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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). The curriculum will also be in line with the International Association for K-12 Online Learning (iNACOL) standards. This will be accomplished through the METASOLUTIONS/TRECA administrators and/or teachers at least annually or every other year attending the iNACOL annual conference.

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. The curriculum will be delivered through on-line

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instruction and tutoring will be offered at the Findlay Digital Academy lab. The combined teacher and Instructional Coach ratio will result in no more than a 1:125 student to teacher ratio.

[Adoption date: May 10, 2005]

[Revision date: June 4, 2015]

[Revision date: June 1, 2017]

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 Content 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.

In an effort to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments, the School program and accompanying curriculum shall be developed and implemented so as to achieve the following goals as required pursuant to the receipt of Title I, Part A funding:

Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers.

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Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.

Providing greater decision-making authority and flexibility to teachers in exchange for greater responsibility for student performance.

Ensuring access to effective, scientifically-based instructional strategies and challenging academic content.

Affording parents substantial and meaningful opportunities to participate in the education of their children.

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]

[Revision date: April 3, 2017]

[Revision date: August 10, 2017]

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 9th – 12th 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. Each student with a disability is placed in the least restrictive environment that will accommodate the goals of his/her IEP. 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.

The School has adopted the Special Education Model Policies and Procedures as Developed by the Ohio Department of Education.

The policies and procedures are may be accessed at:

<https://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/2014-Ohio-Operating-Standards-for-the->

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]

[Revision date: June 1, 2017]

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 12th 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.

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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.

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- 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

File: IJ

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 PREVENTION/INTERVENTION SERVICES

The Board of Directors authorizes and directs the Superintendent to conduct academic prevention/intervention services for all grades in the School. Such prevention/intervention services shall include, but are not limited to, all of the following:

- A. Use of diagnostic assessments to measure student progress toward the attainment of academic standards and to identify students who may not attain academic standards;
- B. Classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments;
- C. The regular collection of student performance data;
- D. Use of student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services;
- E. Required prevention/intervention services set forth in O.R.C. §§3301.0711; 3301.0715; and 3313.608.

Prevention/intervention services shall be provided in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

Intervention services shall also be provided to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

The Superintendent or designee shall submit results of diagnostic assessments to the Ohio Department of Education in the prescribed manner. This policy shall be updated annually.

Students at Risk of Not Qualifying for a High School Diploma

Criteria for Identifying At-Risk Students

The School shall develop criteria for identifying students at risk of not qualifying for a high school diploma, which shall include a student's lack of adequate progress in meeting the terms of a graduation plan. The criteria also may include other factors, such as if a student has issues regarding excessive absences or misconduct.

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Procedures for Identifying At-Risk Students

The School shall develop procedures for identifying at-risk students. The procedures shall include a method for determining if a student is not making adequate progress in meeting the terms of a graduation plan. The procedures shall allow for a student to be identified as at risk in each of grades nine through twelve. The procedures also may include the identification of students in other grades. A student's lack of progress in meeting the terms of a graduation plan shall be a criterion for identifying at-risk students.

Notification Process

The School shall develop a notification process in which the School shall notify an at-risk student's parent, guardian, or custodian in each year in which the student has been identified as at risk. The notification process shall at least include providing a written notification to the at-risk student's parent, guardian, or custodian, which shall include all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;
2. A description of the School's curriculum requirements, or the student's individualized education program, and, as appropriate, the graduation conditions prescribed under section O.R.C. §3313.618 or §3313.619;
3. A description of any additional instructional or support services available to the at-risk student through the School.

Further Assistance

The School shall further assist at-risk students with additional instructional or support services to help the students qualify for a high school diploma. The instructional and support services may include any of the following:

1. Mentoring programs;
2. Tutoring programs;
3. High school credit through demonstrations of subject area competency under O.R.C. §3313.603(J);
4. Adjusted curriculum options;
5. Career-technical programs;
6. Mental health services;
7. Physical health care services;
8. Family engagement and support services.

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Graduation Plan

The School shall develop a graduation plan for each student enrolled in grades nine through twelve in the School. The graduation plan shall address the student's academic pathway to meet the curriculum requirements specified by the School and satisfy the graduation conditions, as appropriate, under O.R.C. §3313.618 or §3313.61. The graduation plan shall be developed jointly by the student and a representative of the School and shall be updated each school year in which the student is enrolled, until the student qualifies for a high school diploma. The School shall invite a student's parent, guardian, or custodian to assist in developing and updating the graduation plan. A graduation plan developed pursuant to this policy shall supplement the School's policy on career advising.

The individualized education program developed for a student pursuant to O.R.C. §3323.08 may be used in lieu of developing a graduation plan if the individualized education program contains academic goals substantively similar to a graduation plan.

LEGAL REFS.: O.R.C. §§3313.6012; 3301.0711; 3301.0715; 3313.608; 3313.617

[Adopted: December 5, 2019]

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.

This policy shall prohibit the promotion of a student to the next grade level if the student has been truant for more than ten per cent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

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.

Any student who does not complete all requirements for graduation will not graduate and will not be admitted for admission to any Ohio state university.

[Adoption date: May 10, 2005]

[Revision date: October 4, 2012]

[Revision date: June 4, 2015]

[Revision date: June 1, 2017]

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.

State-Mandated Assessments. The School shall administer State-mandated assessments (e.g., diagnostic assessments and achievement tests) to Students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such assessment shall be administered to such excused Student not later than nine (9) calendar days after the last regularly scheduled test administration date. The School shall annually report to the State Board of Education, not later than June 30, the number of Students who have not taken one or more of the State-mandated assessments.

Students receiving special education services may participate in the required testing according to the student's individualized education plan (IEP). If a student is to take an alternate assessment, the method must be approved by the Ohio Department of Education as conforming to federal law. See Policy **File IHH**, Alternative Assessments for Students with Disabilities.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas.

- All mandated diagnostic state tests will be administered according to the schedule dictated by the state.
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.

Intervention Services

The School shall provide intervention services as follows:

- *Proficiency and Achievement Tests.* The School shall also provide prevention/intervention services in pertinent subject areas to students who score

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below the proficient level on a reading, writing, mathematics, social studies, or science proficiency or achievement test.

- *Ohio Graduation Tests and End of Course Tests*. If the School teaches high school, the School may be required to provide intervention under R.C. 3301.0711. The School shall provide intervention services to any student whose results indicate the student is failing to make satisfactory progress toward being able to attain scores at the proficient level on the Ohio Graduation tests. These intervention services shall be provided prior to the end of the school year, during the summer following the ninth grade, and/or in the next succeeding school year.

Recordkeeping. The School shall keep records for each student that include the following:

- A unique state student identification code or student data verification code in accordance with R.C. 3301.0714(D)(2);
- A list or designation of which assessments are required and which assessments are not required;
- A list or designation of which assessments, required or not required, are taken and which assessments are not taken during each assessment administration period;
- A score for each assessment taken, whether required or not required;
- Whether or not each student attained the requisite performance standard designated for each required assessment;
- What, if any, assessments must still be taken;
- Whether or not intervention must be provided; and
- For each test required for graduation, the date passed shall be recorded on the student's transcript. No information regarding a test not passed shall be on the student's transcript.

After the administration of any diagnostic assessment and upon a Parent's request, the School shall provide a Student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the Student's Parent.

Retention. No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade, except as specified in the Third Grade Reading Guarantee.

The Executive Director/Superintendent or his/her designee shall administer State-mandated assessments and submit the assessments to the entity with which the Ohio Department of Education contracts for the scoring of the tests, in accordance with Ohio law.

Executive Director/Superintendent Duties. The Executive Director/Superintendent, or his/her designee, shall develop an assessment system that includes:

- The administration of state-mandated assessments;

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- Regular assessments of student performance;
- Multiple and appropriate assessments that will be used to measure student progress;
- Assessment practices that conform to current professional standards for validity and reliability; and
- Sharing information with parents, students, and the community regarding assessment purposes and results.

