2025-2026

# 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

CITYZIP

PHONE

Administration

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

School Board

Steve Champagne — President

Dave Will

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 2024-2025

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| --- | --- |
| August 12, Monday | 13t Day of School |
| sept 2 | Labor Day (No School) |
| Sept 30-0ct 2 | County Fair (No School) |
| November 18 | ParentfTeacher Conferences |
| November 28-29 | Thanksgiving Break (NO School) |
| December 23 -January 3 | Christmas Break (No School) |
| January 20 | Marin Luther King Day (No School) |
| February 19 | President's Day (No School) |
| March 24 | Parentrreacher Conferences |
| April 17-21 | Spring Break (NO School) |
| May 21 | Last Day for Students |
| May 22 | Graduation |

## Admission Standards

1. Admission to the Coshocton Opponunity School shall be limited to students who are qualified to enroll in grades mne (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,
2. 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 ofdropping out of high school due to poor attendance, disciplinary problems, or suspensions,

Required Documents

Each child who applies for admission to CoShocton Opportunity School is required to provide before starting:

* 1. birth certificate or similar documentation authorized by law as proof or age and birthdate.
  2. a certified copy of any custody order or decree together with any modification in such an order or decree current immunizations and records
  3. social security card or equivalent
  4. special education information (ETR & IEP) if applicable
  5. proof of residence
     1. a deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real estate property tax bill
     2. a utility bill or receipt of utility installation issued within ninety days ofenrollment
     3. a paycheck or paystub issued to the parent or student that includes the address of the parent's or student's primary residence
     4. 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

any Other official document issued to the parent or student that includes the address Of the parent's or studenes primary residence. The superintendent of public instruction shall develop guidelines for determining what qualifies as an official document under this division

 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.

* + 1. 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

 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.

1. 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,
2. Tuition in any form shall not be charged for the enrollment Of any student. The Coshocton Opponunity 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.

The Governing Authority shall adqpt an admissions policy specifying the aforementioned



## 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 ofthe following eight criteria:

English — 4 credits, must include Honors English Ill and Honors English IV

Math — 4 credits, including Algebra I, Geometry, Algebra Il 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. 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 táke an end-of-course exam will be: English J and Il, algebra I or integrated math l, geometry or integrated math Il, 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

### I — 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 I 2015 and a required end-ofcourse 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.

## resting - 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.

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| --- | --- |
| 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 af 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.

1. "B" indicates accomplishment above that of the average student.
2. "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.

1. "P" is a passing grade in a pass-fail course.
2. "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

"IPS' is a temporary grade. This means that the real grade will be withheld until assigned work is complete.

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| --- | --- |
| A 90 to 100% | B - 80 to |
| C = 70 to  F = below 60% | D = 60 to 69% |

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:

l. Achievement in class or subject a, knowledge

1. skills
2. ability to thirü

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 3301-5113 he/she will be given an

Excused absent include:

1. Personal illness and/or medical appointments
2. Severe illness in the immediate family

### c. Death in family

1. Religious observances
2. Quarantine

 College visits as per principal office guidelines

g. Other legitimate reasons which receive prior approval of the principal Unexcused absences include:

1. Oversleeping
2. Car trouble

Shopping

Haircut and beauty Shop appointments e, Baby-sitting

1. Truancy
2. Hunting
3. Vacation

Other absence not listed as excused

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

Court Dates/JuveniIe 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 ofemployment, 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 forn 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:

l. Student's name

1. Date(s) of the absence
2. Reason for absence
3. 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 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: l, Student's name

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

TRANSPORTATION

Transportation to and from school is the sole responsibility ofthc parent/ guardian. Lack oftransportation 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 i s license and the opportunity to obtain one will be denied
* Take appropriate legal action
* Notify social agencies

Administrators may TOIlow this guideline for attendance intervention \* Use school data to determine absences

* 1 st 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, unexcused absences—I 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
* 1 2th unexcused absences—Nd 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 1 8:

* 2nd unexcused absences—conference with student
* 4 th unexcused absences—udlfletter to home
* 6 th unexcused absences—conference with student & parents
* 8th unexcused absences—disciplinary action & possible loss ofcrcdits

### 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 cláborated in the School's manual. Failure to cornply 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 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 i'ppropriate 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 poligyv 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 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

