



**OHIO DIGITAL
LEARNING SCHOOL**

POWERED BY STRIDE K12

Parent / Student Handbook

2023 - 2024



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School Mission

The Ohio Digital Learning School (ODLS) will deliver high-quality individualized academic and holistic supports to its students between the ages of 16 and 21 who have fallen behind in expected high school credits, have had gaps in completing high school, or need an education alternative due to crises that significantly interfere with academic progress for a variety of reasons. As a Dropout Prevention and Recovery school, the ODLS will provide career path planning, including an Individual Career Plan for each student, and career path curriculum resulting in a high school diploma and preparation for future success in college and life.

School Vision

The Ohio Digital Learning School will engage students to become their own advocates in education through high expectations and goal setting. Individual self-awareness and advocacy will result in increased success in college and career attainment.


School Values

The Ohio Digital Learning School's core values are passion, accountability, and courage.

- Every staff member will be *passionate* about the unique population and individual needs of the students we serve. That passion will be instilled in the student culture through daily interactions with school staff both on- and offline and while engaging in live daily class sessions with content teachers.
- There will be a culture of *accountability*. Staff will be accountable to students and families to provide an excellent education. Students and families will be accountable to engage and actively participate in the education process. Students will be taught to hold themselves accountable to their goals.
- It takes *courage* for our students to face the outside circumstances that have impacted their educational path and to continue to pursue their high school diploma despite those obstacles. The staff will provide a holistic approach to enable continued engagement and commitment to educational goals.

Title IX Non-Discrimination Notice

Ohio Digital Learning School does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender sexual orientation, economic status, disability, or age in its programs and activities and provides equal access to all educational opportunities and designated school groups. Ohio Digital Learning School is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Ohio Digital Learning School reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with



the grievance procedure set forth below. Ohio Digital Learning School reserves the authority to address sex discrimination and sexual harassment even if the same, similar, or related circumstances are also being addressed under another policy, whether of Ohio Digital Learning School or another entity. Furthermore, Ohio Digital Learning School reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on Ohio Digital Learning School's judgment that the alleged actions are contrary to any part of its code of conduct.

INFORMATION AND ASSISTANCE

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

Sex discrimination occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- 1) A school employee conditioning education benefits, services, or aid on participation in unwelcome sexual conduct (i.e., quid pro quo); or
- 2) Unwelcome conduct that a *reasonable person* would determine is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or
- 3) Sexual assault as defined in the Clery Act 20 U.S.C. 1092(f)(6)(A)(v), dating violence 34 U.S.C. 12291 (a)(10), domestic violence 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act (VAWA) 34 U.S.C. 12291(a)(30). Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from:

Title IX Coordinator:

Laura Houghton

lhoughton@ohdls.org

419-740-9007 ext. 1000

1745 Indian Wood Circle, Suite 210

Maumee, OH 43537

For additional information on Title IX, please see the Title IX Grievance Procedures policy located in the Board Policy Manual.

Section 504 Notice

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Americans with Disabilities Act ("ADA") prohibits discrimination on the basis of disability in public accommodations and employment. Additional information can be found in the Board Policy Manual Section 504 ADA policy or by contacting the Section 504 Coordinator.

Section 504 Coordinator

Megan Kovach, Special Programs Manager, mekovach@ohdls.org

School Calendar

2023-2024

Ohio Digital Learning School Academic Calendar

August '23

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23

S	M	T	W	T	F	S
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24	25	26	27	28	29	30

October '23

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29	30	31				

November '23

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26	27	28	29	30		

December '23

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24	25	26	27	28	29	30

January '24

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28	29	30	31			

February '24

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March '24

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April '24

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
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28	29	30				

May '24

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Holidays- Staff Not Available

September 4, 2023: Labor Day

Nov 22-Nov 24, 2023: Thanksgiving Break

Dec 21, 2023-Jan 2, 2024: Winter Break

January 15, 2024: Martin Luther King Jr. Day

February 19, 2024: President's Day

March 25-April 1, 2024: Spring Break

May 27, 2024: Memorial Day

15 Other Important Dates

August 15, 2023: 1st Day of School

October 19, 2023: End of Quarter 1

October 20, 2023: Teacher Work Day

January 11, 2024: End of Semester 1

January 12, 2024: Teacher Work Day

March 21, 2024: End of Quarter 3

March 22, 2024: Teacher Work Day

May 31, 2024: Last day of School



Student Records & FERPA

To provide appropriate educational services and programming, ODLS must collect, retain and use information about individual students. To safeguard students' privacy, ODLS restricts access to students' personally identifiable information.


Student records shall be available only to students, and their parents, eligible students, designated school officials, and designated school personnel, who have a legitimate educational interest in the information, and to other individuals or organizations as permitted by law. The term "parents" includes legal guardian, Learning Coach or other persons standing in loco parents (such as grandparents or stepparents with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution. Parents requesting records access to their student's records, if the student is over age 18, must request permission. For further information, the parent may contact the Records Department at ODLS at ODLSoffice@ohdls.org. Student will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student.

Both parents shall have equal access to the student's academic records unless stipulated otherwise by court order or law. Parents of eligible students may be allowed access to the student's records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

"Legitimate education interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one or more of the educational goals of the School" or if the record is necessary for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family.

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the School receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School clearly identifying the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement until personnel); a person serving on the Governing Board; a person or company with whom the School has contracted to perform a special task (such as an administration, attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another



school official in performing his or her tasks. A school; official has a legitimate educational interest if the official needs an education record to fulfill his or her professional responsibility. Upon request, the School may disclose education records without consent to officials or another school district in which a student seeks or intends to enroll. ODLS will make a reasonable attempt to notify the parent or student of the records requested unless it states in its annual notification that intends to forward records on request.


4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by ODLS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The Board of Directors hereby authorizes the administration to:

1. Provide “personally-identifiable” information to appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals;
2. Request each person or party requesting access to a student’s record to abide by federal and state laws concerning the disclosure of such information;
3. Report a crime committed by a child with a disability to appropriate authorities and to transmit copies of the student’s special education and disciplinary records to the authorities for their consideration;
4. Forward student records, including disciplinary records with respect to any current suspension and expulsion, upon request to a private or public school or school.


The following are required communications that must be maintained by parents:

- Personal Information (FERPA)
 - The Head of School, who may delegate certain responsibilities to the school administrative assistant or other administrators, is responsible for maintaining the personal information systems utilized by ODLS. Specifically, the Head of School is responsible for maintaining confidentiality of directory information, if the parents have requested, and other information in a student’s educational record. If requested, your student’s directory information will be shared unless you have chosen to Opt Out of the ODLS Directory.
 - All ODLS personnel and administrators who collect, maintain, use, or otherwise have access to student records must maintain such records in the manner prescribed by law and/or by ODLS and its Board of Directors.
 - The Head of School or designee shall prepare an annual notice to parents/eligible students which shall inform them of their rights to (1) inspect and review the student’s educational records; (2) request an amendment to the records if appropriate; (3) limit disclosure of personally identifiable information defined as directory information; (4) request a hearing if ODLS refuses to amend records believed to be misleading or inaccurate and to file a complaint with the Department of Education if dissatisfied with the results of the hearing; and (5) obtain a copy of ODLS’s policy on student records. The notice may be found online and/or placed in the student handbook.
 - The Head of School or designee shall maintain and post a current listing of employees and other persons who are authorized to access personally-identifiable information and provide public inspection of such listing. In addition, the Head of School shall prepare a listing of the types and locations of records collected, maintained or used by ODLS. This list shall be provided to parents/eligible students upon request.
 - The Head of School or designee shall obtain written and detailed consent from parents/eligible



students prior to disclosure of student records. Such consent shall consist of the records that may be disclosed, the purpose for which disclosure may be made, to whom disclosure may be made, and whether the parent/eligible student wishes to have a copy of the records disclosed. Prior consent will not be required if Board policy allows for disclosure without consent.

- **Parents: Disclosure, Inspection, Review of Records**
 - The Head of School shall permit parents/eligible students, upon request, to retrieve information form and to inspect and review, records relating to the student's education and maintained by ODLS. The Head of School may place certain conditions on such access consistent with applicable laws, regulations and school policies.
- **Third Party: Disclosure, Inspection/Review, and/or Copies of Records**
 - When authorized, the Head of School shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the circumstances meet the requirements of the Federal regulations on third-party disclosure.
- **Amendment of Records**
 - The Head of School shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the student's privacy. Upon receipt of a written request to amend records, the Head of School shall determine whether such record shall be amended and inform the parents/eligible student of such decision and their right to a hearing. If a hearing is requested, the President of the Board of Directors shall select a hearing officer, who may be an official with the school who does not have a direct interest in the outcome of the hearing. The hearing officer shall arrange a hearing within ten (10) business days at a mutually agreed time and place. The hearing officer shall inform the parents/eligible students that they may present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense. The hearing officer shall be responsible for maintaining the student's records during the appeal process so that no information is lost or destroyed. Within ten (10) business days following the conclusion of the hearing, the hearing officer shall provide a summary and findings to the President of the Board or designee. Based upon a review of this report, the President of the Board or designee shall send a letter, within ten (10) business days, to the parent/eligible student stating the decision and justification of the decision. If the parent/eligible student disagrees with the decision, they may submit a statement explaining why they disagree with the decision which shall be maintained with the contested record. If an amendment is made, then the Head of School shall send written confirmation that the amendments have taken place.
- **Emergency Release**
 - The Head of School may release any personally-identifiable information (without parent/eligible students consent) to appropriate parties in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
 - Upon receipt of a request for emergency information, the Head of School shall ascertain whether the request constitutes a health or safety emergency and, if so, provide the requested information immediately.
- **Transfer of Records to Other Public and Private Schools and School Districts**
 - Student records, including disciplinary records regarding any current suspensions and expulsions, must be transferred within fourteen (14) days of request. Records shall not be withheld by the school for a student's failure to pay any fees, fines, or charges imposed by ODLS.
 - The Head of School shall transfer a student's records to another school when a written request by the



private or public school or school district in which the student is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis. If parents/eligible students request a copy of the records being transferred, they shall be provided a copy without cost. If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

- Disclosure for Student Financial Aid
 - The Head of School may release, **without parents' consent**, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be used only to determine the eligibility of the student for financial aid, to determine the amount of financial aid, to determine the conditions which will be imposed regarding the financial aid and/or to enforce the terms or conditions of the financial aid. Financial aid means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.
- Disclosure for Purposes of Marketing or Selling Information
 - ODLS does not permit the collection, disclosure, or use of personal information collected from students for marketing or for selling that information (or otherwise providing that information to others for that purpose). For purposes of this section, "personal information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.

Delinquent Child Policy-Sealed Records Policy

Purpose: To preserve, protect and maintain confidential records that have been sealed in accordance with Sections 2151.356 and 2151.357 of the Ohio Revised Code.

Policy: In the event that the school board receives notice that the ODLS is in possession of records that have been ordered sealed pursuant to Section 2151.356 of the Revised Code from (i) a court of competent jurisdiction (ii) the person whose record has been sealed, or (iii) any other source sufficient to impute knowledge thereof, then the Head of School shall abide by the following:

Maintenance, Submission and Non-Disclosure of Sealed Records

- Records custodian shall place all records that have been ordered sealed pursuant to Section 2151.356 of the Ohio Revised Code in a separate file in which only sealed records are maintained. The sealed records shall, as soon as practicable, be provided to the Court ordering the records sealed consistent with ORC 2151.357. The Head of School or authorized designee/records custodian shall implement administrative policies and procedures for the protection, maintenance and preservation of all sealed records consistent with this Policy.
- No employee of ODLS or Board member shall knowingly release, disseminate, or make available for any purpose involving employment, bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the state or of any of its political subdivisions any information or other data concerning any arrest, taking into custody, complaint, indictment, information, trial, hearing, adjudication, or correctional supervision, the records of which have been sealed pursuant to section 2151.356 of the Ohio Revised Code and the release, dissemination, or making available of which is not expressly permitted by Ohio law.
- Nothing contained in this Policy shall prohibit ODLS from retaining records regarding an adjudication that a student is a delinquent child that was used as the basis for the student's permanent exclusion under sections

3301.121 and 3313.662 of the Revised Code.

Permitted Inspections of Sealed Records

- ODLs may permit the inspection of records that have been sealed under Section 2151.356 of the Ohio Revised Code but only if in compliance with ORC 2151.357(E).

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect, upon request and before administration or use –*

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.



