

2023-2024
COSHOCTON OPPORTUNITY SCHOOL
Parent/Student Handbook

Coshocton Opportunity School
1205 Cambridge Road
Coshocton, OH 43812
740-622-3600
Board Approved

THIS STUDENT HANDBOOK BELONGS TO:

NAME _____

ADDRESS _____

CITY _____ ZIP _____

PHONE _____

Administration

Mr. Roger Moore, Superintendent
Mr. Tom Hilgenberg, Director

School Board

Steve Champagne – President
Mickie Galajda
Mike Jamison
Steve Edwards
Kyle Myers

The Coshocton Opportunity School Board of Directors does not discriminate based on religion, race, color, national origin, sex, disability, or age in its programs, activities, or employment.

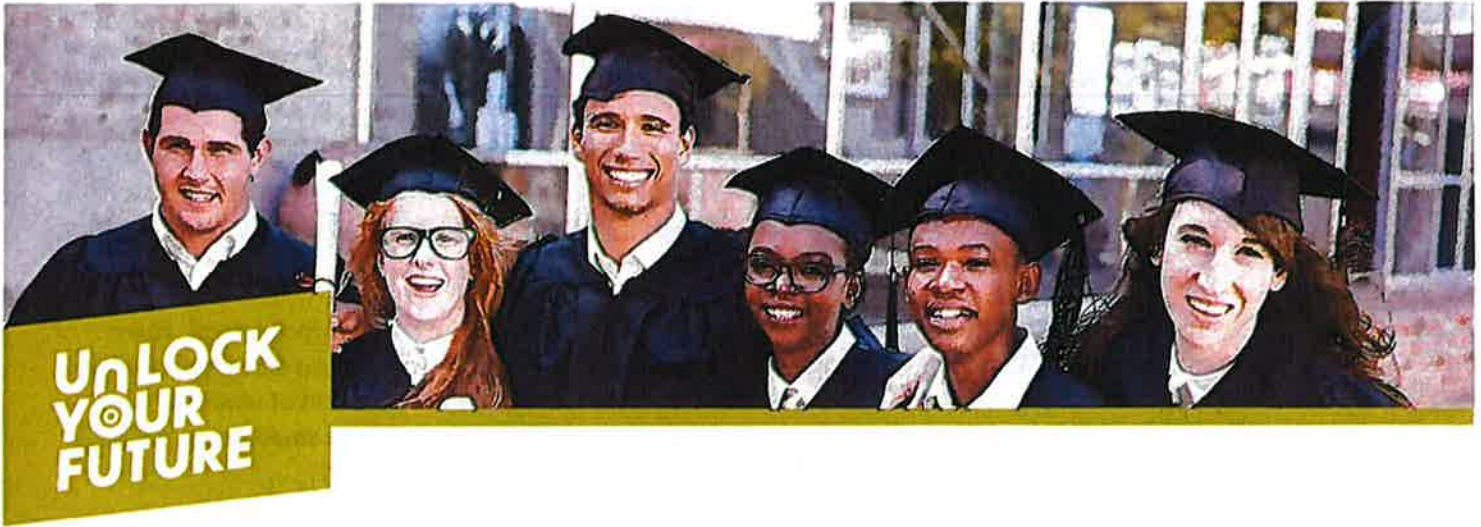
Calendar for 2023-2024

August 14, Monday	1st Day of School
Sept 4	Labor Day (No School)
Oct 2-4	County Fair (No School)
November 17	Parent/Teacher Conferences
November 22-27	Thanksgiving Break (No School)
December 22-January 2	Christmas Break (No School)
January 22	Marin Luther King Day (No School)
February 19	President's Day (No School)
March 22	Parent/Teacher Conferences
March 29 – April 5	Easter Break (No School)
May 23	Graduation
May 23	Last Day for Students

Admission Standards

- a. Admission to the Coshocton Opportunity School shall be limited to students who are qualified to enroll in grades nine (9) through twelve (12) and who reside within the Coshocton City School District or from all other districts in accordance with policy statements contained in the resolution. Such admission limitations will be reviewed annually with the Sponsor and may not be changed without the consent of the Sponsor.
- b. The Coshocton Opportunity School shall primarily enroll students between sixteen (16) and twenty-two (22) years of age who have dropped out of high school or who are at risk of dropping out of high school due to poor attendance, disciplinary problems, or suspensions.
- c. **Required Documents**
Each child who applies for admission to Coshocton Opportunity School is required to provide before starting:
 - A. birth certificate or similar documentation authorized by law as proof of age and birthdate.
 - B. a certified copy of any custody order or decree together with any modification in such an order or decree
 - C. current immunizations and records
 - D. social security card or equivalent
 - E. special education information (ETR & IEP) if applicable
 - F. proof of residence
 - a. a deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real estate property tax bill
 - b. a utility bill or receipt of utility installation issued within ninety days of enrollment
 - c. a paycheck or paystub issued to the parent or student that includes the address of the parent's or student's primary residence
 - d. the most recent available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence

- e. any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. The superintendent of public instruction shall develop guidelines for determining what qualifies as an official document under this division
- d. There shall be no discrimination in the admission of students on the basis of race, creed, color, disability, or sex. Upon the admission of a student with a disability, the Coshocton Opportunity School shall comply with all federal and state laws pertaining to the education of students with disabilities. The Coshocton Opportunity School shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
- e. The Coshocton Opportunity School shall achieve a racial and ethnic balance reflective of the community it serves. The school shall provide notice to students, parents, employees and the general public that all educational programs are available without regard to race, creed, color, disability or sex. Further, the School shall provide the non-discrimination notice in newsletters, annual reports, administrative reports, program information, handbooks, application forms and promotional materials.
- f. The Coshocton Opportunity School shall admit the number of students that does not exceed the capacity of its programs, classes, grade levels, or facilities. If the number of applicants exceeds these capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students that attended the Coshocton Opportunity School the previous school year and to students residing within the Coshocton City School District.
- g. Notwithstanding the admissions procedures of this Contract in the event that the racial composition of the Coshocton Opportunity School's enrollment is in violation of a federal desegregation order, the Governing Authority shall take any and all corrective measures to comply with the desegregation order.
- h. Tuition in any form shall not be charged for the enrollment of any student. The Coshocton Opportunity School shall not solicit contributions either from any student eligible to enroll or enrolled in the Coshocton Opportunity School or from any parent or guardian of a student who is enrolled or intending to enroll in the Coshocton Opportunity School. Nothing in this section prohibits the imposition of reasonable class fees or the engagement of voluntary fund-raising activities, so long as such fees and activities are approved by the Sponsor.
- i. The Governing Authority shall adopt an admissions policy specifying the aforementioned standards.



OHIO'S GRADUATION REQUIREMENTS

CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after July 1, 2019, Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

1. Credit Requirements:

Students must earn a [minimum total of 20 credits](#) in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math I) and English language arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

Option 1	Option 2	Option 3	Option 4	Option 5
Algebra I and ELA II	Career Readiness	College Credit Plus	Military Enlistment	ACT or SAT

Refer to the back of this page for a brief description of each option.

Option 1. To demonstrate competency using Ohio’s state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

Option 2. To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.
- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

Option 3. To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

Option 4. To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

Option 5. To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio’s 12 diploma seals are:

- OhioMeansJobs Readiness Seal (State-Defined)
- Industry-Recognized Credential Seal (State-Defined)
- College-Ready Seal (State-Defined)
- Military Enlistment Seal (State-Defined)
- Citizenship Seal (State-Defined)
- Science Seal (State-Defined)
- Honors Diploma Seal (State-Defined)
- Seal of Biliteracy (State-Defined)
- Technology Seal (State-Defined)
- Community Service Seal (Locally-Defined)
- Fine and Performing Arts Seal (Locally-Defined)
- Student Engagement Seal (Locally-Defined)

Want to learn more?

Contact your school counselor or visit education.ohio.gov/graduation

Consequences for students not graduating from high school include not being eligible to attend state universities in Ohio.



State Diploma with Honors

Students meeting guidelines for the State Diploma with Honors will receive a diploma so marked and must meet at least seven of the following eight criteria:

English – 4 credits, must include Honors English III and Honors English IV

Math – 4 credits, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four year sequence of courses that contain equivalent content

Science – 4 credits, including Physics and Chemistry

Social Studies – 4 credits

Foreign Language - 3 credits, must include no less than 2 units for which for which credit is sought.
i.e. 3 credits of one language or 2 credits each of two languages

Fine Arts – 1 credit

Grade Point Average – 3.5 on a 4.0 scale

ACT/SAT (including scores from writing sections) – 27 ACT / 1210 SAT

Assessments

In addition to course credits, students will earn points toward graduation on seven end-of-course exams.

The courses in which students take an end-of-course exam will be: English I and II, algebra I or integrated math I, geometry or integrated math II, physical science or biology, American history and American government.

Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Students who take physical science, American history or American government as part of Advanced Placement, International Baccalaureate, college dual credit or Credit Flexibility programs can use their scores from the programs' end-of-course exams in place of the state end-of-course exam scores to accumulate graduation points.

A student who earned high school credit in any of the above courses before July 1, 2015 and a required end-of-course exam was not available automatically will receive a score of three points per course exam toward the total points needed for graduation. Middle school students this year who take one of these courses for high school credit must take the corresponding state end-of-course exam in this school year.

Exam Retakes

Students that score below proficient on an exam may retake it after they receive some extra help on the material. Students that score proficient or higher on an end of course exam can retake exams only if, once they take all the exams, they have not met the minimum graduation points to graduate. In this case, a student can retake any exam after receiving some extra help on the material. The same rules apply to substitute exams, which may be used interchangeably with approved tests.

Testing – required

The internal testing program is a group of tests given to all students, usually during the school day at no cost to the student.

Date	Name of Test
August 14- November 30, 2023	STAR Test – Reading and Math
November 27 – January 12, 2024	High School End of Course Tests
January 23 – February 28, 2024	STAR Test – Reading and Math
March 1 – May 30, 2024	STAR Test – Reading and Math
March 24	ACT
March 25 – April 26, 2024	High School End of Course Tests – ELA
April 1 – May 10, 2024	High School End of Course Tests – Math, Science, and Social Studies

Grades

The grading system has been established for the purpose of communicating, interpreting and understanding as clearly as possible the achievement and progress of students and to recognize any area needing improvement.

Grades or Marking System:

The following grades will appear on the grade cards for each subject:

1. “A” represents superior accomplishment.
2. “B” indicates accomplishment above that of the average student.
3. “C” is the grade which average students are able to earn if they apply themselves properly.
4. “D” is a low grade, but if students are doing their best, they should be commended for their efforts.
5. “P” is a passing grade in a pass-fail course.
6. “F” is a failing grade and no credit is given. It usually reflects lack of ability combined with failure to do one’s best work possible. Students who receive an “F” normally have completed very little of the assigned work. Excessive absence is often a reason for achieving at this level.
7. “IP” is a temporary grade. This means that the real grade will be withheld until assigned work is complete.

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = below 60%

Basis for grades

Students' grades reflect their work on test or examinations, projects and classroom recitation and/or classroom participation. Grades are based on the following:

1. Achievement in class or subject
 - a. knowledge
 - b. skills
 - c. ability to think

Final grades and credits

Final grades are determined by meeting all classroom requirements of teachers during each grading period regardless of final average. Students must complete each course to receive credit and turn in notes taken for class. **Students must also meet attendance requirements to receive credit.**

Grade cards

Parent/Teacher conferences will be held 3 times a year (end of each 9 weeks). At this time progress towards graduation will be discussed and grades for completed credits. Grades summary from DASL will be given to the parents at this time.

Attendance

The attendance policy of the Coshocton Opportunity School (COS) is based on the philosophy that COS students have a desire for success and want to graduate as soon as possible. If students are to realize their dream of achieving a high school diploma, regular attendance is essential.

Parent's Role/ Responsibility

The attendance of all children of compulsory school age, ages 6-18 is expected every day that school is in session. The laws of the State of Ohio place the responsibility for school attendance squarely on the parents. You, as parents, are required to ensure that your child attends school regularly. **Failure to do so may result in student disciplinary action and juvenile court charges for student.**

In accordance with the Missing Child Act, a parent/guardian should notify the school no later than 30 minutes after assigned shift has begun on the day a student is absent unless previous notification.

By law, the principal or designee is required to notify the missing student's parent/guardian or person responsible for his/her absence from school. The parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Students who have a prolonged excused absence may obtain a laptop by contacting the office.

Attendance Policy

All students are expected to be in attendance every day that school is in session. However, if a student is absent within the framework of the Ohio Revised Code 3321.04 and the State Board of Education Regulation 3301-51-13 he/she will be given an

Excused absent include:

- a. Personal illness and/or medical appointments
- b. Severe illness in the immediate family
- c. Death in family

- d. Religious observances
- e. Quarantine
- f. College visits as per principal office guidelines
- g. Other legitimate reasons which receive prior approval of the principal

Unexcused absences include:

- a. Oversleeping
- b. Car trouble
- c. Shopping
- d. Haircut and beauty shop appointments
- e. Baby-sitting
- f. Truancy
- g. Hunting
- h. Vacation
- i. Other absence not listed as excused

Absence will be marked excused or unexcused for office use and court records as needed

Court Dates/Juvenile Detention Center (JDC)

Days missed for this reason will not result in academic consequences as long as the student is working on Nova Net while in JDC.

College/Career Day

In order for an individual to make wise decision concerning his/her plans after graduation, it is sometimes necessary to visit certain sites such as college campuses, places of employment, or military recruitment centers. Senior projects will likely require at least one College/ Career Day.

College/Career Day requests should be presented to the attendance person. After clearing the request with the proper person, a note must be brought from person in charge after visit. Mrs. Ackerman will assist in making arrangements and contacts if necessary.

Field Trips

During the school year, students will be absent from the regular school day schedule to be part of special learning activities. Students must have emergency medical form on file in the office and must use school transportation if provided.

Doctor's statement

Occasional doctor's visits with or without a doctor's excuse will count toward attendance limits. Students missing several consecutive days because of hospitalization, communicable disease or other extended illness are required to present a doctor's statement to cover those days. Excessive absence due to illness will also require a doctor's statement.

All doctors' statements concerning student illness must be presented to the principal **within five (5) days** of the absence and must include the following:

- 1. Student's name
- 2. Date(s) of the absence

3. Reason for absence
4. Doctor or Nurse's signature – medical secretary's signature is not acceptable

Professional appointment

Students are not counted absent when attending a professional appointment when the appointment including travel time does not exceed one hour and a half.

Professional appointments include.

1. Doctor appointment
2. Dental/Orthodontist appointment
3. Physical Therapy
4. Court appearance

Procedures concerning absences

If a student is going to be absent, the parent must contact the school (622-3600) by 3:00 pm and provide an explanation. Students who are absent from school must bring a written excuse from parents or guardians to the principal upon returning to school. If student forgets their excuse, the day will be recorded as unexcused. This excuse must certify the reason for the absence and must include the following:

1. Student's name
2. Date(s) of absence
3. Reason for absence
4. Parent or guardian's signature

TRANSPORTATION

Transportation to and from school is the sole responsibility of the parent/ guardian. Lack of transportation is not a valid absence.

TRUANCY AND HABITUAL ABSENCE

The following intervention may be used for habitual absences:

- Notify Registrar of Motor Vehicles of the student's absences and the superintendent or his designee may revoke/suspend a temporary driver instruction permit or driver's license and the opportunity to obtain one will be denied
- Take appropriate legal action
- Notify social agencies

Administrators may follow this guideline for attendance intervention

*Use school data to determine absences

* 1st unexcused absences—parent/guardian notified

*2nd unexcused absences--Conference by phone with

parent/guardian. Letter requiring doctor's excuse will be sent to parent/student.

*4th unexcused absences—1st letter to parents & court to begin filing formal charges in juvenile court

*8th unexcused absences—2nd letter to parent & court with follow-up meeting with parent/student

*12th unexcused absences—3rd letter to parent & court with court having a truancy hearing

Care Team referral may occur at any step depending on needs of the student.