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| INFRACTION | DEFINITION | OFFVNSE | SECOND  OFFENSE | THIRD |
|  |
| Level 2 -a Level 3 - 4 Level 4  Plagi¾izing.  cheating.  copying  •waiter  's  Misconduct  answers dishones'ly or hy means other th\*i m.' ttuvized by the teachœr. Falsifying informaticm (sip'ing homework. el c.i. | | | | |
| The 101gery. 'mauth.oriaedLevel a Iterat daciplinary action  Of  a | | | | |
| Assauh Unlawr.d:ly causing any Level 2-3 Level - 4 Level  dis•linary dise$linary aclion. | | | | |
| verbal. Level Z -4  \*ysircul act that u sttR'eni disc iplinary has hibited toward action student more than once and behav.r,r alternative mental or under under co the Other student (2) is bullying pohcy. under bullying policy, sufficieltly severe. persistent, ot bullying pervasive that it creates hitimidating. policy. threatening. abusive educa'innal enyironment for the other student: or violence wuhirl a  Level | | | | |
| Buuying by Bull"'g, defined above. through useLevel  3-4  disciplinary  Eleet'u'ie Aet ora cellulu or mobile 'elephone.diseiplinary compulcg. pcrsonal d\_het  uruler bully ng | | | | |
| Bomb TPweat  d is etetionary discretimary discretiontwy expu151m expulsion expulsion. | | | | |
| Act Committing» •cit •s by ari resulLg in serious physical harm to pasart:g serious harm 'o | | | | |
| attempting Ot  Dc struelion of atening In cause damage to Schoolinary disciplinary Propeny ot private property (ineludi"g graffiti). | | | | |
| dise$linot•y disciplinary action, action. | | | | |
| Display Of  Any Of Lev-el 2  nary  Afú•ction between st is prohibited discip I inary action | | | | |

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| INFRACIION | DEFINITION | FIRST  OFFENSE | SECOND  OFFENSE | TIIIRD  OFFENSE |
| Disruptive Behavior | Engaging in any eon-duel th• Level 2 results in the brakdowl' ufthc disciplinary proccss of instruct Em and'or Schml action activities, including but to failure to cary out directlons and]or School guiWine.s. faiWre to cooperate with School personnel swerM volunteers. vcrbalyharassing other  or  Level  I  building | | | eve' 3 - 4 |
| Dress Code Violation5 | Stuicntsare allowed to My clothing not disrupt the Parent may be PM'ent learning process and is in good taste. edled be called  Clothing must •wroprialc fur schooVJ0b. ShotØs\irts have bc longcr linger tips Studcnts have sagging pmts should fastened \*ith hell at the waist  Inappropriate clothing 'Will bc bundled on by cmsc basis. T-shirts providcd to who | | | Level 3 |
| Electronic Access | -4  dev  ices | | |  |
| and  Communication ices | NO Student shall any electronic Level I -2  CD discijlitiåty players. t-pods. enminc devices. etc actron. action. without approval pro rxrty belween l.hc hows of 8.00 a.m. 10 lhe conclusion of School. | | | Level 4 disciplinaly |
|  |  | | |  |
| INFRACTION | DEFINITION | FIRST  OFFENSE | SECOND  OFFENSE | THIRD  OFFENSE |
|  | information, properly from another by dtsciplinary disciplinary or cœrcaom action. action. | | | Level 4 |
|  | F teartii to the O'  School Propeny Caj•y Propetly 0\*ned. mandatory manåat•y used, or leased hy 'h' fnr School, expulsion, expu15iM' School School -related | | | I year mandatcy•y expulsion, |
| Olhet  items  o | | | revel d isciç\*inary• action end I year d Escrcunnary |
| i nary action and I i onary expulsion |
| ing |  |
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| INFRACTION | DEFINITION | FIRST  OFFENSE | SECOND  OFFENSE | THIRD  OFFENSE |
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| Activity | student shall be involved in Levels 1 milialions, haz.n:e.  of group affiliations cause danger, physical harm. o. perscmai or disgrace resulting in ph'sical oc mental to Students or Staff No  Studenl shall weM•. or display or behaviors at gestures which symbolize gang members hip or cause participatc in aciivaics aflcct the Wtendmce of mother student | | Level -4 | Level |
| Hazine | Committtng any or Level' - 3 including do any Of initiacion into any Studenl or other orgiMintion that causes or creates risk of causing mental or physical harm to any person Pemis:510n\_ assumption risk by an hazing does not lessen the ohibition in this i | |  | Level 4 disciplinary |
| Homeuo rk | Daily Lcvcl I extension or, and rcinrorcc work, and may be Monday Through 'the of homework and time •equited ful as completion will dcpc9d on. (he gradc  di | | l\_cvcl 2 |  |
| Illegal or  Dangerous  SwbsW'ces | Using. selling/ptnehasirv distributing Level 2-4 pŒsessing. or altcmp:line | | Lcvcl disc iplinary | disciplinary |
| O ion | societies. Othc.t Sets Of disciplinary that arc OLII sancnrencd by the  and This includes is limited 10, Of symbolic jewelry gestures.. laneuaec use trafT1t', distributing material, or perscmal to symbolize me rnben hip i n an organization with a history or. or delamined to be. a disruptim to teaching learning | | disciplinary action. | Level disciplinary |
| Inappropriate | Using or dircctine„ insulting. acc-admg.  language, verbaL d @ltnary SS h4X51 personnel or action\_ any Of the | |  |  |
|  | nonverbal co Level 1 - 2 with reasonable request or directive disciplinary while Schml propens or al any School related as I iygy\_or | | 1-eve12 -3 disc 01 nary | 4  action. |
| Intimidation} | Threats, verbal or physacal. chat inflict  Cyber-bullying bullying and the action. use of information communication technologies. includine but not limited to phme paw med- | | I.e\*œ13 -4 nary | Level 4 dkc i'linary |

