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## INSTRUCTIONAL GOALS

The goals of the instructional program are considered guides rather than limits, which are flexible enough to meet the changing needs of both students and society for all grade levels and subject areas.

The Findlay Digital Academy's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;
2. helping accommodate the individualized learning styles;
3. promoting self-directed learning;
4. designing, implementing and improving differentiated learning methods and interventions that engage all students in active learning;
5. enabling students to synthesize, apply and analyze knowledge across varied situations and evaluate what has been learned;
6. involving multiple instructional practices, e.g., inquiry learning, virtual learning, digital learning, student reflection, project-based learning and/or collaborative learning;
7. providing for age and developmentally appropriate educational opportunities received electronically;
8. enhancing interactive learning among students and the teacher through the building of knowledge and skills;
9. ensuring the content, design and evaluation of instruction is provided by a licensed teacher in the corresponding content area and
10. helping students relate satisfactorily to others in circumstances involving their families, work, government and recreation;

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: Ohio Const. Art. VI, Section 2  
OAC 3301-35-02; 3301-35-03

## INSTRUCTIONAL OBJECTIVES

Instructors shall identify skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning within each subject area and at each grade level.

A curriculum is developed and implemented in reading, mathematics, science, social studies and English composition, according to the requirements established by the Ohio Administrative Code. All coursework will be aligned with the Ohio's New Learning Standards.

Courses of study are evaluated on a rotating basis at least every five years under the supervision of the Executive Director/Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

## SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Executive Director/Superintendent and presented to the Board for approval in the spring of each year. The number of days scheduled for students meets or exceeds the requirements of Ohio law.

The calendar sets forth the days schools are in session, holidays, vacation periods, in-service training days, and days of reports to parents.

The school offers a minimum of 1001 hours of instruction for the academic year in compliance with the Ohio Revised Code.

Because the school is an online school and students are linked to the curriculum continuously, the school is open 24 hours a day, 7 days a week during the school year. During the year, teachers will post specific conference times with their students. Teachers will maintain a minimum of 25 hours per week conference time during their contractual days. Instructional Coaches will be available on the days the lab is open.

The academic year for the school begins July 1 of each year, and shall commence with a period of training, orientation and similar preparatory activities. The school shall determine the date on which students will commence curricular activities.

[Adoption date: May 10, 2005]

[Revision date: June 4, 2015]

LEGAL REFS.: ORC 3313.48 et seq.; 3313.62; 3313.63  
3317.01

## SCHOOL DAY

The school is an online school and students are linked to the curriculum continuously; the school is open 24 hours a day, 7 days a week during the school year. During the year, teachers will post specific conference times with their students. Teachers will maintain a minimum of 25 hours per calendar week of scheduled on-line support time. The designated FDA/TDA administrator must approve time schedules.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3313.48 et seq.  
OAC 3301-35-02(B)(11-13)

## CURRICULUM DEVELOPMENT AND ADOPTION

Continuing curriculum study and development are necessary in order to ensure that the Findlay Digital Academy meets the needs of the students in its schools.

Curriculum planning should be based on the educational philosophy and goals approved by the Board; the most specific objectives developed by the staff and may include parent participation for each subject area and grade level. Such planning must also take into consideration the legal requirements for students in basic subjects. Curriculum will be aligned with the Ohio's New Learning Standards (Academic Content Standards).

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction — program and process — and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Executive Director/Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed. These studies and councils will at times be in partnership with METASOLUTIONS/TRECA or Findlay City Schools. METASOLUTIONS/TRECA takes the leadership role in curriculum development. Curriculum will be developed in partnership with METASOLUTIONS/TRECA and where applicable the Findlay City School District.