If the student is over 18:

- 2nd unexcused absences—conference with student
- 4th unexcused absences—call/letter to home
- 6th unexcused absences—conference with student & parents
- 8th unexcused absences—disciplinary action & possible loss of credits

Code of Conduct

In order to achieve the School's educational goals, the School requires all students to conform to the policies outlined in this handbook and further elaborated in the School's manual. Failure to comply with these requirements will result in discipline.

Discipline is to be administered in a reasonable manner and shall generally follow the Student Discipline Program outlined below, with each infraction assigned to a specific level of discipline. However, the Head Administrator retains discretion to assign an infraction to a different level of discipline depending on the facts and circumstances.

Under no circumstances does the Governing Authority condone the use of unreasonable force and fear. The School strictly prohibits Corporal Punishment by all teachers, administrators, and volunteers.

The Student Code of Conduct and related disciplinary process apply in the School, on the School property, at School activities or functions off the School premises, and during transportation to and from the School. Offenses and punishment will be determined by the Head Administrator and on an individual basis.

Student Discipline Program

See the Infraction Table for a complete listing of offenses and the offenses' discipline levels.

Level One. Should a student commit a Level One offense, the teacher shall inform the student that he/she broke a rule, explain the rule, and administer an appropriate consequence. A Level One offense occurs:

- when a student engages in conduct constituting a Level One offense; or
- when a student commits a Level Two, Level Three, or Level Four offense that the Head Administrator deems appropriate to be considered a Level One offense.

Level Two. Should a student commit a Level Two offense, the teacher shall explain the infraction and administer an appropriate consequence. The teacher shall also contact the student's parents/guardians and send a report to the parents/guardians and the appropriate administrative office. A Level Two offense occurs:

- when a student engages in conduct constituting a Level Two offense;
- when student repeatedly violates a Level One offense; or

- when a student commits a Level One, Level Three, or Level Four offense that the Head Administrator deems appropriate to be considered a Level Two offense.

Level Three. Should a student commit a Level Three Offense, the student shall be subject to suspension under the School's suspension policy. A Level Three Offense occurs:

- when a student engages in conduct constituting a Level Three offense;
- when student repeatedly violates a Level One or Level Two offense; or
- when a student commits a Level One, Level Two, or Level Four offense that the Head Administrator deems appropriate to be considered a Level Three offense.

Level Four. Should a student commit a Level Four offense, the student shall be subject to expulsion, under the School's expulsion policy. A Level Four Offense occurs:

- when a student engages in conduct constituting a Level Four offense;
- when student repeatedly violates a Level One, Level Two, or Level Three offense; or
- when a student commits a Level One, Level Two, or Level Three offense that the Head Administrator deems appropriate to be considered a Level Four offense

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Academic Misconduct	Plagiarizing, cheating, copying another's work or internet publishings, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Altering Official Documents	The forgery, falsifying, or unauthorized alteration of a document.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Assault	Unlawfully causing any physical injury.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Bullying	Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both: (1) causes mental or physical harm to the other student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or violence within a dating relationship.	Level 2 - 4 disciplinary action; alternative discipline under bullying policy.	Level 3 - 4 disciplinary action; alternative discipline under bullying policy.	Level 4 disciplinary action; alternative discipline under bullying policy.
Bullying by Electronic Act ("Cyber Bullying")	Bullying, as defined above, through use of a cellular or mobile telephone, computer, pager, personal communication device, or other electronic communication device.	Level 2 - 4 disciplinary action; alternative discipline under bullying policy.	Level 3 - 4 disciplinary action; alternative discipline under bullying policy.	Level 4 disciplinary action;
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3 - 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Damage / Destruction of Property	Causing, attempting to cause, or threatening to cause damage to School or private property (including graffiti).	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Dangerous Weapon	Bringing a dangerous weapon onto School Property or possessing a dangerous weapon on School Property. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate that is used for, or is readily capable of causing death or serious bodily injury.	Level 3 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Display of Affection	Any physical display of affection between students is prohibited.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other students, and running and/or making excessive noise in the building.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Dress Code Violations	Students are allowed to wear any clothing that does not disrupt the learning process and is in good taste. Clothing must be appropriate for school/job. Shorts/skirts have to be longer than finger tips. Students will not have sagging pants. Pants should be fastened with belt at the waist. Inappropriate clothing will be handled on a case by case basis. T-shirts will be provided to students who wear inappropriate tops/shirts.	Level 1 - 2 Parent may be called	Level 1 - 2 Parent may be called	Level 3 - 4
Electronic Access	The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Electronic and Other Communication Devices	No Student shall use any electronic devices (cellular telephones, PDA's, CD players, I-Pods, gaming devices, etc.) without approval, on School property between the hours of 8:00 a.m. to the conclusion of School.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Extortion/Robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion	1 year mandatory expulsion.	1 year mandatory expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gambling	Illegal participation in, or the organization of, games of chance for money and/or other items of value.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student	Levels 1 - 3	Level 3 - 4	Level 4
Hazing	Committing any act or coercing another, including the victim, to do any act of initiation into any Student or other organization that causes or creates risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subject to hazing does not lessen the prohibition in this policy.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 2	Level 2 - 3
Illegal or Dangerous Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, substances capable of producing a change in behavior or altering a state of mind or feeling; and/or paraphernalia.	Level 2 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Illegal Organization	Anti-social organizations, secret societies, gangs, and other sets of individuals that are not sanctioned by the School, which are determined to be disruptive to teaching and learning. This includes but is not limited to, wearing of symbolic jewelry apparel, making gestures, language use, graffiti, distributing material, or altering personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 4 disciplinary action.
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written, verbal, or symbolic, toward School personnel or any member of the School community.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager text messages, blogs, social media,	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<p>Wikipedia, the Internet, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School.)</p>			
Knife	<p>Bringing a knife to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>
	<p>Possessing a knife at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>
Littering	<p>Throwing paper, trash, or other materials on the floor, inside the School building, or on School grounds.</p>	<p>Level 1 disciplinary action.</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 - 4 disciplinary action.</p>
Loitering	<p>Presence of an individual in or about a School under one or more of the following circumstances:</p> <ul style="list-style-type: none"> • After a reasonable request to leave. • Does not have a legitimate reason for presence. • Does not have written permission from proper authority for presence. • Refusal to identify self. 	<p>Level 3 disciplinary action.</p>	<p>Level 3 disciplinary action.</p>	<p>Level 4 disciplinary action.</p>
Lunch and Lunch Time Behaviors	<p>When Parents provide a Student's lunch, they are expected to provide a healthy meal. Carbonated beverages, such as soda (pop) are prohibited. Lunch should be a pleasant experience for everyone, teachers, students, and staff. Students must display decent table manners, courteous conversation, and cooperation with volunteers, teachers, and school personnel. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Eating food outside the designated area or room • Leaving without permission • Littering • Discourtesy (toward volunteers, other students or staff) • Failure to remain seated and to clean up your space • Talking too loud and/or inappropriately 	<p>Level 1 disciplinary action.</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 - 4 disciplinary action.</p>
Lying	<p>Intentionally giving untrue communication.</p>	<p>Level 1 disciplinary action.</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 - 4 disciplinary action.</p>
Misuse of Electronic Online Hardware or Software	<p>Students using School online services for illegal, inappropriate, or obscene purposes.</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 disciplinary action.</p>	<p>Level 4 disciplinary action.</p>
Obscenities/ Verbal Abuse/ Vulgarities/ Profanity	<p>Use of obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene</p>	<p>Level 1 - 2 disciplinary action.</p>	<p>Level 2 - 3 disciplinary action.</p>	<p>Level 3 - 4 disciplinary action.</p>

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.			
Offensive Material	The production, possession, and/or distribution of materials that offend common decency or morals.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Other Overt Disruptive Behavior	Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of individual or the School.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Playground Behavior	<p>The playground is a place to develop friendships in a relaxed setting. Improper behavior or other dangerous actions may include, but are not limited to:</p> <ul style="list-style-type: none"> • Any use of physical force or violence • Throwing objects of any kind, including snow, and/or ice • Taking property of others (hats, gloves, etc.) • Not being in the supervised area • Improper use of playground equipment • Using unapproved playground equipment 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Reckless Endangerment	Any willful act that is not intended to cause harm but in fact places others in jeopardy of injury, or results in the damage, destruction, or defacement of School or private property.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Safety	<p>Students shall be concerned about their own safety and that of others. Student actions that may be considered a safety risk include, but are not limited to:</p> <ul style="list-style-type: none"> • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Possession of or use of tobacco, alcohol, or drugs • Leaving the school building or grounds without permission • Any of the inappropriate playground behaviors listed above 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.	Level 3 disciplinary action.	Level 4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
School Hall and Restrooms	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<p>taught at the school. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Cheating, stealing, lying, coarse language, etc. • Lack of courtesy and respect (name-calling, talking back) • Any use of physical force or violence at any time anywhere on school property • Harassment of other students, teachers, volunteers, etc. • Disrespect toward staff members, substitutes, volunteers, and/or visitors 			
School Property	<p>Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Defacing textbooks, library books, and other school materials • Destruction or improper use of school computers, printers, or other technology • Defacing/destruction of school property including desks, walls, lockers, etc. • Failure to respect the property of other students, teachers, school personnel, etc. • Gum chewing on school property • Improper use of restrooms and/or supplies • Stealing 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
School Telephone	<p>Use of the telephone by students is strongly discouraged. To help students develop responsibility, phone calls home require the written consent of the student's teacher. Violations include but are not limited to: calls not approved by the teacher/principal.</p>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
School-Wide Discipline and Classroom Policies	<p>The School has in place a school-wide behavior management and discipline plan designed to provide consistent expectations throughout the School. In addition, each classroom has its own characteristics and expectations, and teachers may establish certain classroom rules to assist them in providing a pleasant atmosphere and good educational environment. These school-wide and classroom rules are in addition to those listed in this Code of Conduct, and failure of a student to adhere to these classroom rules and policies may be the basis of disciplinary action.</p>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Sexual or Other Harassment	<p>Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment.</p>	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Social Behavior	<p>Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior</p>	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<p>taught at the school. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Cheating, stealing, lying, coarse language, etc. • Lack of courtesy and respect (name-calling, talking back) • Any use of physical force or violence at any time anywhere on school property • Harassment of other students, teachers, volunteers, etc. • Disrespect toward staff members, substitutes, volunteers, and/or visitors 			
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Technology Misuse	See policy regarding Technology, Network, and Internet Access Acceptable Use and Safety.	Levels 1 through 3	Level 3 - 4	Level 4
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Toys or Play Objects	<p>School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items.</p> <p>Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Bringing toys or distracting objects to school • Creating toys or distracting objects at school 	Level 1 disciplinary action.	Level 1 disciplinary action.	Level 1 disciplinary action.
Transportation	<p>Riding the bus, or other transportation provided by the district, is a privilege. The applicable guidelines, rules and policies established by the local school district which provides transportation will be supported by the School and the management company. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Disrespectful behavior towards the driver or another student • Physical violence and/or abusive language (swearing) • Eating on the bus • Constant yelling or screaming (which could endanger the lives of others) • Failure to remain seated • Threatening behavior • Possession of drugs, glass, weapons, animals, or stolen merchandise. • Any other violation of school policy. 	Level 1 disciplinary action.	Level 1 - 2 disciplinary action.	Level 3 - 4 disciplinary action.
Trespassing	Being in a School building or on School grounds without permission or authorization, or refusing to comply with a request to leave School premises.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures.	Level 2 disciplinary action; possible referral to the	Level 3 disciplinary action; possible referral to	Level 4 disciplinary action; possible referral to the

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
		Juvenile Court system.	the Juvenile Court system.	Juvenile Court system.
Verbal altercation	Engaging in minor verbal altercations. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

Harassment and Sexual Harassment

The School seeks to create and maintain an environment that promotes learning, dignity, and respect. This environment is interfered with when a student or any other individual is harassed or discriminated against. As a result, the School strictly prohibits any type of harassment, sexual harassment, or offensive conduct that has the purpose or effect of interfering with the school setting, creates a threatening; intimidating; hostile; discriminatory, or hostile learning environment, or impedes; disrupts; or hinders the School's educational process.

Harassment takes many forms and includes, but is not limited to, conduct that has the purpose or effect of intimidating, teasing, bullying, threatening, or discriminating against another because of race, ethnicity, color, religion, disability, age, sexuality, and/or all other categories protected by law.

Sexual Harassment includes, but is not limited to unwelcome insults, advancements, requests for sexual favors, verbal and/or physical conduct of a sexual nature.

Harassment of any kind is not tolerated. Any student who is found to have harassed a fellow student or staff member will be subject to discipline as established in the School's policies.

Incidents of harassment of a student or staff member shall be reported to any teacher, the Head Administrator, or the Administrator's Designee. Reports may be made using Form 5080.1, Reporting Acts of Harassment. Upon receiving a report, the report recipient shall promptly inform the Head Administrator, his/her designee, or a Governing Authority Member, who will investigate the report and take the appropriate action.

Harassment, Intimidation, and Bullying

The School seeks to create and maintain an environment that promotes learning, dignity and respect. This environment is interfered with when one is physically or emotionally harmed. The school recognizes the seriousness of harassment, intimidation, or bullying, electronic or otherwise. Therefore, the School prohibits acts of harassment, intimidation, or bullying of any student on school property, on a school bus, or at school-sponsored events. School-sponsored events may be conducted on or off School property and/or on school-related vehicles that are recognized or authorized by the Governing Authority.

Any student found responsible for harassment, intimidation, bullying or "bullying by electronic act" will be subject to discipline including suspension and/or expulsion.

"Harassment, intimidation, or bullying" is defined as either:

- any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both: (1) causes mental or physical harm to the other student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
- violence within a dating relationship.

"Electronic act" or "bullying by electronic act" or "cyber bullying" are defined as an act committed through use of a cellular or mobile telephone, computer, pager, personal communication device, or other electronic communication device.

Promoting Civility

In an effort to promote civility in the school environment, the School seeks to recognize school administrators, faculty, staff, and volunteers that promote civility and stand up to harassment, intimidation, and bullying.

Procedure for Reporting, Investigating & Documenting Harassment and Bullying

The procedure for reporting harassment, intimidation, and bullying varies by one's affiliation with the School. Students, school personnel, and volunteers *must* report incidents to the Head Administrator or his/her designee. All other individuals are strongly encouraged to report prohibited incidents to the Head Administrator or his/her designee.

Reports may be made in two ways. First, the report may be made using the form, Reporting Acts of Harassment. The Form shall be submitted to any staff member, teacher, or administrator. Upon receiving the report, the staff member must immediately send the report to the Head Administrator. Second, students, parents or guardians, and school personnel may make informal complaints to a school staff member or administrator. Informal complaints must be described with specificity as to the action, the persons involved, the number of times the alleged conduct occurred, where it occurred, and the individuals targeted. The staff member that receives the informal report must immediately document it using the form, Reporting Acts of Harassment. Anonymous complaints may be made as an individual finds necessary.

Upon receiving the report, the Head Administrator or his/her designee shall promptly and thoroughly investigate the alleged incident and then prepare a report documenting the alleged incident. Upon completing the investigation, a determination shall be made. If the investigation substantiates the claim, the School shall notify all custodial parents or guardians involved in the incident. The custodial parent or guardian of any student involved in a confirmed act will be notified and will have access to any written reports pertaining to the confirmed act to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974,"(20 U.S.C. 1232g), as amended.

On a semiannual basis, the Head Administrator shall provide the President of the Governing Authority with a summary of all reported acts and post the summary on its web site, if the district has a web site, to the extent permitted by section 3319.321 of the Revised Code and the "Family Educational Rights and Privacy Act of 1974," (20 U.S.C. 1232g).

Procedure for Responding to and Disciplining Acts

Acts of harassment, intimidation, and bullying, electronic or otherwise, vary in scope and seriousness. As a result, each incident requires its own discipline. The extent of the discipline is to be determined at the sole professional discretion of the Head Administrator. The Head Administrator may consider the following types of intervention for confirmed acts.

Non-disciplinary intervention may be appropriate when acts are identified early or do not require a disciplinary response. Such forms of non-disciplinary intervention include:

- *Counseling.* A student may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and the student's duty to avoid any conduct that could be considered harassing, intimidating, or bullying.
- *Peer Mediation.* Peer mediation may be used when a conflict arises between students or groups. Peer mediation, however, may be inappropriate and should be used cautiously as a power imbalance may make the process intimidating for the victim. This could be true if the victim's communicative skills and assertiveness are low and have been eroded by fear from past intimidation and of future intimidation.

