

2021-2022 Testing Dates

Each school district chooses a consecutive series of school days to administer state tests within specified windows, or periods of time.

Ohio's State Tests in English language arts, mathematics, science and social studies

FALL TEST WINDOWS 2021

Grade 3 English language arts – Five consecutive school days, including makeups, within the Oct. 18 to Nov. 5 window

High school end-of-course tests – Fifteen consecutive school days, including makeups, within the Nov. 29 to Jan. 14 window

FALL WRITING PILOT TEST WINDOW 2021

The voluntary English language arts writing pilot originally scheduled for fall 2020 has been rescheduled for fall 2021. More information will be available soon.

English language arts - Nov. 1 - Nov. 19, 2021

SPRING TEST WINDOWS 2022

School districts select 15 consecutive school days, including makeups, within each test window.

English language arts - March 14, 2022 - April 15, 2022

Mathematics, science and social studies - March 28, 2022 - May 6, 2022

SUMMER TEST WINDOWS 2022 (OPTIONAL)

Grade 3 English language arts – June 27 – July 1, 2022

High school end-of-course tests – June 27 – July 8, 2022

OHIO GRADUATION TESTS

During the continuous online testing window (September through June), testers have three opportunities to take any part of the OGT still required.

Testers requiring **paper as an approved accommodation** have three test opportunities during the September 1, 2021 – June 30, 2022 test window with staggered start times:

- Opportunity 1 September 1, 2021 - June 30, 2022
- Opportunity 2 October 18, 2021 – June 30, 2022
- Opportunity 3 November 22, 2021 - June 30, 2022

Please check with your local district or adult diploma program about opportunities to take the tests.

Districts/schools may set their own test windows within the state framework. For details, please look at OGT FAQ (<http://education.ohio.gov/Topics/Testing/Ohio-Graduation-Test-OGT/Ohio-Graduation-Tests-FAQs>).

Ohio English Language Proficiency Screener

Aug. 5, 2021 - June 30, 2022

Ohio English Language Proficiency Assessment

Jan. 31 - March 25, 2022

Alternate Assessment for Students with the Most Significant Cognitive Disabilities

Feb. 22 - April 15, 2022

Note: All information subject to change.

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Paolo DeMaria
Superintendent of Public Instruction

State Board of Education of Ohio
Laura Kohler, President

Child Find Responsibilities

As required by Ohio law, the School shall adopt and implement written policies and procedures that ensure all children with disabilities residing within the district, including children with disabilities, regardless of their situations, who are in need of special education and related services are identified, located, and evaluated as required by Federal Law. The School's policies and procedures shall be approved by the Ohio Department of Education.

For the purposes of this policy, "child(ren) with disabilities" is defined to include a child with a cognitive disability, hearing impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

This policy extends to students who are:

- advancing from grade to grade;
- enrolled in a private school;
- highly mobile; and
- are home-schooled.

To meet the requirement of an effective and practical system for identifying and assuring that all children within the local school district are receiving special education and related services are accurately accounted for, the School shall publish a Child Find Notice in a newspaper of general circulation in the School's geographic area. A model Child Find Notice may be found in Form No. 3740.1.

Federal: 34 C.F.R. 300.111.

Ohio: 20 U.S.C. 1412.

Cross Reference: Policy 3710, Rights of Individuals with Disabilities; Form 3710.1, Special Education Policies & Procedures; Policy 3720, Section 504 of the Rehabilitation Act of 1973; Form 3740.1, Child Find Notice.

Child Find Notice

CHILD FIND NOTICE [INSERT SCHOOL NAME], by law, is required to identify, locate, and evaluate all children in the School's geographic area that may have disabilities. This notice is one way the School accomplishes this goal. If you have or know a child with disabilities, please contact this school. A child with a disability is defined to include child with a cognitive disability, hearing impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities. The School does not discriminate on the basis of race, color, national origin, sex, disability, or religion in the educational programs and/or activities operated by the School.

Parental Involvement and Participation

The School recognizes that family involvement plays a key role in the academic success of students. The term "family" and "families" is used to include parents as well as children's primary caregivers, who are not their biological parents, such as foster parents and caregivers, grandparents, and other family members. The School shall afford family meaningful opportunities to participate in the education of their children. These opportunities shall be based on the most current research that meets the highest professional and technical standards and shall be geared towards lowering barriers to greater participation by family.

Parent Involvement in the Student's Education

The School shall seek to create an environment that is accessible to family. The School shall also provide a meaningful range of opportunities for family to volunteer to be involved with the School's activities.

The School shall also assist family by providing them with training, materials, and information regarding techniques, strategies, and skills to use at home to support the student's academic efforts at school and the student's future as a responsible adult member of society. The School shall strive to create engagement activities that respect the various cultures, languages, practices and customs of the students.

