- B. be consistent with the Options Charter Schools' philosophy and goals and result in their achievement;
- C. allow for the development of individual talents and interests as well as recognize that learning styles of students may differ;
- D. provide for continuous and cumulative learning through effective articulation at all grade levels;
- E. utilize a variety of learning resources to accomplish the educational goals;
- F. encourage students to utilize their advisors for guidance and counseling in their academic and career planning.

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As educational leader of the schools, the President shall be responsible to the Board for the development and evaluation of curriculum and preparation of courses of study. The President shall establish administrative guidelines for curriculum which ensure proper development, implementation, and evaluation.

The President shall make progress reports to the Board periodically.

The Board encourages, where feasible and in the best interest of the Options Charter School, participation in programs of educational research.

The Board directs the President to pursue actively State, Federal, and other sources of aid in support of research activities in the Options Charter Schools.

MANDATORY CURRICULUM

In compliance with the Indiana Code, the Board directs the President to prepare, implement, and supervise courses of instruction in the following areas as stipulated in the Indiana Code and the regulations of the State Department of Education:

- A. The Constitution of the United States and Indiana
- B. The system of government in Indiana and the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections
- C. American History
- D. Safety education
- E. The principles of hygiene and sanitary science
- F. The spread of disease by rats, flies, and mosquitoes, and its effects, and of disease prevention by the proper selection and consumption of food
- G. The nature of alcoholic beverages, tobacco, prescription drugs, narcotics, and their effects on the human system and society at large
- H. Acquired Immune Deficiency Syndrome (AIDS), and to the extent possible, instruction on other dangerous communicable diseases
- I. Instruction on human sexuality or sexually transmitted diseases
- J. Instruction regarding breast and testicular cancer, including the significance of early detection through self-examination, and in the case of breast cancer, regularly scheduled mammograms

- K. Career awareness in grades 9-12
  
- L. Human donor program and blood donor program as part of the high school health education curriculum

The President shall prepare appropriate guidelines relative to the planning, teaching, and evaluation of these courses and ensure that each teacher present his/her instruction with special emphasis on honesty, morality, courtesy, obedience to the law, respect for the national flag, the constitutions of the United States and Indiana, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steadying influence which tend to promote and develop upright and desirable citizenry.

When required by law, the Board shall approve the course of instruction.

CONTROVERSIAL ISSUES

The Board of Directors believes that the consideration of controversial issues has a legitimate place in the instructional program of the school.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the school unless prior approval has been given by the principal.

In the discussion of any issue, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her viewpoint.

The President shall develop administrative guidelines for dealing with controversial issues.

INNOVATIVE PROGRAMS

The Board of Directors recognizes that the Options Charter Schools offer an innovative program designed to provide an alternative to students who have not been successful in the traditional educational system. This includes an educational program that challenges students to meet the rigorous demands of a Core 40 diploma through a program that is learner centered - attentive to students' learning styles, abilities, talents, developmental levels and emotional states of mind.

The program consists of four components: Foundations for Learning, Core Academics, Practical Applications and Senior Institute. Within each component are unique and innovative strategies designed to teach and apply the skills and knowledge students will need to be productive and contributing members of the community.

The Board of Directors wishes to further promote the innovative nature of the program through its school improvement process. The Board therefore directs the President to develop a procedure through which future innovative programs may be adopted into the schools' curricula.

EQUAL EDUCATIONAL OPPORTUNITY

The Board of Directors declares it to be the policy of the Options Charter School to provide an equal opportunity for all students to learn through the curriculum offered in this school regardless of race, color, creed, disability, religion, sex, ancestry, national origin, place of residence, social or economic background, or sexual orientation.

In order to achieve the aforesaid goal, the Board directs the President to:

- A. Curricula Content - review current and proposed curriculum guides and textbooks to detect any bias based upon race, sex, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes, various races, ethnic groups, etc. toward the development of human society;
- B. Student Access - review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, sex, disability, or national origin in any duty, work, play, classroom or school practice, except as may be permitted under State regulations;
- C. Options Charter Schools Support - ensure that like aspects of the program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

- D. Student Evaluation - ensure that tests, procedures, or advising materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race, color, creed, sex, or national origin.

The Director shall appoint a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with the law.