All subject areas have courses of study. METASOLUTIONS/TRECA takes the leadership role in curriculum revision and development. Legal responsibility for adoption of curriculum resides with the Board. Courses of study will be approved and adopted as required by law. The METASOLUTIONS/TRECA board will adopt courses developed through METASOLUTIONS/TRECA. METASOLUTIONS/TRECA board's adoption will also be Findlay Digital Academy's board's adoption. The Executive Director/Superintendent will submit each course of study developed by Findlay Digital Academy to the Board for its recommendation and adoption. The Board working in partnership with METASOLUTIONS/TRECA will provide each educator a copy for official use.

The Board expects all professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. It is expected that the professional staff play an active role in curriculum development.

[Adoption date: May 10, 2005]

[Revision date: June 4, 2015]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

## BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum which serves the general academic needs of all students. It also presents opportunities for individual students to develop specific talents and interests in vocational and other specialized fields and to grow toward independent learning.

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing career and life goals.

The school's curriculum and instruction will be deliverable online. Where possible, there will be a special emphasis on translating online work to real life situations. The curriculum and instruction will be tied to state standards. Objectives will be written so they can be assessed online. The goal is to identify an individual's current academic achievement and move forward from that point. The curriculum will provide the necessary basic and applied skills appropriate to that particular discipline. These skills will be delivered via distance learning technology. Besides the strong focus on connecting the work to real world situations, there will be a focus on student learning styles. The curriculum development process will be ongoing, and leaders experienced in delivering online instruction will provide ongoing training to teachers.

Since our students will be participating in the State's achievement testing program, our curriculum core will address the benchmarks and indicators outlined in the Ohio's New Learning Standards in math, science, social studies and language arts.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation, which serves the student during his/her school experiences and throughout life.

The curriculum responds to the wide range of individual differences in student abilities and learning rates by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

The basic curriculum will be provided through purchased services from METASOLUTIONS/TRECA/TDA.

The curriculum meets or exceeds those requirements established by Ohio law and the Ohio Administrative Code.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3301.07

3313.53; 3313.60; 3313.604

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

## SPECIAL EDUCATION POLICY

The Board is committed to providing education to all 9<sup>th</sup> – 12<sup>th</sup> grade students who are enrolled in the Findlay Digital Academy. All students with disabilities are identified, evaluated and placed in appropriate educational programs. Due process requirements, procedural safeguards and confidential treatment of information is adhered to as provided for in Ohio Department of Education Standards.

The Executive Director/Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the diagnosis of disabilities, the design of Individualized Education Programs (IEP) and plans for these students and for placement and evaluation procedures. All procedures are in accordance with Federal and State requirements.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for frequent re-evaluation of the student's needs, progress and effectiveness of the program being offered.

The Board of Education is committed to providing a free appropriate public education to children with disabilities identified in accordance with applicable State and Federal laws, rules, and regulations.

In order to satisfy the requirements of the Ohio Operating standards for Ohio Educational Agencies Serving Children with Disabilities ("Ohio Operating Standards"), the Board of Education adopts the model policies and procedures promulgated by the Ohio Department of Education's Office of Exceptional Children (ODE--OEC), which is incorporated by reference into this policy. While the Special Education Model Policies and Procedures ("Model Policies") issued by the ODE--OEC are comprehensive, the document does not include every requirement set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), the regulations implementing the IDEIA, the Operating Standards, the Ohio Revised Code, and/or the Ohio Administrative Code. As such, the Board affirms its obligation to follow these laws and regulations, regardless of whether their provisions are restated in the Model Policies.

Copies of Model Policies and Procedures and/or relevant policies and procedures are available at the office of the Board of Education.

LEGAL REFS: Education for All Handicapped Children Act; 20 USC 1401 et seq.  
Rehabilitation Act; 29 USC 706(8), 794, 794a  
504 Regulations 34 C.F.R. Part 104  
Americans with Disabilities Act; USC 12112 et seq.  
State Department of Education, Special Education Policies  
Free Appropriate Public Education-101  
ORC 3313.50



3323.051  
3323.08  
3323.01 et seq.  
3325.01 et seq.  
OAC 3301-51  
3301-55-01-02(F) IDEIA  
20 U.S.C. 1400 ET SEQ.  
34 C.F.R. Part 300

[Adoption date: May 10, 2005]

[Revised date: June 6, 2013]

[Reviewed: June 4, 2015]

## PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in the Findlay Digital Academy must be provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Professionally qualified persons using a variety of assessment procedures will help in the identification of gifted students. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total 9th through 12<sup>th</sup> grade program.