These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Ohio Digital Learning School has developed policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ODLS will directly notify parents of these policies at least annually at the start of each school year. ODLS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. ODLS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Student Matrix for Support

Office Phone: 419-740-9007

Office Fax: 419-481-8030

<p>Need Technical Support? www.k12.com OR K12 Customer Support 1-866-K12-CARE Press 2 at the Prompt for Options Option 1: Materials Option 2: Technical (Equipment) Support Option 3: Login Information and Online Systems Support Option 4: Re-Registration Questions</p>	<p>High School Academics: Course Content Teachers Office +Extension</p> <ul style="list-style-type: none"> • Course Content, Assessment and Class Connects • Grades <p>Homeroom Teacher: Office +Extension</p> <ul style="list-style-type: none"> • Progress/Grades • Re-registration and State Testing • Student and Family Concerns • Withdrawals • Attendance • Program Navigation and Orientation • Please contact your Special Education Teacher for concerns related to the IEP and related services <p>Counselor</p> <ul style="list-style-type: none"> • High School Courses, Credits and Transcripts • Graduation Planning • Post-Secondary or Dual Enrollment • EDP's (Educational Development Plans) and Career Planning <p>Principal</p> <ul style="list-style-type: none"> • Teacher and Program Concerns • Truancy/ Attendance • Student and Family Concerns • Issues unresolved by the Homeroom or Course Teacher 	<p>Special Programs Office: 419-740-9007</p> <p>Special Education</p> <ul style="list-style-type: none"> • Special Education, 504 Plans and Child Find <p>ELL</p> <ul style="list-style-type: none"> • English Language Learner Support • Elisabeth Pham Epham@ohdls.org <p>Operations</p> <ul style="list-style-type: none"> • Operations Manager • Computer Approvals • Change in Address, Phone or Learning Coach • Records • Immunizations • Transfers and Withdrawals • Unresolved Technical Support Issues (See "Need Technical Support?") <p>Student Support</p> <ul style="list-style-type: none"> • McKinney-Vento/Homeless and Foster Care Liaison • Family Engagement • Increased Student Support/Truancy • Facebook Page and Newsletters • Learning Coach Committee, Learning Coach Teacher Organizations • Learning Coach Training • Navigation and Getting StartedSchool Outings • Title IX/Discrimination
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School Right to Amend Handbook Statement

These policies shall be made available in the Student/Learning Coach High School Handbook and can be amended at any time, with or without notice, as needed and required by the daily activities and directives of the ODLS administration and/or School Board and in accordance with state law. Additional information regarding many of the policies found in this handbook can be found in the Board Policy Manual. Should anything in the Parent Student Handbook conflict with the Board Policy Manual, the Board Policy Manual shall supersede the handbook.

Photography Release Statement

Both students and / or parent / legal guardian can sign a photography release statement. Click the link below to verify you have read, understand, and will abide by the photography release acknowledgement policy. Both student and parent/ legal guardian need to provide last name and student ID number (found in MyInfo), and choose “yes” to digitally indicate your acceptance, and then click “submit.” Thank you in advance for your compliance with this requirement.

[Photography Release Acknowledgement Form](#)

Parent/LC/Student Read Acknowledge Statement and / or Signature

Both students and Learning Coaches are expected to read the handbook carefully, then each click the link below to verify you have read, understand, and will abide by the rules of the school including those policies listed in this handbook and the Board Policy Manual. Both student and Learning Coach need to provide last name and student ID number (found in MyInfo), and choose “yes” to digitally indicate your acceptance, and then click “submit.” Thank you in advance for your compliance with this requirement.

[Student Handbook Acknowledgement Form](#)

Learning Coach Role

The Learning Coach (LC) is the adult in the home who assists the student with completing their daily tasks. The Learning Coach will verify lesson completion to ensure the student is on track, attend teacher conferences, record and log attendance, and support student independence.

Attendance

There is a direct correlation between attendance and student achievement, ODLS full-time students are required to meet a minimum of 920 hours of attendance per year. Required hours of attendance will be prorated for late enrollees. There should be a strong correlation between attendance logged by the Learning Coach and lessons completed by the student.

See the additional grade level attendance requirements, and Attendance FAQs below.

Frequently Asked Questions about Attendance

1. When can I log attendance?

We request that Learning Coaches log attendance daily starting with ODLS's first official day of school until the last day of school (see school calendar)

2. Can my student record attendance?

Recording attendance is the adult Learning Coach's responsibility, unless the student is 18+ and has their own learning coach account, and should be recording attendance in the school system. Students may help to keep a written record to assist the Learning Coach, but students should not have access to the Learning Coach online school account.

3. What constitutes earned attendance hours?

Attendance hours are hours spent completing lessons within the Stride K12 online school, studying or practicing previously learned material, preparing for upcoming lessons and assessments, taking assessments, completing homework assignments or projects online or offline, taking part in Class Connects or additional grade level requirements such as state testing. There should be a direct correlation between attendance time and lessons or coursework completed. Attendance hours may also include school Face to Face events. See Appendix B.

4. Do teachers monitor attendance?

Both teachers and the Student Support Team will monitor your student's attendance and may perform periodic attendance audits or check-ins to ensure that attendance hours entered in the system are valid and correspond to lesson/assignment completion.

5. What are supplemental hours?

Ohio Digital Learning School recognizes that families routinely offer many valuable learning activities to their children, in addition to their Stride K12 course work. Students are required to complete their core courses before supplemental hours are permissible. Supplemental course work may be recorded in any subject appearing on the student's OLS attendance screen. Based on the student's grade level, a child may receive attendance credit for up to 12 hours of supplemental course work per week. Physical education attendance may range from 36 hours to 72 hours, which is prorated based on enrollment. Learning Coaches should keep a log of supplemental and/or offline hours in addition to recording it in the Online School.

6. Where do I need to log attendance and how often?

Learning Coaches should record student attendance hours in the online school and should be entered on the day the work was completed. Select the courses for the lesson completed, adjust the Stride K12 estimated lesson time, add any supplemental/offline time, and click "Submit" to enter the attendance.

7. Why should I log attendance on a daily basis?

Ohio law requires attendance for all students between the ages of 6 and 18. ODLS defines student attendance as the time a student has spent logging into classes and completing coursework or working within supplemental resources. This also serves as a formal record of the student's daily academic engagement and accumulated attendance and progress for the school year.

8. How much attendance may I log each day?

You may log the actual number of Stride K12 and supplemental and/or offline work hours, up to ten hours per twenty-four hour period, per state law.

9. What should I do if I forgot to log my supplemental hours?

You may go back and add hours at any time., If you have already entered subject hours for that day, and you click the "Submit" button, your teachers may need to add the hours for you. Contact your teacher and they will guide you in entering supplemental hours.

10. How many hours should a student log if s/he enrolled after the first day of school?

Hours are calculated from the student's individual school start date. Contact your teacher to know the exact hours you need to log.

11. Should I record attendance time for orientation?

You may record orientation time if this occurred after school has officially begun. A limit of 10 hours in the Welcome to Online Learning course may be logged.

12. Can more than 920 hours be logged?

920 hours is the minimum attendance required by the state. Any hours above 920 are counted toward the current school year only. We recommend that students spend more than the state minimum requirement to ensure academic growth.

Flex Plans

A flex plan is an optional program for students who have outside school obligations that would prevent them from attending live classes daily. Examples may include; a job, family obligations, or ongoing time-consuming required appointments. Flex plan students must apply by contacting their homeroom teacher who will provide them with the flex plan application.

Students will then need to submit an application and proof of the reason for needing a flex plan. The teacher will review all materials and contact the student about approval or denial.

If a student is approved for a flex plan they must:

- Log 25 hours of school a week
- Watch over half of all recordings posted for them
- Keep up with all assigned schoolwork.

Flex plans will be reviewed monthly, if a student is failing the majority of their classes or becomes truant, they will be given one warning. A month after the first warning if the student has not improved their attendance or academics, the student will be taken off of the flex plan.

Truancy

Ohio law requires school attendance for all students between the ages of 6 and 18. ODLS defines student attendance as the time a student has spent attending classes, completing coursework and assignments, and taking part in additional educational opportunities which provide a new learning experience. Attendance hours must meet the state requirements, or a student will be considered truant. ODLS recommends that parents or Learning Coaches log attendance hours on the ODLS OLS server regularly. Please be advised students who do not attend school for 72 consecutive hours, without a valid excuse, will be withdrawn from the Ohio Digital Learning School.

Ohio Digital Learning School has certain responsibilities under Ohio's Compulsory Educational Laws. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of attendance. If attendance is logged for a student but there is no evidence of course work or supplemental resources being completed, ODLS considers that the student has not "entered into the building" and will assume that the attendance hours that were recorded are not accurate and the hours will be adjusted accordingly.


A student can prove that they have "entered into the building" by working within the curriculum, attending live Class Connect sessions, viewing recordings, or working within supplemental resources. Courses are designed to be interactive and require regular participation. Attendance at live, synchronous class sessions (Class Connect) may be required to help ensure student success. Learning and the success of other students depend upon participation in sharing ideas in an academic setting. A student's extended periods of absence from an online class will be evident in the following ways:

- Failure to input attendance hours
- Failure to log in to courses regularly
- Failure to complete assignments
- Failure to communicate with teachers and school staff and act on their requests
- Failure to attend classes or actively participate while logged in
- Failure of coursework, lack of progress in the curriculum

For ODLS to demonstrate that a student is attending school, a student's progress must match the attendance recorded. Each lesson requires approximately 60 minutes of attendance. Since ODLS does not see students interacting with the curriculum face to face, we monitor attendance based on progress made in the curriculum, online Class Connect sessions attended, recorded offline work, assessments completed, writing assignments and other supplemental resources. There must be evidence of learning for ODLS to consider the attendance hours valid. If an ODLS teacher cannot see evidence of learning they will require the Learning Coach and student to provide detailed information of what was completed during the recorded attendance hours through email.

The Ohio Department of Education requires that ODLS offers at least 920 hours of learning opportunities to its students. Not only is there a direct correlation between attendance and student achievement, ODLS's operational funding is based on each student's valid documentation of the required 920 hours of attendance. Required hours of attendance will be prorated for late enrollees. Students must complete at least 920 attendance hours by the last day of the school year for the school.

We understand that every student is unique and may learn at a different pace however it is expected that all students complete lessons daily, attend online Class Connect sessions, and complete all diagnostic and benchmark assessments. If the student is going to be out (not logging in) for more than one day, the homeroom teacher must be contacted in



advance. One week prior to the absence is the general expectation (see examples below). If the reason for the absence falls outside of the “reasonable” situations set forth below, the teacher will consult with the principal to determine whether the absence will be excused. It is the student’s responsibility to arrange with each teacher regarding missed assignments. It is the preference of the school that students, whenever possible, “work ahead” prior to an absence rather than falling behind and having to “catch up.”

The following factors are “reasonable” excuses for not logging in to the Online School:

- Personal illness – written physician’s statements may be required to verify extended or repeated illness
- Death in the immediate family
- Observation or celebration of a religious holiday
- Other such good cause as determined by the principal

High School Students

The principal reserves the right to verify such statements and to investigate the cause of each individual absence or prolonged absence.

- Students whose absences are excused for one of the above reasons will be permitted to make up all school work missed with no loss of credit. However, it is the responsibility of the student to arrange make up assignments/times with his/her teachers.
- Unexcused absences are those which are not based on any of the conditions listed in the previous paragraph. Students who are absent from school on an unexcused basis will not be permitted to make up work missed on the date(s) of the unexcused absence.
- Reporting of Absences – A Learning Coach should immediately notify the teachers and the student's homeroom teacher of an unplanned absence through email. If a Learning Coach does not communicate the absence immediately, the student may not be allowed to make up missing work. Students may not be able to make up missed quizzes and tests unless the absence has been verified by a Learning Coach by phone or email.

Ohio Digital Learning School courses are available 24 hours per day and 7 days per week. A missed day of school during the week can be made up on the weekend or completed over the course of several days. To avoid truancy and issues with assignment due dates, communicate with teachers regarding any planned vacations or illnesses that may be misinterpreted as truancy. Contact with the teacher concerning absences must be made by the Learning Coach by phone or email, although students are encouraged to contact the teacher to learn the details of missed assignments. Students may not facilitate the absence notification on their Learning Coach’s behalf unless they are 18 years or older.

In any instance where technical difficulties are a problem with your school-supplied computer or other hardware or software, it is required that the Learning Coach contact Stride K12 technical support immediately at 1.866.626.6413 so qualified technicians can assist in resolving your problem. A student or Learning Coach must request the name of the technician and the ticket number and report them to the homeroom teacher within 24 hours. Computer problems are not valid reasons for seeking extended time on assignments or test due dates or as a reason why a student has not been working in his/her assigned courses or attending class connect sessions.

To stay on target with assignment due dates, all students are required to seek alternative ways to access the Internet, such as a library or family member’s computer. The computer is your classroom and it needs to be available every school day.



An ODLS student will be considered truant (absent without cause) if the Learning Coach fails to log/record any attendance hours, provide documentation excusing student for missed hours, or show any learning is taking place during recorded attendance. If a student has attendance recorded but no physical proof of learning can be shown upon teacher or other ODLS staff request, the attendance hours will be removed by ODLS. Attendance hours may only be counted for actual learning time. Continued truancy of 72 consecutive missing hours will result in a withdrawal from ODLS consistent with Ohio law. Prior to withdrawal, a truant student will be referred to the Student Support Team for additional support. The Student Support Team will develop a Back on Track plan which will include developing a specialized absence intervention plan that incorporates academic and non-academic supports to help the student and remove barriers to regular attendance. As part of ODLS's absence intervention process, the school may require student to attend counseling, Learning Coaches to attend Learning Coach involvement educational programs, notification to the Registrar of Motor Vehicles, and possibly filing of Complaint in Juvenile Court.