Increasing Communication

This policy shall be designed to build consistent and effective communication between family of students enrolled in the district and the teachers and administrators.

The School shall provide family with information regarding their child's education, health, and safety. This information shall be communicated regularly and in a clear, open, and understandable manner. The School strives to promote consistent and effective two-way communication between all students' family, family members and school personnel.

The School shall also provide families with information on Ohio's academic standards, state and local assessments, and legal requirements so that they can make informed decisions about their children's academic future. These legal requirements include Title I, Section 1118, parent participation rights under IDEA, and gifted students under ORC 3324.04 and 3324.06.

Collaboration with Community Programs

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Title I Parental Involvement Policy

As a condition of receipt of Title I funds, the School shall develop a Parental Involvement Plan (the "Plan") for involving parents of participating children in Title I fund programs and activities.

As used herein, the term "participating children" means all students who are participating in the programs, activities, and services funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA).

Components of the Parental Improvement Plan

- involve the parents of participating students in the development, review, and improvement of Title I programs and activities;
- provide the coordination, technical assistance, and other support necessary to enable the School to plan and implement effective parental involvement activities;
- coordinate and integrate parental involvement strategies for Title I programs with parental involvement strategies under other federally-funded programs (e.g. Head Start Reading First, Even Start, etc.); ● build the School's and parents' capacity for strong parental involvement;
- conduct an annual evaluation with parents to evaluate this policy and this policy's effectiveness by (1) identifying barriers prohibiting greater parental involvement, (2) using the evaluation to design strategies to generate more effective parental involvement, and (3) revising the School's parental involvement policies;
- schedule parent meetings throughout the year in a manner which promotes attendance, such as offering meetings at flexible times and offering childcare, transportation, or other needed assistance; ● offer, if requested, additional opportunities;
- involve parents in the activities of the School by providing them with timely information about the programs offered pursuant to Title I funds;
- assure that, to the extent possible, full participation opportunities are provided to parents with limited English proficiency, parents with disabilities, and parents of migratory children;
- assure that, to the extent possible, all reports, notices, and other information given to parents is provided in a language that they can read and in a manner they can understand;
 - assist parents in understand such topics as the State's academic content standards, State assessments, and how to monitor a child's progress to improve achievement;

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- provide materials and training to parents to work with their children to improve their children's achievement (e.g. literacy training, technology, etc.); ● provide timely responses to parents' questions, concerns, suggestions, etc.;
- educate teachers and other Staff members about the importance of parent involvement, and in how to reach out to, communicate with, and work with parents as equal partners in the implementation and coordination of parent involvement programs; and ● fulfill all other obligations as imposed by applicable laws, regulations, or guidelines.

Although not required, the Parental Involvement Policy may also include provisions intended to accomplish the following:

- Involve parents in the training for teachers, principals, and other educators;
- Pay provide and pay the associated reasonable expenses for services provided for the purpose of enabling parents to participate in School-related meetings and training sessions;
- Train parents to enhance the involvement of other parents;
- Establish a parent advisory Governing Authority to provide advice on all matters related to parental involvement in programs funded by Title I.
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Parental Involvement Policy shall be annually reviewed and revised as necessary to eliminate any barriers that may be preventing effective parental involvement. The most current Parental Involvement Policy shall be distributed annually to the parents of participating students and shall be made available to the local community.

SchoqI-Parent Compact

Pursuant to the receipt of Title I funds, the School shall jointly develop, with parents of all participating children, a School-Parent Compact that outlines how the School staff and participating students and parents will share the responsibility for improved student academic achievement and the means by which the School and the parents will build and develop a partnership to help children achieve the State's highest standards. Such a Compact shall, at a minimum:

- describe the School's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards,

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- describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- address the importance of communication between teachers and parents on an ongoing basis including, but not limited to: 1) annual parent-teacher conferences in elementary schools; 2) frequent reports to parents detailing the student's progress; and 3) reasonable access to staff, opportunities to volunteer and participate in the child's class, and opportunities to observe classroom activities.

The School-Parent Compact, as approved by the Governing Authority, shall be submitted to all parents participating in programs receiving Title I funds.

A model School-Parent Compact is included as Form 3320.1.

Federal: 20 U.S.C. § 6318.

Cross Reference: Policy 2130, Wellness Policy; Policy 3310, Parental Involvement and Participation; Policy 3330, Parent's Right-to-Know; Policy 3340, Parental Rights under the Protection of Pupil Rights Amendment (PPRA); Form 3320.1, Model School-Parent Compact.

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Positive Behavior Intervention Supports, Restraint, Seclusion: and Prohibited Practices

The School shall make every effort to prevent the need for the use of Restraint and/or Seclusion. Restraint and/or Seclusion shall not be used, except when there is an immediate risk of physical harm to the students or others, and shall only occur in a manner that complies with this policy and protects the safety of all children and adults at the School. Every use of Restraint and/or Seclusion shall be documented and reported.