FEDERALLY FUNDED PROGRAMS

The No Child Left Behind Act of 2001 amends the Elementary and Secondary Act of 1965 by making significant changes in the major federal programs that support schools. The Board of Directors elects to apply for and utilize those federal funds available for the purpose of improving the quality of education for all students.

The Board directs the President to apply for all funds for which Options Charter School qualifies based upon Department of Education guidelines, and oversee the proper monitoring of these funds.

RELIGION IN THE CURRICULUM

The Board of Directors believes that an understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the school frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the school. The Board directs that professional staff members enjoying such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the school's students, not for its conformity to religious principles. Students should receive unbiased instruction in the school so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets.

Accordingly, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion.

The President shall prepare administrative guidelines regarding observances and activities which have religious

overtones. Such guidelines are to be in compliance with State and First Amendment rights.

COLLEGE AND UNIVERSITY PROGRAMS

The Board of Directors recognizes the value to students and to the Options Charter School for students to participate in programs offered by accredited colleges and universities in Indiana.

The Board will allow students who meet the criteria to enroll in approved post-secondary programs while in attendance in the Options Charter School. Students will be eligible to receive secondary credit for completing any of these programs providing they meet the established requirements.

No student may participate, however, without the written consent of the Options Charter School principal or if such participation would delay his/her graduation from high school.

The President shall establish the necessary administrative guidelines to ensure that eligibility criteria are clearly defined and properly communicated to both the students and the institutions offering such programs to students of this school. The President shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

CLASS SIZE

The Board of Directors requires that class sizes be determined with reference to instructional quality and economy of operation.

A desired range for the minimum number of students and an upper limit for the maximum number of students which teachers shall have in their regular classes shall be established by the President.

HOMEWORK

The Board of Directors acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the school.

"Homework" shall refer to those assignments to be prepared outside of the school by the student independently while in attendance at school.

FIELD AND OTHER SCHOOL-SPONSORED TRIPS

The Board of Directors recognizes that field trips, when used for teaching and learning, are integral to a course of study, are educationally sound and an important ingredient in the instructional program of the school. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside of the school;
- B. help relate school experiences to the reality of the world outside of school;
- C. bring the resources of the community- natural, artistic, industrial, commercial, governmental, educational- within the student's learning experience.

For purposes of this policy, a field trip shall be defined as any planned journey for one (1) or more students away from the Options Charter School premises, which is under the supervision of a professional staff member and is an integral part of a course of study. Other school-sponsored trips shall be defined as any planned student travel activity which is approved of as part of the school's educational program. This does not include student travel during Practical Applications or Senior Institute Release time as defined in policy 2341.

The principal shall approve all field trips.

Students may be charged reasonable fees for field trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all school-sponsored trips remain under the supervision of this Board and are subject to the Options Charter Schools' administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the

school who takes students on trips not approved by the principal. No staff member may solicit students of the

Options Charter Schools for such trips within the facilities or on the school grounds of the school without Board permission. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the Options Charter School's Administrative Guidelines for Extended trips.

The President shall prepare administrative guidelines for the operation of both field and other school-sponsored trips which shall ensure that:

- A. the safety and well-being of students is protected at all times;
- B. parental permission is sought and obtained, at the time the student is enrolled in the Options Charter Schools, for any and all approved school-related field trips;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities to enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
- G. the staff member in charge shall have ready access to the emergency medical contact and authorization for each student attending.

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A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

Practical Applications and Senior Institute Release Time

The Board of Directors endorses and promotes student interaction with the community. Students enrolled in the Practical Applications and Senior Institute programs are involved in career field experiences, service learning activities, and various activities for post-secondary exploration and preparation. Students in these programs may be granted release time from traditionally scheduled classes to participate in or compensate for time spent on these activities.

Students leaving school grounds during release time are released from school and the jurisdiction of the Board; therefore, the Board assumes no liability for the student's safety and well-being until he/she returns to school grounds or joins a school-sponsored activity.

EDUCATIONAL OPTIONS

The Board of Directors recognizes the need to provide alternate means by which students achieve the goals of the Options Charter Schools.

The principal shall prepare a plan of educational options for use in meeting the special needs of students. These options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, etc.

Credit will be granted to the student upon complete evaluation of the program.

The credit shall be placed on the student transcript. The amount of credit counting toward graduation shall comply with the Options Charter Schools graduation requirements.