An ODLS student may also be considered truant for progression if, even in the presence of logged attendance hours, the student is not progressing/participating in his/her courses. Failure to make progress that aligns with logged attendance may result in a finding of progression truancy, and a referral for increased student support will be made to develop a plan as stated above.

According to Ohio law, the following guidelines define truancy:

	Consecutive Hours	Hours per school month	Hours per school year
Habitual Truancy	30 <i>without</i> legitimate excuse	42 <i>without</i> legitimate excuse	72 <i>without</i> legitimate excuse
Excessive Absences	--	38 <i>with or without</i> legitimate excuse	65 <i>with or without</i> legitimate excuse

Learning Coach Notification

Using the guidelines above for Excessive Truancy, ODLS will:

1. The School will notify the student's parents in writing within seven days of the triggering absence;
2. The student will follow the School plan for absence intervention; and
3. The student and family may be referred to community resources.

Using the guidelines above for habitual truancy, ODLS will:

1. Within seven days of the triggering absence, the School will:
 - a. Select members of the absence intervention team; (The team should be based on the needs of each individual student, but the team shall include two representatives from the School, one of whom who knows the student, and the student's parent/guardian/custodian. The team may also include a school psychologist, counselor, or social worker.
 - b. Make three meaningful attempts to secure the student's parent or guardian's participation on the absence intervention team. (If the parent/guardian fails to respond, the School will investigate whether the failure to respond triggers a mandatory reporting to the public children services agency



for the county and instruct the absence intervention team to develop an intervention plan for the student notwithstanding the absence of the student's parent/guardian.)

2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team;
3. Within 14 days after the assignment of the team, the School will develop the student's absence intervention plan; (The school shall provide written notice of the plan to the student's parent/guardian within seven days of developing the plan.)
4. If the student does not make progress on the plan within 61 days or continues to be excessively absent, the School will file a complaint in the juvenile court.

In accordance with ORC 3321.13 Learning Coaches of students withdrawn from ODLS for truancy reasons can request a meeting with the Head of School to discuss concerns and withdrawal. Principals retain the discretion to deny the reinstatement of students withdrawn from ODLS for non-compliance.

ODLS does not permit sudden and excessive submission of attendance hours. Attendance cannot be recorded if the students did not complete any Stride K12 lessons or other approved educational programs, or attend online Class Connect sessions. Student must be able to show proof of academic progress to verify attendance hours.

- 1 Stride K12 lesson: approximately 1-2 hours of attendance based on assignments
- 1 Class Connect Session: approximately 40 minutes of attendance
- Additional times will be allowed per lesson if the student is struggling academically. Those students receiving increase student support, as well as Special Education students, that are attending small groups, one on one Class Connect sessions, or scheduled sessions with their Intervention Specialists will be granted additional time to work within a lesson

ODLS Special Education Truancy Policy

While truancy applies to all students, whether a student receives special education services or not, ODLS will take every step to ensure that a student with special needs receives, in addition to the services offered, some or all the following steps:

1. The IEP team will hold a Manifestation Determination meeting to decide whether a student's disability is contributing to the truant behaviors and will decide on appropriate action based on that decision.
2. The IEP team is dedicated to making the necessary changes as outlined per the outcome of the meeting that is fair and appropriate to the student, according to their needs.

Child Find

The 1997 Amendments to the Individuals with Disabilities Education Act mandate that every school district in the country develop a system to identify children with disabilities, birth through age 21, residing in the district. ODLS will make a concerted effort to identify, locate, and evaluate children below 22 years of age, who enroll in the school and have a confirmed or suspected disability in accordance with all federal regulations and state standards. In addition, it shall be the policy of the school that the child with a disability and his/her Learning Coach shall be provided with safeguards, as required by law, throughout the identification, assessment and placement process, and the provision of a free appropriate public education to the child. Any child that you suspect has a disability should contact the special education department at ODLSspecialprograms@ohdls.org. A representative from the school's special programs department will contact you in order to initiate the Child Find

process.

Special Education

Ohio Digital Learning School offers a full Special Education program for students who have been identified with special needs in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA). General education teachers will work with the Intervention Specialist teachers to identify and serve children with disabilities.

Eligibility is based on definitions outlined in Ohio Revised Code 3301-51-01 and is made by a team of professionals as well as the student's Learning Coach. Students who are identified with a disability must meet the eligibility criteria set forth in the Operating Standards for Ohio Educational Agencies serving Children with Disabilities. Not all students who learn differently and / or have a disability will meet the eligibility criteria for special education services. General education teachers will provide added supports for those students who may not meet eligibility criteria. Except for students who are taught using a significantly modified curriculum, ODLS teaches students using a full inclusion model, which means that all special education students receive their instruction alongside their general education peers. Students serviced in special education are expected to meet regularly with their Intervention Specialist and general education teachers.

Students with related services (such as speech or occupational therapy) can be serviced either virtually or face-to-face. A properly licensed therapist will determine if the student's related service goal can be met virtually. Ohio Digital Learning School contracts with properly licensed therapists throughout the state and works closely with parents to set these services up for students who qualify; however, final staffing decisions remain under the discretion of the school.


English as a Second Language (ESL)/English Learners (EL) English Learner Program

Ohio Digital Learning School supports students identified as English Learners (EL) by providing language instruction that supports English language acquisition for academic success. If families have questions about EL services for a student or language support for Learning Coaches, please speak with a teacher or administrator.

Notification of Language Assistance Services: All Learning Coaches of ODLS students may request free language translation services at any time. Learning Coaches may request information about school programs and activities in a language they can understand. A **free, professional live interpreter** may be requested at any time by asking a teacher/administrator or by contacting the school directly at 419-740-9007.

504 Plans

In accordance with federal and state guidelines for identifying students with special needs to provide educational support, the school may request that the parent provide all documentation of the student's disability and/or special needs, including any medical history that identifies a diagnosis. It is critical that the information is submitted so that attendance and/or academic progress is not impacted due to the student's inability to complete the course requirements due to a medical, physical, or mental condition that has a negative impact on learning and progress. Although the parent is not required to provide medical documentation, this information is beneficial for determining eligibility and appropriate accommodations if necessary. The school is responsible for obtaining needed evaluations



and/or documentation to determine eligibility. The parent is responsible for providing relevant information, specific concerns, and input as they relate to the student's disability. The parent is responsible for providing the school with written consent to obtain necessary documentation and/or evaluations to determine eligibility and develop an appropriate section 504 plan if needed.

The 504 Plans are monitored and maintained by the Student Support Administrator, or designee, and are kept in a secure location available to the students' teachers.

Diabetes Care Policy

In relation to 504 plans and in accordance with Ohio Revised Code 3313.712 and 3313.713, no later than fourteen days after receipt of an order signed by the treating practitioner of a student with diabetes, the ODLS designee shall inform the student's Learning Coach, or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. The department of education shall develop a 504-plan information sheet for use by a board of education or governing authority when informing a student's Learning Coach or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes.

Reporting of Child Abuse or Neglect

Pursuant to Ohio law, every board member and staff member at the school who knows or has reasonable cause to suspect child abuse or neglect must immediately report that knowledge or suspicion. This requirement extends to any individual working at the school whether employed directly by the Board of Directors or employed or contracted by an operator or other service provider. Staff members will immediately report any suspicion or knowledge of child abuse or neglect to the public children's services agency or local law enforcement agency. For additional information on reporting of child abuse or neglect, please see the Child Abuse or Neglect Reporting policy located in the Board Policy Manual.

Multi-Tiered Systems of Support (MTSS)

The MTSS framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed the higher up on the model the student moves. Teachers using MTSS utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students' receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.

Homelessness and the McKinney Vento Homeless Assistance Act – Statement of Policy

Title VII-B; Education for Homeless Children and Youth Program

Definition:

The Ohio Digital Learning School defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition, as individuals who lack a fixed, regular and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - Living in emergency or transitional shelters;
 - Abandoned in hospitals; or
- Children and youth who have a primary residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Responsibilities of Ohio Digital Learning School:

Regarding homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, Ohio Digital Learning School shall ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Appoint a homeless student School liaison responsible for the coordination of services for such children;
- Homeless students enrolled in Ohio Digital Learning School will have full and equal opportunity to succeed in curriculum;
- Homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental and other appropriate services;
- Learning Coaches of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- Learning Coaches and unaccompanied youth are fully informed of all transportation services;
- Enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- Public notice of educational right of homeless students will be disseminated appropriately at the Ohio Digital Learning School enrollment office and provided to Learning Coaches upon enrollment

In meeting with these responsibilities, Ohio Digital Learning School will coordinate with homeless families in the following activities:

- The immediate enrollment in school and accessing school services;
- Services of a school representative for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
- Providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- Informing parents, school personnel, and other regarding the rights of homeless children and youth through staff and Learning Coach development and by the dissemination of materials;
- Provide homeless children and youth with access to technology and proper materials to be successful in the adapted Stride K12 curriculum;
- Working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- Helping to coordinate access to academic services for homeless children and youth;

- Collaborating with State Coordinators for the Education of Homeless Children and Youth;
- Implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- Determining the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal
- Provide professional development and awareness to Ohio Digital Learning School personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

Surrogate Parents for Children with Disabilities

A surrogate parent will be appointed if no parent can be identified, the parent cannot be located, the child is a ward of the state or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. The appointment may either be made by a court or the Head of School in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and the Operating Standards for Ohio's Educational Agencies Service Children with Disabilities. An individual who serves as a surrogate parent for a child with a disability is appointed to act in place of a parent to make educational decisions for the child, such as all matters relating to the child's identification, evaluation and educational placement and in the provision of a free appropriate public education.

The Head of School may appoint an individual, as a surrogate parent, if all four conditions below apply. The appointed surrogate must:

- Not be an employee of the Ohio Department of Education (ODE), ODLS or any other agency that is involved in the education or care of the child;
- Have no personal or professional interest that conflicts with the interest of the child being represented;
- Have knowledge and skills that ensure adequate representation of the child; and
- Have successfully completed training prescribed by ODE prior to acting on behalf of the child.

The Head of School may consult with ODLS's sponsor, Ohio Council of Community School, for assistance in determining whether a child needs a surrogate parent as well as an appropriate surrogate parent for a child.

McKinney-Vento Enrollment

The McKinney-Vento Homeless Assistance Act includes definitive language concerning the enrollment of homeless children and youth including:

- **ODLS shall, according to the youth's best interest:**
 - Continue the child's education in the school of origin for the duration of Homelessness;
 - In any case in which a family becomes homeless between academic years or during an academic year; or
 - For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
 - Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

- **In determining the best interest of the child or youth, Ohio Digital Learning School shall:**
 - To the extent feasible, keep the homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's Learning Coach or guardian.
 - Provide a written explanation to the Learning Coach or guardian, including a statement regarding the right to appeal if ODLS sends the child or youth to a school other than the school of origin or a school requested by the Learning Coach or guardian.
 - Refer unaccompanied youth to the homeless liaison designated by ODLS to aid in placement and/or enrollment decisions. The views of the unaccompanied youth will be considered, and the youth will be notified of the right to appeal.

Enrollment Dispute Resolution:

General Guidelines –

- Disputes should be resolved at the School level.
- The dispute resolution process should be as informal and accessible as possible allowing for impartial and complete review.
- Learning Coaches and unaccompanied youth should be able to initiate the resolution process directly at the school they choose, as well as at the ODLS homeless liaison's office.
- Learning Coaches and unaccompanied youth should be informed that they can provide written or oral documentation to support their views.
- Students are to be provided with all services for which they are eligible while the disputes are being resolved.
- Written documentation should be complete, as brief as possible, simply stated and provided in a language the parent, guardian, or unaccompanied youth can understand.