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| INFRACI'ION |  | DEFINITION | FIRST  OFFENSE | SECOND  ENSE | THIRD  OFFENSE |
|  | Wiki\*dia\_ thc Internę'. instant mcssaeine, defamaco.ry Wch si es , ine pers" polling Web to & liberałe re peated. hostile behawior by individual or gmup. that In hMm, intimidatc nr harass nthcrs on School nr School prernises, School events, VRogJurus 'H activities or off Schcwl lime or Schcml premises if such acts affett olher Students or Stam of th e School | |  |  |  |
| Knife | Bringing a knifc to Scłcol, onto Schmi propeny , an competilitnł. extracurricular evenL or  Oihe r activłty sponsore:d by Schul whiďl School is a | | Level discWino acuonand I  discrelion ary ex | Level disciplirwry action and  discreuonary ex | discWinary 'dion and I war discłetl.młuy expulsion |
| Possess•ng a knife ar School, on School  Propeny al an exłracurTicutu e vent. ur  0'herSchool or  "hich k nife was initiały błought mło  Sc hool Pro b anolher | | disciplinaxy action Mld Year discre(ionary | disc.plinary aci.on uld I Year d iscretionary | Level 4  actionand I ye;u ary expuls.on. |
| Linering | Throwine , trash. or olhcr maleriais nn 'he lioor, insi'k the School buildáłg, Or un School grounds. | | Level L | disc$linary action. | 3 -4 disciplirury action |
| łoiłerine | r Or the following citeumstmces:  After a rcasonahic rcquesl to have a, leg.i1irrAe• rgesence.  have uritten JE txmsion from p.oper authority ror presence  RefusBl tn i demi self | | Level disc\*linary | Level 4 |
| Lunch and Lunch Time | Whcn Parents provide a Student'5 'hey mea l, CX-banaied beverages, suci soda are prohibitc'l Lunch should be a pleasant expericnce ever yoncr student5, arui staff Students rtu:B't display decent cabie manners, eon and with voluntccrs, tcachcrs and schod persomxl Vioaatioms arc  desłgnated  ekan | | actio n. | Level 2 | Level 3 disc#linary |
|  |  | | Level I disc Oli fiaty | Level 2 | Level 3 - 4 disc iplinary |
| Misuse of  Elect"H1ie Chline  Hardwue or | Studenls usiłg Schłxjl services ilegal, inappropriate. or obscene | | Level 2 disciplinary | Level 3 disc:ipl'nary | Level 4 |
| Obsccniticv•  Verbd AbuseJ  Vulguities,'  Proranity | usc ofobsccnc.  profane haras:singr insulling, religious, or ethnic story, wtitlen or vegbul, toward School personnel or | | discvlinary actüjn\_ | di s:ciplinry | disc$linary |

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| INFRACTION | DEFINITION | OFFENSE | SECOND  OFFENSE | TIIIRD  OFFENSE |
| gestures and signs thal nilWty intimidate. insul¼or in other manner. abuse others. | | | | |
| Offensive The produc tion SK) \*session, and/or Level I Level 2 Level 3  Material disuibutionof materials that offend disciplinary disciplinary disciplinary common decenc action | | | | |
| ,  Other Knowingly catat•ne in u•ly behavior  Disruptivedisci'iinarydisciplirury  Behavior 10 derncan, or harm e notha the Of individual or the SChCkjl\_ | | | | |
| Physical Pan in physical Level I contact, including bul nor limited la disciplirury tithline. pushine hut tine actio m other studerus, | | | | |
| Playground  Bchay•or   * Throwing ObjecÃs or kind, inthuling snow. arWox ice property Mhcrs (hag , gioycs, * Not bcûl g supervised use Of playground equi pmcnt   Using playground u ipment | | | | |
| Reckless Any willful act that is intended Level 2 3 in places others nary disciplinary  Jeopardy or injury, or results in the dunagc. destruction or dcraccmcn• or School or | | | | |
| Refusal to Do The refusal to complete work, labs. Level j Level 2 Level  Class:rswrn Work given by disc i'tinary disciplinary disc the leEhe1. action. action. action. | | | | |
| Students concerned about their Level I Level Level own safety and that orothers. Student  disciplinary disciplinary actions thal maybe cmsidered a safety action. action. risk include are not ti,mfed to safety &ilhs  Running, pushing, ye"ing. other inamropriate t•viors  Possession of or of tabEC0, alcohol, or drugs • Leaving I he schcxjl geunds withoul pennissieql  • Any or the ubovc | | | | |
| Sale, Use, sell  Possession. or possess ingh or attempting , distWinary  Disgribution Of rtHHHl altering chemicals. or substances Alcohol , or (including counterfeit or look-ulike other Themical substances). distribuling any nuco•tics, of kind.  , OthCT intox SchlY'l p at  School rune lions or even/ | | | | |
| l,evet2-3  Possession. ordiscipl'oary  Distobption or | | | | |
| Sehnol Hall and Stu\_lents wdl themselves Leyel I Level 2  Restrc:nms accordng to the gund•ards Of character dist.$l inary disciplinary education, values training, positive characlca waits. "Id behavior | | | | |