### Identification

The School follows the identification eligibility criteria as specified in the Ohio Revised Code and the *Ohio Rule for the Identification and Services for Children Who Are Gifted* as specified in the plan.

Findlay Digital Academy will follow the identification procedures established by Findlay City Schools and at times will contract with Findlay City Schools to provide the identification services.

1. The Findlay Digital Academy identifies children of the Findlay Digital Academy, in grades 9 through 12, who may be gifted in one or more of the following areas:
  - A. superior cognitive ability;
  - B. specific academic ability in one or more of the following content areas:
    - 1) mathematics;
    - 2) science;
    - 3) reading, writing or a combination of these skills and/or
    - 4) social studies;
  - C. creative thinking ability and/or
  - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The Findlay Digital Academy uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.

3. The Findlay Digital Academy accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and trained personnel outside the School.
4. The Findlay Digital Academy adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the School plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:
  - the criteria and methods the Findlay Digital Academy uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
  - the sources of assessment data the Findlay Digital Academy uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
  - an explanation for parents/guardians of the methods the Findlay Digital Academy uses to ensure equal access to screening and further assessment by all Findlay Digital Academy children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities and children for whom English is a second language;
  - the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
  - an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
  - procedures for the assessment of children who transfer into the Findlay Digital Academy and
  - at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The Findlay Digital Academy's plan may provide for the Findlay Digital Academy to contract with any qualified public or private service provider to provide screening or assessment services under the plan.

#### Services for Children Who Are Gifted

- The Findlay Digital Academy ensures equal opportunity for all children identified as gifted to receive any or all services offered by the Findlay Digital Academy.
- The Findlay Digital Academy implements a procedure for withdrawal of children from Findlay Digital Academy services and for reassessment of children.

- The Findlay Digital Academy implements a procedure for resolving disputes with regard to identification and placement decisions.
- Any Findlay Digital Academy gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
- The Findlay Digital Academy informs parents of the contents of this policy as required by the Ohio Revised Code.

### Annual Report

The Findlay Digital Academy submits, as required, an annual report to the Ohio Department of Education.

The Executive Director/Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3324.01-07  
OAC 3301-51-15

## EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students learning both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.

An instructional plan, which contains written measurable objectives, must be submitted to, and approved by, the Executive Director/Superintendent.

The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

## EXTRACURRICULAR PROGRAMS & ATHLETICS

The Findlay Digital Academy will not provide extracurricular or athletic programs. Findlay Digital Academy students entitled to attend school in the Findlay City School District pursuant to R.C. 3313.64 or R.C. 3314.65 may be eligible to participate in extracurricular or athletic programs sponsored by the Findlay City School District.

"Extracurricular activity" means a pupil activity program that the Findlay City School District operates and is not included in the District's graded course of study, including an interscholastic extracurricular activity that the District sponsors or participates in and that has participants from more than one school or school district.

A student in grades seven to twelve who is enrolled in the Findlay Digital Academy (for so long as the Academy is sponsored by the District) and who is entitled to attend District schools pursuant to section 3313.64 or 3313.65 of the Revised Code shall be afforded the opportunity to participate in any extracurricular activities offered at the District school to which the student otherwise would be assigned. If more than one such school operated by the District serves the student's grade level, the student shall be afforded the opportunity to participate in any extracurricular activities offered at the school to which the student would be assigned by the Findlay City School District Superintendent pursuant to section 3319.01 of the Revised Code.

In order to participate in any extracurricular activity under this policy, the student shall fulfill the same academic, nonacademic, and financial requirements as any other participant, including the rules and policies adopted by the Findlay City School District under section 3313.535 of the Revised Code.