Resolution Process:

Should a dispute arise over school selection or enrollment in a school the following procedure is to be followed:

- ODLS shall provide the Learning Coach with a written explanation of the school's decision regarding school selection or enrollment.
- ODLS shall inform the Learning Coach in writing of their right to appeal the decision.
- Should the dispute continue ODLS shall refer the Learning Coach to the local ODLS liaison who shall review the complaint and issue an opinion in writing to the Learning Coach
- Should the dispute continue the ODLS liaison shall assist the parties involved in presenting the situation to the Ohio Department of Education homeless education coordinator.
- The state homeless education coordinator shall recommend a decision for distribution to the Learning Coach, local superintendent and ODLS liaison
- Should the dispute continue the final appeal is made to the State Superintendent of Public Instruction for review and disposition

McKinney Vento Resources/References:

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/McKinney-Vento-Homeless-Children-and-Youth-Program>

Brochure for posting: "A Parent's Guide to the Rights of Children & Youth Experiencing Homelessness" McKinney-



Vento Homeless Assistance Act, 42 U.S.C.S 11432(g)(3)(E) U.S. Department of Education McKinney-Vento Homeless Assistance Act Non-regulatory Guidance (July 2004)(pages 17-18)**McKinney-Vento, Foster Care, Migrant, and Military Families Liaison Contact information**

The following person has been designated the liaison for McKinney-Vento, foster care, migrant, and military families:

Stacey Flores, Student Resource Coordinator sflores@ohdls.org

Immunizations

Each student entering an Ohio school for the first time is required to present a certificate of immunization from a licensed physician, an authorized representative of the Ohio Department of Health, or local health department stating that the student has received immunizations against communicable diseases as specified by the State of Ohio. Student immunization information may be accessed through the Ohio Department of Education and School protocols. For additional information, please visit the [Ohio Department of Education Website](#). No student shall be permitted to remain in school for more than fourteen days unless the pupil presents satisfactory evidence of proper immunizations.

Individual Career Plan

ODLS will develop an Individual Career Plan for each student including a Graduation Plan that specifies the student's matriculation to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship. The Career Plan will be developed soon after enrollment then reviewed and updated as needed once per semester. The School Counseling team will provide career counseling and graduation planning and support for the student related to the Individual Career Plan as required by OAC 3301-102-10. They will closely monitor credit deficiencies and acquisitions throughout the student's enrollment to ensure that the goals of the Individual Career Plan are met.

Onboarding

Enrollment in an eSchool is an important decision and Ohio Digital Learning School values the decision. Transitioning to online learning or to a new eSchool requires an orientation period to ensure success. Each student at ODLS completes an orientation period known as Strong Start. Our Strong Start includes an orientation course on the learning platform, several live online information sessions for students and families, and activities to reflect mastery of learning tools. The assigned onboarding specialist works closely with the family to ensure successful completion of the Strong Start period.

While orientation requirements are strongly encouraged, as an internet-or computer-based community school in Ohio, ODLS students must participate in a learning activity in order to be considered enrolled for attendance-taking purposes. (Please see Attendance section for details of attendance.)

Students will have 2 opportunities to attend a live orientation session with the onboarding team prior to their start date at ODLS. This is a mandatory session, and students who do not attend will have their start date moved until the next start date available. After the 3rd missed start date, the student will have their enrollment at ODLS cancelled. For

additional information on admission, please see the Admission, Enrollment, and Residency policy located in the Board Policy Manual.

Promotion and Retention

Students move from one grade level to another at the end of each school year based on the year they enter high school. This does not guarantee that a student will graduate in four years. Students must earn the correct number of credits in the state-required areas to graduate. See “ODLS Graduation Requirements” on the following pages.

Students will be considered on track for graduation based on the following credit guidelines:

- **Sophomores/10th grade students**—begin the year with 5 credits and end the year with 10 Credits
- **Juniors/11th grade students**—begin the year with 10 credits and end the year with 15 credits
- **Seniors/12th grade students**—begin the year with 15 credits and end the year/graduate with at least 20 credits.

A student is prohibited from being promoted to the next grade level if the student has been absent without excuse for more than 10% of the required attendance days for the current school year and has failed two or more required curriculum subject areas in the current grade. A student may only be promoted under these circumstances if the Principal and student’s teachers of any failed subject areas agree that the student is academically prepared to be promoted.

The Ohio Core

Only 24% of Ohio's students currently complete a rigorous high school curriculum. The Ohio Core will require students, beginning with the high school graduating class of 2014, to complete a rigorous curriculum as a requirement for high school graduation and as the prerequisite for admission to Ohio's four-year state-assisted institutions of higher education.

Admission to state colleges and universities is dependent upon completing these graduation requirements. Pursuant to ORC 3313.603, one consequence of not completing the required graduation curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

ODLS Graduation Requirements

General Ohio Graduation criteria for Classes Beginning 2014

English/Language Arts	4 units
Mathematics	4 units
Science	3 units
Social Studies	3 units
Physical Education	.5 unit
Health	.5 unit
Electives	5 units



Total Minimum Requirements	20 units
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Other Requirements: Economics and Financial Literacy; Fine Arts Elective units must include 1 unit or 2 half-units in Business, Technology, Fine Arts, or Foreign Language

- 1 Mathematics unit must include 1 unit of Algebra II or the equivalent of Algebra II
- The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons from the physical education requirement. Student must take another course of at least 60 hours in its place
- Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit of advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life sciences; astronomy, physical geology or other earth or space science
- Social Studies units must include half a unit of American government and $\frac{1}{2}$ unit of American History. **Beginning with the graduating class of 2021, students must also complete half a unit of Modern World Studies
- Elective units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English, Language Arts, Mathematics, Science or Social Studies courses not otherwise required.
- All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technology pathway are exempted from the fine arts requirement.

In addition to the minimum credit requirements, students must meet additional criteria which can be found on the Ohio Department of Education's website at <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>.

Physical Education


Students are required to complete one-half unit of Physical Education for graduation. Both elective and traditional Physical Education courses require a minimum of 120 hours of course instruction to earn one-half unit of credit.

Credit Recovery

The goal of Credit Recovery is to give high school students the opportunity to graduate in a timely manner. This program has policies and procedures that allow students who have failed core courses (courses required for graduation) an opportunity to take a previously failed course at an accelerated pace. ODLs students may participate in Credit Recovery by adhering to the guidelines outlined below. Any student failing one or more courses in grades 9-12 will be placed in the Credit Recovery program. Credit Recovery coursework and assessments are modified and constructed to be completed in an 8-9 week time frame.

Credit Recovery is not intended to aid in early graduation. The courses are designed to help students who have fallen behind to get back on track with their graduating class. Placement and use of Credit Recovery courses are at the discretion of the Principal and the student's counselor. Failure to comply with credit recovery policies may result in removal from the program and impact the student's ability to graduate.

Students are permitted to retake failed courses. Failed courses will be recorded as an "F" on the student's transcript and a zero will be computed at the quality point in determining the GPA. Courses required for graduation must be retaken until they are passed. Credit Recovery courses do not replace previously failed courses on the transcript but



will appear as an additional course.

Students completing a credit recovery course in the first six weeks of the 9 week term will be awarded a different credit recovery course or will be placed into a semester-long course at the appropriate level as long as the student is passing all current, scheduled courses.

Students may also recover credits through Credit by Examination (testing out). In order to test out of a course for credit, a student must have failed the course previously, be behind in credits and making progress in all of their current courses, or aging out within the current school year. A test out is a live, virtual exam that may include multiple choice, matching, true/false, labeling, essays, or other appropriate assessment of course standards and material. Students should contact their counselor or Principal if they believe a test out option is right for them.

Course Audit

Students in high school can audit courses which they have already passed. Administrative approval is mandatory. Students are required to attend any Class Connect session that is labeled “required” and complete participation in all teacher assigned course work is required to maintain audit status.

- No grade will be given for the course audit
- No credit will be given for the course audit
- The course will not appear on official transcripts

Failure to comply with the classroom procedures and requirements will result in removal from the course. Students may only participate in a course audit if they are in good standing academically. ODLS administration will have the final approval on all course audits.

Early Graduation Requests


Students who wish to graduate before the end of their 4th year of high school can request an application for early graduation from their counselor. Decisions will be made by the counselor and the Principal after considering the application, state requirements, and each individual circumstance.

College Credit Plus

College Credit Plus (CCP) permits students enrolled in a secondary school to earn college and high school credit through the successful completion of college courses. Each year, prior to February 1st, the school will provide information regarding to College Credit Plus to all students currently enrolled in grades 9-11 and to their parents. To be eligible for CCP, a student or his or her parent must complete and submit the Intent to Participate Form to the school administration which signifies the student’s intent to participate in the CCP program for the following school year. For further eligibility requirements and more information on College Credit Plus, please see the College Credit Plus policy located in the Board Policy Manual.

Withdrawal Process

Learning Coaches who decide to withdraw their students from ODLS will be contacted by their student’s teacher or



homeroom teacher to ascertain the reason for withdrawal. The Learning Coach must confirm the public, private or homeschool option the student will be attending following withdrawal from ODLS. All attendance hours and progress should be recorded in the Online School through the last day of enrollment. Learning Coaches must complete an online Learning Coach Withdrawal form for the school to process the withdrawal.

The withdrawal and reason for it will be immediately transmitted to the ODLS Records department. The ODLS records department will proceed in accordance with Ohio law. The ODLS records department will process the withdraw, alert the residential district and send records to the stated school of intent. Stride K12 will send pre-paid shipping labels to return shipments, and the supplied computer hardware and materials must be returned in a timely manner.

Consistent attendance at one school is preferable and more likely to lead to student success. Research shows that multiple transitions between schools contribute to increased academic risk, failure, and a higher incidence of school dropouts. If you are considering withdrawing your student from ODLS, make every effort to reach out to your student's teacher(s), school counselor or principal for academic assistance.

When a high school student withdraws from school for a reason other than a change of residence out of state or enrollment in another approved school or program, the Head of School, or designee is obligated to report this fact to the Registrar of Motor Vehicles and the Juvenile Court consistent with ORC 3321.13. Under the law, the Registrar may act to suspend the student's driver's license or permit or deny issuance of a license or permit if it has not been issued yet. Such suspension will be in effect until the student turns 18 or until the Head of School or designee informs the Registrar that the student is now attending school.

Truancy charges may be filed with the local courts and educational neglect charges may be filed with Children and Family Services if the student does not report to his/her next school without delay.

Grading Policy & Procedure

Students' grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities will include any or all the following:

- ✓ Daily Assignments
- ✓ Live Class Connect sessions
- ✓ Labs, Journal Entries, Projects
- ✓ Threaded Class Discussions
- ✓ Quizzes
- ✓ Tests
- ✓ Exams

- Grade Point Average and Credits will be calculated at the end of each semester. Courses are one semester long and worth .5 credits.
- Credit Recovery courses are designed to be completed in 8-9 weeks. Failure to complete courses in this time frame may result in removal from the Credit Recovery program or the inability to recover credits.
 - Students are expected to submit assignments on the day indicated in the class plan. Failure to complete an assignment on the due date could result in an overdue notice.

- Assignment deadlines are meant to keep students on track to finish the course on time and to ensure they are learning to their highest potential.
- Zeroes are seen as a temporary grade until you make arrangements with your teachers to master the content and regain credit. The removal of zeroes is at the discretion of the teacher.
- Teacher Late Policies are provided within each teacher's course.
- Teachers will make every attempt to return graded assignments in 3 work days. Longer assignments may take up to one week to provide thorough feedback.
- Extra credit is to be no more than 5% of the semester grade.

The Honor Roll is based on Semester Averages:

- 3.5-3.74 Honors
- 3.75-4.0 High Honors

Honor Roll lists will be posted after the 1st and 2nd semesters on the ODLS website.

If you have any concerns about your grade, please contact your teacher directly. Medical Incompletes are to be approved by the principal at least 2 weeks prior to the end of the semester.

Grading Scale and GPA Points

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59-0%
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

Course Selection and Scheduling

Students will be asked for input concerning course selection each year. The courses scheduled for the students will be determined by the following criteria: availability of the course; previous courses completed; courses needed to meet Ohio graduation requirements and ODLS requirements. School Counselors will advise students on the best path to reach graduation.

Course Changes

Once a course is assigned and classes have begun, course change requests must be communicated to and supported by the student's school counselor during the first week of the student's enrollment in the course. Course additions will be made based on availability of the course and on review of credits by the student's school counselor. Students may not simply cease working in a course and assume that he/she is no longer enrolled or accountable for progress and attendance in that course. Incomplete course work will receive an F on the report card, resulting in a drop in the student's overall quarterly cumulative GPA. Consideration may be given to modifying the course level assignment at the end of a semester if it is recommended by the current teacher and approved by the receiving teacher and/or school counselor (example: Comprehensive to Honors).

Course Credit

High school graduation is based on the accumulation of high school credits. For students to move up from one course level to the next in courses where there are pre-requisite skills, full course credit must be earned in the prior level course. Grade-level promotions take place once a year except by permission from the Principal (see section entitled *Grade Promotion/Class Placement*). Actual percentages earned rather than letter grades are used to calculate final grades. Grades for each semester are recorded as letter grades.

Report Cards

At the end of each quarter, students will be notified of their progress and Learning Coaches are encouraged to fully review the online class gradebooks. At the semester, grade reports will include semester grades and semester grade point averages. First semester reports will be sent via US mail. Year-end grade reports, sent via US mail, will include final course grades and cumulative grade point average. Note: Students and learning coaches can access student grades at any time in each course.

Transferring Course Credit/Mid-Year Course Placements

Students who enter ODLS after the official start of the school year, and who provide a current grade card or transcript showing courses in progress and current achievement in the course(s), will be placed into the corresponding course(s) at the appropriate starting points in the curriculum.