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| INFRACT ION | DEFINITION | FIRST  OFFENSE | SECOND  OFFENSE | OFFENSE |
| Any use of physical force or violence at my 'inc anywhcrcA-m prwc.rty  H o fother ete\_  • Disresxcl toward staff members. sub slilutc volunteers uWo.rvi31tors | |  |  |  |
| School Properly Teqbou\s. computers, and "hool are stulcni  All Violations in this arga require restoration restitution violations include bul are not limned  and school rnaterials  Destruction use Of  I computers, p r Inters. other technol  properly desks, lux;kers,  Failurc 'o rcspcct the pro,iEjr1y or other s' , tcachcrs, personnel, etc.  schwa  • Gum ehewing  Improper  use  or  resln»ms  and/or | | Level I dnsc iplinary |  | Level 3 - 4 disci'linary |
| Tc:lcphonc strongly disetynaged\_ To help students develop responsibiliy\_ tThone calls. hume rcquirc thc | | actiLM1. | Inaty | d ise$linary |
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## 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 againstT 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 environmenti 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 ror 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: (I) 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

 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 musl 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 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 bc 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 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. Ifthe 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 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 USC, 12320

Procedure for Responding to and Disciplining Acts

Acts ofharassment, 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 offuture 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 ( I ) 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 super,'ise.
* 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 liåbility 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 ofconduct for schools and students in the School,

The policy and an exOIanation of the seriousness of bullying by electronic means shall be made available to students in the School and to their custodial parents ot 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 ofwhere 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 planned hazing, or possible events that may include hazing; staff members are required to infom 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, schoož 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 or Ohio and local ordinances.

## Change ofAddress, 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 studentœ

### 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 witl 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:

l. Students must be enrolled in both college and high school

2. Students can earn college and high school credit upon successful completion ofthe course.

CCP courses must be the same as those offered on campus — included in the institution ofhigher 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 ofRegent'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 (online curriculum) for some of our classes. Computer usage is as per the Coshocton Opportunity School policy.

### Counseling

Counseling service is available to all students. Próblems 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 drivc 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 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 ( WINS-FM 99.3) by I 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 bc 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:

I. Students are to pass from the classroom in single file.

1. All students are to pass to a point at least 100 feet from the building.
2. 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. IPod 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**. **All students withdrawing from the district or who have completed their graduation requirements are required to complete an exit interview and survey**

## 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.

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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 ofthe students were pregnant or parenting. Fourteen students (27%) had IEP's, All juniors took the ACT test. Thirtyfour 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 of 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 a-re childcentered and family strengthening can engage, guide and motivate students to be productive citizens ina global society.

With the passage of Ohio Senate Bill 311, the Ohio Revised Code [ORC 3313.472 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 1 1 1 8; 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

"Each school district board of education ofeach 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 poticy 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:
   1. The importance of the involvement of parents and fOster caregivers in directly affecting the success of their chi Idren's or foster children's educational efforts:
   2. How and when to assist their children or fOster children in and support their children's or foster childrenis classroom learning activities;
   3. Techniques, strategies, and skills to use at home to improve theirchildren'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.i'

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 Iåmily and community engagement models, products and professional development to s 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)l

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 chitdren's education and in school activities.

Although research and existing federal, state and local policies use the term parents' we prefer to includefamilies 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'seducation.\*
* 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 meaningfúl 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 l, Section 1 1 18; 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 childrenis education, growth and development
* Coordinate and integrate parent and family involvement programs and activities into Head

Start, Reading First, Early Reading FirsU Home Instruction Programs ror 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 1 1 18 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 ramifies 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 pu•ents, families and schook through bridging econom ie and cultural barriers.
* Promote consistent and effective two-way commun ieation between allstudents' parents, family mem bersand 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 thal 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 busincsscs and industries to offer parent, and family-friendly policies that support parent and family involvement in children's school activities.



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 suchas community-bused programs, higher-education institutions, libraries and business resources to enhance students' in-school and out of school learning opportunities, including fieldbased 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 i mportance of reach ing out to fami lies throu gh multip le communication pathways; designing meaningful parent conferences; and implementing and coordinating family involvement programs school wide. t
* Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
* Indicates Title I Section 1 1 18 parent involvement requirements
* Develop a comprehensive parent, family and community engagement plan based Oti student andschOOl 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 suppolt the ongoing implementation of effective family and community engagement strategies with attention given to schools with low-achievingstudents.