The Findlay School District shall not impose fees for a student to participate that exceed any fees charged to other students participating in the same extracurricular activity.

The Findlay City School District shall not require a student who is eligible to participate in extracurricular activities to meet eligibility requirements that conflict with this section.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

R.C. 3313.537

## STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experience in such courses as English and journalism and as an extracurricular activity. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

### School-Sponsored Publications

School publications afford an educational experience for students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
  - Imminently threatens to disrupt the educational process of the school, to damage other individuals or to advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
  - threatens any person or group within the school or advocates unlawful discrimination;
  - advocates violation of the law or official school regulations;
  - is considered false or libelous, based upon available facts, and
  - is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the Coordinator after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Executive Director/Superintendent.

### Nonschool-Sponsored Publications

Students, who edit, publish and/or wish to distribute nonschool materials or information in any form among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time and place of distribution or may be prohibited from distributing such publications.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: U.S. Const. Amend. I ORC3313.66; 3313.661

## INSTRUCTIONAL MATERIALS

As the governing body of the Findlay Digital Academy, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to the professional personnel of the School authority to recommend selection of instructional and library materials.

Materials are recommended by the appropriate professional personnel in consultation with the Executive Director/Superintendent, faculty, METASOLUTIONS/TRECA and other sources as needed. Final decision relative to purchase rests with the Executive Director/Superintendent, subject to official adoption by the Board, in the case of textbooks. Most materials will be provided in the digital/virtual format and delivery will be facilitated by METASOLUTIONS/TRECA.

The Board believes that it is the responsibility of the Findlay Digital Academy to provide:

- materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
- materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- a background of information which enables students to make intelligent judgments in their daily lives;
- a diversity of viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
- materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as a guide in the selection of all instructional and library materials.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3329.06; 3329.07; 3329.08  
3313.642



## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the Findlay Digital Academy's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Executive Director/Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Executive Director/Superintendent reports to the Board on the involvement and effectiveness of the community relations.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-03(J)

## ACADEMIC ACHIEVEMENT

Home connectivity and the 24-hour availability of curriculum also affect classroom instruction positively. It addresses the destructive effects of high student mobility by providing consistent curriculum programming regardless of where the student might live. The ability to maintain some level of educational continuity for high mobility students is an important element in the strategy to improve student achievement.

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher, Instructional Coach, counselor and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

- Parents are informed regularly about the progress their children are making in school; this can be accessed online at any time.
- Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
- At comparable levels, the school system seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
- When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.
- When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: May 10, 2005]

[Revision date: June 4, 2015]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

## GRADING SYSTEMS

The Board believes students respond more positively to the opportunity for success than to the threat of failure. The Findlay Digital Academy seeks, therefore, in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form, which is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by METASOLUTIONS/TRECA. When students are moving back into Findlay High School at times that does not coincide with an end of a grading period the grading scale developed by the faculty of the Findlay Digital Academy will be used to determine the grade.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles, which must guide all instructors in the assignment of marks and achievement.

- The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records shall be kept to substantiate the grade given.
- An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
- Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REF.: OAC 3301-35-04; 3301-35-06

## HOMEWORK

Homework, as long as it is properly designed, carefully planned and geared to the development of the individual student, meets a real need and has a definite place in the educational program. Homework is not used for disciplinary purposes. The classroom teacher within the framework of specific instructional plans decides the extent and type of homework given.

Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills which have been developed and complete certain projects such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

[Adoption date : May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

## PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. In grades 9-12 the accumulation of Carnegie units determines grade level. A student will be placed in a grade level based on his/her cohort year.

A student must earn 20 Carnegie Units (credits) that include all state required courses and take and pass all parts of the mandated state testing program in order to graduate from the Findlay Digital Academy.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Also, Individual Education Plans and other factors may come into play when determining grade placement.