ODLS teachers may request assessments to determine the most appropriate placement within the ODLS course. The ODLS teacher will adjust the placement to take into consideration past performance and prior learning which has been verified on the student's transcript or grade card from their most recent school and ODLS course assessments.

A final determination on course placement, placement within individual courses, and quarter and semester grades rests with the individual subject teachers, school counselor, and principal.

If a student was not taking a corresponding course in their previous educational setting, it may be difficult to successfully complete the course prior to the quarter's end due to the rigorous nature of the ODLS curriculum. In this case, the student will receive no academic credit or grade for the course. Students entering from home-schooling must provide evidence of the curriculum plan submitted to their local school district. These students may be asked to participate in course assessments or other assessment testing in order to better determine the course placement within the Stride K12 curriculum.

Transfer Students

Students who enter ODLS with grades and credits earned are subject to those grades/credits conforming to ODLS's grading scales and GPS weighting. Students who transfer from out of state or from private schools (in state or out) may have the potential of reducing state testing.

Determining Class Rank

Class rank is a numerical rank assigned to students according to their cumulative grade point average relative to their classmates. All academic subjects are used in computing class rank; however, the following prioritization of academic courses will be used in cases where more than one student is positioned at the identical class rank position:

- Stride K12 courses take precedence over all courses
- AP (Stride K12) courses take precedence over CCP courses
- Enrollment approved date
- Enrollment application date

Valedictorian and Salutatorian Determination

The selection process for determining Valedictorian and Salutatorian recognition (overall class rank of number one and number two respectively), is determined at the end of seven academic semesters. To be eligible for valedictory or salutatory honors, a student must have attended ODLS High School for both semesters of the senior year. Students who finish high school at the end of the first semester of their senior year are not eligible for valedictorian or salutatorian honors.

Grade Appeal Policy

Questions regarding all grades should be directed to the Teacher of Record for the course initially to resolve questions. If unresolved, questions should be directed to the Principal for further investigation and final grade awarded. The final grade, if changed, will be adjusted on the student transcript by the School Counselor. The Principal will adjust and reissue the report card/transcript if adjustments are made.

Academic Integrity

All work submitted by a student is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s), including a meeting with the academic teacher and principal, suspension and possible expulsion for repeated occurrences.

Students failing to abide by these standards could receive a zero for the assignment, the unit, or could fail the course entirely. Failing the course will impact the student's cumulative GPA. The course may not be available for grade replacement. These decisions will be made by the principal.

1st offense: The student will receive a grade of 0 along with feedback from the teacher and an opportunity to re-do the assignment.

2nd offense: The student, the teacher, and the principal will have a meeting about academic integrity.

3rd offense: The student will receive a zero on the assignment and may not be allowed to re-do the assignment. This may also result in failing the course.



Definition/Examples of Plagiarism and Cheating

Plagiarism is the act of submitting someone else's work as your own original, creative production. If you use another person's writing or original work, you must cite their words using an appropriate manuscript style in the Works Cited page, Endnotes, or in a Bibliography. The exact wording should be in quotation marks or paraphrased in the paper and referenced as such in the paragraph in which it appears. You may not copy and paste directly from the internet without giving appropriate credit to the author, this includes not only copying and pasting text but also submitting work that has been generated by an AI language model or other automated tools without appropriate citation.

To avoid plagiarism, users must ensure that any work they submit is original and properly cited. This includes work generated by AI language models or other automated tools..

We encourage our students to familiarize themselves with best practices for avoiding plagiarism and to seek help from their teachers if they have any questions or concerns about plagiarism or citation.

Plagiarism is a serious academic violation. Plagiarism will result in no credit and will also be considered as a disciplinary issue and may result in removal from ODLS.

- Passing off someone else's work as your own
- Taking credit for something that is not your work, including AI generated material
- Not citing sources when using direct language from someone else's work – includes website information
- Paraphrasing (not quoting) information without citing a source
- Exchanging class information with other students, such as copying tests or homework
- Putting your name on group work that you did not participate in
- Cutting and pasting information (example—MyAccess)
- Writing on hands, cheat sheets, use of study guides during exams, etc.

Source Citation


Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including: author, title, publisher, date of publication and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available.

To cite AI generated material, you should provide as much information about the AI system used to generate the work as possible. This could include the name of the AI system, the version number, and any relevant technical details. Second, you should indicate that the work was generated by an AI system. You can do this by including a statement such as, "generated by an artificial intelligence system" or "created using machine learning algorithms" in the citation.

State Assessment and Testing Requirements

The Ohio Digital Learning School 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 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.

The Ohio Department of Education has established a plan to assess the academic proficiency of the public-school students in the state. ODLS students are required to participate in the state diagnostic, Ohio State Assessments according to the parameters and schedule that have been established by the state. State assessments and tests are administered at regional testing sites. Learning Coaches must arrange for transportation to ensure their child's presence at all required state tests and are expected to help the school comply with ODLS's responsibility to fulfill the state testing requirements. Failure to test places ODLS at risk and will jeopardize the student's continued enrollment in ODLS. Per the Ohio Revised Code 3314.26(A), any student who, for two consecutive school years of enrollment in the school, has failed to participate in the spring administration of any assessment prescribed under section 3301.0710 or



3301.0712 of the Revised Code for the student's grade level and was not excused from the assessment pursuant to division (C)(1) or (3) of section 3314.08 of the Revised Code, shall be withdrawn from ODLs and reported to the Ohio Department of Education as required.

State assessments are used to evaluate the school and are reported on the State Report Card. In addition, individual assessments are used to support a student's academic needs. More information regarding the state assessments, including an up-to-date test schedule, can be accessed by visiting the Ohio Department of Education web site at: www.ode.state.oh.us > Testing.

Star Testing

All students at Ohio Digital Learning School are required to take the Star assessments in reading and mathematics in person. Students will test at the beginning of the year or upon enrollment and again after 13 weeks of instruction. These results are used to evaluate the school and are reported on the State Report Card. These results are also used by administrators, teachers, and students to measure academic growth throughout the year.

School Counselor Services

All students will be assigned a dedicated school counselor. School counselors assist students as they learn to make decisions throughout their high school years. It is the high school counselor's role to provide guidance to students as they make choices, especially regarding:

- Academic/Career Concerns
 - Choosing courses suited to a student's needs, abilities, achievement levels and future goals in relation to their overall four-year plan and plans after high school
- Personal Concerns
 - Exploring feelings about themselves, their values and their relationships with their family, friends, and school

In addition, the following services are provided throughout the school year:

- Individual Counseling
 - When a student feels the need to talk to someone about a personal crisis and doesn't feel as if he/she can speak with a Learning Coach or other adult family member, the student may contact a school counselor
- Learning Coach Conferences
 - Counselors can help Learning Coaches explore various educational and personal opportunities for their students
- Information
 - Counselors provide information about career development, career technical information, preparing for college, Armed Services, financial aid, College Credit Plus, and scholarships for post-high school education. ACT and SAT registration information is also available
- Group Sessions
 - During the school year, the school counselors and/or homeroom teacher may meet with students in groups to interpret test results, help with scheduling, career information, college applications and preparing for life after high school.

Student Conduct/Behavior Policy

This code applies to student conduct on school property, on live web conferencing and at any school sponsored event, regardless of whether on or off school premises, or at a school-related activity, regardless of location. The types of conduct prohibited by this code are as follows:

Discipline Code

As an ODLS student, you are subject to the rules and restrictions implemented by ODLS and the Student Code of Conduct and Acceptable Use Guidelines and the Board Policy Manual.

Prior to the start date for each school year in which you are registered, you must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

This Student Code of Conduct describes the policies and guidelines for proper student behavior and exists to ensure that all ODLS students are aware of and understand their responsibilities when accessing and using ODLS resources.

ODLS reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to ODLS instructional computing resources. ODLS instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by ODLS.

As a student enrolled in ODLS, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, or school or teacher policies and procedures is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in:

- Removal of your access to ODLS instructional computing resources, which could result in your inability to complete learning activities
- Your removal from the course
- Suspension
- Expulsion
- Involvement with law enforcement agencies and possible legal action

Student Conduct

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of the privileges and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standard of courtesy, decency, and honesty shall be maintained in ODLS.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the school but that is connected to activities or incidents that have occurred on property owned or controlled by the school, or contact that, regardless of where it occurs, is directed at a student, school administrator or employee, or the property of such students, school administrator or employee.

Accountability

- Logging in to a live class session with a name other than your own is not permitted
- Use only your own username and password, and do not share these with anyone
- Posting anonymous messages is not permitted unless authorized by the course's online teacher
- Impersonating another person is strictly prohibited
- Do not interfere with other users' ability to access ODLS or disclose anyone's password to others or allow them to use another user's account. You are responsible for any activity that is associated with your username and password
- Do change your password(s) frequently, at least once per semester or course is encouraged
- Do not publicly post your personal contact information (address and phone number) or anyone else's
- Do not publicly post any messages that were sent to you privately
- Do not download, transmit or post material that is intended for personal gain or profit, non-ODLS commercial activities, non-ODLS product advertising, or political lobbying on an ODLS owned instructional computing resource
- Do not visit any inappropriate websites or any websites unrelated to school tasks
- Do not use ODLS instructional computing resources to sell or purchase any illegal items or substances
- Do not upload or post any software on ODLS instructional computing resources that are not specifically required and approved for your assignments
- Do not post any mp3 files, compressed video, or other non-instructional files to any ODLS server

Inappropriate behavior includes


- Insults or attacks or any kind against another person, including students, staff or administrators
- Use of obscene, degrading or profane language
- Harassment (continually posting unwelcoming messages to another person) or use of threats
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing spam mail, chain e-mails, viruses or other intentionally destructive content or cyberbullying
- Using school equipment for purposes other than what it is intended
- Please note that this behavior can be addressed whether occurring during typical school hours or after due to the nature of our school day
- Violating any teacher/classroom or school policy.

School provided computers will come equipped with filtering software to protect students and families from inappropriate content being accessed on them. This software is standard on all newly issued machines and is being remotely installed on equipment already at use in student homes.

Use of Tobacco

The school is committed to providing students, staff and visitors with an indoor tobacco-free environment. The negative health effects of tobacco use both the users and non-users, particularly in connection with second hand smoke, are well established. Further, providing an indoor tobacco-free environment is consistent with the role-modeling responsibilities of teachers and staff to our students.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes.



In order to protect students and staff who choose not to use tobacco from an environment noxious to them, ODLS prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco products by students on school premises, in vehicles used for school purposes, within any indoor facility owned or leased or contracted for the school and used to provide education or library services to children, and at all school-sponsored events. Smoking clove cigarette or other substances is also prohibited under the same rules.

Drug Free Schools

In accordance with Federal Law, the Ohio Digital Learning School prohibits the use, possessions, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related activity. Drugs include any alcoholic beverage, anabolic steroid, or dangerous controlled substance as defined by State statute or substance that could be considered a “look-alike” controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbook, up to and including expulsion from school. When required by State law, ODLS will also notify law enforcement officials. ODLS is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which they receive help through programs and services available in their local community. Students and their Learning Coaches should contact the Principal or counseling office whenever such help is needed.

Anti-Gang Policy

The School prohibits students from engaging in gang activities while at School, on School property, to or from School, or at School-related functions and events. The term “gang” is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term “gang activity” is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function.

Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from School and may further be subject to criminal prosecution.

Harassment Reporting

If you are being harassed within the school environment (email, Class Connect, school outings, state testing, etc.), it is important to report it immediately to your teacher. Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to a course)
- Threatening communications
- Offensive communications or any other kind of communication that makes you feel uncomfortable

Confidentiality

The Ohio Digital Learning School will make reasonable efforts to maintain the confidentiality of the parties involved in a harassment investigation. Confidentiality, however, cannot be guaranteed.

ODLS administrators reserve the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the ODLS school community or third party alleging the harassment pursues the complaint.

Teacher, Staff, and Family Communication

Parent-staff communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Homeroom teachers are the key point of contact for general support questions. Parents and Learning Coaches should contact teachers first, and if no response has been received after 24 hours during the school week, they may contact the principal before contacting other administrators. Administrators will reply in a timely manner, but parents should allow 24 hours during the school week for administrators to respond. Respectful, productive communication is expected parent to staff, and staff to parent.

Appropriate Communication

Parent and Learning Coach phone conversations with any staff that include profanity, uncontrolled anger, shouting, or threats will not be permitted. If parent or Learning Coach behavior is disrespectful or inappropriate in this manner, the conversation will revert to written communication only.


Parents and Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone conversation with teachers, support staff, and the school.

Parent Involvement

The school recognizes that the involvement of parents and families in their child's education is critical to students' success. In order to accomplish to goal of welcoming, encouraging, and promoting parental and family involvement, the school will create a welcoming school climate; provide families information related to child development and creating supportive learning environments; establish effective school-to-home and home-to-school communication; strengthen families' knowledge and skills to support and extend their child's learning at home and in the community; engage families in school planning, leadership, and meaningful volunteer opportunities; and connect students and families to community resources that strengthen and support students' learning and well-being. For additional information on parent involvement, please see the Parent Involvement policy located in the Board Policy Manual.