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, cuEtural competence and family ecology,

* Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
* Indicates Title I Section 1 1 18 parent involvement requirement

Parental Notification Regarding Medications

Parents and Guardians

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 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 medications 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 he completed by the physician)

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| 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  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)

|  |
| --- |
| 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 ifthe 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 Perenis; Qssible, ease attach a recenl photograph ofyour 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 yearboóks.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | N ame |  | Ma-or Field of Stud |  | Honors & awards |
| x | Address |  | School Related Publications |  | Weight & Height of  Athletic Team Members |
| x | Tele hone Number | X | Grade Level | X | Enrollment Status |
|  | Email Address |  | Dates Of Attendance |  | Student Directo |
|  | Photo ra h |  | Date of Graduation |  | arbook |
|  | Date/PIace 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 vaiting by within ten (10) days of receiving this notice Notice in writing may 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 subpo
* military recruiters unless the parent requests in WTiting 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.' I his form should only be completed ifyou to opt our Of'he School •s Directory Information. Ifyou wishfor the School to include your child 's directory information, do not complete and return thisform

(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 the Technology, the network. and internet, students and MOmust 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 distupts 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:

o 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.

[f 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 ofe1Tors, will mect any of the user's specific requirements, or will bc uninterrupted. Thc 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 fram our program Into one of the followlng post-secondary paths}

* Enter into a two-year degree program;
* AcqLdrea buslness or Industry credential; or
* Enter an apprenticeshlp

We understand that esch student Is unique and our program will prepare students for one of the a bove pathways.



The Coshocton Opportunity SchOOl 1205 Cambridge Rd.

OH 43812

740,622.3600

Fax 740-622-6860

Coshocton Opportunity School Student Success Plan

The Student Success Plan is Orie component ofthe carcc:r  process and Il assist you in ror your future. This is a working document that wit] Change as you complete career activities and learn more about your interests, skills. end values. This plan must include enrollment in a two-year degree iri a business and industr credential or rcnticcshi

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| Cortacl In formal ion  C"ter Pathway Goals  Academic Pathway Plan Assessment Record    CareerExploration Activities  Plarning Checklist | | | | | | Resume and Cover letter  Lctlers at recommendations  Career narrative  Record ofawu•ds gamed  Academic and career related classroom Career-Technical education competency test results, credentials and certificates earned. College and admission results end transcripted credit earned in h igh school. Individual Transcription Plan  Oth¥ ttems deemed a riate | | |
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Contact Information

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| Home Address | | | |  | | | | | | | | | |
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| 504 Education Plan | | | | | | |  |  | | | | | |
| Individualized Plan (IEP) to | | | | | | |  |  | | | | | |
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Career Pathway Organizer

Circle One: Grade 9 10 11 12

Begin your career planning by responding to the statements below. S ince your career goals may change over time, you should rcvisit and update this form each year. This document is a tool to help you identi9 career and educational goals. It will not guarantee employment in a specific job and allows you to change your mind you leam about various career fietds and jobs. After you complete this form, go on the Academie Pathway Plan to map your courses from grades 8-12.

After Higb School, I plan to; O Work full time O Work part time and attend school O Enter the military os a career O Will matriculate a 2 ar 4 year postsecondary institution time

O Attend technical school full time

What is your career goal(s)?

1. What interests, skills and knowledge support yout career goals?
2. Whal Courses do you plan to take in high schcol to reach your goal(s)?

4, What do you plan to do after high school to rcach your goal(s)?

What activities and Skill training Will you outside of school to reach your goal(s)?

6. What degree, certifiLationå licensure or specialized training will you næd ror your chosen

 Has your career goal(s) changed since last year?

8. What other career goal(s) and educaqional plans have you considered as a second chøicc?

Approval ofStudent Success Plan:

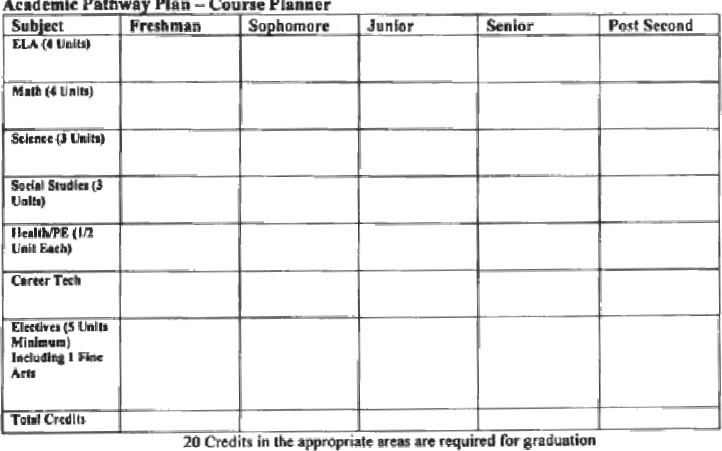
Studenl Signature

PatenVGuardian S Date

Teacher/Counselœ Signature Date

Academic Pathway Plan

Begin your course planning by identifying your chosen career cluster. You should review your courses annually and mnke 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/sehool counselor to help you make final dccisions.