[Adoption date: May 10, 2005]  
[Revision date: October 4, 2012]  
[Revision date: June 4, 2015]

LEGAL REFS.: ORC 3301.0710; 3301.0711  
3313.608; 3313.609  
OAC 3301-35-04; 3301-35-06

## TESTING PROGRAMS

Accurate assessment is critical to determine whether learning is occurring. This is especially critical in the digital world where face-to-face interaction with the teacher may be limited or nonexistent. Consequently, built into the school is a comprehensive plan that uses traditional assessment tools to determine achievement levels of individual students, independent of conventional grade-level designations. The goal is to advance each individual student to higher levels of performance in each subject area. State achievement tests will be administered, and off-year assessment may be conducted through use of other standardized tests. While these standardized tests provide valuable information, the accurate testing, intervention and modification of instruction by the online teachers is critical to the success of the students. The administrative team will monitor the instructional process so that appropriate modifications occur.

All students will participate in Ohio mandated tests. (IEP students who qualify may take an Alternative Assessment when deemed appropriate by the student's IEP team). Each student must pass all parts of state mandated testing unless exempted by his/her IEP in order to graduate from the Findlay Digital Academy.

Outcomes: 75% (or the minimum % designated by the Department of Education) will pass Ohio achievement tests, which will be administered in compliance with the Ohio Testing calendar.

The school will expect its students to be competent in basic skills, to be able to apply them to real life situations, to be intelligent decision makers, and ultimately, to be contributing members of society. The concept of learner result-based education is a critical part of the overall program.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3301,0710 thru 0713  
3319.32; 3319.321  
OAC 3301-35-02; 3301-35-03; 3301-35-04

## STATE ASSESSMENTS SECURITY & ETHICS

The School abides by all laws and rules regarding the administration of state assessments. This policy seeks to familiarize all individuals with the general rules regarding all state assessments. Prior to administering any assessment, all School officials must be familiar with and understand this policy and any additional laws and rules.

### Administrators

The School's Executive Director/Superintendent or his/her designee shall serve as the School's Test Coordinator. The Test Coordinator is to ensure that the School complies with all Assessment Security Provisions while Assessment materials are in the School.

The Test Coordinator shall appoint staff members to serve as Examiners.

### General Security Rules/Ethics

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium, including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral reproduction.

No unauthorized person shall be in an assessment room during any assessment session or be permitted to have access to any secure assessment materials at any time these materials are in the School.

These security rules do not apply to practice tests.

### Security of the Assessment Materials

To ensure the security of assessment materials, the School has developed the following procedure to protect assessment materials while the materials are in the School.

From the time of receipt and until the time of shipping all the testing materials, the Test Coordinator shall be in charge of tracking, handling, and maintaining the materials. Before, during, and after an assessment administration, the assessment booklets, answer documents, and all other assessment materials shall be in a secure location. The secure location shall be a locked safe, cabinet, or closet.

During each assessment administration session, Examiners shall ensure that all Assessment Security Provisions are met and shall account for all assessment booklets by serial number, all CDs containing English audio and foreign language translations of the assessments, all answer documents, and all tape recorded student responses from the translation session. Examiners in charge of material until the materials are returned to the Test Coordinator. The Test Coordinator shall inventory the test materials and re-secure them in the secure location.

The Test Coordinator shall ship all the testing materials as instructed.

## Communicating Security Measures

The Test Coordinator shall communicate this policy in writing and discuss this policy each school year with the School's employees, with all students, and with any other person authorized to be present in an assessment room.

All employees are required to read The Ethical Use of Tests and are required to return Form **3553.1**, indicating they have read and will abide by the Ethical use of tests.

Security measures and standards for testing should be reviewed annually.