The Executive Director/Superintendent, or his/her designee, shall also develop:

- Procedures for using diagnostic assessments to measure student progress in accordance with academic standards;
- A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of the diagnostic assessments;
- Procedures for the regular collection of student performance data; and
- Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify those services.

Students with Disabilities. All identified students with disabilities in the School shall be considered for participation in State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 team. The IEP/504 plan developed for the student must specify the manner in which the student will participate in the state achievement assessments. All students shall participate in diagnostic assessments except those with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. IEP students who qualify may take an Alternative Assessment when deemed appropriate by the student's IEP team.

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]

[Revision date: April 3, 2017]

[Revision date: June 1, 2017]

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.

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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;

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- 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/DIPLOMA REQUIREMENTS

Students who have completed all required course work, as set forth below, but who have not successfully completed all state mandated achievement or graduation assessment requirements may return at subsequent regularly scheduled achievement or graduation assessment administrations to retake failed areas. Upon the successful completion of achievement or graduation assessment requirements, such student shall be eligible to be awarded a high school diploma.

Each diploma shall be signed by the President and Fiscal Officer of the Board of Directors, and the Superintendent, and shall bear the date of its issue.

The requirements for graduation and participation in commencement shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, including all state mandated achievement or graduation assessments.

The Superintendent shall determine whether the credit that a student has earned from another school satisfies any of the educational unit requirements for graduation, as set forth below.

General Diploma Requirements

The requirements for participation in commencement and receiving a diploma shall include 20 units in grades 9-12 to be distributed as follows:

1. English language arts, four units;
2. Health, one-half unit, which shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health;
3. Mathematics, four units, which shall include one unit of Algebra II or its equivalent. However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track, shall not be required to take Algebra II, and instead may complete a career-based pathway mathematics course as an alternative;
4. Physical education, one-half unit;
5. Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following or their equivalent:
 - a. Physical sciences, one unit;
 - b. Life sciences, one unit;
 - c. Advanced study in one or more of the following sciences, one unit:
 - i. Chemistry, physics, or other physical science;

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- ii. Advanced biology or other life science;
- iii. Astronomy, physical geology, or other earth or space science.

6. History and government, one unit, which shall include both of the following:
- a. American history, one-half unit;
 - b. American government, one-half unit.

Beginning with students who enter the ninth grade for the first time on or after July 1, 2012, the content shall include the study of the Declaration of Independence; the Northwest Ordinance; the U.S. Constitution and its amendments, with emphasis on the Bill of Rights; and the Ohio Constitution; including study of such documents in their original context. In addition, such content shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and the Bill of Rights;

7. Social studies, two units, which shall include all of the following:
- a. Financial literacy, one-half unit; elective
 - b. Economics, one-half unit; Social Studies credit

The study of economics as expressed in the social studies content standards shall be integrated into one or more existing social studies credits and offered as an individual course.

Beginning with students who enter 9th grade for the first time on or after July 1, 2017, the two units of instruction prescribed by this paragraph shall include at least one half unit of instruction in the study of world history and civilization.

8. Five units consisting of one or any combination of foreign language, fine arts (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies not otherwise required.

A student who enters ninth grade on or after July 1, 2010, and before July 1, 2016, may qualify for graduation even though he/she has not completed the requirements for graduation, provided that the following conditions are met:

1. During the student's third year of attending high school, as determined by the school, the student and the student's parent, guardian, or custodian sign and file with the school a written statement asserting the parent's, guardian's, or custodian's consent to the student's graduating without completing the requirements for graduation prescribed by O.R.C. §3313.603(C) and acknowledging that one consequence of not completing those requirements is ineligibility to enroll in most state universities in Ohio without further

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coursework. The School shall notify the Ohio Department of Education of the number of students who choose to qualify for graduation in this way and the number of students who complete the student's success plan and graduate from high school.

2. The student and the student's parent, guardian, or custodian and a representative of the student's high school jointly develop a student success plan for the student in the manner described in O.R.C. §3313.6020(C)(1). The student success plan must specify the student matriculating to a two-year degree program, acquiring a business and industry-recognized credential, or entering an apprenticeship. The high school shall provide counseling and support for the student related to the plan during the remainder of the student's high school experience.
3. The student successfully completes, at a minimum, the curriculum prescribed for participation in commencement and receiving a diploma listed in the paragraph entitled "Students Who Entered Ninth Grade Before July 1, 2010," above.
4. Beginning with students who enter ninth grade for the first time on or after July 1, 2014, a student shall be required to complete successfully, at a minimum, the curriculum prescribed for participation in commencement and receiving a diploma listed in the paragraph entitled "Students Who Entered Ninth Grade Before July 1, 2010," above, with the following exceptions:
 - (a) Mathematics, four units, one unit of which shall be one of the following:
 - (i) Probability and statistics;
 - (ii) Computer programming;
 - (iii) Applied mathematics or quantitative reasoning;
 - (iv) Any other course approved by the ODE using standards established by the Superintendent of Public Instruction;
 - (b) Elective units, five units;
 - (c) Science, three units, which shall include inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.

The School may integrate academic content in a subject area for which the state board has adopted standards under O.R.C. §3301.079 into a course in a different subject area, including a career-technical educational course, in accordance with guidance for integrated course work developed by the ODE. Upon successful completion of an integrated course, a student may receive credit for both subject areas. Units earned for subject area content delivered through integrated academic and technical instruction are eligible to meet graduation requirements.

Advanced student work completed prior to the ninth grade shall be applied toward graduation requirements if the advanced work was taught by a teacher who possessed a license valid for teaching high school and designated by the Board as meeting the high school curriculum requirements.

Additional High School Diploma Requirements for Students Entering Ninth Grade On or After July 1, 2014

In addition to the applicable curriculum requirements, each student entering ninth grade for the first time on or after July 1, 2014, shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

1. Be remediation-free, in accordance with standards adopted under O.R.C. §3345.061, on each of the nationally standardized assessments in English, mathematics, and reading;
2. Attain a score specified under O.R.C. §3301.0712(B)(5)(c) on the end-of-course examinations prescribed under division O.R.C. §3301.0712(B);
3. Attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment selected by the state Board of Directors under O.R.C. 3301.0712(G) and obtain either an industry-recognized credential, as described under O.R.C. §3302.03(B)(2)(d), or a license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license.
4. Satisfy the curriculum requirements applicable to students entering ninth grade for the first time on or after July 1, 2019.

A student may choose to qualify for a high school diploma by satisfying any of the separate requirements prescribed by divisions (1) to (3) of this section. If the School does not administer the examination prescribed by one of those divisions that the student chooses to take to satisfy the requirements of this section, the School may require that student to arrange for the applicable scores to be sent directly to the School by the company or organization that administers the examination.

Additional High School Diploma Requirements for Students Entering Ninth Grade On or After July 1, 2019

In addition to the applicable curriculum requirements, each student entering ninth grade for the first time on or after July 1, 2019, shall satisfy the following conditions in order to qualify for a high school diploma:

1. Attain a competency score on each of the Algebra I and English language arts II end-of-course examinations prescribed under O.R.C. §3301.0712(B)(2). Following the first administration of the exam, if a student fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations that student must retake the respective examination at least once. If a student fails to attain a competency score on a retake examination, the student may demonstrate competency in the failed subject area through one of the following options:
 - a. Earn course credit taken through the college credit plus program in the failed subject area;

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- b. Complete two (2) of the following options, one of which must be foundational:
 - i. Foundational options to demonstrate competency, which include earning a score of proficient or higher on three or more state technical assessments aligned with O.R.C. §3313.903 in a single career pathway, obtaining an industry-recognized credential approved under O.R.C. §3313.6113, completing a pre-apprenticeship or apprenticeship in the student's chosen career field, or providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older;
 - ii. Supporting options to demonstrate competency, which include completing two hundred fifty (250) hours of a work-based learning experience with evidence of positive evaluations, obtaining an Ohio Means Jobs-readiness seal, or attaining a workforce readiness score, as determined by the Ohio Department of Education, on the nationally recognized job skills assessment.
- c. Provide evidence that the student has enlisted in a branch of the armed services of the United States.