Disciplinary intervention may take a wide number of forms.

- *In and out-of-school Suspension.* Suspensions shall follow the procedure outlined in the Suspension and Expulsion Policy.
- *Expulsion.* Expulsions shall follow the procedure outlined in the Suspension and Expulsion Policy. Expulsions shall be reserved for (1) serious incidents and/or (2) past interventions have not been successful in eliminating prohibited behaviors.

The disciplinary procedure shall not infringe on any student's rights under the First Amendment to the Constitution of the United States. Due process procedures for suspension and expulsion, as provided for under R.C. 3313.66 will be followed.

Deliberately False Reports are Prohibited

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying. Students that do make a false report shall be subject to the disciplinary procedure set forth in the School's Policy on Student Discipline.

Strategy for Protecting Victims and Prohibiting Retaliation or Additional Harassment

After a report is made, the School prohibits additional acts of harassment, intimidation, or bullying, electronic or otherwise. The Head Administrator shall determine the appropriate consequences and remedial action for those who engage in the aforementioned conduct by following the School's policies and procedures.

To aid in preventing additional acts against victims and retaliatory acts against individuals making reports, the School has adopted the following strategy:

- Provide adult supervision when students are not in a traditional classroom setting including: hallway passage, recess, lunch, and bathroom breaks.
- Communicate incidents with school personnel, have school personnel continue to monitor those involved for further signs of offending behavior, and intervene when offending behavior is witnessed.
- For offending students, fairly monitor and supervise.
- For the victim(s), provide daily contact to ensure there have been no further incidents and provide counseling as is determined necessary.
- For those that make reports, continue contact to ensure there have been no further incidents or retaliatory conduct.
- Allow individuals to make an anonymous report.

All School personnel, volunteers, and students shall be individually immune from civil liability in an action from damages arising from reporting an incident as provided by law.

Disseminating this Policy

This policy shall appear in the School's Policy Manual, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the School.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the School and to their custodial parents or guardians, and once each school year a written statement describing the policy and the consequences for violations of the policy be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically. Information regarding the policy shall be incorporated into employee training materials.

This policy shall be incorporated into in-service training.

Anti-Hazing Policy

The School seeks to create and maintain a safe educational environment. Hazing is strictly prohibited. The School will actively enforce and monitor this policy. No individual may plan, encourage, or engage in hazing. Additionally, no staff member may permit, condone, or tolerate hazing activities.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental/physical harm to any person.

Hazing is a serious activity that may take place on or off School property. This policy extends to acts of hazing regardless of where the hazing occurs so long as the hazing is in any way connected to the activities or incidents that have occurred on property owned, used or controlled by the School.

Hazing still occurs even if the individual consents to, permits, or assumes the risk of the activities performed.

The School will actively enforce and monitor this policy. The School requires School employees to be vigilant and take the following steps regarding incidents. Upon learning of hazing, planned hazing, or possible events that may include hazing; staff members are required to inform involved individuals that hazing is prohibited, end all acts or planned acts immediately, and report the incident to the Head Administrator or his/her designee immediately.

Individuals that violate this policy may be subject to discipline and to civil and criminal penalties. Students that engage in hazing will be subject to discipline up to and including permanent exclusion.

Policy on Gang Activity & Other Prohibited Groups

The School seeks to create and maintain a safe learning environment. This environment is threatened and interfered with the presence of gangs, gang activity, and other prohibited groups. School administrators will monitor the School environment, and students violating this policy will be subject to appropriate disciplinary action, which may include suspension and/or expulsion.

Gangs and Gang Activity

The School will not tolerate gangs. The School prohibits gangs or gang activities while at the School, in school buildings, school buses, or school-sponsored events.

A “gang” is defined as any identifiable group, organization, or association of three more persons that exists without the School’s authorization, that engages in gang activity; anti-social behavior; criminal behavior; or other activities that disrupts the School environment, and possesses an identifiable name, sign, or symbol.

A “gang activity” is defined to occur when a person commits, attempts to commit, conspires, has been complicit in the commission of, or solicited; coerced; or intimidated another into an offense of violence, a felony, or other criminal conduct prohibited under R.C. 2923.41.

The School further prohibits the use of symbols, hand signals, graffiti, apparel or manner of grooming which indicates or implies membership or affiliation with a gang or gang activity.

Other Prohibited Groups

The School prohibits fraternities, sororities, and secret societies as described by law.

Zero Tolerance Policy

The Board has “zero” tolerance of violence, threatening to commit an offense of violence, disruptive or inappropriate behavior and excessive truancy by its students. This also applies to being disrespectful to the teaching staff. Any student failing to comply with established school rules, Board policy or with reasonable requests made by school personnel on school property and/or at school related events, is subject to disciplinary actions. If a student violates Board policy or the student code of conduct, the school personnel, students, or parents should report the student to the appropriate staff member. The administration shall cooperate in any prosecution pursuant to violation of criminal laws of the State of Ohio and local ordinances.

Change of Address, or Telephone

Records are kept that shows the student's home address and home phone number. Please advise the staff if information changes during the year. We are required to keep records up to date.

Classroom Discipline

Teachers are in charge of their respective classrooms. They shall establish rules and regulations in order to maintain an effective class room environment. Teachers will communicate these expectations to the students.

College Credit Plus

College Credit Plus (CCP) can help you earn college and high school credits at the same time by taking courses from colleges or universities during high school. This will help you with a variety of options in order to be college and career ready. CCP is tuition-free to high school student who meet the college or university requirements.

CCP requires two fundamental conditions:

1. Students must be enrolled in both college and high school
2. Students can earn college and high school credit upon successful completion of the course.

CCP courses must be the same as those offered on campus – included in the institution of higher education's (IHE) course catalog. The courses must also be non-remedial and should apply towards a degree or professional certificate. They must also be taught by instructors who meet the Ohio Board of Regent's academic credential requirements. Students must meet the IHE's admission requirements to receive credit, such as ACT score, GPA and/or successful completion of a college readiness assessment.

Computer Usage

Students are to use computers only as directed by the classroom teacher. Students abusing computer integrity will be denied access to computers which may result in termination from the COS since we use Nova Net (on-line curriculum) for some of our classes. Computer usage is as per the Coshocton Opportunity School policy.

Counseling

Counseling service is available to all students. Problems relating to school or to one's personal life can often be helped through counseling by a competent person. The staff is glad to help with the individual problems or plans for the future but they are not always available at a moment's notice an appointment may be necessary.

Driving to School

COS does not provide transportation services. Student may drive to school and park in the **second parking bay**. Students must follow rules of the Coshocton City Schools for speed limit and off limit areas.

Emergency School Closing

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closings, or early dismissal will be announced over the radio (WTNS-FM 99.3) by 1:00 pm. **Students will also be notified by telephone through the usage of the student notification system.** If no report is announced it can be assumed that school will be in session. Just because Coshocton City Schools are closed does not mean the COS will not be in session. **PLEASE DO NOT CALL THE SCHOOL or the COSHOCTON BOARD OF EDUCATION OFFICE.** Telephone lines must be kept open for emergencies.

Fire Drill Regulations

The State Department of Education requires fire drills. These are held each month throughout the school year so that in an emergency the building may be orderly and quickly emptied. Because the signal for a real fire would be the same as the one for the fire drill, it is imperative that all students move quickly and in an orderly fashion out and away from the building at specified exits.

The rules for a fire drill are as follows:

1. Students are to pass from the classroom in single file.
2. All students are to pass to a point at least 100 feet from the building.
3. At the signal, student will return to their classroom.

Fire drill instructions are posted in the various classrooms. Teachers will instruct students on exit doors and procedures. Students should move quickly and quietly, but not run. Teachers should close all classroom windows and doors.

Meals

COS has a food service program. Students may be eligible for the free or reduced school lunch program. Food/drink should not be brought into the classroom near computers. Food/drink should not be brought into the classroom without permission of the classroom instructor.

Student Fees

There will be no fees associated with COS. However, no student will be able to participate in graduation ceremonies or receive a diploma without paying all fees to their home school.

Telephones

Office phones are to be used by students only in emergencies. Students who become ill must inform your teacher and follow classroom directions.

Cell phones must be kept out of sight and off. If student's cell phone is seen, heard, or is causing a distraction, it may be confiscated by staff and kept until the end of the day for the first offense. The second offense the cell phone will be confiscated until the parents have a conference with one of the staff. Cell phones should not be used to listen to music. Ipods are acceptable for listening to music. Cell phones may be used during lunch and break if this privilege is not abused. Since this is a privilege, it may be taken away at any time as deemed by the staff.

Tornado Drills

Tornado drills will be scheduled periodically throughout the school year. Teachers will notify students as to specific designated areas of assembly. Students should try to avoid areas of exposed glass. Students will be instructed on procedures to follow during a tornado drill.

Visitors

Parents/guardians are welcome to visit COS. Appointments/meetings must be scheduled with the staff in advance. Students may not bring friends, siblings, or children to COS without permission from the administrator.

Withdrawal from School

Any financial obligations must be resolved before the school will grant credit or release test results, grade sheets, transcripts, diplomas, or letters of recommendation. Parents must notify the school in writing or in person of their intent to withdraw their child. The student must then follow the proper withdrawal procedure.

Work permits

All persons under the age of 18 must have a work permit in order to be legally employed either full or part time. These papers must be completed and returned to the Coshocton City School High School Office.



Annual Report for the Coshocton Opportunity School

Description

The Coshocton Opportunity School was created to serve students who have dropped out of high school or are "at risk" for dropping out and is primarily a "credit recovery" school. Our mission is "to provide a safe and supportive learning environment for non-traditional high school students, where a motivating, standards-based curriculum will prepare students for high school graduation and life-long learning." The curriculum used for core courses is A+ an on-line curriculum that is aligned with the Ohio Academic Standards. The use of an on-line curriculum allows for flexibility in class choice and school schedule, necessary for the target population. Supplemental classes available to students included Life Skills, Jobs for Ohio's Graduates, Relationship Building, creative arts, GRADS, nutrition, and computer applications. State testing intervention classes were provided for students needing assistance in passing state mandated tests.

The Opportunity School served 52 students during the 2017-2018 school year. Of the 52 students, 100% were economically disadvantaged as indicated by eligibility in the free/reduced lunch program. Three of the students were pregnant or parenting. Fourteen students (27%) had IEP's. All juniors took the ACT test. Thirty-four students graduated on May 24, 2018.

The Opportunity School provides a safe learning environment for all students. No student was denied the benefits of participation in the Coshocton Opportunity School or subject to discrimination based on race, disability, religion, gender, sexual orientation, and national origin, place of residence or social or economic status.

Our students were also involved in community service projects. They worked at the New Life Ministries and Central Christian Church helping with food and commodities distribution and provided snow removal at the Hope Clinic on an as needed basis. We also visited COTC to help our students gain knowledge about furthering their education.

**State Board of Education
Parent and Family Involvement
Policy**

May 18, 2007 *** Approved July 10,
2007

The State Board of Education of Ohio recognizes parents and families as children's first and most important teachers. When parents enroll their children in school, from preschool through high school, the responsibility of education and care is shared with the school and the community. Partnerships among families, schools and communities that are child-centered and family strengthening can engage, guide and motivate students to be productive citizens in a global society.

With the passage of Ohio Senate Bill 311, the Ohio Revised Code [ORC 3313.472 (B)] now states the State Board of Education is required to adopt recommendations for the development of parental involvement policies in consultation with the National Center for Parents at the University of Toledo.

The State Board of Education strongly encourages local school boards to incorporate into local policies the following recommendations included hereto, which will enhance existing parent involvement policy requirements stated in ORC Sections 3313.472 (A), 3324.04 and 3324.06; *No Child Left Behind (NCLB)*, Title I, Section 1118; *Individuals with Disabilities Education Improvement Act (IDEA)* 2004 Sections 650 and 664. These recommendations incorporate the State Board of Education's School Readiness Guiding Principles and School Climate Guidelines on family involvement. The State Board intends that these recommendations be used in the development of local practices, programs, data collection and evaluation.

The following are existing state requirements for parent involvement policies, as stated in ORC 3313.472 (A):

"Each school district board of education of each city, exempted village, local and joint vocational school district is required to adopt a policy on parental involvement in the schools of the district.

1) The policy shall be designed to build consistent and effective communication between parents and foster caregivers of students enrolled in the district and teachers and administrators assigned to the schools their children attend.

2) The policy shall provide the opportunity for parents and foster caregivers to be actively involved in their children's education and to be informed of the following:

(a) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational

efforts;

(b) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;

(c) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society."

In support of the parent and -family involvement policy and recommendations, the State Board of

Education has directed the Ohio Department of Education to build the capacity of local district and schools by providing effective family and community engagement models, products and professional development to support the local districts in systematically integrating parent and family involvement into Ohio's preschool through high-school education system.

The State Board of Education also directed the Ohio Department of Education to develop a bi-annual outcomes-driven plan, including a strategy to leverage existing resources and to develop a measure for family involvement. The measure will be approved by the State Board of Education.

Parent and Family Involvement Policy Recommendations [ORC 3313.472 (B)]

Local school boards, district and schools shall adopt a policy on parent involvement. Districts and schools are encouraged to incorporate the following recommendations that support parent and family involvement in children's education and in school activities.

Although research and existing federal, state and local policies use the term *parents*, we prefer to include *families* so that it is inclusive of children's primary caregivers who are not their biological parents, such as foster caregivers, grandparents and other family members. In some cases, the term families might also represent professionals such as child service case managers and parole officers who act as caregivers when a parent(s) is unavailable or needs support.

Parent and Family Involvement in Education

- Respect and value parents and families as children's first teachers and the primary decision- makers in children's education.*
- Assist parents and families in acquiring techniques, strategies and skills, by offering trainings and materials they can use to support children's at-home learning and academic success in school *
- Provide parents and families with timely and meaningful information in understandable language on Ohio's academic standards; state and local assessments; and legal requirements so that they can make informed decisions about their children's academic future. These legal requirements include Title I, Section 1118; parent participation rights under IDEA; and gifted students under ORC 3324.04 and 3324.06.*
- Collaborate with community-based programs, including health and human service providers, to ensure that the parents and families have the resources they need to be involved in their children's education, growth and development
- Coordinate and integrate parent and family involvement programs and activities into Head

**Start, Reading First, Early Reading First, Home Instruction Programs for
Preschool Youngsters, Parents as Teachers Programs, public preschool,
special education, gifted students' services, parent resource centers and
other community activities. ***

*** Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements**

*** Indicates Title I Section 1118 parent involvement requirements**

- Help parents and families create supportive conditions at home that emphasize the importance of education and learning.

Parent and Family Involvement in Schools

- Respect, value and involve parents and families as partners and decision-makers in school continuous improvement planning.
Develop policies regarding school involvement with parents and families and distribute the policy in language they can understand. *
- Create parent and family engagement activities that respect the various cultures, languages, practices and customs; and build relationships among parents, families and schools through bridging economic and cultural barriers.
- Promote consistent and effective two-way communication between all students' parents, family members and school personnel. *
- Prepare parents and families to be involved in meaningful meetings and discussions with administrators, teachers and staff. *
- Design a range of meaningful opportunities for parents and families to be involved in schools that reflect the specific needs and characteristics of parents and families in particular school or district.
- Create welcoming and supportive school environments for parents and families that are child-centered and family strengthening.
- Provide logistical support (e.g., transportation, childcare) so parents and families can participate in school-sponsored family involvement events.*
Encourage businesses and industries to offer parent- and family-friendly policies that support parent and family involvement in children's school activities.