## Security Violations

A Security violation may occur in any of the following circumstances:

- an individual reveals to any student any specific question that the individual knows is part of an assessment or the individual assists a student in any other way to cheat on an assessment;
- an individual uses the tests unethically;
- an individual violate this policy; or
- an individual violates the School's security procedure

Any alleged assessment security violation must be reported to the Executive Director/Superintendent or his/her designee as soon as it becomes known. The Executive Director/Superintendent or his/her designee must report the alleged violation as soon as it becomes known to the ODE. The School shall conduct an investigation into the alleged violation and, upon completing its investigation, provide the Department of Education (ODE) a written report delineating the cause and results of the investigation. The School must report all breaches to the ODE within ten (10) days of any violation. All employees shall comply with any investigation conducted by the ODE. Prior to taking any action, the ODE shall provide the individual with notice of the allegation and an opportunity to respond and present a defense.

Should a violation be verified, the offending employee may be disciplined. Discipline may include termination. Additionally, the State may seek to suspend the educator's license, and a law enforcement agency may take criminal action.

[Adoption date: June 4, 2015]

*Ohio:* R.C. 3301.071, R.C. 3301.0711, R.C. 3301.0714, R.C. 3301.0715, R.C. 3313.608, R.C. 3313.6012.



## STANDARDS FOR ETHICAL USE OF TESTS

Each employee of the School must have appropriate knowledge of these standards of ethical assessment practices and shall comply with these standards.

*In monitoring practices related to preparing students for a state-wide assessment, the following practices are unethical and/or inappropriate:*

- any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
- any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
- preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
- any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

*The following practices related to administering and/or scoring assessments are unethical and/or inappropriate:*

- any assessment used for purposes other than that for which it was intended;
- any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
- except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
- any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score assessments;
- any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
- any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;

- any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
- except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
- any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
- any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.

*In monitoring practices related to interpreting and/or using any result of an assessment, the following practices are unethical and/or inappropriate:*

- providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;
- making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
- any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
- any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
- any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result;
- any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways; and
- each participating school shall cooperate with the State Board of Education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.

[Adoption date: June 4, 2015]

O.A.C. 3301-7-01.

STANDARDS FOR THE ETHICAL USE OF TESTS FORM

The School requires all its employees to read Policy IS and IT

I have read the School's policies on Testing Security and Ethics and agree to abide by all the rules stated.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## GRADUATION REQUIREMENTS

The Board requires that its standards for graduation meet the minimum standards of the Ohio Department of Education.

The minimum requirements for graduation from high school are as follows:

1. The student must pass all sections of the state mandated testing.
2. The student must successfully earn the required 20 high school credits.

The tables below indicate the credit requirements for each graduating class. These requirements meet or exceed the Ohio State Minimum Graduation requirements.

**Minimum requirements for Graduation from Findlay Digital Academy  
if Graduating During or After 2014**

Course Area	Credits	Specifications
English	4	
Math	4	1 unit of Algebra 2 or its equivalent
Science	3	1 unit each of Physical Science, Life Science & Advanced Science
Social Studies	3	½ unit each of American History, American Government & Financial Literacy*
Health	½	
Physical Ed	½	
Fine Arts	1	Waived for students in Career Technical Curriculum
Electives	4	Physical Education can not be used as an elective

\*Findlay Digital Academy requirement to address Financial Literacy component of the Ohio Core

Ohio Core Opt-Out Students may opt out of the Ohio Core under the following conditions:

- The student must complete two years of high school, after which the student's parent must sign a statement consenting to opt out of the Ohio Core requirements;
- The student and parent must fulfill any local procedural requirements to ensure that the school has obtained informed consent;
- The student, parent, and high school must develop a career plan for the student;
- The student receives counseling and support related to his/her career plan;
- The student must successfully complete at least the Minimum Unit Requirements required for graduation in 2013, as well as all state testing requirements.

(Unless extended by the state, this opt-out option is available to a student who enters ninth grade on or after July 1, 2010, and before July 1, 2014.)

### Alternative Conditions for Graduation

As an alternative to the requirement that a student successfully complete all of Ohio's required graduation tests in order to be eligible for a high school diploma, a student who has successfully completed all but one of the tests may be awarded a diploma, if all alternative conditions for graduation are met, per state statute (O.R.C. 3313.615).

### Accelerated Graduation

Students may graduate from Findlay Digital Academy at any time they meet all the requirements for graduation.