Ac.demic

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Plan

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Planner

l . Programs, experiences and activities to support my academic and career goals:

2. Additional interventions or assistance need to do for my future success;

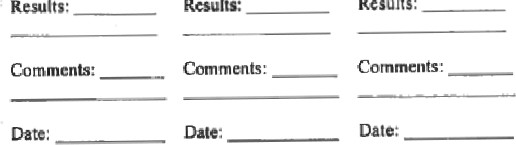
Assessment Record

A record ofthe assesments that you have taken is an imponant tool to use to guide you on your carccr path. Record the results ofthc teMS and assessments that you have taken in the appropriate areas. Identifr the date taken, asyssment tool and your results WIth appropriate comments.

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| --- | --- | --- | --- |
| Exams |  |  |  |
| ELA 1 | Tool: | Tool: | Tool: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Assessmc | Career Inter—ts | Career Skills and Values |  | Other |
| College and Career Ready Exams | Date: | Date: | Date: |  |
| ACT/SAT | Tool: | Tool; | Tool: |  |

Work KeysfASVAB

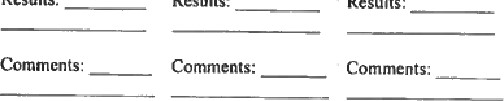


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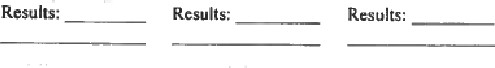
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Science 

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 Social Studies 

Comment" Comments: Comments:

Career Readiness Skills

Listed below is nn entnple of the skills necessary for workplace success Use th is 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



Drug Free The student commits to being drug free.

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

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

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

The Student abides by guidelines, demonstrates self-control and stays on task. TenmworWC011•borationt The student builds collaborative rela(ionships with others and can work as pan of a team-

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

I.\*aming 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 effectiycly in written and oral forms.

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

Globanntercultural Fluency: The student values, respects and learns from diverse groups of people.

Leadership; The student leverages the strengths of others to achieve common goa Is. He or she coaches and rnotivatcs pccrs and can prioritize and delegate work.

Creativityannovation: The student is original and inventive. He or she commun icates new ideas to others, drawing on knowledge from different fields to find solutions.

Career Mautgement; The Student is a  or She articulates strengths. knowledge and relevant to success in n job or postsecondary education.

Career Exploration Activities

Use this activity to record experiences that relate to your carver goal or to identify those expermces you would like to have- As you write a briefdescription in the appropriate space, indicate whether it is a goat or an actual experience- You may include longer reports of your

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| --- | --- | --- | --- | --- |
|  | •ences | ratel in r Student Success Plan. | | |
| Exploration : Research, Workplace visit witb Interview, Job  etc. | | | |  |
| Career Mentorshi | | | |  |
| Internship/Co.Op/Pre- | | | |  |
| Community Service and Service Learni | | | |  |
| Work Ex rience aid or Un | | |  |  |
| Cøreer Technical Education, College Credit Plus, Competency Based Education etc. | | | |  |

Addi tional Learnin Activities

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| Elective Courses | | | | | | | | | | | | | | | | | | |
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| Duel Credit Cou rses | | | | | | | | | | | | | | | | | | |
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| Potential References | | | | | | | | | | | | | | | | | | |
| Refe e Name | | | | | | | | Title/Ra1e | | | Phone and/or | | | | | |  | |
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| College/lnstitution 1 | | | | Date  Visited: | | n  Transcript  Submitted  CFA ESA  Sent | | | | | | Application Deadline:  Date Sent | | OTcs1 Scores Submitted | | Date  Applied | | |
| Coltegennstiiation 2 | | | | Date  Visited: | | Submitted  [IFAFSA  Sent | | | | | | Application Deadline;  Date Sent | | OTest Seores Su it ted | | Oatc  Applied: | | |
| Collegennstitution 3 | | | | Date | | Transcript  DFAFSA  Sent | | | | | | Application Deadline:  Date Sent | | Test Scores Submitted | | Date  Applied: | | |
| Collegennstitution 4 | | | | Date  Viaited: | | T ranscript  Submitted  CIFAVSA  Sent | | | | | | Application Deadline:  Date Sent | | OTegt Scores Submitted | | Date  Applied: | | |
| Seboianhi | | | | | | | | | | | |  | |  | | | | |
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| Recrultcr Information | | | | | | | | | |  | | | | | | | | |
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| Name | | | | | | | | | |  | Phone | | | | | | | |

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| Job Search Activities | | | | |
| Resume Com eted | | Mock Interview Com eted | | |
| Resume Reviewed | | Cover LetterCom leted | | |
| Resume Revised | |  | |  |
| Job Search Activities | | | | |
| Job Title | Company | Application Filed | | Cover Letter Sent |
| Job Tille | Company | Application Filed | | Resume Cover  Letter Sent |
| Job Title | Com pany | Application Filcd | | Resume and Cover Letter Sent |
| Job Titic | Company | Application Filed | | Resume and Cover Letter Sent |
| Job Tille |  | Application Filed | | Resume and Cover Letter Sent |
| Job Title | Company | Application Filed | | Resume and Cover Letter |

Plonning 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 goalB When you demonstrate specific skills, you will cheek the box next to them. Keep this form in your Student Success plan so that you can update your skins ench year. Provide comments, as appropriate, to document your understanding.

