

REQUEST FOR
CAREER AND TECHNICAL EDUCATION
NON-STANDARD COURSE WAIVER

APPLICANT INFORMATION		
1. Corporation Name: Franklin Community Schools		2. Corporation Number: 4225
3. Street Address: 998 Grizzly Cub Dr.	4. City: Franklin	5. Zip Code: 46131
6. School Name: Franklin Community High School		7. School Number: 3445
8. Local Contact Person: Ryan Wagner		9. Title: Principal
10. Phone #: 317-346-8001		11. E-Mail: wagnerr@franklinschools.org

REQUEST TYPE		
Initial Request <input checked="" type="checkbox"/>	Extension of a Previous Approval <input type="checkbox"/>	Amendment to a Previous Approval <input type="checkbox"/>
WAIVER TYPE		
Pilot Course Proposal <input type="checkbox"/>	Licensure Proposal <input type="checkbox"/>	Course Proposal and Licensure <input type="checkbox"/>
Special Topics Course Proposal <input type="checkbox"/>	Advanced CTE: College Credit Proposal <input type="checkbox"/>	Waiver of CTE Course Requirements <input type="checkbox"/>

AUTHORIZATION	
<i>Attach documentation (School Board minutes) of the governing body's authorization to seek the requested Approval of State Board of Education Rules.</i>	
Superintendent's Name	Date
Signature	
Area CTE Director's Name (if applicable)	Date
Signature	

If you are only requesting a licensure waiver, only the Licensure Waiver Information section needs to be completed.

Questions regarding CTE Non-standard Course Waivers may be directed to Anthony Harl:
aharl1@gov.in.gov.

The Office of CTE may take up to 21 days to review and to approve or deny waiver requests. A denied waiver request may be appealed to the Governor's Workforce Cabinet.

CTE COURSE PROPOSAL INFORMATION

By submitting this application, you are requesting a waiver from 511 IAC 6.1-5-4.5 for a CTE related course.

Title of Proposed Course(s):	L.E.A.P. I and II		
Grade(s) to be served:	11th and 12th	Number of students participating	~60
If a single course, give length of course in semesters/trimesters with minutes of instruction:		Number of Semesters/Trimesters	2
		Minutes per Course	8,028
		Minutes per Week	223
If High School Course, Give Number of Credits Offered:		Number of Credits	2

Describe the purpose of the proposed course and/or curriculum program. Include how the proposed course or curriculum program will more effectively serve the needs of the students.

The purpose of the LEAP @ Franklin Community High School course is to provide structured, career-focused instruction that prepares students for postsecondary education, workforce entry, military service, and other post-high school pathways. The course is designed to support students through the development of leadership skills, employability competencies, academic accountability, and postsecondary planning. LEAP @ FCHS serves students through applied, performance-based instruction that emphasizes workplace readiness, career exploration, professional skill development, and goal setting. Instruction includes résumé development, interview preparation, professional communication, employability skill training, leadership development activities, and engagement in school- and community-based experiences aligned to workforce expectations. This course more effectively serves students by providing real-world, experiential learning opportunities that connect academic skill development with practical application. The instructional design supports student engagement, improves readiness for life after graduation, and addresses the needs of students who benefit from hands-on learning, mentorship, and structured career preparation.

Describe the content of the proposed course. Attach any supporting materials, including course outlines. No more than 5 pages.

See attached (LEAP Outline)

Describe the planning process. Include the extent of community, staff, and student involvement.

The LEAP program at Franklin Community High School was developed based on prior experience implementing a career-readiness and student support program that demonstrated positive outcomes in student success indicators. Students participating in the program showed improvements in attendance, Grade Point Average (GPA), credit attainment, progress toward graduation, and reductions in disciplinary incidents.

School leadership and staff contributed to the program's development to ensure alignment with school goals related to student engagement, graduation readiness, and workforce preparation. Community partners will support the program through guest speaking, job shadowing, mock interviews, and work-based learning experiences. Students will also participate in leadership and service-learning opportunities through the LEAP Leadership Council.

Describe how the effectiveness of the program will be evaluated. Especially the effects on learning outcomes. Evaluation of student progress, e.g., SAT, ISTEP+, iLearn, other norm referenced or criterion referenced scores, performance based assessment, informal type assessments, portfolios, etc.

Program effectiveness will be evaluated using a combination of performance-based assessments, portfolio development, and documented participation in career readiness experiences. Students will demonstrate competency growth through applied projects, leadership activities, reflections, and portfolio artifacts aligned with the LEAP leadership, employability, achievement, and purpose pillars.

Students will maintain a professional portfolio that may include a résumé, documentation of service learning and work-based learning hours, leadership experiences, career exploration reflections, and a completed postsecondary transition plan. Additional assessments will include mock interviews, presentations, project completion, and instructor observation of skill development.

A key measure of program completion will be the successful fulfillment of experiential learning requirements built into the LEAP framework. Students are expected to complete **150 documented community service hours over the two-year program** and a **minimum of 75 work-based learning hours** through employment, internships, apprenticeships, or other approved career experiences.

Program effectiveness will also be measured through student performance indicators tracked at **three benchmark points: before enrollment in LEAP, mid-year, and end-of-year**. These indicators will include:

- Student attendance improvement
- Changes in Grade Point Average (GPA)
- Credit attainment and progress toward graduation
- Reduction in disciplinary incidents, including suspensions or expulsions

These data points help measure the program's impact on student engagement, academic persistence, leadership development, and readiness for successful transition to employment, college, military service, or other postsecondary pathways.

Program outcomes will also be evaluated through completion of work-based learning experiences, leadership participation, postsecondary planning completion, and demonstrated readiness for life after high school.

COURSE REQUIREMENT INFORMATION			
<i>By submitting this application, you are requesting a waiver to offer a CTE course without meeting course requirements as listed in the state-approved Course Titles and Descriptions.</i>			
Title of Course(s):			
Grade(s) to be served:		Number of students participating	
If a single course, give length of course in semesters/trimesters with minutes of Instruction:		Number of Semesters/Trimesters	
		Minutes per Course	
		Minutes per Week	
If High School Course, Give Number of Credits Offered:		Number of Credits	

Describe the course requirement that would be waived and the reason for the waiver request. Include how the waiver to CTE course requirements will more effectively serve the needs of the students.

Describe the steps that will be taken in order to meet course requirements in future years.

Describe how the impact of this waiver will be evaluated. Especially the effects on learning outcomes.

LICENSURE WAIVER INFORMATION			
<i>By submitting this application, you are requesting a waiver from 515 IAC 8-1</i>			
Teacher Name		License Number	
Currently Content Areas on License			
Requested Course Number		Requested Course Title	
Describe education, work experience, and/or training that qualifies the teacher to teach outside the licensed area.			

Describe efforts to find a properly licensed teacher. Why was the above teacher chosen?
If this is a renewal of a previously approved wavier, what efforts have been made to obtain appropriate licensure?

Submit application by email to: Anthony Harl: aharl1@gov.in.gov