Parent-Teacher Conferences

Parent-teacher conferences are offered twice per year for everyone interested or by individual request. Parent-



teacher conference sign-up notifications are delivered by email in October and March. Learning Coaches may request an individual conference with a teacher via email.

Title I Right to Know Qualifications

Parents and guardians with a student attending a school that receives Title I funds have the right to know the qualifications of the student's classroom teachers. All requests must be sent to the school in writing and include the following information: students' full name, legal parent/guardian's full name, address, city, state, zip code, and teacher's name. In addition to the information parents may request as listed above, the school shall provide: Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state assessments required; and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. For further information, please see the Right to Know Qualifications policy located in the Board Policy Manual.

Restraints and Seclusion Policy

I. Purpose:

The purpose of this policy is to guide the school's use of positive behavior intervention and supports and the limited use of restraint and seclusion.

Every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth herein.

II. Access to this Policy:

This policy shall be kept at the school and be available to parents at all reasonable times. The policy shall be reviewed and updated regularly as appropriate.

III. Adherence:

Practices that do not adhere to the standards and requirements set forth in this policy are prohibited, and physical restraint and seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others. The school shall utilize physical restraint and seclusion only in a manner that protects the safety of all children and adults at school.

IV. Definitions:

Aversive behavioral interventions - means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant or tastes or other sensory stimuli such as climate control, lighting and sound.

Behavior Intervention Plan - means a comprehensive plan, based on an appropriately developed functional behavior plan, for managing problem behavior by changing or removing contextual factors that trigger or maintain it, by strengthening replacement skills, teaching new skills and by providing positive behavior intervention and supports and services to address behavior.

Chemical Restraint - means a drug or medication used to control a student's behavior or restrict freedom of movement that is not:


- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio Law.

De-escalation techniques – means interventions that are used to prevent violent and aggressive behaviors and reduce the intensity of threatening, violent and disruptive incidents.

Functional Behavior Assessment – is a school-based process that includes the parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment.

Mechanical Restraint – means:

- A. any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose; and
- B. Does not mean devices used by trained student personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:
 - 1. Restraints for medical immobilization;
 - 2. Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
 - 3. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.



Parent – means:

- A. A biological or adoptive parent;
- B. A guardian generally authorized to act as the child’s parent, or authorized to make decisions for the child (but not the state if the child is a ward of the state);
- C. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare;
- D. A surrogate parent who has been appointed in accordance with rule 3301-51-05(E) of the Administrative Code; or
- E. Any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of a child.

Physical Escort – means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint – means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:

- to break up a fight;
- to knock a weapon away from a student’s possession;
- to calm or comfort;
- to assist a student in completing a task/response if the student does not resist the contact; or
- to prevent an impulsive behavior that threatens the student’s immediate safety (e.g., running in front of a car).

Positive Behavior Interventions and Support – has the same meaning as in section 3319.46 of the Ohio Revised Code.

Positive Behavior Interventions and Supports Leadership Team – means the assigned team at the school that plan, coach and monitor positive behavior intervention and supports implementation in the school. Positive behavior intervention and supports leadership teams may include, but are not limited to, school administrators, teacher representatives across grade levels and programs, staff able to provide behavioral expertise, and other representatives identified by the school or school such as bus drivers, food service staff, custodial staff and paraprofessionals.



Prone Restraint – means physical or mechanical restraint while the student is in the face down position.

Seclusion – means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.


Student – means an individual enrolled in a school.

Student personnel – means teachers, principals, counselors, social workers, school resource officers, teacher's aides, psychologists, bus driver, related services providers, nursing staff, school administrators, or other school staff who interact directly with students.

Timeout – means a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

V. Positive Behavior Intervention and Supports Framework: The school shall implement positive behavior intervention and supports on a system-wide basis in accordance with section 3319.46 of the Ohio Revised Code and section 3301-35-15 of the Ohio Administrative Code.


- A. The requirements for the schools' implementation of a positive behavior intervention and supports framework are as follows:
 - 1. Includes a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students.
 - 2. Includes the following integrated elements:
 - a. Data-based decision making (to select, monitor, and evaluate outcomes, practices and systems);
 - b. Evidence-based practices along a multi-tiered continuum of supports;
 - c. Systems that enable accurate and sustainable implementation of practices; and
 - d. Progress monitoring for fidelity and target outcomes.
- B. Standards for a school's implementation of positive behavior intervention and supports framework include:
 - 1. Student personnel to receive professional development in accordance with division (C) of section 3301-35-15 of the Ohio Administrative Code;
 - 2. Explicit instruction of adult and student school-wide behavior expectations;

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3. Consistent systems of acknowledging appropriate behaviors;
 4. Consistent systems of reteaching appropriate behaviors to replace inappropriate behaviors;
 5. Teaching environments designed to reduce behavior triggers; and
 6. Family and community involvement.

VI. Professional Development for the Implementation of Positive Behavior Intervention and supports


The following are requirements for professional development to be received by student personnel to implement positive behavior intervention and supports on a system-wide basis:

1. Occurs at least every three years;
2. Provided by the school's positive behavior intervention and supports leadership team or an appropriate state, regional, or national source in collaboration with the positive behavior intervention and supports leadership team;
3. The trained positive behavior intervention and supports leadership team will provide professional development to the school in accordance with the developed positive behavior intervention and supports training plan. It is the school's responsibility to retain records of completion of the professional development; and
4. The professional development under this policy will include the following topics:
 - a. An overview of positive behavior intervention and supports;
 - b. The process for teaching behavioral expectations;
 - c. Data collection;
 - d. Implementation of positive behavior intervention and supports with fidelity;
 - e. Consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors; and
 - f. Consistency in discipline and discipline referrals.
5. For the purpose of satisfying the professional development requirements of this rule, the school may accept any professional development or continuing education provided in accordance with 3319.237(B) of the Revised Code, as long as the professional development or continuing education meets the professional development requirements of divisions (C)(4) of this rule.

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6. The school will ensure that it has continuous training structures in place to provide ongoing coaching and implementation with fidelity.
 7. The above requirements may be appropriately modified for the intended audience based on the age and development level of the student.

VII. General rules for restraint and seclusion

- A. The following practices are prohibited by student personnel under any circumstances:
 1. Prone restraint;
 2. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - a. Involves the use of pinning down a student by placing knees to the torso, head, or neck of the student;
 - b. Uses pressure point, pain compliance, or joint manipulation techniques; or
 - c. Otherwise involves techniques that are used to unnecessarily cause pain.
 3. Corporal punishment as defined in section 3319.41 of the Revised Code;
 4. Child endangerment as defined in R.C. 2919.22 of the Revised Code;
 5. Seclusion or restraint of preschool students in violation of the provisions of Ohio Adm. Code Rule 3301-37-10(D);
 6. The deprivation of basic needs;
 7. Seclusion or restraint of preschool children in violation of rule 3301-37-10 of the Administrative Code and this rule;
 8. Chemical restraints;
 9. Mechanical restraint;
 10. Aversive behavioral interventions; and
 11. Seclusion of students in a locked room or area.
- B. The school may only use physical restraint or seclusion if staff:
 1. Are appropriately trained to protect the care, welfare, dignity, and safety of the student;


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2. Continually observe the student in restraint and seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
 3. Use communications strategies and research-based de-escalation techniques in an effort to help the student regain control;
 4. Remove the student from physical restraint or seclusion immediately when the immediate risk of physical harm to self or others has dissipated;
 5. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
 6. Complete all mandatory reports and documents staff's observations of the student.

VIII. Restraint

- A. The use of prone restraint, including any physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication is prohibited. Student personnel may use physical restraint only as a last resort and in accordance with this policy and requirements of OAC 3301-35-15.
- B. Physical restraint may be used only:
 1. If a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective method of intervention is available;
 2. If the physical restraint does not obstruct the student's ability to breathe;
 3. If the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication; and
 4. By student personnel who are trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.
- C. Physical Restraint may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control.

IX. Seclusion

- A. Seclusion may be used only:
 1. If a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective method of intervention is available;
 2. As a last resort to provide an opportunity for the student to regain control of his or her actions;


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3. For the minimum amount of time necessary for the purpose of protecting the student and others from physical harm;
 4. In a room or area that:
 - a. Is not locked;
 - b. Does not prevent the student from exiting the area should staff become incapacitated or leave the area; and
 - c. Provides adequate space, lighting, ventilation, and the ability to observe the student; and
 5. If under constant supervision by staff who are training to be able to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

B. Seclusion shall not be used:

1. For punishment or discipline;
2. for the convenience of staff;
3. as a substitute for an educational program;
4. as a substitute for inadequate staffing;
5. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; or
6. as a means to coerce, retaliate, or in a manner that endangers a student; or
7. As a substitute for other less restrictive means of assisting a student in regaining control, such that it is reflective of the cognitive, social and emotional level of the student


X. Multiple Incidents of restraint and seclusion

- A. After the third incident of physical restraint or seclusion in a school year of a student who has been found eligible for special education services or has a 504 plan the requirements are as follows:
1. The student's individualized education program of 504 team will meet within ten (10) school days of the third incident;
 2. The individualized education program or 504 team will consider the need to conduct or develop a functional behavior assessment of behavior intervention plan.

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- B. For students not described in the above section, a team consisting of the parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if the teacher or administrator already invited), and other appropriate staff members will meet within ten (10) school days of the third incident to discuss the need to conduct or review a functional behavior assessment and/or develop a behavior intervention plan.
 - C. Nothing in this section is meant to prevent the completion of a functional behavior assessment or behavior intervention plan for any student who might benefit from these measures, but has fewer than three incidents of restraint or seclusion.
 - D. Nothing in this policy is meant to prevent the school from conducting any evaluations or other obligations appropriate under the Individuals with Disabilities Education Act.

XI. Training and Professional Development for the use of crisis management and de-escalation techniques which includes the use of restraint and seclusion.

- A. The school shall ensure that an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. The minimum training requirements are as follows:
 - 1. Proactive measures to prevent the use of seclusion or restraint;
 - 2. Crisis management;
 - 3. Documentation and communication about the restraint or seclusion with appropriate parties;
 - 4. The safe use of restraint and seclusion;
 - 5. Instruction and accommodation for age and body size diversity;
 - 6. Directions for monitoring signs of distress during and following physical control;
 - 7. Debriefing practices and procedures;
 - 8. Face-to-face training;
 - 9. Allow for a simulated experience of administering and receiving physical restraint; and
 - 10. Ensure that participants will demonstrate proficiency in items described in all items listed above.
- B. The school shall maintain written or electronic documentation that includes the following:
 - 1. The name, position, and building assignment of each person who has completed training;

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2. The name, position, and credentials of each person who has provided the training;
 3. When the training was completed; and
 4. What protocols, techniques, and materials were included in training.

C. As part of the training under this rule, student personnel are to be trained to perform the following functions:

1. Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
2. Use preventative assessments that include at least the following:
 - a. A review of existing data;
 - b. Input from parents, family members, and students; and
 - c. Examination of previous and existing behavior intervention plans.

XII. Required Data and Reporting

- A. Each use of seclusion or restraint shall be documented in writing and reported to the building administration and documented in a written report that is issued to the parent immediately or within twenty-four hours . A copy of the written report shall be made available to the parent or guardian within 24 hours, and the school shall maintain a copy of the report in the student's file. These reports are educational records subject to the Family Educational Right to Privacy Act, and a school is prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with the requirements of that Act.
- B. Every school shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education as requested by the Ohio Department of Education.


XIII. Monitoring and Complaint Processes

The school shall establish a procedure to monitor this policy and shall make its records concerning restraint and seclusion available to staff from the Ohio Department of Education upon request.

A. School Monitoring and Complaint Procedures

To ensure that practices are implemented as set forth in this policy, the school shall:

1. Provide a procedure for a parent to present written complaints to the school leader to initiate a complaint investigation by the school regarding an incident of restraint or seclusion. The procedures will include informing the parent of additional options for complaints to include other



public agencies such as law enforcement, the county department of job and family services, or the Ohio Department of Education as described below.

- a. A parent may choose to file a complaint with the Ohio Department of Education Office of integrated student supports, in accordance with the complaint procedures available and as outlined below.
- b. The parent forwards a copy of the complaint to the school and the Ohio Department of Education at the same time;
- c. A sufficient complaint includes the following:
 - i. A statement that the school has violated a requirement of this policy;
 - ii. The facts on which the statement is based;
 - iii. The signature and contact information of the parent.
- d. Timeline:
- e. The complaint must allege a violation that occurred not more than one year prior to the date the complaint is received.

B. Annually, the school will review the policy;

C. Annually, the school will provide notice to parents of the school's policies or procedures related to the requirements of positive behavior intervention and supports, physical restraint and seclusion including the local complaint process; and

D. Thirty days after receiving a complaint from a parent regarding an incident of restraint or seclusion, the school shall make reasonable efforts to have in-person follow up meeting with the parent.