O I have updated (and changed, ifnccdcd) my Student Success Plan, Comments:

O I know and can describe my Interests and work traits. Comments:

O I know and can describe my academic strengths.

Comments:

O I know how to locata and use career Information resources. Comments:

O I understand Ohio's 16 career clusters. Comments:

O I can describe the educational options available to me, Comment:

O I know the high school graduation requirements. Comments:

O I know the educational requirements to roach my chosen career goals. Comment:

O I hava discussed my current educational plans and career goals with my parenuguardlan and counselartteacher. Comments:

O I can locate and identIW local Job opportunities. Comments:

O I can EdentlW nontraditional career options. Comments:

O I know how to navigate and complete applications.

Comments:

O I have discussed my plans for after high school with my parents/guardian and my counselor/teacher.

Comments:

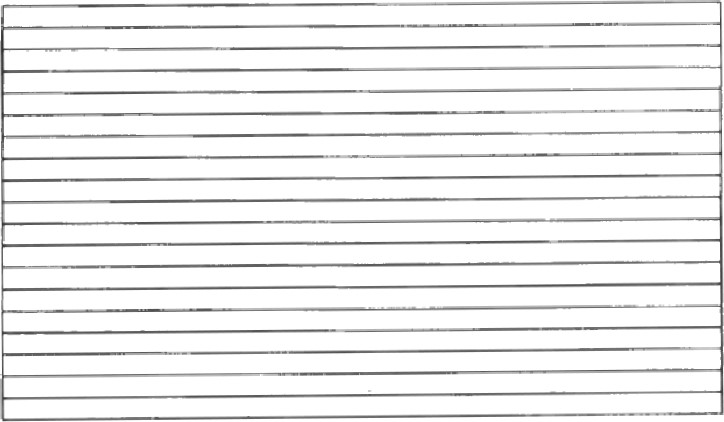
O My plan Includes matriculating to a two-year degree program, acqulrlng a businos• and industry credential. or entering into an apprenticesmp,

###### Documentation of Annual Student Success Plan Meeting

By signing this document, I am acknowledging that I attended and am in agreement with the annual update, progress, and continued plan for this student, as spelled out in hisJher Student Success Plan,

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| --- | --- | --- | --- |
| Name | Title | Si •ture | Date |
|  | Student |  |  |
|  | Teacher{Mentor |  |  |
|  | Teacher/Mentor |  |  |
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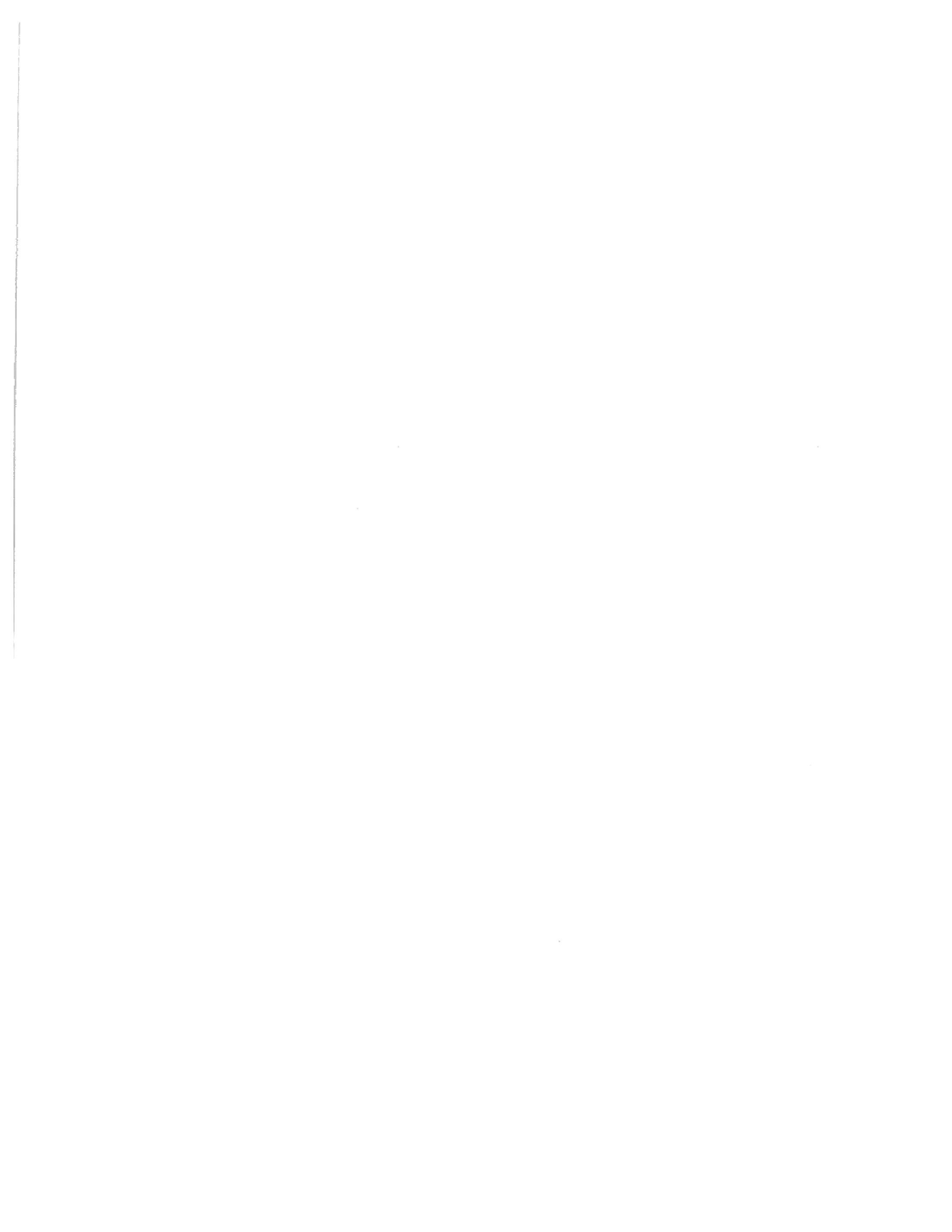
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|  | 'X COORD!NATOR: |