A student shall not be required to retake the Algebra I end-of-course examination or the English language arts II end-of-course examination in grades nine through twelve if the student demonstrates at least a proficient level of skill, as prescribed under O.R.C. §3301.0712(B)(5)(a), or achieves a competency score, as prescribed under O.R.C. §3301.0712(B)(10), in an administration of the examination prior to grade nine.

2. Earn at least two (2) of the state diploma seals prescribed under O.R.C. §3313.6114(A), at least one of which shall be any of the following:
 - a. The state seal of biliteracy established under O.R.C. §3313.6111;
 - b. The Ohio Means Jobs-readiness seal established under O.R.C. §3313.6112;
 - c. One of the state diploma seals established under O.R.C. §3313.6114(C)(1) to (7).

District-Determined Diploma Seals

1. Community Service Seal: A student shall meet the requirement for this seal by completing a community service project that is aligned with guidelines developed by Findlay Digital Academy

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2. Fine and Performing Arts Seal: A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines developed by Findlay Digital Academy
3. Student Engagement Seal: A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by guidelines developed by Findlay Digital Academy.

College and Work Ready Assessment System

Beginning with students who enter the ninth grade for the first time on or after July 1, 2014, the system of college and work ready assessments adopted by the State Board of Directors shall replace the Ohio graduation tests as a measure of student academic performance and one determinant of eligibility for a high school diploma in the manner prescribed by rule of the state board, adopted under O.R.C. §3301.0712(D).

Pursuant to O.R.C. §3301.0712, beginning with the 2014-2015 school year, if a student is enrolled in an advanced placement or international baccalaureate course or is enrolled under any other dual enrollment or advanced standing program, that student shall take the advanced placement or international baccalaureate examination or applicable examination under dual enrollment or advanced standing in lieu of the physical science, American history, or American government end-of-course examinations prescribed under O.R.C. 3301.0712(B).

No student shall take a substitute examination or examination prescribed under O.R.C. §3301.0712(B)(4)(a) in place of the end-of-course examinations in English Language Arts I, English Language Arts II, Algebra I, or Geometry prescribed under O.R.C. §3301.0712(B)(2).

Pursuant to R.C. 3301.0712(B)(2)(b), beginning with students who enter ninth grade for the first time on or after July 1, 2019, the college and work ready assessment system shall require five end-of-course examinations, one each in areas of English language arts II, science, Algebra I, American history, and American government. However, only the end-of-course examinations in English language arts II and Algebra I shall be required for graduation.

Any student who received high school credit prior to July 1, 2014, for a course for which an end-of-course examination is prescribed by O.R.C. §3301.0712(B)(2), shall not be required to take that end-of-course examination. Receipt of credit for that course shall satisfy the requirement to take the end-of-course examination.

Honors Diploma

Shall be granted in accordance with Ohio law.

Veterans Diploma

The Board may grant a diploma for veterans of World War II, the Korean conflict, or the Vietnam conflict in accordance with Ohio law.

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The Board may also grant a diploma to any woman who left high school in any state during World War II, the Korean conflict, or the Vietnam conflict to support her family or the war effort in accordance with Ohio law.

Alternative Conditions for Graduation

This section shall apply to diplomas awarded after September 15, 2006, to students who are required to take the five Ohio graduation assessments. This section does not apply to any student who enters ninth grade for the first time on or after September 30, 2013.

As an alternative to the requirement that a person successfully complete all of the Ohio graduation assessments in order to be eligible for a high school diploma, a person who has successfully completed all but one of the assessments may be awarded a diploma if he or she has satisfied all of the following conditions:

1. On the assessment that the person failed to attain the designated score, he or she missed that score by ten points or less;
2. The person has a 97% school attendance rate in each of the last four years of school, excluding any excused absences;
3. The person has not been expelled from school in any of the last four school years;
4. The person has a grade point average of at least 2.5 in the subject area of the assessment that he or she failed in accordance with rules established by the State Board of Directors;
5. The person has completed the high school curriculum requirements in the subject area of the assessment that he or she failed;
6. The person has taken advantage of any intervention programs provided by the School or school in the subject area of the assessment that he or she failed, and has a 97% attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week, or school year or has received comparable intervention services from a source other than the School or school;
7. The person holds a letter recommending graduation from each of his or her high school teachers in the subject area of the assessment that he or she failed and from the High School principal.

This section shall apply only to students who are enrolled in the School who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2017. This section does not apply to any student who entered ninth grade for the first time prior to July 1, 2014, or to any student who entered ninth grade for the first time on or after July 1, 2017.

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In lieu of qualifying for high school graduation under O.R.C. §3313.61, a student shall be eligible to receive a high school diploma if the student:

1. Takes all of the end-of-course examinations prescribed under O.R.C. §3301.0712(B)(2) required for the student, or takes the assessment prescribed under O.R.C. §3313.619, as applicable;
2. Retakes, at least once, any end-of-course examination in the area of English language arts or mathematics for which a student received an equivalent score of lower than “3”;
3. Completes the required units of instruction prescribed by the School;
4. Meets at least two of the following conditions:
 - a. For a student who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2016, the student has an attendance rate of at least 93% during the twelfth-grade year.
 - b. The student takes at least four full-year or equivalent courses during the twelfth-grade year and has at least the following grade point average:
 - i. For a student who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2016, 2.5 on a 4.0 scale for the courses completed during the twelfth-grade year;
 - ii. For a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, a cumulative 2.15 on a scale of 4.0 for the courses completed during the eleventh and twelfth grade years.
 - c. During the twelfth grade, the student completed a capstone project. However, in the case of a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, the capstone project shall comply with guidance developed by the ODE describing the components of a successful capstone project and the process for evaluating each component.
 - d. During the twelfth grade, the student completed 120 hours of work in a community service role or in a position of employment, including internships, work study, co-ops, and apprenticeships. However, in the case of a student who entered ninth grade for the first time on or after July 1, 2016, but prior to July 1, 2017, the student’s completion of such work shall comply with guidance developed by the ODE describing requirements for School approval and verification of the work.
 - e. The student earned three or more transcribed credit hours under the College Credit Plus program at any time during high school.

Findlay Digital Academy

- f. The student passed an Advanced Placement or International Baccalaureate course, and received a score of three or higher on the corresponding Advanced Placement examination, or a score of four or higher on the corresponding International Baccalaureate examination, at any time during high school.
- g. The student earned at least a level three score on each of the “reading for information,” “applied mathematics,” and “locating information” components of the job skills assessment selected by the State Board of Education under O.R.C. §3301.0712(G), or a comparable score on similar components of a successor version of that assessment.
- h. The student obtained an industry-recognized credential, as described under O.R.C. §3302.03(B)(2)(d), or a group of credentials equal to at least three total points.
- i. The student satisfies the conditions required to receive an Ohio Means Jobs-readiness seal.

In lieu of qualifying for high school graduation under O.R.C. §3313.61, a student shall be eligible to receive a high school diploma if the student:

- 1. Takes all of the end-of-course examinations prescribed under division (B)(2) of O.R.C. §3301.0712(B)(2) required for the student, or takes the assessment prescribed under O.R.C. §3313.619, as applicable;
- 2. Completes the required units of instruction prescribed by the School;
- 3. Completes a career-technical training program approved by the Department of Education that includes at least four career-technical courses;
- 4. Meets one of the following conditions:
 - a. Attains a cumulative score of at least proficient on career-technical education assessments, or test modules, that are required for a career-technical education program;
 - b. Obtains an industry-recognized credential, as described under O.R.C. §3302.03(B)(2)(d), or a group of credentials equal to at least 12 points;
 - c. Demonstrates successful workplace participation, as evidenced by documented completion of 250 of workplace experience and evidence of regular, written, positive evaluations from the workplace employer or supervisor and a representative of the School. The workplace participation shall be based on a written agreement signed by the student, a representative of the School, and an employer or supervisor.