[Adoption date: May 10, 2005]

[Revision date: April 7, 2011]

[Revision date: June 4, 2015]

LEGAL REFS: ORC 3313.60; 3313.603; 3313.605; 3313.61; 3313.165  
OAC 3301-35-04

## EVALUATION OF INSTRUCTIONAL PROGRAMS

Accurate assessment is critical to determine whether learning is occurring. This is especially critical in the digital world where face-to-face interaction with the teacher may be limited or nonexistent. Consequently, built into the Academy is a comprehensive plan that uses traditional assessment tools to determine achievement levels of individual students, independent of conventional grade-level designations. The goal is to advance each individual student to higher levels of performance in each subject area. State achievement tests will be administered, and off-year assessment may be conducted through use of other standardized tests. While these standardized tests provide valuable information, the accurate testing, intervention, and modification of instruction by the online teachers is critical to the success of the students. The administrative team will monitor the instructional process so that appropriate modifications occur.

Evaluation of the instructional program includes the systematic collection of information about the activities, characteristics and outcomes of programs to make informed decisions about program merit worth or value. The evaluation provides data for planning and budgeting for instructional improvements and for informing the public about the performance of the Findlay Digital Academy. Data may include:

- relation of student growth and development to the objectives of the school system;
- suitability of educational programs in terms of community expectations;
- how evaluation findings are used for program improvement;
- student achievement in light of testing results of standardized achievement tests and competency tests;

The results of the educational testing programs are used as a part of the evaluation of the program itself in the following areas:

- Accuracy;
- Feasibility;
- Propriety and
- Utility

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: ORC 3301.13  
3313.60  
3323.02

## SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The coordinator should encourage a discreet observance of these holidays, which have become a part of the American heritage.

The Board directs the administration in partnership with METASOLUTIONS/TRECA to develop specific activities to convey the meaning and significance of Veterans Day in accordance with Ohio Revised Code 3313.602.

The national flag will be displayed in all classrooms and meeting rooms where the Findlay Digital Academy conducts business.

### School Prayer

The Board certifies that it does not have, nor will it adopt any policies that deny or prevent participation in constitutionally protected school prayer.

[Adoption date: May 10, 2005]

[Reviewed: June 4, 2015]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 5.23  
3313.602; 3313.63; 3313.80

## CAREER ADVISING

The Findlay Digital Academy's plan for career advising includes, providing:

- Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
- Career advising in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
- Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
  1. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
  2. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
  3. Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent/guardian/custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and listing of the pathways of graduation available to the student.
- Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs k-12 and other online sources provided by the district.
- Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.
- Information on courses that can award students both traditional academic and career-technical credit.
- Documentation on career advising for each student and student's parent/guardian/custodian to review, as well as schools that the student may attend in the future.
- The supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

[Adoption date: February 5, 2015]

ORC 3365.02



## SCHOOL TO WORK

The School recognizes the importance of fostering a strong link as students transition from an academic setting to a work or post-secondary setting. As a result, the School, if appropriate, may adopt a program that offers opportunities for its students to participate in a performance-based education and training program that will: enable students to earn portable credentials, prepare students for first jobs in high-skill, high wage careers; and increase opportunities for further education.

This program will also afford students to earn credit for work experience.

[Adoption date: June 4, 2015]

*Federal: 20 U.S.C. 6212*

## ADVANCED PLACEMENT PROGRAM

Federal law requires the School to raise academic standards through the “Access to High Standards Act.” This Policy applies to this School if it receives funding under Title I, Part G and seeks to continue receiving funding. The Act seeks to raise academic standards through advanced placement programs and seeks to increase the number of students who participate and succeed in the advanced placement programs. In accordance with this Act, the School shall actively promote and seek to increase the number of advanced placement programs, increase the number of pre-advanced placement programs, the number of students participating in the programs, and increase the number who succeed in these programs.

[Adoption date: June 4, 2015]

*Federal: 20 U.S.C. 6531, et. seq.*