Guidance for Implementation

The following are evidence-based practices and processes that districts and schools are encouraged to use to effectively implement their parent and family involvement policies:

- Collaborate with health and human services agencies to provide access; coordinate support services for students, parents and families.
- Build strong partnerships and assist parents and families in connecting with entities such as community-based programs, higher-education institutions, libraries and business resources to enhance students' in-school and out of school learning opportunities, including field-based education, internships, mentoring programs, arts and sports programs, and community service activities.
- Offer ongoing and systematic professional development for administrators, teachers and pupil-services staff on the utility of building strong partnerships with families; the importance of reaching out to families through multiple communication pathways; designing meaningful parent conferences; and implementing and coordinating family involvement programs school wide. *

- Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
 - Indicates Title I Section 1118 parent involvement requirements
 - Develop a comprehensive parent, family and community engagement plan with parents, families and community members, based on parent, family, student and school needs, with defined outcomes, measurements, strategies and activities grounded in research and logically linked to academic achievement and incorporate into continuous improvement and school improvement plans.
Evaluate annually and modify a comprehensive parent, family and community engagement plan using outcome data and input from families, students, school staff and community members.
 - Dedicate fiscal, personnel, facilities and other resources to support the ongoing implementation of effective family and community engagement strategies with attention given to schools with low-achieving students.
Designate a district position to a parent and family coordinator, advocate or ombudsman to coordinate family and community engagement strategies. The designated person should be knowledgeable in school program planning, evaluation, group facilitation, community collaboration, cultural competence and family ecology.
-
- Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
 - Indicates Title I Section 1118 parent involvement requirement

Parental Notification Regarding Medications

To: Parents and Guardians
Re: School Medication Policy

To protect your child's safety, the school nurse, health aid, or other employee designated by the Head Administrator, will adhere to the following medication policy. In order for any medication to be administered to your child, BOTH parent AND physician signatures must be on file. This applies to all medications, including over-the-counter products such as Tylenol, Advil, Dimetapp, etc.

Although this may cause you some inconvenience, we feel that that this policy is best for the continued protection of your child, and must be followed. **If we do not have your written permission and the written permission of your child's physician, the medication(s) will not be given.** All forms are available at the School office.

In order for your child to receive any medication at school, the following requirements must be fulfilled:

- A written request must be obtained from the physician and submitted to the School. The request must contain the name of the medication, the dosage, the time it is to be given during school hours, and duration.
- The parent or guardian must complete an authorization and waiver form and submit the completed form to the School.
- The medication must be in its original container and, if an over-the-counter medication, the bottle must be new with an unbroken seal. All medications must have a fixed label which indicates the student's name, the name of the medication, the dosage, the method of administration, and the time of administration.
- The required paperwork, the medication, and any needed refills must be delivered to the School by the parent or guardian.
- All necessary forms must be filled out and re-submitted to the School each year.
- If possible, a recent photograph of the student should be included with the authorization and waiver form.
- If your child is taken off the medication, or will no longer receive it at school, please send a dated, written note to the School stating such as soon as possible. If the medication is not picked up from the School by a parent or guardian within 10 days, it will be properly disposed of.

If you have any questions or concerns, please feel free to contact Roger Moore. Thank you for your assistance and cooperation.

Medication Request Form

Physician Request Form *(to be completed by the physician)*

The following student is under my care and should receive the medication indicated below. It is not possible to arrange for this medication to be taken at home under the supervision of a parent and, therefore, must be taken during school hours.

Name of Student:

Student Address:

School Name:

Grade:

Name of Medication:

Dosage and Administration Intervals/Times:

This medication can be safely administered by non-medical personnel: Yes No

Begin Date:

End Date:

Possible Adverse Reactions that Should Be Reported to Physician:

Special Storing, Handling, or Administration Requirements:

Physician Name:

Phone Number:

Physician Signature:

Date:

Parental Authorization and Waiver Form *(to be completed by parent)*

I, _____ hereby authorize designated personnel to administer the above-named medication or procedure as instructed by the physician. I further agree to:

- Provide the School with the medication in its prescribed container;
- Notify the School if my child no longer uses the physician indicated above;
- Notify the School if the medication, dosage, or procedures are changed;
- Notify the School if the medication is no longer needed or used;
- Release the School, including all personnel, from any and all liability alleged to have resulted from administering the medicines indicated above.

Parent Signature:

Date:

Address:

Note to Parents: If possible, please attach a recent photograph of your child.

**Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, and Ohio Law require the School to protect the privacy of student records.

As a parent you, or your child—if your child is 18 or older—has the right to inspect and review the student’s education records, request that the School correct records, and provide written permission to release student records. All requests to inspect, review, and release are to be done in accordance with the School’s policies.

While the School generally must obtain your written consent prior to disclosing personally identifiable information from your child’s education records, the School may disclose appropriately designated “directory information” without written consent, unless you have advised the School otherwise.

The primary purpose of directory information is to allow the School to include directory information from your child’s education records in certain school publications. Examples include: the annual yearbook, Honor roll or other recognition lists, and Graduation programs.

Directory information may be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The School has designated the following information (denoted by “X” marks) as directory information:

x	Name		Major Field of Study		Honors & awards
x	Address		School Related Publications		Weight & Height of Athletic Team Members
x	Telephone Number	x	Grade Level	x	Enrollment Status
	Email Address		Dates of Attendance		Student Directory
	Photograph		Date of Graduation		yearbook
	Date/Place of Birth		Sports & Activities		Student ID number, user ID, or other unique identifier (excluding a SSN)

If you do not want the School to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by within ten (10) days of receiving this notice. Notice in writing may be performed by completing this form.

Additionally, FERPA and Ohio law authorize disclosure of personally identifiable information in certain instances without consent. These exceptions include:

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- appropriate parties in connection with financial aid;
- state and Federal Officials for purposes of audits and law enforcement investigations;
- in response to court orders and subpoenas;

- military recruiters unless the parent requests in writing that the School not release the student's information;
- anti-terrorism purposes;
- cases of missing children;
- Ohio Department of Education requests; and
- the School's Sponsor.

Note: this form should only be completed if you want to opt out of the School's Directory Information. If you wish for the School to include your child's directory information, do not complete and return this form.

I, _____ (parent's name) do not want my student's directory information used without my permission.

Name of Student: _____ Date: _____

Parent/Guardian Signature: _____

Internet & Technology Acceptable Use

Please read carefully before signing. In order to access and use the Technology, the network, and internet, students and staff must read this policy and submit a signed agreement form.

The School's Governing Authority realizes that the internet and technology can greatly supplement the School's educational mission. With these opportunities come challenges to use technology in a safe and educational manner. This policy has been adopted to ensure students and staff properly use the School's Technology.

All Technology must be used responsibly, ethically, and legally. Users that do not adhere to these rules—and the guidelines elaborating these rules—will have their technology and internet use privileges removed and will be subject to disciplinary action.

This policy extends beyond the School's grounds. This policy also applies when a user's Technology use disrupts or interferes with the School, regardless of where or when the violation takes place. Users may be at home or elsewhere and still be subject to this policy.

The term "Technology" includes, but is not limited to, computers, tablets, mobile electronic devices, printers, routers, other hardware, software, internet, intranet, network, electronic mail, cellular phones, iPod/MP3/DVD/CD players, video recorders, data devices, video games, beepers, pagers, radios, and all other similar devices.

"Users" is defined to include any student, faculty, or staff member using the School's Technology.

Technology Use Guidelines

Unacceptable uses include, but are not limited to, the following:

- Violating Ohio and Federal law regarding:
 - students' and employees privacy rights,
 - copyright laws and all licensing agreements,
 - illegal downloading; installing; or accessing internet files; software, shareware; and freeware, and
 - all other applicable laws.
- Engaging in cyber-bullying.
- Using/accessing profane, obscene, pornographic, threatening or otherwise inappropriate language/materials which may be offensive or intended to harass/bully other users.
- Using technology for the following purposes: illegal activity, activity inconsistent with the School's mission, and activity prohibited by the School's policy manual.
- Gaining unauthorized access, "hacking," or attempting to gain unauthorized access.

- Sending or forwarding "spam" to a large group of users.
- Damaging or attempting to damage technology. Damaging includes, but is not limited to, physically damaging hardware, damaging or negatively affecting software, changing the settings without authorization, or disrupting the network.
- Using the School's technology for personal gain or profit.
- Sharing passwords or logging in to any system with credential other than one's own.

Use of Technology should conform to the following:

- Technology use is limited to educational purposes.
- Users shall use technology efficiently and courteously.
- Users shall exercise common sense and good judgment of what is permitted in a school environment.

If a user is unsure if his/her technology use conforms to these guidelines, the user shall ask the instructor before continuing with such use. If the user inadvertently violates the above guidelines, he/she should report it to the instructor immediately.

Supervision and Monitoring

To ensure this policy is complied with and to ensure Technology works properly, the School will supervise and maintain Technology. Violations of this policy or the law may be uncovered during these processes. Should a user be found in violation, the user will be disciplined according to the Handbook's policy on Student Discipline.

Filtering

The School recognizes that the internet can be both a source of helpful information and inappropriate materials for users. The school, in accordance with federal law, has taken reasonable steps to create an internet environment that is safe and appropriate for students. The School has filtered internet sites that may contain inappropriate information. As technology continues to evolve and the internet grows, however, the School will be unable to properly filter or detect all use and access.

All users and parents should be aware that because a site is not filtered it may still be inappropriate and not conform to this policy.

Disclaimer of Liability & Warranty

The School makes no warranties of any kind, either express or implied, that the Technology will free of errors, will meet any of the user's specific requirements, or will be uninterrupted. The school is not liable for any direct or indirect, incidental, or consequential damages including, but not limited to, damage to the user's technology, lost data, inability to use or access the system, or loss of any information connected with use. Use of any information obtained via the Internet is at the user's own risk.

Signature

By signing below, I affirm that I have read and agree to abide by the Internet and Technology Acceptable Use Policy.

Student Name _____

Parent/Guardian Signature

Date

Student Signature

Date

Coshocton Opportunity School
1205 Cambridge Road
Coshocton, Ohio 43812
740-622-3600

The Student Success Plan anticipates that students will matriculate from our program into one of the following post-secondary paths:

- **Enter into a two-year degree program;**
- **Acquire a business or industry credential; or**
- **Enter an apprenticeship program.**

We understand that each student is unique and our program will prepare students for one of the above pathways.



The Coshocton Opportunity School
 1205 Cambridge Rd.
 Coshocton, OH 43812
 740-622-3600
 Fax 740-622-6860

Coshocton Opportunity School Student Success Plan

The Student Success Plan is one component of the career development process and will assist you in planning for your future. This is a working document that will change as you complete career activities and learn more about your interests, skills, and values. This **plan must include** enrollment in a two-year degree program, acquiring a business and industry credential or entering into an apprenticeship.

Required	Recommended
Contact Information	Resume and cover letter
Career Pathway Goals	Letters of recommendations
Academic Pathway Plan	Career narrative
Assessment Record	Record of awards earned
Career-Ready Skills	Academic and career related classroom work
Career Exploration Activities	Career-Technical education competency test results, credentials and certificates earned.
Planning Checklist	College and postsecondary admission test results and transcribed credit earned in high school.
	Individual Transcription Plan
	Other items deemed appropriate

Supports: (Who will support me in this process?)

Name	Relationship

Contact Information

First and Last Name	
Home Address	
Phone	
Email	
Graduation Year	

Education and Training History

Schools Attended	City and State
Elementary School(s)	
Middle School(s)	City and State
High School(s)	City and State

Additional Supports: (Check all that apply)

Additional Support	Date of Most Recent Version
504 Education Plan	
Individualized Education Plan (IEP)	
Response to Intervention Plan (RTI)	
English Language Learner	
Other	
Other	

Career Pathway Organizer

Circle One: Grade 9 10 11 12

Begin your career planning by responding to the statements below. Since your career goals may change over time, you should revisit and update this form each year. This document is a tool to help you identify career and educational goals. It will not guarantee employment in a specific job and allows you to change your mind as you learn about various career fields and jobs. After you complete this form, go on the Academic Pathway Plan to map your courses from grades 8-12.

After High School, I plan to: Work full time Work part time and attend school
 Enter the military as a career Will matriculate to a 2 or 4 year postsecondary institution full time

Attend technical school full time

1. What is your career goal(s)?
2. What interests, skills and knowledge support your career goals?
3. What courses do you plan to take in high school to reach your goal(s)?
4. What do you plan to do after high school to reach your goal(s)?
5. What activities and skill training will you need to learn outside of school to reach your goal(s)?
6. What degree, certification, licensure or specialized training will you need for your chosen career?
7. Has your career goal(s) changed since last year?
8. What other career goal(s) and educational plans have you considered as a second choice?

Approval of Student Success Plan:

 Student Signature Date

 Parent/Guardian Signature Date

 Teacher/Counselor Signature Date

Academic Pathway Plan

Begin your course planning by identifying your chosen career cluster. You should review your courses annually and make changes and updates as needed. This form will help you decide on the most appropriate educational options to help you reach your career pathway goals. You should use your schools course catalog to determine which courses are offered by your school and career technical center. Be sure to talk with your parent/guardian and teacher/school counselor to help you make final decisions.

Academic Pathway Plan – Course Planner

Subject	Freshman	Sophomore	Junior	Senior	Post Second
ELA (4 Units)					
Math (4 Units)					
Science (3 Units)					
Social Studies (3 Units)					
Health/PE (1/2 Unit Each)					
Career Tech					
Electives (5 Units Minimum) Including 1 Fine Arts					
Total Credits					

20 Credits in the appropriate areas are required for graduation

1. Programs, experiences and activities to support my academic and career goals:
2. Additional interventions or assistance I need to do for my future success:

Assessment Record

A record of the assessments that you have taken is an important tool to use to guide you on your career path. Record the results of the tests and assessments that you have taken in the appropriate areas. Identify the date taken, assessment tool and your results with appropriate comments.

Achievement Assessments	Career Interests	Career Skills and Values	Other
College and Career Ready Exams	Date: _____	Date: _____	Date: _____
ACT/SAT	Tool: _____	Tool: _____	Tool: _____
Work Keys/ASVAB	Results: _____ _____	Results: _____ _____	Results: _____ _____
	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____
End of Course Exams	Date: _____	Date: _____	Date: _____
ELA 1	Tool: _____	Tool: _____	Tool: _____

ELA2	Results: _____ _____	Results: _____ _____	Results: _____ _____
Math	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____
Math	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____
Science	Date: _____	Date: _____	Date: _____
Science	Tool: _____	Tool: _____	Tool: _____
Social Studies	Results: _____ _____	Results: _____ _____	Results: _____ _____
	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____

Career Readiness Skills

Listed below is an example of the skills necessary for workplace success. Use this worksheet to describe your abilities to perform skills. As you demonstrate specific skills, write a brief description in the appropriate space. Note: Your school may have additional skill requirements for career readiness. Check with your teachers and school counselors before completing this worksheet.

Drug Free: The student commits to being drug free.

Reliability: The student has integrity and responsibility in professional settings.

Work Ethic: The student has effective work habits, personal accountability, and a determination to succeed.

Punctuality: The student arrives to commitments on time and ready to contribute.

Discipline: The student abides by guidelines, demonstrates self-control and stays on task.

Teamwork/Collaboration: The student builds collaborative relationships with others and can work as part of a team.

Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.

Learning Agility: The student desires to continuously learn new information and skills.

Critical Thinking/Problem Solving: The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.

Oral and Written Communication: The student articulates thoughts and ideas clearly and effectively in written and oral forms.

Digital Technology: The student has an in depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.

Global/Intercultural Fluency: The student values, respects and learns from diverse groups of people.

Leadership: The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.

Creativity/Innovation: The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.

Career Management: The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.

Career Exploration Activities

Use this activity to record experiences that relate to your career goal or to identify those experiences you would like to have. As you write a brief description in the appropriate space, indicate whether it is a goal or an actual experience. You may include longer reports of your actual experiences separately in your Student Success Plan.

Exploration: Research, Workplace visit with Interview, Job Shadowing, etc.	
Career Mentorship	
Internship/Co-Op/Pre-Apprenticeship	
Community Service and Service Learning	
Work Experience (Paid or Unpaid)	
Career Technical Education, College Credit Plus, Competency Based Education, etc.	