Findlay Digital Academy

Children of Military Families Who Have Transferred from Another State

Pursuant to O.R.C. §3301.60, for students who are children of military families and have transferred to the School from another state (the “sending state”), Findlay Digital Academy shall waive specific courses required for graduation if the student satisfactorily completed similar coursework in a public school in the sending state or shall provide a reasonable justification for the denial of a waiver. If a waiver is not granted, the Findlay Digital Academy shall provide an alternative means for the student to acquire the required coursework so the student may graduate on time.

Where assessments are required for graduation, Findlay Digital Academy shall accept the exit or end-of-course assessments required for graduation in the sending state, national norm-referenced achievement test, or alternative testing.

If a student who has transferred into Findlay Digital Academy at the beginning of or during his or her senior year is ineligible to graduate after Findlay Digital Academy has considered the above-referenced alternatives, Findlay Digital Academy shall work with the student’s prior public school in the sending state to determine if the student meets the graduation requirements of that school. If the sending state is not a member of the Interstate Compact on Educational Opportunity for Military Children, Findlay Digital Academy shall use its best efforts as set forth above to facilitate the on-time graduation of the student.

Graduation – Competency-Based Instructional Program

In lieu of the above graduation requirements, a student may qualify for graduation if the School has obtained a dropout prevention and recovery program waiver described in O.R.C. §3313.603(F), the student has enrolled in the dropout prevention and recovery program, and the student has completed a competency-based instructional program.

LEGAL REFS: O.R.C. §§3301.60; 3313.61; 3313.603; 3313.615; 3313.618; 3301.0712

[Adopted: December 5, 2019]

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]

[Review date: September 6, 2017]

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.

College Credit Plus

The Governing Authority understands that its students may benefit by participating in college-level courses offered by accredited colleges and universities in Ohio. Accordingly, Eligible Students may participate in the College Credit Plus Program (the “Program”), which permits students to receive school credit for completing college-level classes.

Program

Eligible Students that participate in the Program may enroll in one of two options.

- *Option A.* Eligible Students enroll in college courses and seek only college credit for the course(s) taken. The student pays for all tuition and costs of all textbooks, materials, and fees associated with the course. Under this option, a student is not considered enrolled in the school
- *Option B.* Eligible Students enroll in college courses and seek college credit *and* high school credit. If the student successfully completes the course, the college and school shall award high school credit and the student will not pay any tuition or any fees. The student will not be charged any other fees. If the student does not complete the course, the student may be responsible for tuition and costs of all textbooks, materials, and fees. Under this option the student is considered enrolled.

Participation Requirements

Students in the 7th, 8th, 9th, 10th, 11th or 12th grade are eligible to participate provided the student meets all criteria required by law.

Beginning in the Academic Year 2018-2019, students must meet the following eligibility requirements:

1. Students must be remediation-free in accordance to one of the assessments in the Uniform Statewide Standards for Remediation-Free Status document.
2. If a student scores within one standard error of measurement (SEM) below the remediation-free threshold and the student has a 3.0 GPA, the student is eligible to participate.
3. If a student scores within one SEM below the remediation-free threshold and the student receives a recommendation from a school counselor, principal or career-technical program advisor, the student is eligible to participate.

To participate, the following must occur:

Findlay Digital Academy

- Prior to April 1 of each year, the student or the student's parent shall inform the School of intent to participate in the Program for the following year. If notice is not given by this date, the Head Administrator's written consent is required. Within ten days of receiving a late notice, the Superintendent/Executive Director or designee shall notify the department of education of the student's intent to participate. If the Superintendent/Executive Director principal does not provide written consent, the student may appeal to the State Board District Superintendent or Governing Authority. Within 30 days of notice, the State Board appropriate entity shall hear the appeal and decide to either grant or deny that student's participation.
- The student must apply to an eligible college or university and meet the standards for admission and course placement.
- The student and the student's parent shall sign a form stating they have received counseling and understand the responsibilities they must assume in the program.

The amount of credit a student may receive toward high school graduation is proportionate to the number of years a student has remaining.

- 9th Grade students may not receive credit toward high school graduate for more than the equivalent of four years.
- 10th grade students may not receive credit toward high school graduation for more than the equivalent of three years.
- 11th grade students may not receive credit toward high school graduation for more than the equivalent of two years.
- 12 grade students may not receive credit toward high school graduation for more than the equivalent of one year.

Effect of Expulsion

If a student is expelled from the School, the Superintendent/Executive Director or designee shall send a written notice to any college in which the student is enrolled at the time the expulsion is imposed. The Notice shall indicate (1) the date the expulsion expires, (2) whether the school has adopted a policy pursuant to R.C. 3313.613 to deny high school credit for courses taken under College Credit Plus during an expulsion. The School shall notify the college of any expulsion extensions.

If a college withdraws acceptance of an expelled student, the School shall not award high school credit for the college courses the student was enrolled. The School may require the student to return or pay for any textbooks and materials provided free of charge.

Governing Authority Board Policy

Findlay Digital Academy

Findlay Digital Academy will not award college credit earned by a student during the time the student is expelled from the academy or any other school in the state of Ohio.

Awarding Credit

In order to receive high school credit, the student must enroll in Option B prior to beginning the course. The student will receive high school credit upon the successfully completing the course. Students who fail or do not complete the course will not be awarded high school credit.

The amount of credit received shall be determined by the School. If the School offers a comparable course, the School shall award comparable credit. If the School does not offer a comparable course, the School shall grant an appropriate number of credits in a similar subject area. Disputes regarding the number of credits received may be appealed to the State Board of Education Ohio Department of Education. The State Board of Education's State Board of Education's decision is final.

All classes taken for credit will be transferred to the student's permanent record. Included in the record shall be the course completed and the name of the college/university where the courses were earned. The grade earned will be averaged in the student's high school grade point average.

Information Regarding and Promotion of the Program

Pursuant to Ohio law, the School shall provide information about the Program to students and their parents/guardians in grades six (6) through eleven (11) by February 1st of each year.

The School shall promote the program on its website. The School shall also schedule at least one informational session per school year with partnering colleges located within thirty miles of the School.

Underperforming Students

If a student enrolled in Program courses is classified as an "underperforming student", the School shall place the student on academic probation. An underperforming student is a student who meets at least one of the following conditions:

(a) Has a cumulative grade point average of lower than 2.0 in the college courses taken through the Program;

(b) Withdraws from, or receives no credit for, two or more courses in the same term.

In the event that a student is classified as underperforming, the School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's status and shall notify the student and the student's parents as to the requirements to continue with the Program.

When a student is on probation, the student shall enroll in no more than one college course in a term, and shall not enroll in a college course in the same subject as a college course in which the

Findlay Digital Academy

student earned a grade of "D" or "F" or for which the student received no credit. If the student had already enrolled in more than one course or an improper course for the next term before being placed on probation, then the student shall request that the college dis-enroll the student for any courses beyond the one allowed. In the event that a student fails to dis-enroll, the School shall notify the student and the student's parents that the student shall be responsible for all tuition, fees, and textbook costs for those courses, and that the student shall be declared ineligible and dismissed from the Program for the next term.

If a student takes a college course after being placed on probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from probation and may participate in the Program without restrictions. If the student meets the requirements again at a later point, they will be placed back on probation.

If a student meets the definition of an underperforming student for two consecutive terms of enrollment, that student shall be classified as an "ineligible student", and the School shall dismiss the student from the Program. The School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the Program shall not take any college courses through the Program. If the student had registered for any college courses for the next term prior to being dismissed, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses, the School shall promptly notify the student and the student's parents that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

After one term of dismissal, a student may request the School to allow the student to participate in the Program. The School shall review the student's full high school and college academic record to determine the student's academic progress. In order to be considered for reinstatement in the Program under probation terms, the student must show at least a 2.0 cumulative grade point average, including both college courses and high school courses. In order to be reinstated in the Program without restrictions, the student must show at least a 2.5 cumulative grade point average, including both college courses and high school courses. Failure to make sufficient academic progress as outlined above shall result in an extension of the dismissal.