INDEPENDENT STUDY

The Board of Directors recognizes that a course of independent study for a properly qualified student may:

- A. help the student develop judgment and self-reliance;
- B. draw upon community resources for his/her educational program;
- C. include a greater variety of learning experiences within educational programs;
- D. identify and explore an area of particular interest;
- E. set personal learning goals and work with appropriate staff toward achieving them.

The President shall prepare appropriate guidelines for implementing such programs including criteria for approval, guidelines for staff to plan and supervise such study programs, and determination of the amount of credit to be awarded.

ADVISOR/ADVISEE PROGRAM

The Board of Directors requires that an advisor/advisee program be an integral part of the educational program of the Options Charter School. Such a program should:

- A. assist students in achieving educational, personal and social/emotional goals;
- B. enable the students to draw benefit from the offerings of the instructional program of the school;
- C. aid students in identifying options and making choices in vocational and academic course areas;
- D. assist students in career awareness and planning;
- E. help integrate all the student's experience so that he/she can better relate school activity to life outside school;
- F. help students learn to make their own decisions and solve problems independently.

An advisor/advisee program shall be offered to all students and shall include the services of the Options staff.

The President is directed to implement the advisor/advisee program which carries out these purposes and:

- A. involves appropriate staff members;
- B. honors the individuality of each student;
- C. integrates the total educational program;
- D. coordinates with available resources in the community;

- E. cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student.

The advisor's function will be to identify what each student needs to graduate and assist the student in remaining on track for achieving this goal. In addition, advisors:

- A. will be responsible for creating an Individual Service Plan (IS
- B. P) for each advisee;
- C. will have a basic awareness of their advisees' backgrounds; i.e. personal and academic strengths and weaknesses, and any special needs;
- D. will know their advisees' families well and maintain regular contact with them;
- E. will have a working knowledge of graduation requirements and know how to access information about their advisees' graduation status;
- F. will serve as a liaison for their advisees;
- G. will participate in parent conferences and Case Conferences for their special needs students.

HOME-BOUND INSTRUCTION PROGRAM

The Board of Directors may provide, pursuant to rules of the State Board of Education and Section 504, individual instruction to students of legal school age who are not able to attend classes because of accident or illness.

Documentation of the enabling condition shall be done by a physician licensed in this State who shall:

- A. certify the nature of the medical disability;
- B. state the probable duration of the confinement;
- C. certify the student's ability to participate in an educational program.

Applications must be approved by the principal.

The program of home-bound instruction given each student shall be in accordance with rules of the State Board of Education with such exceptions as may be recommended by a medical professional, 504 Plan or Case Conference Committee. Teachers shall hold an Indiana teaching certificate appropriate for the level of instruction for which the assignment is made.

Instruction may be withheld when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

HEALTH SERVICES

In compliance with law, the Board of Directors may require students to submit to periodic examinations to:

- A. protect the school community from the spread of communicable disease;
- B. determine that each student's participation in health, safety, and physical education courses meets his/her individual needs;
- C. determine that the learning potential of each child is not lessened by a remediable physical disability.

The Options Charter School shall specify the need for services which may include, but not be limited to:

- A. student physical examinations;
- B. athlete physical examinations;
- C. dental examinations;
- D. vision screening;
- E. audiometric screening;
- F. scoliosis.

Any health services program should also include instruction to staff members on observance of students for conditions that indicate physical defect or disability.

REPRODUCTIVE HEALTH AND FAMILY PLANNING

The Board of Directors believes that provision should be made for the teaching of reproductive health, family planning, and the recognition, prevention, and treatment of sexually transmitted disease (STD), as essential ingredients in a comprehensive school health education curriculum.

The President shall prepare administrative guidelines to implement these curriculum components.

INSPECTION AND USE OF CERTAIN INSTRUCTIONAL  
MATERIALS AND SURVEYS

As used in this policy, the term "Survey" means any survey, personal analysis, or evaluation which is not directly related to academic instruction and that reveals or attempts to affect the students' attitudes, habits, traits, opinions, or feelings concerning the following subjects: (1) political affiliation(s); (2) religious beliefs or practices; (3) mental or psychological conditions that may embarrass the student or his/her family; (4) sexual behavior or attitudes; (5) illegal, anti-social, self-incriminating, or demeaning behavior; (6) critical appraisals of other individuals with whom the students have a close, family relationship; (7) legally-recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister; (8) income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

Any parent or guardian of a child enrolled in the Options Charter School may inspect any instructional materials which will be used in connection with a survey. No student shall be required to submit to a survey without the prior written consent of the student's parent or guardian or the prior consent of the student if the student is an adult or an emancipated minor. Any form used to obtain such consent must state the contents and nature of the survey.