Additional Learning Activities

Elective Courses			
Course Title	Semester/Year	Grade Earned	Connection to Success Plan
Duel Credit Courses			
Course Title	Semester/Year	Grade Earned	College Credit Earned
School Activities, Organizations, and Independent Projects			
Description	Role/Contribution	Dates	
Potential References			
Reference Name	Title/Role	Phone and/or Email	
Awards and Recognitions			
Title	In Recognition Of	Date	

Postsecondary Education and Training Transitions

College Application Activities					
ACT	Composite	English	Math	Reading	Science
Date:					
Date:					
SAT	Writing	Math	Critical Reading		
Date:					
SAT Subject	Subject :	Score:	Subject:	Score:	

FAFSA PIN		Date Applied:			
FAFSA		Date Submitted:			
Postsecondary Applications					
College/Institution 1	Date Visited:	<input type="checkbox"/> Transcript Submitted <input type="checkbox"/> FAFSA Sent	Application Deadline: Date Sent	<input type="checkbox"/> Test Scores Submitted	Date Applied:
College/Institution 2	Date Visited:	<input type="checkbox"/> Transcript Submitted <input type="checkbox"/> FAFSA Sent	Application Deadline: Date Sent	<input type="checkbox"/> Test Scores Submitted	Date Applied:
College/Institution 3	Date Visited:	<input type="checkbox"/> Transcript Submitted <input type="checkbox"/> FAFSA Sent	Application Deadline: Date Sent	<input type="checkbox"/> Test Scores Submitted	Date Applied:
College/Institution 4	Date Visited:	<input type="checkbox"/> Transcript Submitted <input type="checkbox"/> FAFSA Sent	Application Deadline: Date Sent	<input type="checkbox"/> Test Scores Submitted	Date Applied:

Scholarships					
Title	Amount	Date Due	Date Applied	Renewable Yes/No	Status
Postsecondary Enrollment					
College/Institution	Deposit/Enrollment Submitted		Start Date		

Military Transitions

Preparation For Armed Services	
Entrance Requirements	Preferred Branch
Physical Exam	Scheduled Complete
ASVAB	Completed Score
Entrance Requirement	Requirement Met
Entrance Requirement	Requirement Met
Recruiter Information	
Name	Phone
Branch	Email
Name	Phone

Branch	Email
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Workforce Transitions and Apprenticeships

Job Search Activities			
Resume Completed		Mock Interview Completed	
Resume Reviewed		Cover Letter Completed	
Resume Revised			
Job Search Activities			
Job Title	Company	Application Filed	Resume and Cover Letter Sent
Job Title	Company	Application Filed	Resume and Cover Letter Sent
Job Title	Company	Application Filed	Resume and Cover Letter Sent
Job Title	Company	Application Filed	Resume and Cover Letter Sent
Job Title	Company	Application Filed	Resume and Cover Letter Sent
Job Title	Company	Application Filed	Resume and Cover Letter Sent

Planning Checklist

Use this checklist to help ensure that you have gained the knowledge, information and skills necessary to develop and maintain your education plans and career goals. When you demonstrate specific skills, you will check the box next to them. Keep this form in your Student Success plan so that you can update your skills each year. Provide comments, as appropriate, to document your understanding.

- I have updated (and changed, if needed) my Student Success Plan. 9-10-11-12.
Comments:
- I know and can describe my interests and work traits.
Comments:
- I know and can describe my academic strengths.
Comments:
- I know how to locate and use career information resources.
Comments:
- I understand Ohio's 16 career clusters.
Comments:
- I can describe the educational options available to me.
Comment:
- I know the high school graduation requirements.
Comments:
- I know the educational requirements to reach my chosen career goals.
Comment:
- I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.
Comments:
- I can locate and identify local job opportunities.
Comments:
- I can identify nontraditional career options.
Comments:
- I know how to navigate and complete applications.
Comments:

COSHOCTON OPPORTUNITY SCHOOL

TITLE IX COORDINATOR: Roger Moore

TITLE IX COORDINATOR CONTACT INFORMATION:

Address- 1205 Cambridge Road, Coshocton, Ohio 43812

Telephone- 740-622-3600

Coshocton Opportunity School: A Parent's Guide to Title I

What is Title I?

Through Title I, money is given to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children most in need of educational help. The focus of the Title I program is on helping all students meet the same high standards expected of all children. Title I programs can help:

- Children do better in school and feel better about themselves
- Teachers understand the needs and concerns of students and parents
- Parents understand their child and be more involved in the child's education

What is My Role in Supporting My Student's Success?

Parents are an important part of the Title I team and are partners with the school in helping all students achieve. As the parent of a child in a Title I school, you have the right to:

- Be involved in the planning and implementation of the parent involvement program in your school
- Ask to read the progress reports on your child and school
- Request information about the professional qualifications of your child's teacher(s) including the degrees and certifications held, and whether the teacher is certified in their respective area of instruction
- Help to decide if Title I is meeting your child's needs, and offer suggestions for improvement
- Know if your child has been assigned, or taught by a teacher that is not highly qualified for at least four consecutive weeks
- Help develop your school's plan for how parents and schools can work together

What is the State's Role in Supporting My Student's Success?

The Ohio Department of Education is required to carry out the following actions:

- Partner with other agencies and institutions to provide leadership and guidance to local educational agencies (LEAs) and schools in accord with Section 1118, Parental Involvement, of ESEA to enable parents to become strongly involved in their children's education
- Disseminate to LEAs and schools information about effective parental involvement practices that:
- Make use of the most current professional research
- Foster high achievement by all students
- Lower the barriers to greater participation by parents in the process of review and improvement in school planning
- Provide parents with an easy-to-understand annual state report card regarding student achievement and the professional qualifications of instructional staff
- Review the progress of each LEA annually to determine:
- If each LEA is carrying out its responsibilities regarding assessment, parental involvement, school improvement and support, and the qualifications of teachers and paraprofessionals
- Monitor compliance with Title I law, including review of the LEA's parental involvement policies and practices

What is the School District's Role in Supporting My Student's Success?

Local educational agencies (LEAs) are defined as school districts, county offices of education, and direct-funded charter schools that are responsible for the following actions:

- Plan and implement educational programs, activities, and procedures as required under Title I that involve parents
- Develop a parental involvement policy with the participation of parents
- Provide full opportunities for participation of parents with limited English proficiency, disabilities and parents of migratory children, and when appropriate, in a language and format that they can understand
- Conduct annual parent surveys and implement changes based upon the results of those surveys
- Build capacity by providing early literacy and technology trainings that will help parents work with their children to improve academic achievement

What is the School's Role in Supporting My Student's Success?

The Coshocton Opportunity School is a part of the Title I Schoolwide program. This means that school staff work to improve the school's educational program in an effort to increase the achievement of *all* students, particularly those who are low achieving and thus could benefit from extra supports or services. Title I schools are responsible for the following actions:

- Send notifications to parents about the school's policy in an understandable language and format
- Hold an annual meeting, at a convenient time for parents, to discuss the school's parental involvement plan, budget, how funding is spent and the rights of parents to be involved
- Develop jointly, with the parents of participating students, a school-parent compact
- Offer parental meetings at various times (schools may also pay for transportation and childcare, when reasonable and necessary)
- Involve parents in the planning, review, and improvement of Title I programs, including the school parental involvement policy
- Build capacity by supporting the development of parent advisory councils or parent leadership teams
- Provide information to parents about the state standards and curriculum and how parents can monitor their child's progress

How can parents get involved?

- Learn more about the school, curriculum, special programs, Title I and your rights and responsibilities
- Teach your child in ways that will add to what the teacher is doing
- Know Your Rights because knowledge is power
- Participate and Support your child academically at school and home
- Make Decisions about your child's education and academic program
- Keep in contact with your child's teacher through telephone, e-mail, or face-to-face conversations

Coshocton Opportunity School Policy Manual

Student: _____ Date: _____

Policy No. 3330

Parent's Right-to-Know

As a condition of receipt of Title I funds, the School is required to communicate certain information listed below. All notices and information shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

Right to Know Notice

The School shall annually notify all parents of their right to request information about the qualifications of the student's classroom teachers. The notice shall indicate that parents may request information regarding:

- whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived;
- whether the teacher's undergraduate degree and any other graduate certification or degree including the field of discipline of the certification or degree); and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

The annual notification is available at Form 3330.1, Parent's Right-to-Know Letter.

Upon receiving an informational request from a parent, the School shall respond in a timely manner.

Automatic Notice

The School shall also automatically provide each parent with written notice of the following:

- information on the level of achievement of the child in Ohio's academic assessments; and
- timely notice that the parent's child has been assigned, or has been taught for more than four (4) consecutive weeks, by a teacher who is not certified and licensed, as defined in 20 USC § 6311. Notice may be provided using Form 3330.2, Parent's Notification Regarding Your Student's Teacher.

Federal: 20 U.S.C. § 6311.

Ohio: R.C. 3319.074.

Cross Reference: Policy 3230, Qualified Educators; Policy 3310, Parental Involvement and Participation; Policy 3320, Title I Parental Involvement Policy; Form 3330.1, Parent's Right-to-Know Letter; Form 3330.2, Parent's Notification Regarding Your Student's Teacher Letter.

Parent's Right-to-Know Letter

Dear Parent/Guardian,

At the Coshocton Opportunity School, we are very proud of our teachers and are confident they will ensure your child receives a high-quality education. Federal law allows you to learn more about the education your child will receive. As a parent of a student at the School, you have the right to learn more about your child's teachers' training and credentials, including the following:

- whether the teacher met the Ohio Department of Education's qualification and certification requirements for the grade level and subject he/she is teaching;
- whether special circumstances permitted the teacher to receive an emergency or conditional certificate;
- the Teacher's undergraduate and/or graduate degrees (including graduate certificates and additional degrees, and major(s) or area(s) of concentration); and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you have any questions about your child's assignment to a teacher or paraprofessional, please feel free to contact me.

Sincerely,

Roger D. Moore
Superintendent
Coshocton Opportunity School

Coshocton Opportunity School Policy Manual

Form No. 3330.2

Parent Notification Regarding Your Student's Teacher

Dear Parent:

The federal Every Child Succeeds Act requires all schools to notify parents or guardians if their child has been assigned to or has been taught for four consecutive weeks by a teacher who is not considered "highly qualified" for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is "certified and licensed" in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas. Special education teachers and bilingual education teachers in particular are affected by this requirement.

The purpose of this letter is to notify you as required that Mr./Ms. _____ is not currently considered "certified and licensed" in one or more subjects being taught to your son or daughter.

Please be assured that this does not mean this teacher is not qualified for this assignment. Mr./Ms. _____ does meet the Ohio requirements for this position. Given his/her professional experience and local reputation, we believe that your child is receiving a high-quality education in his/her class.

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please feel free to contact me with any questions or concerns.

Sincerely,

Roger D Moore
Superintendent
Coshocton Opportunity School

School Vision & Hearing Screening Notification

Effective Date: July 2022



The purpose of vision and hearing screening is to aid in the detection of school-age children who have or are at risk for developing vision/hearing disorders. These screenings are required by the Ohio Department of Health on an annual basis and will be administered following the required screening schedule:

- All new students to the district in any grade level
- All students in grades K, 1, 3, 5 (vision & hearing), 7 (vision only), and 9, 11 (vision & hearing)
- All students with undocumented follow-up from the prior school year
- A student referred by teachers, other school personnel, or parent/guardian request

Frequently Asked Questions:

Why is it important to have your child's vision and hearing screened at school?

- To identify if your child has vision problems or might be at risk for vision problems.
- Hearing is important for speech, language development, reading, and learning.
- A hearing screening can detect if your child needs further hearing testing.
- Even if your child has passed a hearing screening previously, their hearing can change.
- Hearing problems can be related to medical problems.

How will I find out the results of my child's vision and screening results?

- If your child passes the vision and hearing screening, you may not be contacted by the school nurse.
- If your child fails the screening, you will be informed of the test results and provided with referral paperwork.

What do I need to do if my child fails the vision or hearing screening?

- Vision and hearing screening provides a snapshot of how your child performs on the day the test was administered and is not a substitute for a complete eye exam by an optometrist/ophthalmologist or audiologist/ENT.
- Follow-up should be arranged with an eye specialist (optometrist or ophthalmologist) or a hearing specialist (audiologist or ENT).
- Provide the specialist with the referral paperwork and return it to the school once it has been completed.

What do I do if I need help finding a specialist in my area?

- If you should need help with resources for area specialists or financial assistance programs for eye/hearing exams, please contact your campus Licensed Practical Nurse.

What do I do if I choose not to have my child participate in screenings?

- If you should choose to opt-out of any part of the school vision and hearing screening, a written request will need to be provided to the campus Licensed Practical Nurse.

Hearing Screening Requirements and Guidelines

Ohio
Department of Health
2015



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Acknowledgements

The Ohio Department of Health Hearing Screening Guidelines and Requirements were revised with the assistance of the Ad Hoc Hearing Advisory Committee that consisted of the following individuals:

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Hearing Screening Requirements and Guidelines for School-aged Children

Introduction to Hearing Screening Policies for Children

Hearing loss in school children may interfere with normal speech and language development and with the ability to learn. Even mild or unilateral hearing losses may be educationally significant. Regular school hearing screenings are an important method of identifying children who are at risk for hearing loss. Early detection and treatment of hearing disorders provide children the best opportunity to develop academically, emotionally and socially.

Hearing loss caused by exposure to recreational and occupational noise results in a devastating disability that is virtually 100 percent preventable. With the increased use of personal listening devices (smartphones, Ipods, MP3 players), there are incidental reports from audiologists and school nurses that younger children seem to be showing signs of having noise-induced hearing loss (NIHL) that are not being detected by school hearing screenings. The incidence of NIHL and tinnitus can be reduced by changing the knowledge, attitudes, and behaviors about sound exposures.

The Ohio Department of Health (ODH) stresses that a hearing screening, while a valuable public health procedure, is not a substitute for a complete audiological/medical examination; however, to further ensure children with hearing disorders are detected early, programs utilizing regulated and supervised screening procedures have become essential.

The Ohio Revised Code gives ODH the authority to institute specific testing procedures, grades and forms that are used in the school hearing screening program. The appendix contains a complete text of state laws pertaining to hearing screening programs. ODH's policies governing hearing screening programs were reviewed by the Ad Hoc Hearing Advisory Committee and their recommendations are implemented into this policy.

Hearing Screening Goals of the Ohio Department of Health

The ODH goals of a school hearing screening program are:

- Early detection and identification of hearing loss in children.
- Access to professional care for all children suspected of having a hearing loss, regardless of financial limitations.
- Education for children and their parents/caregivers about the sources and consequences of dangerous sounds, as well as how to protect themselves from dangerous sounds.

The activities of a school hearing screening program that are necessary to accomplish the goals as listed above are:

- Perform hearing screenings according to ODH's guidelines.
- Notify parent/caregiver prior to child's hearing screening.
- Notify parent/caregiver of the child's hearing screening results and the need for further medical/audiological examination; if necessary.
- Provide referral assistance to hearing professionals.
- Follow-up with parent/caregiver to make sure child has received medical/audiological examination.
- Inform educational staff of the student's hearing screening results.
- Report hearing screening data annually to ODH by June 1.

Summary of State Laws Pertaining to Hearing Screening

- If the board of education or the board of health offers services by a physician or a nurse in the school, it must provide hearing screenings for students in accordance with the requirements set forth by ODH (section 3313.69 of Ohio Revised Code).
- By Nov. 1 of the year a student is enrolled for the first time in either kindergarten or first grade, the student must be given a hearing screening in accordance with the requirements set forth by ODH (Section 3313.673 of the Ohio Revised Code). The board of education may provide any of the elements of the screening program itself, contract with any person or governmental entity to provide any such elements or request that parent/caregiver take the child to obtain any such elements from a provider selected by the parent/caregiver.
- Boards of education and boards of health, in providing hearing screenings, must use devices and procedures approved by ODH. The procedures for conducting screenings include, but are not limited to, age or grade levels to be screened, frequency and intensity of tones to be used and criteria for referral (section 3313.69 of the Ohio Revised Code).
- Boards of education and boards of health that provide hearing screening must keep accurate records of the tests and of the measures taken to treat problems identified through the screening on forms furnished or approved by ODH (section 3313.50 of the Ohio Revised Code).
- Boards of education and boards of health must make available to state and local health, education and human service departments and agencies statistical data from the records of the hearing screenings (section 3313.50 of the Ohio Revised Code).
- Boards of education and boards of health must make available to the same agencies listed in the paragraph above individual records only in cases where there is evidence that no measures have been taken to treat problems determined by the screenings (section 3313.50 of the Ohio Revised Code).
- Boards of education and boards of health must make available to school authorities individual records in cases where they are deemed essential in establishing special education facilities for the hearing impaired (section 3313.50 of the Ohio Revised Code).
- Boards of education and boards of health must report the screening results in a sealed envelope addressed to the parent/caregiver (section 3709.22 of the Ohio Revised Code). Appendix A contains a complete text of these sections of the Ohio Revised Code.
- Boards of education and boards of health should support student and operational support services that support student progress toward meeting educational performance objectives and are designed to create an educational environment conducive to effective teaching and learning (rule 3301-35-06 of the Ohio Administrative Code).