Upon receiving a request for reinstatement, the School shall issue a decision to continue the student's dismissal, place the student on probation, or allow the student to participate in the Program without restrictions. Summer shall count as a term of dismissal from the Program only if the student is enrolled in one or more high school courses during the summer.

The student may appeal a decision of the School to the Governing Authority as set forth in Ohio Administrative Code 3333-1-65.13. The student shall request an appeal within five business days after being notified of the dismissal or probation that prohibits the student from taking a course in a subject. The School shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Governing Authority of the

Findlay Digital Academy

School shall issue a decision on the student's appeal within ten business days after the date the appeal is made. The decision shall be final. The School shall promptly notify any institution of higher education in which the student is enrolled of the decision.

Reimbursement Where Student Fails Course

If the Superintendent/Executive Director determines that a student participant has not attained a passing final grade, the School will seek reimbursement for state funds paid to the college. Unless the student was expelled, the School shall not seek reimbursement if the student is identified as economically disadvantage. The School may withhold grades and credits received until the participant provides reimbursement.

[Adoption date: December 3, 2015]

[Revised: February 1, 2018]

[Revised: _____]

LEGAL REF: ORC 3365.

College Credit Plus
Parent/Guardian/Student Acknowledgement Form

I acknowledge that I have received counseling about College Credit Plus (CCP) program. In addition to discussing the program’s general requirements we have also discussed the advantages, possible risks and consequences of participation concerning:

1. Program eligibility.
2. Financial arrangements for tuition, books, materials and fees.
3. The process for granting academic credits.
4. Criteria for full-time participation/designation.
5. The consequences of failing or not completing a course – both financial and the effect on GPA.
6. Support services available at the high school and selected colleges.
7. The effect CCP participation on the student’s ability to complete graduation requirements.
8. The academic and social responsibilities of students and parents.
9. Information that students can take college courses at no cost upon successful completion of the course.
10. Encouragement to consider this program if I have the ability to undertake college work.

I understand the responsibilities I must assume in the College Credit Plus program.

DATE _____

Prior to April 1 each year, the student or student’s parent must inform the school of intent to participate in CCP program for the following year.

Please print
STUDENT NAME _____

Please print
PARENT/GUARDIAN NAME _____

I would like to declare my intent to participate in the CCP program. I understand that signing this form does not require that I participate during the upcoming school year. I also understand that it is my responsibility to notify my school if I do not gain admission to college or if I choose not to participate for some other reason. In addition, I certify that I have received counseling about CCP program concerning the rules and regulations for both my school and college, and that I understand my responsibilities, the benefits and possible risks of participating in the CCP program.

Student Signature _____

Parent Signature _____

Findlay Digital Academy
1219 West Main Cross, Suite 101
Findlay, Ohio 45840

College Credit Plus Program
Late Admission Decision

Student Name: _____

Student Grade _____

Due to unforeseen circumstances, the student named above has made a late decision to seek college admission under the College Credit Plus Program. The student did not prior to April 1 inform the school of his/her intent to participate in the College Credit Plus Program. However, the student has recently met with the counselor and has received counseling about the benefits and possible risks of the program. The College Credit Plus Parent/Guardian/Student Acknowledgement Form has been signed by the parent/guardian and the student and is on file.

Based upon the review of the circumstances for the late decision the Superintendent/Executive Director has decided to grant permission for late admission to the College Credit Plus Program.

Signed: _____
Findlay Digital Academy Superintendent

Date: _____

COLLEGE CREDIT PLUS TEXTBOOK POLICY

The College Credit Plus (CCP) law states that the School District is responsible for providing instructional tools (textbooks) for their CCP students. The district will provide only textbooks required for the course. Things such as a dictionary will not be provided. All Findlay Digital Academy students taking CCP courses on a college campus or through online access must obtain a list of textbooks for their courses from the college.

Students attending The University of Findlay must follow the university's policy. Books must be returned upon the completion of the class(es) according to the university policy or the student will be charged for the books.

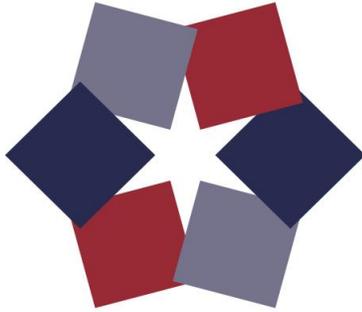
Students attending Owens Community College must follow Owens' rental policy. Books must be returned upon completion of the classes(es) according to Owens' policy or the student will be charged for the books.

If a student obtains books from the college and then drops the class prior to the class starting, it is the student's responsibility to return the books to the college bookstore for full reimbursement. If the student fails to do so, the student will be charged the full amount of the cost for the books.

[Adoption date: February 11, 2015]

ORC: 3365.09(A)

OAC: 3333-1-65.6(B)(2)



FINDLAY DIGITAL ACADEMY

Where Learning Fits You™

1219 W. Main Cross, Suite 101 ♦ Findlay, OH 45840 ♦ 419-425-3598 ♦ Fax 419-425-3588

Sandra White, Superintendent ♦ Larry Grove, Principal ♦ Linda Huffman, Counselor

College Credit Plus – Textbook Policy

The College Credit Plus (CCP) law states that the School District is responsible for providing instructional tools (textbooks) for their CCP students. The district will provide only textbooks required for the course. Things such as a dictionary will not be provided. All Findlay Digital Academy students taking CCP courses on a college campus or through online access must obtain a list of textbooks for their courses from the college.

Students attending The University of Findlay must follow the university's policy. Books must be returned upon the completion of the class(es) according to the university policy or the student will be charged for the books.

Students attending Owens Community College must follow Owens' rental policy. Books must be returned upon completion of the classes(es) according to Owens' policy or the student will be charged for the books.

If a student obtains books from the college and then drops the class prior to the class starting, it is the student's responsibility to return the books to the college bookstore for full reimbursement. If the student fails to do so, the student will be charged the full amount of the cost for the books.

I, (Parent/Guardian and Student) acknowledge by my signature below that I have read and understand Findlay Digital academy's textbook policy.

Student Signature _____
Date _____

Parent Signature _____
Date _____

[Adoption date: February 11, 2016]

CRITERIA FOR AWARDING A DIPLOMA WITH HONORS

The School shall award the Diploma with Honors to any student who has fulfilled the following requirements:

met the course, credit, and other requirements established by the Board or completed the IEP developed for the student.

attained at least the applicable score on the tests required by the State Board of Education for graduation

(I) completes the academic curriculum in the high school and has met at least seven (7) of the following eight (8) criteria:

- earn at least four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four (4) year sequence of courses which contains equivalent content,
- earn at least four (4) units of Science, including physics and chemistry,
- earn four (4) units of Social Studies,
- earn either three (3) units each of one (1) foreign language, or two (2) units each of two (2) foreign languages (must include no less than two (2) units for which credit is sought),
- earn one (1) unit of fine arts,
- maintain an overall high school grade point average of at least 3.5 on a 4 point scale up to the last grading period of the senior year, or
- obtain a composite score of 27 on the American College Testing Program's (ACT) Tests, or an equivalent composite score of 1210 on the Scholastic Assessment Test (SAT)
- earn four units of English.

- **OR**

(II) completes an intensive career-technical education curriculum in the high school and has met at least seven (7) of the following eight (8) criteria:

- earn four (4) units of English,
- earn at least four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four (4) year sequence of courses which contains equivalent content,
- earn at least four (4) units of Science, including physics and chemistry,
- earn four (4) units of Social Studies,
- earn four (4) units of Career-Technical education program that leads to an industry-recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit (Otherwise, the student must achieve the proficiency benchmark established for the applicable Ohio Career-Technical competency assessment of the equivalent.),
- maintain an overall high school grade point average of at least 3.5 or 4 point scale up to the last grading period of the senior year
- achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent assessment aligned with State-approved and industry validated technical standards, or
- obtain a composite score of 27 on the American College Testing Program's (ACT) tests, or an equivalent composite score of 1210 on the Scholastic Assessment Tests (SAT).