VOCATIONAL EDUCATION PROGRAM

The Board of Directors recognizes that not all students wish to stay involved in formal education beyond high school and must, therefore, be prepared to enter the labor force as productive workers.

For purposes of this policy, "vocational education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:

- A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board recognizes that credits earned through an accredited vocational program may be applied to the Options Charter School credit requirements as elective credit.

OPTIONS CHARTER SCHOOL-SPONSORED CLUBS AND ACTIVITIES

The Board of Directors believes that the goals and objectives of the Options Charter School are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the school's courses of study but are directly related to accomplishing the educational outcomes for students.

For purposes of this policy, curricular-related activities are defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course; or
- B. the subject matter concerns the school's composite courses of study; or
- C. participation is required for a particular course; or
- D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the President.

Such activities, as well as extra-curricular or activities not directly related to courses of study, may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board, and directed by a staff advisor.

The Board shall allow non-Options Charter School-sponsored student clubs and activities during non-instructional time, in accordance with the provisions in Policy 5730- Equal Access For Non-Options Charter School-Sponsored, Student Clubs and Activities.

Non-curricular activities for students that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of Options Charter School Facilities. The Board, however, :

- A. will not assume any responsibility for the planning, conduct, or evaluation of such activities.
- B. will not provide any funds or other resources
- C. will not allow any member of the school's staff to assist in the planning, conduct, or evaluation of such activity during the hours he/she is functioning as a member of the staff.

No organization may use the name of the Options Charter Schools or any other name that would associate an activity with the schools or the Options in Education Foundation..

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Students will be encouraged to take initiative in recommending and leading school-sponsored activities under the direction of a staff advisor. These activities shall be available to all students who elect to participate and who meet eligibility standards.

The President will have final say in the creation of all school-sponsored activities and clubs.

SUMMER SCHOOL

The Board of Directors may conduct a summer program of academic instruction and Indiana Statewide Testing for Educational Progress (ISTEP) remediation for students attending the Options Charter Schools if demand is sufficient to make these classes economically efficient.

Summer school instruction shall be designed to provide opportunities for students to:

- A. complete an Incomplete (I) grade;
- B. re-take a course for which No Credit was issued;
- C. enrich a scholastic program;
- D. explore other academic areas.

The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

- A. employ teaching staff;
- B. purchase any necessary educational materials, supplies and equipment as may be necessary;
- C. make available school facilities as required;

Instructional fees may be charged to all students, when necessary.

No transportation will be provided unless specifically outlined in a student's Individualized Educational Program (IEP).

The President shall be responsible for developing administrative guidelines for the operation of the summer program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions.

SPECIAL EDUCATION

The Board of Directors shall provide for a comprehensive, free and appropriate public education to all eligible and/or educationally disabled students (unless they have completed the twelfth grade and been issued a diploma or certificate of completion).

The Board also shall provide such supplemental aids and related services as may be necessary for a disabled child to receive such an education in the regular classroom environment, if appropriate.

The Board directs the President to plan, implement, and coordinate a special education program in accordance with Federal and State law.

The President shall prepare whatever administrative guidelines are necessary to ensure effective implementation of the special education program.

SURROGATE PARENTS FOR DISABLED STUDENTS

The Board of Directors established the following policy to assure procedural safeguards of disabled students with regard to the involvement of their parents.

This policy affects disabled students of the Options Charter Schools whose parents are unknown, or cannot be identified, or whose parents are unavailable or cannot be located. (A student's parents are considered to be "unavailable" if they cannot be located after a "reasonable effort" on the part of the school.) It also affects disabled students who are wards of the State and whose parent or guardian has not retained the right to make educational decisions for the student.

Upon determination that a student is in need of a surrogate parent, the President shall, within thirty (30) days, appoint a surrogate parent who will be sent a formal letter of appointment. A copy of the appointment shall be placed in the student's permanent records.

EXTENDED SCHOOL YEAR SERVICES FOR DISABLED STUDENTS

The Board of Directors shall provide extended school year services to a disabled student when his/her Case Conference has determined that the student is likely to suffer severe regression, due to interruption of services, and will be unlikely to recoup to such an extent that he/she will be unable to maintain critical IEP objectives, and may, therefore, ultimately be less self-sufficient as an adult.