Roger Moore

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Address- 1205 Cambrldge Road, Coshocton, Ohio 43812

Telephone. 740-622-3600



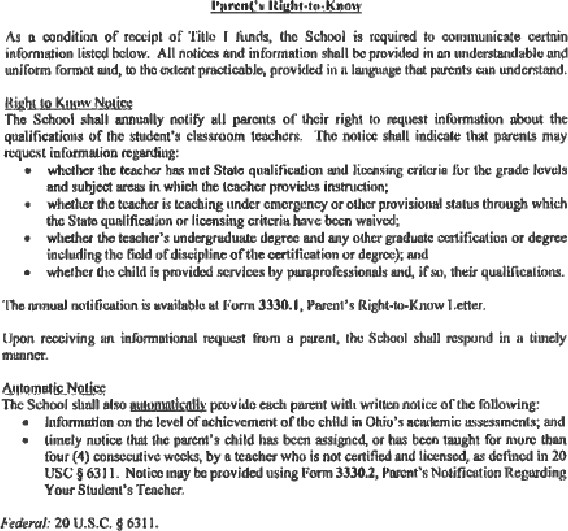
Coshocton Opportunity School: A Parent's Guide to Title I

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| What is Title  Through Title I, money is given to school districts around the count0' based on the number of Iowincome 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 Ofthe Title I program is on helping all students meet the samc high standards expected of all children. Title I programs can help;   * Children dc better in school and feel better ábout 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 * Ask to read the progress reports on your child and school * Request information about the professional qualifications ofyour child's teacher(s) including the degrees and certifications held, and whether the teacher is certified in their respcctive area of instruction * Help to decide if Title is meeting your child's needs, and offcr suggestions for improvement * Know ifyour 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 1 1 1 8, 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   * Provideparents with an easy-to-understand annual state report card regarding student achievement and thc professional qualifications of instructional staff * Review the progresg Ofeach LEA annually to determine: * Ifeach 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 |

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| 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 programsi 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 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 ofthe Title I Schoolwide program. This means that school staffwork to improve tbc school's educational program in an effort to increase the achievement of all studcnts. 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 Nnding is spent and the rights Of parents to be involved * DevelopjointlYi with the parents ofparticipating 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 suppotting the development Of parent advisory councils or parent Icadcrship * 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 bccausc knowledgc is power * Participate and Support your child acadernically 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 |







 RE j) 19.074.

Reference; policy 3230, QuallNgd policy 3310, Puvntul Involvement

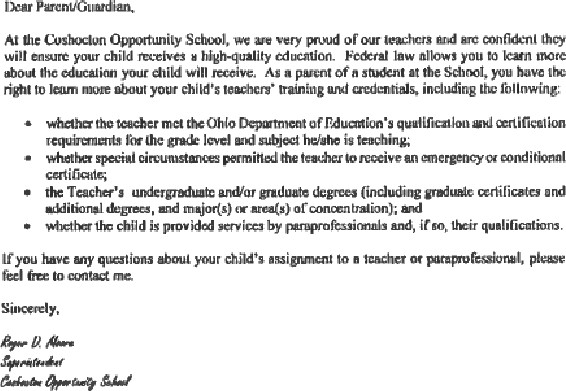
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