[Adoption date: October 6, 2016]

Ohio: R.C. 3313.61; R.C. 3314.03(A)(11)(f)

INDEPENDENT EDUCATIONAL EVALUATION

An Independent Educational Evaluation ("IEE") is an evaluation conducted by a qualified examiner who is not an employee of the School. A parent has a right to an IEE at public expense if the parent disagrees with an evaluation that the School conducted.

For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the School receives a parent request for an IEE, the School must either provide the IEE at public expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate.

The IEE must meet School criteria for IEEs, which is the same criteria that the School uses when it conducts its own evaluations. If the School requests a due process hearing and the Hearing Officer determines that the School's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the School.

Procedure to Obtain an IEE at Public Expense:

The parents should submit to the School a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the School. However, the School will not deny parents a publicly funded IEE because they fail to provide the School with such a written request or fail to provide reasons for requesting an IEE.

If a parent requests an IEE, the School will provide the following information:

A list of the names and addresses of IEE Examiners located in the area. The list will consist of IEE Examiners who, in the School's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the School will identify a qualified examiner.

Findlay Digital Academy

A description of the School's criteria for selection of IEE Examiners.

Minimum Qualifications for IEE Examiners; Evaluation Instruments and Written Reports: a.

The School will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria. b. The prospective IEE Examiner (the "Examiner") must hold a college degree and appropriate and valid license from the State of Ohio in the field related to the known or suspected disability. The Examiner must have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.

c. Minimum requirements and maximum fee:

Medical/physical examinations – must be conducted by licensed medical doctor or doctor of osteopathy; up to \$200;

General intelligence and achievement evaluations – must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychologist certificate/license from the Ohio Department of Education; up to \$1000;

Visual evaluations – must be conducted by an optometrist or ophthalmologist; up to \$200;

Audiological evaluations – must be conducted by an audiologist who holds a license from the Ohio Board of Speech Pathology and Audiology; an Ohio special education teacher's certificate/license for audiology from the Ohio Department of Education; and at least a Master's Degree in audiology or its equivalent from an accredited institution; up to \$200;

Speech and language evaluations – must be conducted by a speech/language pathologist who holds a license from the Ohio Board of Speech Pathology and Audiology and/or an Ohio special education teacher's certificate/license for speech and hearing therapy from the Ohio Department of Education; up to \$200;

Physical therapy/ Occupational therapy evaluations – must be conducted by a physical therapist who holds a license from the Ohio Board of Occupational Therapy and Physical

Findlay Digital Academy

Therapy and/or a special education teacher's certificate/license for physical therapy from the Ohio Department of Education; up to \$350;

Social/emotional/behavioral assessments – must be conducted by professionals with appropriate certification or licensure in relevant field, such as psychology, psychiatry, counseling or social work; up to \$600

Other evaluations must be conducted by qualified professionals as determined by the State and Federal law and regulations and by professionals with the same qualifications as the School uses in its evaluation team reports including, but not limited to, credentials, licenses, certificates, background and educational-related experience (including experience in a public school educational setting).

Comprehensive IEE – up to \$2500.

*Note: The School shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parents can demonstrate that necessary services are not available in the community.

The Examiner must have experience or specialized training to work with children with disabilities.

The Examiner must be located within 50 miles of the School and take place in the County in which the School is located. This requirement may be waived or modified in special circumstances when unique diagnostic expertise is warranted, provided the parents demonstrate the necessity of using an evaluator outside the specified geographic area.

a) The Examiner may only charge fees for educational evaluation services that, in the sole judgment of the School, are reasonable. b) The Examiner shall have no history of consistent bias against public schools.

The evaluation instruments utilized must be age appropriate, current, have acceptable reliability and validity according to professional testing standards, be generally accepted in the field of educational evaluation, be relevant to the educational questions to be addressed by the evaluation, and administered, scored and interpreted in conformance with the publisher's instructions and in accordance with all applicable professional criteria and standards. a) Test must be administered in a way to accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to

measure.

- b) The Examiner must make at least one thirty minute observation of the child in his/her educational setting. If the child received any services at the School, one observation must be conducted at the school. The observation requirement will be waived for any evaluation that is presented strictly for purposes of clinical diagnosis of a disability.
- c) The IEE must also include interview of school personnel; a description of the educational history, including a listing of educational interventions and a review and summary of education records.

The complete written evaluation results must be delivered directly from the Examiner to the School. Evaluation results that have been redacted or altered or contain incomplete or missing information are not acceptable. The parent must sign a release of their right to confidentiality of information and a release of any privilege regarding information related

to the IEE to permit consultation and discussion between School staff and the Examiner with regard to the IEE. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.

- a) Test interpretations and conclusions stated in the written report must be directly and clearly supported by the data. Recommendations made as a result of the evaluation must be educationally relevant and realistic within an educational setting.

The maximum allowable cost for an Examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the School during the current school year, as determined by the Director of Special Education (not to exceed \$400). In the unusual event the Examiner is one not typically employed by the School, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the School and its insurance carrier.

The School will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the School's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the School's maximum allowable cost and no further.

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The parents shall be responsible for any remaining costs.

[Adoption date: October 6, 2016]

OAC 3301-51-05; 06; 34 CFR 300.502

Program to Prevent Dropouts and Promote Reentry

To receive Title I, Part H, funding, schools are required to adopt and implement programs to prevent school dropout and promote reentry. Consistent with Federal Law, the School shall adopt and implement programs effective in preventing students from dropping out of school and shall also adopt and implement programs and promoting reentry to school.

Findlay Digital Academy is a Dropout Prevent and Recovery School, its entire program is focused on preventing students from dropping out. One-on-one tutoring and numerous out reach efforts are extended to the students to help them remain in school or return to school after dropping out.

[Adoption date: April 3, 2017]

Federal: 20 U.S.C. 6552, et seq.

Migrant Students Program

To receive Title I, Part H, funding, schools are required to ensure that migrant students receive a proper education and academic support. To comply with these requirements, the School shall ensure that migrant students receive high-quality and comprehensive educational programs, are not penalized by disparities in curriculum, receive appropriate educational services, and receive full opportunities to meet academic standards. Additionally, the School shall design programs to help migratory students overcome facts that inhibit children to do well in school.

Our one-on-one tutoring, Family & Student Engagement Coordinator and other such program design components enhance and support migrant student success.

[Adoption date: April 3, 2017]

Federal: 20 U.S.C. 6391, et seq.

Assisting English Language Learners and Immigrant Students

To receive Title II funding, schools are required to ensure that all English Language Learners (ELLs) develop English proficiency. To comply with these requirements, the School shall develop a program based on scientifically based research that is taught to limited English proficient children.

The program will enable students to speak, read, write, and comprehend the English language; will enable students to meet Ohio's academic content and student achievement standards; and will not violate any state law regarding the education of limited English proficient children. The program will be taught by teachers whom are fluent in the English language.

The program will be developed by a written plan (the "Plan") that shall be submitted to the Ohio Department of Education. The Plan will conform to all the requirements stated above. The Plan will also:

- describe the programs and activities proposed to be developed, implemented, and administered;

- describe how the School will meet all annual measurable achievement objectives required;

- describe how the School will ensure that it holds schools accountable for meeting the objectives, making yearly progress, and annually measuring the English proficiency of limited English proficient children;

- describe how the School will promote parental and community participation in programs for limited English proficient children; and

- describe how the program will ensure that student served by the program develop English proficiency. The Plan may developed by referring to Form ICC, Guidelines for the Identification and Assessment of Limited English Proficient Students.

[Adoption date: April 3, 2017]

Federal: 20 U.S.C. 6825(a).

IGG Form

Guidelines for the Identification and Assessment of Limited English Proficient Students

The form Guidelines for the Identification and Assessment of Limited English Proficient Students is adopted from the Ohio Department of Education. The guidelines may be accessed online at:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=499&ContentID=16099&Content=131147>

SPECIAL ACCOMMODATIONS FOR STUDENT ASSESSMENTS

For purposes of this policy, a “student with a disability” refers either to a student receiving special education services under O.R.C. Chapter 3323 in accordance with an individualized education program (“IEP”), or to a student who has been identified as having a disability based on an evaluation conducted in accordance with Section 504 of the Rehabilitation Act.