Suspensions and Expulsions

Student Discipline

The School's administration acknowledges that conduct in closely related to learning – an effective instructional program requires an orderly environment and the effectiveness of the educational program is, in part, reflected in the behavior of the students.

The administration believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The administration requires each student to adhere to the Student Code of Conduct/Student Discipline Code set forth by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- a) Conform to reasonable standard of socially-acceptable behavior;
- b) Respect the person and property of others;

- c) Preserve the degree of order necessary to the educational programs in which they are engaged;
- d) Respect the rights of others;
- e) Obey constituted authority and respond to those who hold to that authority.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment*, which shall:

1. Relate in kind and degree to the infraction;
2. Help the student learn to take responsibility for his or her actions;
3. Be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct

*Per the Ohio Revised Code 3319.61, no employee of ODLs will administer corporal punishment to a students enrolled at Ohio Digital Learning School. Students may be prohibited by authorized school personnel from participating in all or part of co-curricular activities without further notice, hearing or appeal.

Due Process Rights

A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools, without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing as listed in the Suspension and Expulsion Policy in the Board Policy Manual. The students and Learning Coach have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

A student who is accused of misbehavior or a breach of this Code of Student Conduct will be presented to the Head of School or his or her designee by the person having knowledge of the violation or potential violation of the Code of Conduct.

- **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued
- **Student Notification:** The student will be placed on notice of the violation by the Head of School or designee afforded an opportunity to explain
- **Initial Conference:** An initial conference (in person or by teleconference or other appropriate communications technology) shall be conducted by the Head of School or designee at each level of discipline
 - **Charges and Evidence:** The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the students an opportunity to present his or her side of the story prior to taking disciplinary action
 - **Learning Coach Assistance:** A good faith effort shall be made by the Head of School or designee to employ Learning Coach assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct
- **Learning Coach Notification**
 - **By Telephone or Electronic Messaging:** The Head of School or designee shall make a good faith effort to notify the Learning Coach by telephone or electronic messaging of the student's misconduct and the proposed disciplinary action
 - **By Written Notice:** Regardless of whether there has been communication with the student's Learning Coach by telephone, the Head of School or designee shall, within twenty-four (24) hours by taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reasons for taking such action
- **Suspension and Expulsion**


- Any referrals that result in a suspension or expulsion shall follow all procedures as listed in the Board Policy Manual.

Violations Leading to Suspension

Suspension shall be the temporary exclusion of a student for a period of time not to exceed ten (10) school days. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the School *may* require the student to participate in a community service program or another alternative program for a number of hours equal to the remaining suspension period. The student shall be required to begin the program during the first full week day of the summer break. A principal may not apply the remaining suspension period to the following year.

Violations which may lead to suspension include:

- **Abusive Language or Conduct:** Abusive conduct is when a student uses or engages in abusive, profane, obscene or vulgar language or conduct in the presence of another person, whether in person or electronically
- **Disruptive Behavior (including Use of Tobacco) and/or minor infractions:** A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the Head of School to be minor in nature, is guilty of unacceptable conduct
- **Unauthorized Access:** A student who enters part of the school website that has been denied to them by administrators will be in violations of the school's Technology Use Policy
- **Indecent Exposure or Conduct:** A student who exposes or exhibits his or her sexual organs in the presence of others, either in person or online, is guilty of a serious breach of conduct that may also be reported to the proper law enforcement agency
- **Burglary:** A student who enters or remains in a building or property owned or maintained by the school with the intent to commit theft, vandalism or some other criminal offense therein, is guilty of burglary unless the premises are at the time open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation or other breach of conduct committed by that student there in, Burglary is a serious breach of conduct that may also be reported to proper law enforcement agencies.
- **Abusive Language or Conduct Directed at a School Employee or Director:** A student who uses or engages in abusive, profanes, obscene or vulgar language or conduct directed at a school employee or director is guilty of a serious breach of conduct.
- **False Information:** A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school, is guilty of a serious breach of conduct.
- **Interference with the Education Process (Including Harassment of any type and Bullying, including Cyberbullying):** A student who is guilty of willful disobedience, open defiance of the authority of the administration or any member of the school staff, violence against person or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.
- **Vandalism:** A student who intentionally destroy, damages, or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the School staff is guilty of a serious breach of conduct.
- **Theft:** A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may also be reported to the proper law enforcement agency.
- Any behaviors deemed a violation of the Student Code of Conduct, school policies, and/or classroom policies.



The proceeding list of behaviors is not an all-inclusive list of behaviors possibly leading to suspension. The final decision rests with the Principal or Head of School.

Violations Leading to Expulsion

Any combination of the above offenses may lead to expulsion. Any violation of the following violations will lead to expulsion, following the due process procedures as listed in the Suspension and Expulsion policy in the Board Policy Manual. A list of mandatory expulsion periods can also be found in the Board Policy Manual. The behaviors listed in this handbook is not an all-inclusive list of behaviors possibly leading to expulsion. The final decision rests with the Head of School.

Weapons

A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife (whether or not considered a weapon under state law) or club, while attending a school-sponsored activity is guilty of a serious breach of conduct.

Firearms

A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the actions of an explosive or compressed or forced air. It is the expressed policy of the Board, except for law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on school property, at a school-sponsored activity, or on other property owned or maintained by the school.

Violations Leading to Permanent Exclusion of Regular Education (non-disabled) Students

In accordance with the law, the Head of School may seek to permanently exclude a student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:


- Carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on property owned or controlled by the school or at a school related activity
- Possessing, selling, or offering to sell controlled substances on property owned or controlled by the school or at a school-related activity
- Complicity to commit any of the above offenses, regardless of where the complicity occurred

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- Rape, gross sexual imposition or felonious sexual penetration
- Murder, manslaughter, felonious or aggravated assault
- Complicity to commit offenses described in paragraphs A and B, regardless of the complicity

The above statement of policy on permanent exclusion is posted at a central location at the school headquarters and placed in the Student/School handbook.

Prohibition from Extra-Curricular Activities



Participation in school-sponsored extra-curricular activities is a privilege and not a right. Therefore, the Head of School authorizes the Principal and other authorized personnel supervising a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the school for offenses or violations of the Student Code of Conduct/Student Discipline Code for a period not to exceed the remainder of the school year in which the offense or violation of the Student Code of Conduct/Student Discipline Code took place.

Students prohibited from participation in all or part of any extra-curricular activity are not entitled to further notice, hearing, or appeal rights.

Search Policy

To maintain a safe and orderly educational environment, School officials may search the person or property, including vehicles, of students, visitors, and others on School property and at or during a School sponsored event, whenever they reasonably suspect a violation of law or of School policies.

School officials may seize any illegal, unauthorized, or contraband materials discovered in the search. There is no right or expectation of privacy in School lockers or other storage areas or property owned by the School or its affiliates, contractors, or designees.

Random or periodic general inspections of School property may be conducted by School officials or their designees for any reason or no reason at any time without notice, and without consent.

Harassment

Sexual Harassment

Refer to the School's Title IX Non-Discrimination Policy

Race/Color Harassment


Prohibited racial harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets and/or negative references relative to racial customs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames or ethnic slurs.

Bullying

Bullying is understood as a person willfully and repeatedly exercising power or control over another with hostile or



malicious intent (i.e. repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal and/or psychological.

The term “bullying” is used throughout this handbook to convey all instances of harassment, intimidation and bullying as defined by Ohio Revised Code (ORC) 3313.666 (B)(3). This definition also appears in the State Board of Education’s Anti-Harassment, Anti-Intimidation or Anti-Bullying Model Policy which has been implemented by ODLS.

- **Physical:** hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact
- **Verbal:** taunting, making fun of, malicious teasing, insulting, name calling, making threats
- **Psychological:** spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion or intimidation
- **Cyberbullying:** repetitive, hostile behavior with the intent to harm others through information and communication technologies such as websites, instant messages, smartphones or iPods

Anti-Bullying Policy: Prohibition Against Harassment, Intimidation and Bullying

Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from ODLS. ODLS’s commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by the students, faculty or school personnel.

Harassment, intimidation or bullying means any of the following:


- Any intentional written, verbal, graphic or physical acts that a student or group of students exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student **and** is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student
- Violence within a dating relationship
- Any act committed through the use of a cellular telephone, computer, personal communication device or other electronic communication device (cyberbullying) and the behavior causes mental or physical harm to the other student or school personnel **and** is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student or school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated by others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred. The prohibition of harassment, intimidation, bullying (including cyberbullying) extends to all school-sponsored activities which means any activity provided as part of the online curriculum and related resources, as well as any activity conducted on or off school-property that is sponsored, recognized or authorized by the ODLS Board of Directors or the ODLS Administration.

Complaint Procedures of Harassment

The following procedures shall be used for reporting, investigating and resolving complaints of harassment, intimidation and/or bullying (including cyberbullying).

All school administrations have the responsibility for conducting investigations concerning claims of harassment, intimidation and/or bullying. The investigator(s) shall be a neutral party not being involved in the complaint presented.




Any student ODLs employee, Stride K12 employee or third party who has knowledge of conduct in violation of this policy or feels they have been a victim of behavior in violation of this policy **shall** immediately report his/her concerns.

Teachers and other school staff who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the appropriate administrator or school designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or Learning Coach reports of suspected harassment, intimidation, and bullying shall promptly notify the appropriate administrator and their designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the appropriate administrator or designee. If the report is an informal complaint by a student that is received by a teacher or other school employee, a written report of the informal complaint shall be promptly forwarded (no later than the next school day) to the appropriate administrator or designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class connect discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the propose or effect of ridiculing, humiliating or intimidating another student even if such conduct does not meet the formal definition of harassment, intimidation or bullying.

All complaints will be promptly investigated in accordance with the following procedures:

1. Any complaints, allegations or rumors of harassment, intimidation and/or bullying shall be presented to the appropriate administrator. Complaints against a principal shall be filed directly with the Head of School. Complaints against the Head of School shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g. the person(s) involved, number of times and places of the alleged conduct, the target of the suspected harassment, intimidation and/or bullying, and the names of any potential witnesses.) If the person filing the formal complaint is an adult, they must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, they may either sign the charge or verbally affirm its veracity before two (2) administrators.
2. In determining appropriate action for each individual who commits an act of Harassment, Intimidation or Bullying (including a determination to engage in either non-disciplinary or disciplinary action, as described below), the School Leader will give the following factors full consideration:
 - a. The degree of harm caused by the incident(s);
 - b. The surrounding circumstances;
 - c. The nature and severity of the behavior;
 - d. The relationship between the parties involved; and
 - e. Past incidences or continuing patterns of behavior.
3. The administrator or Board President receiving the complaint shall promptly investigate. Learning Coaches will be notified of the nature of any complaint involving their student. The administrator or Board President will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence as a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator or Board President conducting the investigation shall notify the complainant and Learning Coaches as appropriate, in



writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of the notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Head of School. In providing such notification, care must be taken to respect the statutory privacy right, including those set forth in the R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974, 88 Stat. 571, 20 U.S.C. 1232q of the perpetrator of such Harassment, Intimidation and Bullying.

4. If the complainant is not satisfied with the decision at step two, they may submit a written appeal to the Head of School or designee. Such appeal must be filed within ten (10) work days after receipt of the step two decision. The Head of School or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Head of School or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Anonymous Complaints

Students making a complaint may request that their name be maintained in confidence by the school staff members or administrators who receive the complaint. The anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint and is consistent with the due process rights of the students alleged to have committed acts of harassment, intimidation and/or bullying.

Publication Requirements


This policy shall be publicized in student handbooks, Learning Coach handbooks and in other school publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation or bullying behavior by any student of ODLS is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from the school. Harassment, intimidation or bullying in accordance with Ohio Revised Code 3313.666 means any intention written, verbal, graphic or physical act including electronically transmitted acts via the internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited at school sponsored activities which means any activity provided as part of the online curriculum and related resources, as well as any activity conducted on or off school property that is sponsored, recognized or authorized by the ODLS Board or the ODLS administration, that a reasonable person under the circumstances should know will have the effect of:

- *Causing mental or physical harm to the other students including placing an individual in reasonable fear or physical harm and/or damaging of students' personal property; and,*
- *Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for other students*

Retaliation and False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of harassment, intimidation and/or bullying is prohibited. Such



retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as harassment, intimidation and/or bullying.

Remedial Actions

Verified acts of harassment, intimidation or bullying shall result in an intervention by the appropriate principal or designee that is intended to provide that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goals that any such prohibited behavior will cease.


Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (restrictions on computer access, suspension, expulsion) is a matter for the professional discretion of the appropriate principal and administrators. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action. Suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when such prohibited acts are verified, school personnel may take other action deemed appropriate to ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. Strategies should also be implemented to protect the victim of alleged harassment, intimidation, and/or bullying from additional harassment, intimidation and/or bullying and from retaliation following a report. Such strategies may include more supervision or monitoring of the students involved, maintaining contact with parents or guardians of involved students, checking with the victim regularly to verify no further incidents.

Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of Harassment, Intimidation, or Bullying, and direct intervention when such acts are verified, the School will consider potential strategies to protect victims from additional Harassment, Intimidation, or Bullying, and from retaliation following a report and to generally ameliorate the effects of Harassment, Intimidation, Bullying. The following potential strategies, as well as other strategies, may be considered:

5. Supervising and disciplining offending students fairly and consistently;
6. Providing adult supervision during breaks, lunch time, bathroom breaks and in the hallways during times of transition;
7. Maintaining contact with parents and guardians of all involved parties;
8. Providing counseling for the victim if assessed that it is needed;

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9. Informing school personnel of the incident and instructing them to monitor the victim and the offending party for indications of harassing, intimidating, and Bullying behavior; instructing personnel to intervene when prohibited behaviors are witnessed;
 10. Checking with the victim regularly to ensure that there have been no incidents of Harassment/Intimidation/Bullying or retaliation from the offender(s).
 11. Responding respectfully to complaints of suspected prohibited conduct.
 12. Promoting open communication regarding Harassment, Intimidation, Bullying.
 13. Providing professional development and community opportunities to educate and collaborate with school personnel, parents, and community members about addressing Harassment, Intimidation, Bullying.
 14. Educating students regarding Harassment, Intimidation, Bullying.
 15. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior.
 16. Avoiding sex-role stereotypes. Modeling and promoting strategies that instruct student how to work together in a collaborative and supportive atmosphere. Use of peers to help ameliorate the effects of Harassment, Intimidation, Bullying.

Training

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 9-12, and their rights and responsibilities under this and other ODLS policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Learning Coaches will be provided with information about this policy and procedure, as well as information about other ODLS rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and school handbooks.


Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees. The in-service education provided to high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or School District mandated continuing education requirements. **Police and Child**

Protective Services

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services (CPS), according to the prescribed timelines. The School shall also investigate for determining whether there has been a violation of school policy, even if law enforcement or CPS officials are also investigating. All School personnel shall cooperate with investigations by outside agencies.

Other Actions

In addition to, or instead of, filing a harassment, intimidation, or bullying complaint through this policy, a complainant may choose to exercise other options allowed under applicable law. Any school employee, administrator or student who reports an incident of harassment, intimidation or bullying promptly in good faith and in compliance with the procedures specified in this policy should be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.



Semiannual Summary: The Head of School shall provide the ODLS Board with a written summary of all reported incidents and post the summary on the ODLS website to the extent permitted by law.

School Sponsored Publications and Productions

The School may sponsor student publications and productions as means by which students can learn, under adult direction, the skills required for such activities, as well as the rights and responsibilities of public expression in a free society.

For the purposes of this policy, publications shall include any audio, visual or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books, or other like materials. Productions shall include theatrical performances as well as speeches, skits and impromptu dramatic presentations.

In sponsoring a student publication or production, the Administration is mindful of the fact that it may be heard, viewed, or received by students of varying ages and maturities, and must accordingly be suitable for those students who are likely to be exposed to such publication or production, either directly or indirectly.

Opposing points of view on topics of general interest may be presented in a responsible manner, which will ordinarily require that equal opportunity for expression is given to each viewpoint. As with all publications and productions, expressions of opinion must be made in a manner which does not violate prevailing community standards.

The Administration reserves the right to exercise editorial control over school-sponsored publications or productions, or to prohibit such publications or productions in their entirety if deemed necessary.

Extracurricular Club Eligibility

Prohibition from Extra-Curricular Activities

Participation in school-sponsored extra-curricular activities is a privilege and not a right. Therefore, the Head of School authorizes the Principal and assistant principals and other authorized personnel supervising a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the school for offenses or violations of the Student Code of Conduct/Student Discipline Code for a period not to exceed the remainder of the school year in which the offense or violation of the Student Code of Conduct/Student Discipline Code took place.

Students prohibited from participation in all or part of any extra-curricular activity are not entitled to further notice, hearing, or appeal rights.

Face-to-Face (F2F) Required Activities

ODLS Regional County Map



ODLS Regions

- Northwest
- Northeast
- Southwest
- Central
- Southeast



State regulations require that students in eSchools have face-to-face (F2F) contact with school representatives. ODLS requires that students have four (4) F2F contacts during the school year, ideally one each quarter. These include any in-person activity hosted by ODLS representatives, such as school-wide events, test sessions, meetings, and teacher-hosted outings. Face-to-face contacts may be between your enrolled child and any ODLS representative. It is the parent's responsibility to ensure that the required number of face-to-face contacts takes place and are properly documented online.

For ease of reference, the online calendar divides the state into 5 regions, with a unique color for each region's activities. It is our expectation that parents or learning coaches remain at the event site for the duration of

the activity. Attendance hours for school events should also be entered in the Online School. To locate all F2F ODLS Activities view the online calendar at www.localendar.com/public/ODLS. Make sure to check our online calendar weekly for new additions throughout the school year.

Families incur the expense of the admission charged by the outing venue.

To report your student's F2F activities use this survey link: <https://tinyurl.com/ODLSf2fsurvey>

By signing that we received this handbook, we acknowledge that we are aware that the symptoms of COVID-19 as provided by the CDC. See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>). We agree to support and adhere to guidelines for safety as provided by the CDC and will follow procedures and protocols implemented by ODLS. For updated information and resources regarding COVID-19, please visit www.coronavirus.ohio.gov or <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Work Permits


To receive a work permit, a completed work permit application must be emailed to the odlsoffice@ohdls.org. Work permit forms can be found at Ohio.Gov/minorworkpermit. The medical from attached with the work permit must be within 6 months of the date the work permit application is submitted. Once the application has been submitted to the PBIS Coordinator, they will check the student's attendance and grades. Students must be passing the majority of their classes and be in good attendance standing. Once it is determined the student is in good standing, the PBIS Coordinator will confirm with the family by email/phone that the work permit form has been received and the information is correct. After the confirmation email, the family will receive the work permit by email within 2 business days.

Materials and Computer Equipment

Course Materials

Students will be provided with materials to use in specific high school courses; however, most of the coursework will be accessed online through the Online High School (OHS) and via the student's teachers. Students will be expected to return some items at the end of the year (except for any optional materials students purchase).

All instructional materials, including computer equipment and related hardware, are the property of Ohio Digital



Learning School. Before the enrollment acceptance of a student in ODLS, a Learning Coach must return a signed Agreement of Use of Instructional Property form to the school. Families should handle ODLS property with care and ensure an accurate inventory of these materials is maintained in the home. At the end of the school year, or upon withdrawal of the student from ODLS, instructions are provided for returning materials.

Computer Policy

Each student enrolled in ODLS is entitled to a computer; however, families may elect to waive their right to ODLS provided computers. Each student is encouraged to have his/her own computer to participate fully in the school program.

Parents are responsible for returning each computer in good working order as soon as his/her student is no longer enrolled in ODLS. Stride K12 provides shipping instructions and labels for the computer return.

Factors to consider with multiple computers in the house:

- If you have a dial-up modem Internet connection, an extra phone line is needed for each additional computer to access the OLS. ODLS does not cover the cost for the set-up of phone lines or internet cable services
- If you have a cable or DSL Internet connection, a router or other network device is needed to enable an Internet connection to all the computers. ODLS does not cover the cost of the networking hardware, WiFi adaptors, nor the cost of setting up the network. If desired, the cost is at the family's expense.
- Maintenance is required for each computer, including software upgrades and regular computer virus checks. Stride K12 Tech Support is available at 866-K12-CARE if needed.

Access to the internet, via computer equipment and resource networks provided to you because of your enrollment in ODLS are intended to serve and pursue educational goals and purposes. Communications and internet access should be conducted in a responsible and professional manner.

Reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore, the following is prohibited:

- Any computer use that violates federal, state, local law, ordinance or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- Use of ODLS internet-related systems to access, transmit, store, display, or request inappropriate materials or access inappropriate websites, including the downloading or installation of photos, electronic images, games, online programs, or Internet-based music.


Families may be held financially responsible for the negligent or willful destruction of school computer equipment, or for the non-return of school computer equipment upon withdrawal or graduation.

Eyewear Safety

Per the Ohio Revised Code 3313.643, when participating in Science labs, students shall always wear personal protective equipment (safety glasses.) Safety glasses shall be in place before any science activities are started when liquid or other potentially harmful substances or objects may come in contact with the eyes. Safety glasses shall remain in place until the activity is completed and the cleanup from the activity has been concluded.

Fees

Attendance at ODLS is tuition free and no specific fees are charged for programs or services provided to families. However, as with many school programs, certain expenses do fall within the responsibility of enrolled



families, such as printer cartridges/ink and paper, art supplies, and the cost of admission and transportation to and from ODLS-sponsored events. Internet cost is the responsibility of the ODLS family. However, please refer to ODLS's ISP policy described below that provides a supplement to internet cost.

Internet Service Provider (ISP) Supplement

Consistent Internet access is a requirement for enrollment in the Ohio Digital Learning School. When Internet verification is provided by a student's parent/Learning Coach, a portion of the costs associated with Internet access is provided by a supplement for low income (determined by the completed Family Income Form) students enrolled in our school each semester.

Families at **Ohio Digital Learning School** that make a written request to the school will receive ISP reimbursement checks twice per year at the rate of \$13.00 per month (per family) for the school year. Disbursements will be made in January and June. Receipts must be submitted to ODLSoffice@ohdls.org in order to receive a reimbursement. If the bill is not submitted within 2 weeks of the end of the semester, the family will not be reimbursed for that semester.

Families must participate in the Online School, as well as have compliant attendance as described in the Ohio Digital Learning School Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll. The reimbursement period is August through May. **Additional students do not result in increased reimbursement.**

Note: No family, regardless of the number of ODLS students, will receive greater than \$13 per month. If the bill is not submitted within the planned submission time, the family will not be reimbursed for that semester. The address on the billing statement must match the current mailing address on file for the student(s).

Supplement payments are mailed twice each year:

- Within eight weeks after the last day of Semester 1
- Within eight weeks after the last day of Semester 2
- Students must be enrolled through the end of the semester in order to be eligible for reimbursement for that semester.
- Checks will be issued to the current Learning Coach/Student (those that may be their own LC) on file.

Internet Safety Policy

It is the policy of Ohio Digital Learning School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet,



or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Ohio Digital Learning School online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Ohio Digital Learning School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The standards and acceptable use of Internet services as set forth in the ODLS Internet Safety Policy student safety regarding:

- Safety on the Internet;
- Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
- Cyberbullying awareness and response.

Student Internet Safety

Do not reveal personal information about yourself or other person online. For example, you should not reveal your name, home address, telephone number or display photographs of yourself or others to persons outside the school.

Do not agree to meet in person anyone you have met only on the internet and who is not affiliated with ODLS.

ODLS provides Learning Coaches, students and teachers with a yearly internet safety presentation and encourages all to attend.

Network Etiquette

As an ODLS student, you are expected to follow the rules of network etiquette or netiquette. The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon and slang. Swear words are unacceptable
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues

- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them, remove easily misinterpreted language and proofread for typos
- Ready others privacy, don't broadcast online discussions and never reveal other people's email addresses

Use of Copyrighted Materials

All materials in the course are copyrighted and provided for use exclusively by enrolled ODLS students. Enrolled students may print or photocopy material from the website for their own use, but distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using ODLS computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

School Online Accounts

The school online account resources can be found by visiting www.help.k12.com.

Newrow

Newrow is a rich collaborative environment for online meetings. Teachers will use this tool throughout the year with students and parents. This will provide real-time, remote one-on-one, small group, or large group teaching or training.

While students are engaged in live web conferencing sessions, such as Newrow, the Ohio Digital Learning School Student Code of Conduct is in effect. Abusive language, profanity, harassment, racial, religious or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion.

To participate in Newrow, all users should have speakers on and attached in addition to the Stride K12 provided microphone.

Tips for Participating in a Newrow Session

Preparation

- Find a comfortable place with no distractions
- Prior to joining a session, you must configure your computer for use with Newrow. You can do this at any time prior to the session, even days in advance, but do not wait until the last minute. The pre-configuration process can take up to 30 minutes with an older computer on a dial-up connection.
- This information and more is available from Newrow's Support Web Page at <http://support.newrow.com/en/>

In Session

- Test out your microphone, speakers, and webcam
- Participate in the session by responding to polls and providing feedback to the moderator
- Remember to raise your hand when you have a question or comment when using your microphone

- Use Direct Messaging or Chat to send messages to other participants and the moderator during the session
- Remember that running other applications on your computer can slow your connection to Newrow.

Additional helps and tips for using Newrow for Class Connect may be found at the Stride K12 Customer Care site:
<https://help.k12.com>

Additional Policies

For additional information regarding the policies and procedures for ODLS, see the Board Policy Manual for a complete listing of all Board Policies.