The President shall implement administrative guidelines which are in compliance with Federal and State requirements.

SUSPENSION/EXPULSION OF DISABLED STUDENTS

In matters relating to the disciplining of disabled students, the Board of Directors shall abide by Federal and State laws regarding suspension and expulsion.

When a disabled student's behavior is such that temporary removal from his/her current educational placement is justified, the principal may suspend the student for a period of not more than ten (10) cumulative days. The Pesidnet shall ensure that appropriate due-process procedures are followed.

When a suspension beyond ten (10) cumulative days or expulsion may be indicated, the President shall develop administrative guidelines to ensure that a Case Conference is convened and the review process occurs promptly and efficiently to determine that:

- A. the Individualized Education Program (IEP) is current, complete, and appropriate;
- B. the student has been appropriately placed and is receiving the services indicated by the IEP;
- C. the disruptive behavior is not causally-related to the disabling condition.

If the suspension period is completed before the Case Conference can meet to determine the existence of a causal relationship, the student shall be maintained in his/her current placement until such action has been taken or the school obtains parental permission. If the parents do not consent, a court order must be obtained.

For any disabled student, as determined by Section 504 or IDEA criteria, the Director of Special Education shall ensure that a recent evaluation (not more than six months old) is available for use by the Case Conference to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

If the behavior calling for expulsion is not related to the disabling condition, as determined by the Case Conference, the student may be disciplined in accordance with other school policies.

If the wrongful behavior is disability-related, the student may not be suspended for more than ten (10) cumulative days or expelled. The Case Conference shall recommend either a change in the educational placement of the student or request for judicial relief, if the student's behavior poses an immediate danger to the safety of others.

ADOPTION OF EDUCATIONAL MATERIALS

The President shall be responsible for the selection and recommendation of educational materials and equipment based upon the following criteria:

- A. suitability for the maturity level and educational accomplishment of the students who will be using the materials;
- B. freedom from bias;
- C. relationship to the school's curriculum;
- D. relationship to a continuous multi-grade program;
- E. impact on community standards;
- F. manner of selection;
- G. cost;
- H. appearance and durability.

The Board of Directors shall provide educational materials and equipment within budgetary constraints, to implement the school's educational goals and objectives and to meet students' needs. The primary objective of such educational materials and equipment shall be to enrich, support, and implement the educational program of the school.

The President shall develop administrative guidelines for the selection and maintenance of all educational materials and equipment and provide for the assessment of student fees.

A student or his/her parents shall be held responsible for the cost of replacing any materials or properties which are lost or damaged.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate.

COPYING COPYRIGHTED MATERIALS

The Board of Directors encourages teachers to make judicious use of appropriate printed materials, sound recordings, and electronic programs in the curriculum. It recognizes, however, that Federal law, applicable to School Corporations, protects authors and composers from the unauthorized use of their copyrighted work.

In order to define the fair and reasonable use that professional staff members may make of copyrighted works for educational purposes, without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the President to promulgate administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

PROGRAM ACCOUNTABILITY

The Board of Directors believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the Options Charter School, the Board has the responsibility for assessing how well goals are being met.

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board of Directors directs the President to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by the Board. To this end, he/she shall employ such tests and methods as may be indicated by sound professional judgment.

The President shall make periodic evaluation reports to the Board. Findings of the assessment program may be used to evaluate the progress of students and:

- A. the effectiveness of the curriculum;
- B. the effectiveness of staff members;
- C. the effectiveness of the school/delivery system.

The President shall recommend improvements in the educational program annually, based on the evaluation of the school's program.

Assessment results obtained under this policy shall not be used for comparison purposes except as required by statute and State Department of Education administrative guidelines or internally, as authorized by the President or Board of Directors.

STUDENT ASSESSMENT

The Board of Directors, in compliance with law and the rules of the State Board of Education, shall implement the Indiana Statewide Testing for Educational Progress (ISTEP) to assess student achievement and needs in English/language arts, math, social studies, science, and other designated subjects in order to determine the progress of students and to assist them in attaining school and State Department goals.

The Director shall develop and implement a plan which complies with guidelines established by the Department of Education.

| Amended 12/16/2008