All students, including students with disabilities, must participate in required statewide assessments at designated grades or participate in an alternative assessment. For any student who takes an assessment, the student’s IEP shall include, or the Section 504 plan shall document in writing, what specific accommodation(s), if any, shall be provided when the student takes the assessment. The IEP shall specify the manner in which the student will participate in the statewide assessments, or it may excuse the student from taking the statewide assessment if it instead specifies an alternate assessment.

Procedure

The determination of how an individual student with a disability will participate in state and School assessment programs will be made, at least annually, by the student’s IEP or Section 504 team using the following procedures:

- A. The student’s present level of educational performance will be reviewed.
- B. During the meeting, a statement regarding participation will be identified on the IEP or Section 504 plan as part of the statement regarding the extent to which the child will be able to participate in the regular education program.
- C. If a student with a disability does not take the required statewide assessments, the student’s need for an alternate assessment(s) will be documented, prior to administration, on the IEP, and any alternate assessment(s) will be conducted and the results shall be reported to the Ohio Department of Education (“ODE”).
- D. If it is determined that the student will participate in the assessment program, any appropriate modifications in the format and/or administration procedures shall be made to accommodate the needs of individual students with disabilities and documented on the IEP or Section 504 plan.

Required statewide assessment pass rates used to determine School performance will include the results of students who take assessments with or without accommodations.

A student with a Section 504 plan shall be permitted reasonable accommodations as specified within his/her individual plan.

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Accommodations

Any student with a disability who is required to take a prescribed statewide assessment may be provided any specific accommodation(s), as documented in his/her IEP or Section 504 plan, that meets all of the following criteria:

- A. The accommodation is specified in the student's IEP and is provided for classroom and Schoolwide assessments;
- B. The accommodation does not change the content or structure of the assessment;
- C. The accommodation does not change what type of knowledge or skill an assessment is intended to measure; and
- D. The accommodation does not change or enhance the student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or accessed.

Alternate Assessment

The opportunity to participate in alternate assessment should be available only to a small percentage of students with disabilities. The determination of whether a student should participate in alternate assessment will be made by the student's IEP or Section 504 team according to the criteria established by the State Board of Education ("State Board").

Alternate assessment is appropriate only for students who have the most severe disabilities and require the highest level of individualized instruction, such as students with severe limitations to cognitive functioning as documented by the student's evaluation team report. Generally, participation in alternate assessment will not be appropriate for students engaged and making progress in the general curriculum. Participation in alternate assessment should never be based on the student's disability, condition, achievement level, school attendance, or social/cultural factors.

The IEP or Section 504 team should document the student's test taking status in the appropriate sections of the IEP or the Section 504 plan, and pertinent status codes should be recorded through the Education Management Information system.

English Learner (EL) Students

For purposes of this policy, a student shall be identified as an English learner ("EL") if the student meets the following criteria:

- A. The student is aged three through 21 and is enrolled or preparing to enroll in an elementary or secondary school;
- B. The student's primary language is not English, whether born in the U.S. or another country;

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- C. Within the school year, the student has been identified as being an individual whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual one of the following:
- (1) The ability to meet the proficient level of achievement on statewide achievement tests;
 - (2) The ability to achieve successfully in classrooms where the language of instruction is English; or
 - (3) The opportunity to participate fully in society.

Students must be classified as an EL until they are exited from the EL program according to state criteria. Each EL student shall be assessed annually with Ohio's approved English language proficiency assessment.

EL students must participate in statewide assessments. EL students who have been enrolled in U.S. schools for no more than 180 school days and have not been previously exempted shall be exempt for one year from taking any required statewide reading, writing, or English language arts assessment, other than Ohio's approved English language proficiency assessment.

EL students who meet the criterion for exemption from the reading and writing assessments on state achievement tests are required to participate in all other state assessments and must meet the other performance standards required of all students. All reporting related to statewide testing of EL students shall be in accordance with state law and State Board rules.

For purposes of statewide testing, EL students may receive accommodations as approved by the ODE.

LEGAL REFS.: O.R.C. §3301.0711
O.A.C. 3301-35-04; 3301-13-03

[Adopted: December 5, 2019]

Sexual Education, Sexual Activity & Contraceptives

The School shall not develop or distribute materials, operate programs, or operate courses of instruction directed that are designed to promote or encourage sexual activity, whether homosexual or heterosexual.

The School shall not provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the health benefits of abstinence.

The School shall not operate a program of contraceptive distribution.

[Adoption date: April 3, 2017]

Federal: 20 USC 7906

Obscene Materials

The School shall not distribute or aid in the distribution of legally obscene materials to minors.

[Adoption date: April 3, 2017]

Federal: 20 USC 7906

Boy Scouts and Patriotic Youth Groups

To extend the School has a designated open forum or a limited public forum, the School shall not deny equal access, a fair opportunity to meet, or discriminate against any group officially affiliated with the Boy Scouts of America, or any other youth group, listed in Title 36 of the US Code as a patriotic society, that wishes to conduct a meeting within that designated open form or limited public form.

[Adoption date: April 3, 2017]

Federal: 20 USC 7905

PARENT NOTIFICATION OF REQUIRED TESTING

The governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

"The Findlay Digital Academy is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."

In addition to the statement above, parents and students will sign the Testing Contract found in Form III.

[Adoption date: April 3, 2017]
Reference: ORC 3314.041

Required State Testing
Enrollment Contract

Students **must take all Ohio state mandated tests** to remain in an electronic school in Ohio. Failure to take any part of the state mandated tests for two consecutive years puts the student on a state controlled list removing the student from all electronic learning based schools in Ohio. Findlay Digital Academy must remove all students who do not take all parts of the state mandated tests in consecutive years. Our FDA procedure states that a student can be removed for failure to take any state mandated test, if an allowable reason does not exist (illness, surgery, etc.).

Per Ohio Revised Code 3314.26: Internet- and computer-based community schools must provide a testing site within a radius of 50 miles of each student's residence at which the student may complete the statewide achievement tests and diagnostic assessments prescribed by law (RC 3314.25). Any student in an internet- or computer-based community school who, without a lawful excuse, fails to take the prescribed achievement or graduation tests applicable to his or her grade level for two consecutive years must be withdrawn (dismissed) from the school, and the school may no longer receive any state funding on account of such student. Such a student may, however, continue to be enrolled in the school upon the payment of tuition (RC 3314.26).

In order to earn a diploma, it is required by state law that students in graduation cohorts in 2017 and prior years must pass all five parts of the Ohio Graduation Test and must take MAP tests. Students who graduate in 2018 and beyond must take other mandated state tests (which includes, but is not limited to, end of course tests, diagnostic tests, ACT, achievement tests and the MAP tests). Attendance at **all** required testing times is mandatory.

If a student misses a test due to a short-term illness the student is required to make up the test during the make-up testing window. If the student has a long-term illness, a doctor's letter must be supplied to excuse the student from the testing.

Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education

I understand that as part of my enrollment in Findlay Digital Academy it is a requirement that I attend all the testing dates that are required of me. I also understand that if I fail to show up for the required testing and do not have an acceptable excuse (as defined by law), I will be removed from Findlay Digital Academy.

Print Student Name

Student Signature

Date: _____

Parent Signature

Date: _____

[Adoption date: April 3, 2017]

CREDIT FLEXIBILITY

The Board feels that to enhance 21st Century Learning students need to be afforded a variety of venues through which to earn high school credit. The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests.

Credit flexibility expands learning opportunities to performance and other venues. Students can earn units of high school credit based on an individually approved credit flexibility plan, referred to as Credit Flex. This could also include credit for community service/service learning.