- Boards of health are to make the examination, report, and any recommendations that result from the examination available to parent/caregiver (section 3313.73 of the Ohio Revised Code).
- Boards of education and boards of health need to make appropriate referrals for follow-up after a child fails a hearing screening (rule 4753-6-01 of the Ohio Administrative Code).

Screening by Hearing Care Professionals

Hearing screenings for children may be conducted by:

- Physicians.
- Audiologists.
- Audiology aides only under the supervision of an audiologist (Licensing Law 4753.072 of the Ohio Board of Speech-Language Pathology and Audiology).
- Speech language pathologists.
- Speech language pathology aides only under the supervision of a speech language pathologist (Licensing Law 4753.072 of the Ohio Board of Speech- Language Pathology and Audiology).
- Registered Nurses (RNs).
- Nurses may delegate hearing screening to trained unlicensed personnel in accordance with the Standards of Delegation defined in the Ohio Administrative Code (OAC) 4723-13.

An opinion rendered by ODH's legal counsel in 1991 concluded that professionals who provide hearing screening services to schools, whether as volunteers or contract personnel, must follow the testing requirements and methodologies that are approved by ODH.

Preparation of Hearing Screening Personnel

It is required that all personnel providing hearing screening have adequate instruction. ODH's audiologist provide hearing training for screeners. Training information can be found at the ODH website, www.odh.ohio.gov/odhprograms/cfhs/hvscr/hv_trg.aspx or call (614) 466-1995. All training obtained must be in compliance with the requirements outlined in this document.

Hearing Screening Guidelines and Referral Criteria

Hearing screening is an effective method of identifying children at risk for hearing loss. Screening programs should stress that screening is not a diagnostic hearing evaluation and will not detect all hearing problems. For the benefit of the children being screened, errors toward false positives (i.e., over-referrals) are preferred. Parents/caregivers of children screened should be informed of the **limitations of the screening**. Routinely, referrals should be made only following a second screening. In general, some children will pass the second screening, reducing the over-referral rate.

Children to be Screened

Preschool children:

Preschoolers attending a school-based program shall be screened each year he/she is enrolled in preschool. Children who cannot be screened using approved and/or optional methods shall be referred for a complete medical/audiological evaluation.

School-aged children in traditional classes:

School-aged children shall be screened at six grade levels: kindergarten, first, third, fifth, ninth and eleventh. Students may be screened in additional grade levels.

In addition, the following school children shall be screened annually or upon occurrence:

- Students new to a school (and not tested within the past 12 months).
- Students referred by a teacher or other school personnel.
- Students who were referred within the past year with no documented follow-up, regardless of grade.
- Students absent during the previous hearing screening.
- Students at risk for noise exposure (e.g., band, vocational education, industrial education, automotive mechanics).
- Students who request a hearing screening.
- Students whose parent/caregiver request a hearing screening.

Children in special education classes:

Students in special education classes shall be screened at the ages that correspond to the grade levels required for all students (preschool, kindergarten, first, third, fifth, ninth, and eleventh). These children should remain in the screening program due to a higher risk of undetected hearing loss and may be candidates for optional OAE testing and tympanometry screening. If the student cannot be screened, he/she should be referred for a complete medical/audiological evaluation.

Children who should not be included in the school hearing screening program include the following:

- Students who wear hearing aids.
- Students who have a cochlear implant.
- Students with known hearing loss including sensorineural and progressive hearing loss.
- Parent/caregiver refusal. (Must have a written letter of refusal for every year of testing in child's health record from parent/caregiver.)
- For children who should not be included in the school hearing screening program, follow-up with parent/caregiver is important to ensure the child is under the care of a primary care provider or audiologist. (Documentation of a current hearing test within the past year should be in the child's file.)

Required Screening Procedures

Observation:

The screener shall note on the hearing screening form any student reported symptoms

- Not hearing well.
- Hearing better out of one ear than the other.
- Ear pain or tenderness.

Direct observation of the following

- Discharge from a child's ear canal.
- Complaining of ear pain/discomfort.
- Soreness or tenderness in or about the ears.
- Foul odor from ear.

Referral

- A child who has any of the conditions listed in direct observation shall be **referred immediately** for a medical/audiological evaluation and should not proceed with hearing screening.

Pure-tone Screening:

Equipment

- Hand-held pure-tone equipment, automatic pure-tone equipment and standardized speech (picture) testing equipment are not approved for use in school hearing screenings.
- Pure-tone equipment shall meet the appropriate current standards by the American National Standards Institute (ANSI).
- Variable intensity attenuator ranging from 0 dB to 80 dB.
- Binaural headset.

Preparation

- Plug the audiometer into an outlet, making sure it does not cause a tripping hazard.
- Turn the power switch to the "on" position.

- Place the tone switch in the “pulse” position, if available.
- Verify annual calibration of the audiometer.
- Check the audiometer to see if it is working properly. If it is not, do not use it until it has been repaired.
 - While wearing the ear phones, the tester (or a person known to have normal hearing) should be able to hear the tones at the screening levels.
 - All levers and controls should operate smoothly and be free of any extraneous noises. With the earphones on, listen for a smooth increase and decrease of the sound.
 - The earphone cords should be free from breaks. To check for breaks in the cords, shake the cord and listen for interruptions in the signal. Do this for each earphone separately.
 - When checked, the signal should switch properly from the right earphone to the left earphone.
 - The earphone cushions must be free of cracks and splits.
- Seat the child where he/she cannot view the audiometer controls while testing.
- Instruct the child to raise his/her hand when the tone is heard and to put his/her hand down when tone is no longer heard.

Steps to Conduct Pure-tone Screening

- Select the right earphone.
- Observe both ears before placement of headphones.
- Place the earphones over the child’s ears with the right earphone (red) over the right ear and the left earphone (blue) over the left ear.
- Make sure the diaphragm of the earphone is directly over the ear canal.
- Turn the intensity dial to 50dB at 4000 Hz for a practice tone. If the child responds, you are ready to begin the screening.
- Present the following tones to the right ear:
 - 4000 Hz @ 20dB
 - 2000 Hz @ 20dB
 - 1000 Hz @ 20dB
- Present the following tones to the left ear:
 - 1000 Hz @ 20dB
 - 2000 Hz @ 20dB
 - 4000 Hz @ 20dB
- The screening test is now completed. **Record your results.**

Rescreen

- Any child who fails the screening (i.e., who does not respond at 20dB to all six of the test tones) can be rescreened immediately after the screener has reinstructed the child and repositioned the earphones.
- A second screening must be done in approximately four to six weeks for those who fail the screening.

Referral

- Any child who fails both the first and second screenings shall be referred for a complete medical/audiological evaluation.
- Any child who failed the first school screening and who failed the previous year's school screening with no documented follow-up care shall be immediately referred.

Screening Preschool Children and Special Populations

Pure-tone hearing screenings can be administered to most children aged 3 and above. It may be more difficult, however, to test younger children and those who are mentally or developmentally delayed. With these children, the screener may use any technique that yields consistent responses to the pure-tone stimuli. Some examples follow:

- Dropping block in a box.
- Stacking rings on a cone.
- Putting a peg in a peg board.
- Giving the screener high five.
- Giving the screener small pieces of paper or game chips.
- Pointing to an ear (not necessarily the test ear).
- Squeezing the hand or the finger of the tester (effective with children who have limited control of their limbs).
- Telling the tester to STOP the beep.
- Saying "I hear it" or "beep".
- Nodding the head.
- Clapping hands.

The screener may help the child learn one of the above responses by physically taking the child through the movements of the task. After a few repetitions, the child may attempt the response without any cues from the tester.

The practice tones shall be presented at a 50 dB level. After the task is learned, the tones can be reduced until the testing level of 20 dB is reached.

Younger children do not always respond when a tone is presented. If a child responds consistently when the tone stops, the response can be considered a valid tone.

Optional Screening Procedure

Tympanometry:

Tympanometry is highly recommended for preschool and kindergarten. It is recommended for first and third graders and the difficult-to-test children, upon rescreen. ODH recommends tympanometry as a useful referral-out tool for screening middle ear problems. It does not measure hearing and should not be used without pure-tones or otoacoustic emissions (OAE) testing.

Tympanometry is an objective measure of testing the integrity and function of the middle ear system; however, it does not screen hearing levels. This test provides a measure of the health of the eardrum (tympanic membrane) and the middle ear space behind it by measuring the movement of the tympanic membrane as varying degrees of air pressure are introduced into the ear canal.

Tympanometric testing shall be performed utilizing a 226 Hz tone and a constant pump speed of 200 daPa/sec. Tympanometric equipment shall meet the appropriate current standards by ANSI. If not done conducted properly, tympanometry screening will produce over-referrals. Technical assistance is available from the Children's Hearing and Vision Program at ODH.

The test is performed by placing a soft, rubber-tipped probe snugly into the ear canal while the child sits still. The tympanometer will then take a measure of the movement of the eardrum and record it on a graph called a tympanogram. The test takes only a few seconds. It is an effective screening tool for detecting middle ear problems and is most sensitive to fluid in the middle ear (otitis media).

In accordance with the Ohio Department of Health's Hearing Screening Guidelines and Requirement on tympanometry, hearing screeners using tympanometry with pure-tones shall follow the pass/referral criteria listed below:

Example of a "within normal limits" tympanogram (See Figure 1)

- Ear Canal Volume - space measured between the tip of the probe and the eardrum.
 - Normal values are generally between .2 and 2.0.
 - Values greater than 2.0 will imply pressure equalizing (PE) tubes or perforation of the eardrum.
- Gradient is the tympanometric pressure width at 50 percent of the compliance peak.
 - Normal tympanometric width ranges from 50 to 200 daPa.

Example of a "refer" tympanogram is a flat tympanogram or a gradient (tympanometric width) greater than 200 daPa. (See Figures 2 and 3)

Abnormal tympanometry results may be indicative of any of the following:

- Fluid in the middle ear
- Perforated ear drum
- Impacted ear wax
- Scarring of the tympanic membrane
- Ossicular disarticulation

A child who fails the tympanometry screening shall be referred immediately for a complete medical/audiological evaluation.

Figure 1.

- (1) Example of a normal tympanogram that indicates maximal absorption of sound energy at atmospheric pressure.

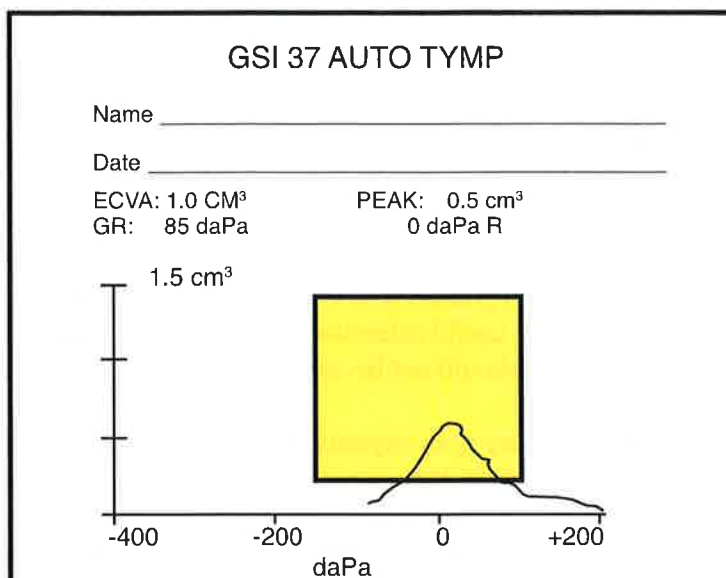


Figure 2.

- (1) Example of a flat tympanogram that indicates lack of normal absorption of sound energy across the pressure continuum.

- (2) Implies outer or middle ear obstruction to sound conduction i.e. fluid, perforation, wax obstruction or PE tubes.

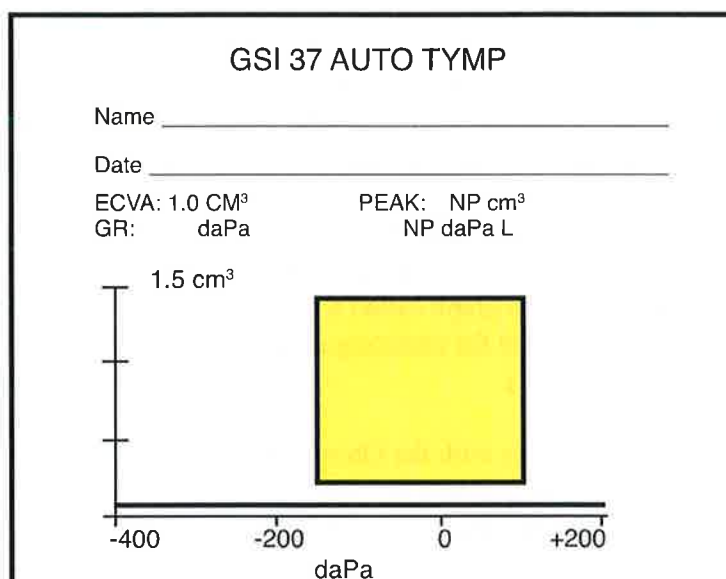
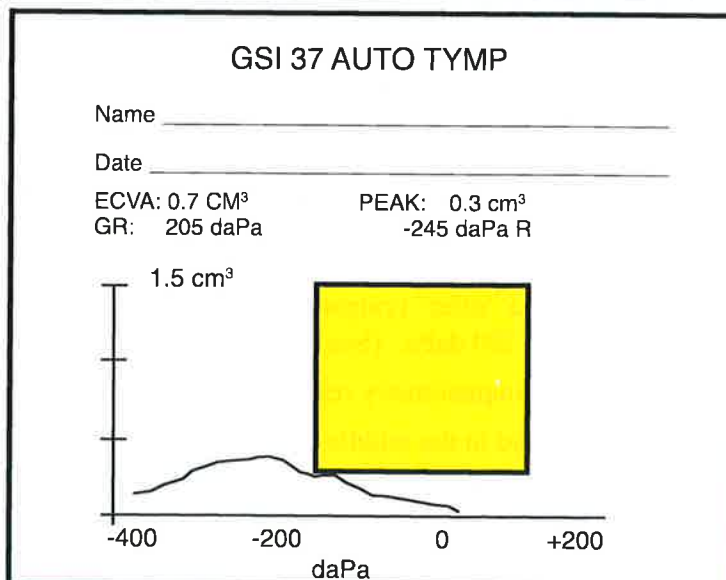


Figure 3.

- (1) Example of a tympanogram in which the gradient is more than -200 daPa. Gradient is the tympanometric pressure width at 50 percent of the compliance peak.

- (2) Normal tympanometric width ranges from 50 to -200 daPa.



Optional Screening Procedure

Otoacoustic Emissions:

Otoacoustic emissions (OAE) hearing screening has been approved as an alternative test for students who are unable to complete a pure-tone screening either due to young age or physical or developmental challenges. OAE testing is not a substitute for pure-tone screening for other students. It is important to document why the child was not tested with pure-tone screening. OAEs are approved as an optional test procedure. *They are not required.* Some school districts with large preschool and/or special education populations may want to consider utilizing OAE testing.

Otoacoustic emissions (OAEs) are low-intensity sounds produced by normal, healthy ears. These sounds are produced either spontaneously or in response to an acoustic signal. The OAE originates in the inner ear (cochlea) from the outer hair cells in the cochlea. The response also requires normal or near normal middle ear functioning. A small probe (foam or rubber) is placed in the child's ear. A soft sound is presented and the ear produces an emission or echo response. This response is measured with a small microphone that is in the probe. Tympanometry should be used in conjunction with the OAE screening for optimal results.