Findlay Digital Academy's (FDA) plan for Credit Flex is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject and allow tailoring of learning time and/or conditions. Credit Flex will focus on performance, but learning time must also be logged. Credit Flex will acknowledge and address students' differing learning styles, paces and interests, offering students the opportunity to demonstrate creativity, explore academic and career interests, and practice critical thinking. However, Carnegie Unit will be retained while giving students options for demonstrating subject area competency. Also, a Highly Qualified Teacher must work with the student and sign off on assignments. It will be the student's responsibility to secure the Highly Qualified Teacher to work with him/her on the approved Credit Flex program.

Administrators/teachers will determine credit equivalency for a Carnegie Unit, and other mechanisms (e.g., the use of a multi-disciplinary teaching team, a professional panel from the community or a state performance-based assessment) may be used to determine credit.

All students in grades 9-12 can earn credit towards graduation four ways: by completing traditional coursework, by testing out or otherwise demonstrating mastery of the course content, by pursuing one or more educational options through Credit Flex and by any combination of the before-mentioned ways. A student may apply for Credit Flexibility on an on-going basis.

The Carnegie Unit will be retained while students will have options for demonstrating subject area competency. There will be no limit to the kinds of course work or to the number of credits that can be earned unless the number of Credit Flexibility requests exceeds the capacity of the school to honor those requests. Credit will be reported on student transcripts in the same way that seat time credit is reported.

Credits earned through these alternative routes will be reflected on the high school transcript and will count towards graduation like other earned course credit. Credit flexibility will be permitted in any course domain. Findlay Digital Academy will accept all flex credits on a student's transcript when the student enters the academy.

An appeals process will be available should a student's proposed Credit Flex denied by the school or district.

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The FDA Board of Education will establish implementation policies and will communicate this provision annually to parents and students through a variety of methods including the FDA website.

The superintendent/designee will approve through signature the Credit Flex proposal.

The policy will be accessed at the superintendent's office and the FDA website.

[Adoption date: June 3, 2010]

[Revision date: April 3, 2017]

LEGAL REFS: ORC 3313.60; 3313.603; 3313.60; 3313.611; 3313.613;
 3313.614; 3313.90
 3321.04

OAC Chapter 3301-34; 3301-35-01; 3301-35-006;
3301-35-006 3301-44-07
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

Credit Flex Plan

Findlay Digital Academy recognizes the unique learning styles and interests of its students and will address that individuality by providing the ability to earn credit through a Credit Flex Plan.

The Findlay Digital Academy will provide but not limit students the credit flexibility options described below:

1. Students may participate in Post Secondary Education Options as outlined in Board policy IO.
2. Students may participate in Program for Assisting Student Success, which is a fully automated curriculum aligned with the Ohio Content Standards.
3. Students may participate and earn credit for involvement in Service Learning.
4. Students may earn credit for on the job training/work study.
5. Students may earn credit by participating in a mentorship/internship program.
6. Students may earn credit by showing competency through demonstration of a skill set and/or through testing out on a skill set.
7. Students may earn credit by creating a portfolio of work on a given subject area.
8. Student may earn credit through educational travel.

Credits earned through these alternative routes will be reflected on the high school transcript and will count towards graduation like other earned course credit. Credit flexibility will be permitted in any course domain.

Flex credit will require that the student and school administrator/counselor pre-identify and agree upon the learning outcomes and how these will be measured against the state standards. A student seeking to participate in credit flexibility will develop a learning plan/contract with an academy administrator/counselor. During development of the learning plan/contract credit equivalency to a Carnegie unit will be established, as well as other course requirements such as work samples, log books, resources, assessments. The plan/contract must be approved by the parent/guardian, student, highly qualified teacher, and FDA administrator in writing prior to the commencement of the learning plan/contract. A highly qualified teacher must be assigned to the plan and sign off on all student work. Students may earn partial credit or simultaneous credit, provided that it is established in the learning plan. Copies of the plan will be given to the parent, student, supervising teacher and a copy will stored in the student's file.

Flex credit will be graded as a letter grade or as an "S" for satisfactory or a "U" for unsatisfactory and will be entered on the student's transcript and will become part of the grade point average and official record. The venue will be determined at the time the learning plan/contract is developed. For credit to be earned a student must log 60 hours of work for a half credit class and 120 hours of work for a full credit class.

The learning plan/contract will be reviewed by the Superintendent/designee and approved, rejected or revised.

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All costs for Credit Flex classes will be borne by the student, including transportation. Students may be able to use school materials and participate in school activities at no cost if the materials/activities are available within the normal and customary instruction provided by Findlay Digital Academy. Students who qualify for free lunches may not be charged any fees other than special instructional fees, such as AP tests, charged in accordance with board policy.

If the plan is rejected, the student will follow Ohio Department of Education guidelines for an appeal process.

Since Findlay Digital Academy offers all credit on a continuous progress model, students will be given the needed time to complete and master their flex credit option. This also allows for adequate time to finish course work, if the student experiences an extended illness.

Students and parents will be made aware of the opportunity of flex credit through the course selection guide and through the district webpage. Students will also be informed during course scheduling conferences.

Findlay Digital Academy will review student progress and document communication with parents and students.

Unless otherwise stated above, all regulations, criteria and guidelines listed in the Findlay Digital Academy's Curriculum Courses of Study, the Findlay Digital Academy Student Handbook, and the Findlay Digital Academy Board Policy Book, in addition to Ohio Academic and Technical Standards and federal and state laws, apply to Credit Flex classes.

[Adoption date: June 3, 2010]

[Revision date: April 3, 2017]

Findlay Digital Academy Credit Flexibility Educational Options

A student may choose to participate in any or all of the following alternate means to earn high school credits: 1) completing coursework, 2) testing out of a course, 3) pursuing one or more of the following educational options: educational travel, independent study, internship, work study, music/arts, and/or community service. These educational options provide a hands- on experience for the student to learn and engage in learning opportunities that would otherwise take place and be delivered in the classroom. Educational options can be defined as any field- based learning experience that is approved by the Credit Flex Committee that occurs outside of the traditional classroom.

Students and parent(s) or guardian(s) will be required to sign the Student Proposal. These will be submitted to a Findlay Digital Academy administrator who will review the proposal to determine the soundness of the plan and to verify the plan meets appropriate state content standards.

Upon approval, students will be notified and assigned a credit flexibility mentor who will set up the student's communication tools and aid the student in fulfilling the obligations of the approved proposal, as well as setting task completion dates where necessary.

Any and all costs associated with the student's proposal or program will be borne totally by the student and/or his/her parent(s) or guardian(s).

Credit Flexibility Educational Options Student Proposal

Student Name: _____

Date: _____

Address: _____

Phone: _____

Parent/Guardian: _____

Why are you requesting to participate in this program?

Indicate which option(s) you wish to pursue. (Mark all that apply)

____ Complete coursework outside of FDA environment by taking an on-line course in _____ thru _____.

____ Test out of _____ for (subject)

____ first semester only- 0.5 credit

____ second semester only- 0.5 credit

____ first and second semester- 1.0 credit

NOTE: I understand that the student must achieve a score of 80% or higher to earn a half credit for each semester. Otherwise, the student must take the semester course to achieve credit. The student will have only ONE attempt to test out of the course.

Other Options (check). If planning more than one, please submit a separate form for each option you choose.

Educational travel Independent study Internship

Work Study Music/Arts Community Service

Describe your goals and objectives. What do you expect to learn, what will be the method of instruction, and how will you demonstrate that learning has occurred through this experience?

I expect to complete the option(s) above

no later than _____ . I understand and accept I am fully

responsible for any and all fees, dues, and any other costs associated with

implementing this activity. I agree to hold the district harmless for any injuries

or damages that occur in the course of my participation in an educational

options activity outside district facilities and without staff supervision. I also

understand that I must secure the Highly Qualified Teacher that will help me

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with this learning opportunity. I know that I must log 60 hours of work for a half credit course and 120 hours for a full credit course.

Date _____

Student Signature

Date: _____

Parent Signature

Please return this form to Findlay Digital Academy and meet wit Executive Director and/or Counselor.

Findlay Digital Academy approved this plan on _____(date).

Findlay Digital Academy Approval Signatures

[Adoption date: June 3, 2010]

[Revision date: April 3, 2017]