A pass OAE means the child has normal outer hair cell function. OAEs do not assess hearing acuity. The child will pass if their hearing is at least 30 dB or better. This means a child with a very mild hearing loss (20-25dB) can still pass this test. Do not state the child has normal hearing because of a pass result on OAE hearing screening. In rare cases a child will pass OAEs and have a condition called *auditory neuropathy* (auditory dyssynchrony). In auditory neuropathy, normal outer hair cell function is present while inner hair cell or neural function may be abnormal. If a child is not developing normal speech and language, does not respond to sound or responds inconsistently to sound, they should be referred for a complete audiological evaluation. The OAE equipment will display a *pass* response. A child who passes the OAE will not be rescreened.

A child whose test results indicate "refer" shall be rescreened **immediately**. A child whose test results indicate "refer" on the second OAE shall be referred for a complete medical/audiological evaluation. A child who is unable to be tested shall be referred for a complete medical/audiological evaluation.

There are many reasons why a child refers on an OAE test.

- The child is vocalizing, moving.
- Wax (cerumen) in the ear canal.
- Fluid in the middle ear space (otitis media).
- Perforation in the eardrum.
- Noisy environment.
- Hearing loss.

Hearing Screening Notification/Reporting Procedures

- School screening personnel shall notify the parents/caregivers of the upcoming school hearing screening (Hearing Screening Information Letter). This form also may be modified in a school newsletter to the parents/caregivers.
- The Hearing Screening Record Form or the OAE Hearing Screening Record Form is provided for the initial screening and rescreening of children to assist school screening personnel in record keeping. Tympanometry/OAE Hearing Screening Form and Hearing Screening Form can be used for record keeping and send home with children on day of screening.
- The parent/caregiver shall receive written notification, in the form of the Hearing Screening Notification Letter, that his/her child has passed or failed the hearing screening and a medical/audiological evaluation is needed.
- Along with notification, parent/caregiver shall receive a copy of the Hearing Screening Referral Report or the OAE Hearing Screening Referral Report to be completed by the examining primary care provider or audiologist and returned to the referring school.
- The names of children who have failed a hearing screening shall be entered on the Hearing Follow-up Record Form and tabulation of follow-up data shall be maintained.
- Results of a child's hearing screening test shall be entered on the child's permanent school health record.
- Forms used for hearing screening and follow-up may be downloaded from the ODH website or photocopied from the examples in the Forms section of this document. Schools may request approval for use of a form other than those available from ODH by submitting the form to ODH.
- Report hearing screening data by school building by June 1 annually to ODH (mandated by Section 3313.50 CRC). Data shall be submitted electronically by accessing the Annual School Hearing Screening Form data link. Hearing screening data may also be submitted electronically through ImpactSIIS. Parent consent is required to submit data through ImpactSIIS. Any child not entered into ImpactSIIS must be reported to ODH on the Annual School Hearing Screening Form.

Recommended Portable Screening Equipment Requirements

Pure-tone equipment:

- Pure-tone equipment shall have a variable intensity attenuator ranging from 0 dB to 80 dB.
- Pure-tone equipment shall have a binaural headset. Hand-held pure-tone equipment, automatic pure-tone equipment and standardized speech (picture) testing equipment are not approved for use in school hearing screenings.
- Pure-tone equipment shall meet the appropriate current standards by the American National Standards Institute (ANSI).

Tympanometry equipment:

- Tympanometric testing shall be performed utilizing a 226 Hz tone and a constant pump speed of 200 daPa/sec.
- Tympanometric equipment shall meet the appropriate current standards by ANSI.

Other:

- All equipment shall be calibrated annually to the appropriate current standards by ANSI.
- Screening personnel may contact ODH, Children's Hearing and Vision Program at www.odh.ohio.gov/odhPrograms/cfhs/hvscr/hvscr1.aspx or (614) 466-1995 for advice when purchasing equipment. ODH does not endorse a specific manufacturer or model.

Common Hearing Screening Errors

- Failure to note change in ambient noise levels during the screening procedure – a quiet testing environment is very important.
- Unnecessary background talking during screening.
- Fatigue of child caused by extended screening time.
- Rushed screening process.
- Inaccurate or unclear directions to the child
- Child in direct view of the audiometer's control panel.
- Earphone on the wrong ear.
- Visual cues given through eye or body movement of the examiner.
- Tone presentation shorter than one second. Tone presentation in a non-rhythmic manner.

Hearing Resource Information

Children's Hearing and Vision Program
Bureau of Maternal and Child Health
Ohio Department of Health
246 North High Street, 5th floor
Columbus OH 43215
Phone: (614) 466-1995
Fax: (614) 728-6793
Website: www.odh.ohio.gov/odhPrograms/cfhs/hvscr/hvscr1.aspx

To request the substitution of one grade for another or documentation approval, send written documentation of need to program administrator of the Children's Hearing and Vision Program at the above address. Documentation shall consist of the grade to be changed or added, specific rationale for the request and duration of the substitution. Permission to substitute grades will not be granted for preschool, kindergarten, first and third grades.

For additional information about hearing:

AAA - American Academy of Audiology
8201 Greensboro Dr., Suite 300
McLean VA 22102
www.audiology.org
(800) AAA-2336

**ASHA -
American Speech & Hearing Association**
10801 Rockville Pike
Rockville MD 20852
www.asha.org
(800) 638-8255

**H.E.A.R. -
Hearing Education and Awareness for
Rockers**
P.O. Box 460847
San Francisco CA 94146
www.hearnet.com
(415) 409-3277

**Hearing Loss Association of America
(formerly known as SHHH)**
7910 Woodmont Ave., Suite 1200
Bethesda MD 20814
www.shhh.org
(301) 657-2248

**Ohio Department of Health
Help Me Grow**
(614) 644-8389
Ohio Department of Health
Infant Hearing Screening Program
www.helpmegrow.ohio.gov
(614) 644-8389

**Ohio School for the Deaf
Center for Outreach Services**
500 Morse Rd. Columbus, Ohio 43214
www.ohioschoolforthe deaf.org/Outreach.aspx
(614) 995-1566 voice
(614)995-1567 fax

Hearing Screening Information Letter

To: Parent/Caregiver

From: _____

Date Hearing screenings will be administered: _____

To all preschool and students in grades: _____

Why is it important to have your child's hearing screened?

- Hearing is important for speech, language development, reading and learning.
- A hearing screening can detect if your child needs further hearing testing.
- Even if your child has passed a hearing screening previously, their hearing can change.
- Hearing problems can be related to medical problems.
- Hearing loss is invisible and child may appear to be not paying attention.

Hearing screening will consist of one or more of the following tests:

- **Tympanometry** - Screening of middle ear function to determine presence/absence of middle ear fluid and/or wax which could interfere with normal hearing.
- **Audiometry** - Screening of hearing acuity.
- **Otoacoustic Emissions (OAE)** - An objective test that screens for an estimate of hearing sensitivity.

If your child passes the hearing screening, you may not be contacted.

A hearing screening only provides a snapshot of how your child performs on the day the test was administered and is not a substitute for a complete hearing evaluation by an audiologist.

If your child fails either part of the screening, a rescreen and/or referral will be made.

Please direct any questions to: _____

Otoacoustic Emission (OAE) Hearing Screening Referral Report

Date: _____

To the Parent/Caregiver of _____ D.O.B _____

School _____ Grade _____

Your child is being referred for further evaluation because he/she failed our hearing screening procedure in our school. We are using a hearing screening called "Otoacoustic Emissions (OAE)." This is an objective test that records a physiological response from the inner ear. Hearing problems can place your child at risk for learning difficulties. It is recommended that you take your child to his/her primary care provider or audiologist for further evaluation. If you have any questions concerning the screening results, please contact the school nurse. Please let the school nurse know if your child is already under a doctor's care for hearing problems or if you need assistance in finding a medical provider. Please return the completed form to the school.

Otoacoustic Emission (OAE) Testing Results

Otoacoustic Emissions (OAE)	Pass	Refer	Comments
Right Ear			
Left Ear			

"Pass" OAE means that the child has normal outer hair cell function; however, it does not rule out a mild hearing loss. OAEs do not assess hearing acuity. A child's peripheral hearing system has to be normal or within a normal range to pass this hearing procedure. A child with a mild hearing loss up to 30-35dB can pass this screening.

"Refer" OAE can mean that the 1) the child has a potential hearing loss or, 2) the child may have middle ear problems that affects the ability to record a response from the inner ear.

EVALUATION RESULTS (to be completed by the healthcare provider):

Diagnosis: _____

Treatment Plan: _____

Comments: _____

Signature: _____ Date of Examination: _____

Please return form to: _____

CONSENT AND RELEASE OF INFORMATION

I, _____ (parent/caregiver) of the above named child, hereby authorize the provider completing this report to return this completed form to:

for the specific purpose of notifying the school of any specific hearing problems, recommendations and instructions for teachers related to the child's hearing problems. This authorization expires upon submission of the completed form to the above named school.

I understand that I may refuse to sign this authorization and that my refusal will not affect my ability to obtain treatment, payment for services or eligibility for benefits for my child; however, if this form is not submitted to the school, I understand that the school may not have sufficient information to address special hearing needs for my child.

(Signature of parent/caregiver)

(Date)

Tympanometry/Otoacoustic Emission (OAE) Hearing Screening Form

Child's Name: _____

Grade: _____

Screening Date: _____

Room Noise: Good Fair Poor

Tympanometry/Otoacoustic Emission (OAE) Results

	Tympanometry	OAE
Right Ear	Within normal limits _____ Outside normal limits _____ Could not test _____ Did not test _____	Pass _____ Refer _____ Could not test _____ Did not test _____
Left Ear	Within normal limits _____ Outside normal limits _____ Could not test _____ Did not test _____	Pass _____ Refer _____ Could not test _____ Did not test _____

_____ Your child passed today's tympanometry/OAE screening.

_____ Your child did not pass today's hearing screening. Please follow-up with a primary care provider or audiologist.

Comments:

Hearing Screening Form

Child's Name: _____

Grade: _____

Screening Date: _____

Room Noise: Good Fair Poor

Hearing Screening Results (Pure-Tones)

Frequency (Hz)	1000 Hz	2000 HZ	4000 HZ
Right Ear at 20 Decibels	Pass _____ (20 dB) Refer _____	Pass _____ (20 dB) Refer _____	Pass _____ (20 dB) Refer _____
Left Ear at 20 Decibels	Pass _____ (20 dB) Refer _____	Pass _____ (20 dB) Refer _____	Pass _____ (20 dB) Refer _____

_____ Your child passed today's hearing screening.

_____ Your child did not pass today's hearing screening. We will retest in few weeks.

_____ Your child did not pass today's hearing screening. Please follow-up with a primary care provider or audiologist.

Comments:

Hearing Screening Notification Letter

Name/Date: _____

Dear Parent/Caregiver:

Routinely, hearing screenings are conducted on students for the detection of hearing problems. Hearing screenings are important for the following reasons:

- Hearing is important for speech, language development, reading and learning.
- A hearing screening can detect if your child needs further hearing testing.
- Temporary hearing loss causes students to miss crucial instructions in the classroom.
- Parents may not be aware of a child's mild hearing loss in day-to-day home situations.
- Even mild losses may interfere with learning new vocabulary, which is critical for success in reading.
- Hearing loss is invisible and the child may be blamed for not paying attention.
- Hearing loss may be a sign of ear disease.
- Children with very mild losses or loss in only one ear may be experiencing academic failure.
- Even if your child has passed a hearing screening previously, his or her hearing can change.

_____ Your child has PASSED the hearing screening.

_____ Your child REFERRED on the hearing screening. It is recommended that you take your child to his or her primary health care provider for further evaluation. Please have the enclosed Hearing Screening Referral Report filled out and returned.

It is important to your child's school success to have a professional evaluation. If a problem is found and corrected, it may help your child do better in his or her school work. Enclosed is a referral report to take to a primary care provider or audiologist.

Sincerely,

Name/Date

Hearing Screening Referral Report

Date: _____

To the Parent/Caregiver of _____ D.O.B. _____

School _____ Grade _____

Hearing screening was recently conducted at your child's school. The results of the hearing screening indicate that your child may have a hearing problem. Hearing problems can place your child at risk for learning difficulties. It is recommended that you take your child to his or her primary health care provider for further evaluation. Please let the school nurse know if your child is already under a doctor's care for hearing problems or if you need assistance in finding a medical provider. **Please return the completed form to the school.**

Pure Tone Hearing Screening Results:

	1000	2000	4000	Observation/Comments
R	Pass _____ (20 dB) Not Pass _____	Pass _____ (20 dB) Not Pass _____	Pass _____ (20 dB) Not Pass _____	
L	Pass _____ (20 dB) Not Pass _____	Pass _____ (20 dB) Not Pass _____	Pass _____ (20 dB) Not Pass _____	

EVALUATION RESULTS (to be completed by the healthcare provider):

Diagnosis: _____

Treatment Plan: _____

Comments: _____

Signature: _____ Date of Examination: _____

Please return form to: _____

CONSENT AND RELEASE OF INFORMATION

I, _____ (parent/caregiver) of the above named child, hereby authorize the provider completing this report to return this completed form to:

for the specific purpose of notifying the school of any specific hearing problems, recommendations and instructions for teachers related to the child's hearing problems. This authorization expires upon submission of the completed form to the above named school.

I understand that I may refuse to sign this authorization and that my refusal will not affect my ability to obtain treatment, payment for services or eligibility for benefits for my child; however, if this form is not submitted to the school, I understand that the school may not have sufficient information to address special hearing needs for my child.

(Signature of parent/caregiver)

(Date)

Hearing Screening Annual Report

Grade	Number Screened	Number Rescreened	Equipment Used Audiometer/OAE/TYMP	Number Referred	Number of Referrals Completed
Preschool					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th					
7 th					
8 th					
9 th					
10 th					
11 th					
12 th					
SPED					
Total					

School Name _____ IRN _____ Submitted By _____

Address _____

City _____

Zip Code _____

County _____

Phone Number _____

Sample ImpactSIIS Parent Consent Form

Date: _____

Dear Parent/Caregiver of _____ (name of child).

A hearing screening will be given. The purpose of this program is to find potential problems so treatment can be given. The results of this screening will be entered into ImpactSIIS, the secure Ohio immunization information management system. This is only a screening. It is recommended that you take your child to his/her primary health care provider ("health home") for further evaluation. If you have any questions concerning the screening results, please contact: _____.

Please check Yes or No:

- YES, I want my child screened and results entered in ImpactSIIS. (Please fill in the entire form, sign below and return form.)
- YES, I want my child screened but I do NOT want results entered in ImpactSIIS. (Please fill in the entire form, sign below and return form.)
- NO, I do not want my child screened and results entered in ImpactSIIS. (Please fill in the entire form, sign below and return form.)

I, _____ (parent/caregiver) of the above-named child, hereby authorize the provider completing this report to submit all records pertaining to immunizations status and screening results to the ImpactSIIS, the Ohio immunization information management system. I understand that I may refuse to sign this authorization and that my refusal will not affect screening services provided to my child.

This is provided as a sample. Please consult with your legal advisor.

Appendix A

State Laws Pertaining to Hearing Screening Programs

Section 3313.50

Record of tests; statistical data; individual records.

Boards of education and boards of health making tests for determining defects in hearing and vision in school children shall keep an accurate record of such tests and of measures taken to correct such hearing and visual defects. This record shall be kept on a form to be prescribed and furnished or approved by the director of health. Statistical data from such records shall be made available to official state and local health, education, and human services departments and agencies. Individual records shall be made available to such departments and agencies only in cases where there is evidence that no measures have been taken to correct defects determined by such tests, provided that such records shall be made available to school authorities where they are deemed essential in establishing special education facilities for children with hearing and visual defects.

Section 3313.673

Screening of beginning pupils for special learning needs.

(A) Except as provided in division (B) of this section, prior to the first day of November of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade, the pupil shall be screened for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders. If the results of any screening reveal the possibility of special learning needs, the board of education of the school district shall conduct further assessment in accordance with Chapter 3323. of the Revised Code. The board may provide any of the elements of the screening program itself, contract with any person or governmental entity to provide any such elements, or request the parent to obtain any such elements from a provider selected by the parent. If the board conducts hearing and vision screening itself or contracts for hearing and vision screening, such screening shall be conducted pursuant to sections 3313.50, 3313.69, and 3313.73 of the Revised Code.

B) Prior to the first day of August of the school year in which a pupil is required to be screened under this section, the board shall provide parents with information about the district's screening program. If the board chooses to request parents to obtain any screening services, it shall provide lists of providers to parents together with information about such screening services available in the community to parents who cannot afford them. Any parent requested to obtain any screening services under this division may sign a written statement to the effect that he does not wish to have his child receive such screening.

Section 3313.68

Employment of medical and dental personnel; delegation of duties to board of health or offices.

The board of education of each city, exempted village, or local school district may appoint one or more school physicians and one or more school dentists. Two or more school districts may unite and employ one such physician and at least one such dentist whose duties shall be such as are prescribed by law. Said school physician shall hold a license to practice medicine in Ohio, and each school dentist shall be licensed to practice in this state. School physicians and dentists may be discharged at any time by the board of education. School physicians and dentists shall serve one year and until their successors are appointed and shall receive such compensation as the board of education determines. The board of education may also employ registered nurses, as defined by section 4723.01 and licensed as school nurses under section 3319.22 of the Revised Code, to aid in such inspection in such ways as are prescribed by it, and to

aid in the conduct and coordination of the school health service program. The school dentists shall make such examinations and diagnoses and render such remedial or corrective treatment for the school children as is prescribed by the board of education; provided that all such remedial or corrective treatment shall be limited to the children whose parents cannot otherwise provide for same, and then only with the written consent of the parents or guardians of such children. School dentists may also conduct such oral hygiene educational work as is authorized by the board of education.

The board of education may delegate the duties and powers provided for in this section to the board of health or officer performing the functions of a board of health within the school district, if such board or officer is willing to assume the same. Boards of education shall co-operate with boards of health in the prevention and control of epidemics.

Section 3313.69

Hearing and visual tests of school children; exemptions

The board of education or board of health providing a system of medical and dental inspection of school children, as authorized by section 3313.68 of the Revised Code, shall include in such inspection tests to determine the existence of hearing and visual defects in school children. The methods of making such tests and the testing devices to be used shall be such as are approved by the department of health.

Any child shall be exempted from a dental inspection if he has been examined for dental defects by a regularly licensed dentist, from a hearing test if he has been examined by a regularly licensed physician, and from a visual test if he has been examined by a regularly licensed physician or optometrist upon presentation to the school authorities of a certificate to the effect that he has been so examined during the twelve months immediately preceding the date of such inspections.

Section 3313.73

Board of health to make examination; report; recommendations to parents.

If the board of education of a city, exempted village, or local school district has not employed a school physician, the board of health shall conduct the health examination of all school children in the health district and shall report the findings of such examination and make such recommendations to the parents or guardians as are deemed necessary for the correction of such defects as need correction. This section does not require any school child to receive a medical examination or receive medical treatment whose parent or guardian objects thereto.

Section 3709.22

Duties of board of city or general health district.

Each board of health of a city or general health district shall study and record the prevalence of disease within its district and provide for the prompt diagnosis and control of communicable diseases. The board may also provide for the medical and dental supervision of school children, for the free treatment of cases of venereal diseases, for the inspection of schools, public institutions, jails, workhouses, children's homes, infirmaries, and county homes, and other charitable, benevolent, and correctional institutions. The board may also provide for the inspection of dairies, stores, restaurants, hotels, and other places where food is manufactured, handled, stored, sold, or offered for sale, and for the medical inspection of persons employed therein. The board may also provide for the inspection and abatement of nuisances dangerous to public health or comfort, and may take such steps as are necessary to protect the public health and to prevent disease.

In the medical supervision of school children, as provided in this section, no medical or surgical treatments shall be administered to any minor school child except upon the written request of a parent or guardian of such child. Any information regarding any diseased condition or defect found as a result of any school medical examination shall be communicated only to the parent or guardian of such child and if in writing shall be in a sealed envelope addressed to such parent or guardian.

Rule 3301-35-06

Educational programs and support.

(1) Student support services should be designed to support student progress toward meeting educational performance objectives. . . services may include screening, assessment, intervention. . . services shall

(e) Be selected according to adopted policies and with the involvement of credentialed staff.

(2) Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Examples of such include

(c) Services that identify student health and safety concerns and opportunities for access to appropriate related sources. These services. . . shall include

(i) Compliance with immunization requirements of sections 3313.6 of the Revised Code.

(ii) Compliance with emergency medical authorization requirements of section 3313.712 of the Revised Code.

(iii) Vision and hearing screenings, referrals and follow up.

Rule 4753-6-01

Screening.

Screening is for the purpose of initial identification of persons who may have hearing, speech and/or language disorders. Verbal or written indications or descriptive statements about the results of a screening shall be limited to whether the individual passed or failed the screening procedure(s). The report of the findings shall state that the findings should not be construed as a complete evaluation, nor shall it offer remedial steps other than appropriate referral for complete examination by an audiologist, speech-language pathologist, or physician, as applicable. Criteria for failure shall be developed in consultation with an individual licensed in the area of the procedure pursuant to Chapter 4753. or Chapter 4731. of the revised code.

Section 3313.73

Board of health to make examination; report; recommendations to parents.

If the board of education. . . has not employed a school physician, the board of health shall conduct the health examination of all school children in the health district and shall report the findings of such examination and make such recommendations to the parents or guardians as are deemed necessary for the correction of such defects as need correction. This section does not require any school child to receive a medical examination or receive medical treatment whose parent or guardian objects thereto.

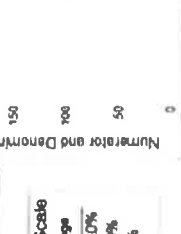


Coshocton Opportunity School : 000598

Select a School Year: 2022-2023

Graduation rates are only calculated when there are at least 10 students in the denominator. Rates based on fewer than 10 students are displayed as 0% and rated as Not Rated. Graduation rates lag by one year.

Graduation Component Rating Exceeds Standards



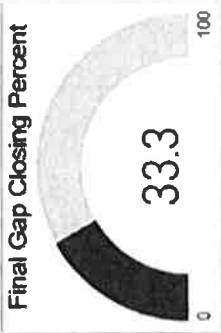
Rating	Score Range
Exceeds	40.0-100.0%
Meets	12.0-39.9%
Does Not Meet	0.0-11.9%

Grade	Rate	Standard	Details
4-Year Grad	87.9	Exceeds Standards	4-Year Graduation Rate Details
5-Year Grad	87.9	Exceeds Standards	5-Year Graduation Rate Details
6-Year Grad	83.7	Exceeds Standards	6-Year Graduation Rate Details
7-Year Grad	84.4	Exceeds Standards	7-Year Graduation Rate Details
8-Year Grad	84.6	Exceeds Standards	8-Year Graduation Rate Details

Coshocton Opportunity School : 000598

Select a School Year
2022-2023

Gap Closing Component Rating
Meets Standards



Gap Closing Technique Documentation

Component Rating Scale

Rating	Score Range
Exceeds	35.0 - 100
Meets	1.0 - 35.9
Does Not Meet	0.0 - 0.99

English Language Arts Points
0.0

Click for More Details →

Math Points
0.0

Click for More Details →

Graduation Rate Points
100.0

Click for More Details →

English Learner Points
NR

Click for More Details →

Points Demotion Required
No

Review Demotions →



Select a School Year

2022-2023

Progress Component Rating

Exceeds Standards

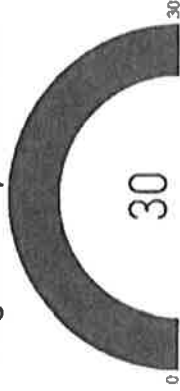
Reading Value Added Rating

Exceeds Standards

Mathematics Value Added Rating

Exceeds Standards

Progress Component Points



Progress Technical Documentation

1

Value Added Rating Scale Score Range

Exceeds	1.00 and up
Meets	-3.00 to 1.00
Does Not Meet	below -3.00

The Progress component is based on growth in academic achievement in reading and mathematics for students enrolled in grades 9 through 12. This measure is based on student growth between two time points in the same school year. Prior to the 2021 school year, the measure used data from the NWEA Measures of Academic Progress (MAP). Starting in the 2021 school year, the measure uses data from the Renaissance Star Assessment. In order for a student to be included in the analysis, the student needs to have taken two assessments with a minimum number of weeks between each assessment.

Ohio Department of Education School Overall Rating Details

Coshocton Opportunity School : 000598

Select a School Year
2022-2023

Report Selection Page

Overall Ratings

Component and Ratings Overview

Overall Ratings Technical Documentation

Overall Rating Increase Criteria

Achievement Component Rating
Not Rated

Achievement Rating Points Earned out of Possible



Progress Component Rating
Exceeds Standards

Progress Rating Points Earned out of Possible



Overall Rating
Exceeds Standards

Overall Rating Percent of Points Earned



Gap Closing Component Rating
Meets Standards

Gap Rating Points Earned out of Possible



Combined Year Graduation Component Rating
Exceeds Standards

Combined Grad Rating Points Earned out of Possible



Overall Rating Points Earned out of Possible



Overall Rating Scale

Rating Scale
Exceeds 80.0 - 100.0%
Meets 40.0 - 79.9%
Does Not Meet 0.0 - 39.9%

Coshocton Opportunity School : 000598

Overall Ratings

Report Selection Page

Overall Rating

Select a School Year
2022-2023

Understanding it Prevention and Report C

Achievement Component Rating
Not Rated

12th Grade Assessment Passage Rate
Not Rated
42.90

Progress Component Rating
Exceeds Standards

Math Value-Added Rating
Exceeds Standards

Reading Value Added Rating
Exceeds Standards

Gap Closing Component Rating
Meets Standards

Gap Closing Points Meets Standards
33.30

4-Year Graduation Rate Exceeds Standards
87.90

5-Year Graduation Rate Exceeds Standards
87.90

6-Year Graduation Rate Exceeds Standards
83.70

7-Year Graduation Rate Exceeds Standards
84.40

8-Year Graduation Rate Exceeds Standards
84.60

Combined Year Graduation Rate Exceeds Standards
85.60

Combined Year Graduation Component Rating
Exceeds Standards





Department of Education

School Overall and Component Ratings

Coshocton Opportunity School : 000598

School Details



Report Selection Page

Select a School Year
2022-2023



Overall Ratings
Technical
Documentation



Overall Rating
Exceeds
Standards

Click for Component and Ratings Overview
Components and Ratings Overview



Achievement
Component Rating

Not Rated

Click for More Details



Progress Component
Rating

Exceeds
Standards

Click for More Details



Gap Closing Component
Rating

Meets
Standards

Click for More Details



Combined Graduation
Component Rating

Exceeds
Standards

Click for More Details



School Selection

Coshocton Opportunity School : 000598

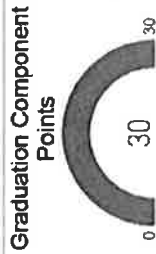
Graduation Rate Technical Documentation

Report Selection Page Overall Ratings

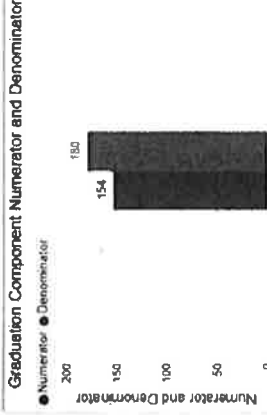
Select a School Year
2022-2023

Graduation rates are only calculated when there are at least 10 students in the denominator. Rates based on fewer than 10 students are displayed as 0% and rated as Not Rated. Graduation rates lag by one year.

Graduation Component Rating Exceeds Standards



Component Rating	Score Range
Exceeds	40.0-100.0%
Meets	12.0-39.9%
Does Not Meet	0.0-11.9%



4-Year Grad Exceeds Standards

87.9

4-Year Graduation Rate Details

5-Year Grad Exceeds Standards

87.9

5-Year Graduation Rate Details

6-Year Grad Exceeds Standards

83.7

6-Year Graduation Rate Details

7-Year Grad Exceeds Standards

84.4

7-Year Graduation Rate Details

8-Year Grad Exceeds Standards

84.6

8-Year Graduation Rate Details

Coshocton Opportunity School : 000598

Select a School Year
2022-2023

Gap Closing Component Rating

Meets Standards



Gap Closing Technical Documentation

1

Component Rating Scale

Rating Score Range

Exceeds 36.0 - 100.0%

Meets 1.0 - 35.9%

Does Not Meet 0.0 - 0.9%

English Language Arts Points

0.0

Click for More Details →

Math Points

0.0

Click for More Details →

Graduation Rate Points

100.0

Click for More Details →

English Learner Points

NR

Click for More Details →

Points Demotion Required

No

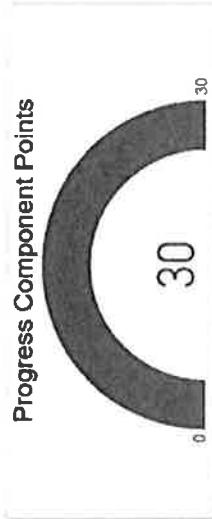
Review Demotions →

Final Gap Closing Component Rating Points



Select a School Year
2022-2023

Progress Component Rating
Exceeds Standards



Progress Technical Documentation

①

Value Added Rating Scale
Rating Score Range
Exceeds 1.00 and up
Meets -3.00 to 1.00
Does Not Meet below -3.00

Reading Value Added Rating
Exceeds Standards

Mathematics Value Added Rating
Exceeds Standards

The Progress component is based on growth in academic achievement in reading and mathematics for students enrolled in grades 9 through 12. This measure is based on student growth between two time points in the same school year. Prior to the 2021 school year, the measure used data from the NWEA Measures of Academic Progress (MAP). Starting in the 2021 school year, the measure uses data from the Renaissance Star Assessment. In order for a student to be included in the analysis, the student needs to have taken two assessments with a minimum number of weeks between each assessment.

Achievement Component Rating
Not Rated



Progress Component Rating
Exceeds Standards



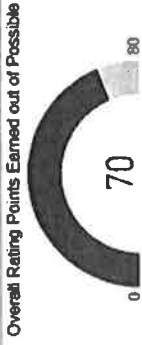
Overall Rating
Exceeds Standards



Gap Closing Component Rating
Meets Standards



Combined Year Graduation Component Rating
Exceeds Standards



Overall Rating Scale

Rating	Rating Scale
Exceeds	80.0 - 100.0%
Meets	40.0 - 79.9%
Does Not Meet	0.0 - 39.9%

Coshoccon Opportunity School : 000598

Regional Subregion Page

Overall Ratings

Overall Rating Details

Select a School Year
2022-2023

Achievement Component Rating

Not Rated

12th Grade Assessment Passage Rate

Not Rated
42.90

Progress Component Rating

Exceeds Standards

Math Value-Added Rating

Exceeds Standards

Reading Value Added Rating

Exceeds Standards

Gap Closing Component Rating

Meets Standards

Gap Closing Points

Meets Standards
33.30

Understanding the Dropout Prevention and Recovery Report Card



4-Year Graduation Rate

Exceeds Standards
87.90

5-Year Graduation Rate

Exceeds Standards
87.90

6-Year Graduation Rate

Exceeds Standards
83.70

7-Year Graduation Rate

Exceeds Standards
84.40

8-Year Graduation Rate

Exceeds Standards
84.60

Combined Year Graduation Rate

Exceeds Standards
85.60

Combined Year Graduation Component Rating

Exceeds Standards

Select a School Year
2022-2023

Overall Ratings Technical Documentation



Overall Rating
Exceeds Standards

Click for Component and Ratings Overview Components and Ratings Overview

Achievement Component Rating
Not Rated

Click for More Details

Progress Component Rating
Exceeds Standards

Click for More Details

Gap Closing Component Rating
Meets Standards

Click for More Details

Combined Graduation Component Rating
Exceeds Standards

Click for More Details