Positive Behavior Intervention and Supports

To greatly reduce, or in most cases eliminate, the need to use Restraint and/or Seclusion, the School shall implement an evidence-based system of Positive Behavioral Intervention and Supports (PBIS System). The School shall conform to the standards, definitions, and requirements set forth in Ohio Adm. Code 3301-35-15 and ODE's Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion. The PBIS System shall encompass a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors. The PBIS System applies to all students, staff and settings.

The PBIS System shall include:

- Trained school staff to conditions such where, under what conditions, with whom and why specific inappropriate behavior may occur;
- Preventative assessments, which should include: a review of existing data, interviews with parents; family members; and students, examination of previous, and existing behavioral intervention plans; o Using the above data, the School shall develop and implement preventative behavioral interventions and teach appropriate behavior.
- A system that will support students' efforts to manage their own behavior, implement instructing techniques in how to self-manage behavior and decrease the development of new problem behaviors, decrease the development of new problem behaviors, prevent worsening of existing problem behavior, redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors; and • Family involvement.

Restraint

The only type of restraint permitted is Physical Restraint, and any use of Physical Restraint must comply with this Policy.

Physical Restraint is defined as the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical Restraint does not include—and this Policy does not apply to—brief, but necessary physical contact used to break up a fight, to knock a weapon away, to calm or comfort, to assist a student in completing a task

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where the student does not resist the contact, or to prevent an impulsive behavior threatening the student's behavior.

Physical Restraint may only be used:

- when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, but in no circumstances may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control; • in a manner that is age and developmentally appropriate;
- by Student Personnel who are trained in safe restraint techniques, except in the case of unavoidable emergency situations when trained personnel are not immediately available; and • by Student Personnel in accordance with Ohio law

Procedure for using Physical Restraint. If Student Personnel use Physical Restraint, Student Personnel must:

- be appropriately-trained to protect the care, welfare, dignity, and safety of the student;
- continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern; • use verbal strategies and research based de-escalation techniques in an effort to help the student regain control; • remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated; • conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and • complete all required reports and document staffs observations of the student.

Prohibited forms of restraint. The School prohibits the following forms of restraint under all circumstances, including emergency safety situations:

- "Prone Restraint" or a physical or mechanical restraint while the student is in the face down position.
- physical restraints that obstruct the airway of a student.
- physical restraints that interfere with a student's primary mode of communication. • any restraint that unduly risks serious harm or needless pain to the student. This includes intentionally, knowingly, or recklessly using any of the following techniques:
- uses any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way; o pins down with knees to torso, head and/or neck; o includes using pressure points, pain compliance, and joint manipulation techniques; o drags or lifts of the student by the hair or ear; o uses other students or untrained staff to assist with the hold or restraint; or o secures a student to another student or to a fixed object.
- restraint of preschool children in violation of paragraph (D) of rule 3301-37-10 of the Administrative code.
- "Mechanical Restraint" or any method that restricts a student's freedom of movement, physical activity, or normal use of the body, using an appliance or device manufactured for this purpose. This does not mean devices used for the specific and approved

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therapeutic or safety purpose for which such device were designed including: restraints for medical immobilization, adaptive devices or mechanical supports to allow for greater freedom of mobility, and vehicle safety restraints when used as intended during the transport of a student.

- "Chemical Restraint" or any drug or medication used to control a student's behavior or restrict freedom of movement. This does not include drugs or medications prescribed by a qualified health professional for standard treatment of the student's medical or psychiatric condition. This also does not include drugs or medications administered as prescribed the qualified health professional acting under the scope of Ohio law.

Seclusion

Student Personnel may only use seclusion in accordance with this Policy.

Seclusion is defined as the involuntary isolation of a student in a room, enclosure or space from which the student is prohibited from leaving by physical restraint, closed door, or other physical barrier. Seclusion is a last resort, safety intervention that provides an opportunity for the student to regain self-control.

Seclusion may be used only:

- if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
- as a last resort to provide an opportunity for the student to regain control of his or her actions; and
- in a room or area that is (1) not locked and (2) provides for adequate space, lighting, ventilation, clear visibility, and the student's safety.

Seclusion shall not be used:

- for the convenience of staff;
- as a substitute for educational program;
- as a form of discipline/punishment;
- with preschool students in violation of Ohio Adm. Code Rule 3301.-37-10(D);
- as a substitute for less restrictive alternatives, inadequate staff, staff training in positive behavior supports and crisis prevention or intervention; or
- as a means to coerce, retaliate, or in a manner that endangers a student.

Procedure for using Seclusion. If Student Personnel use seclusion, Student Personnel must:

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- continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- use verbal strategies and research based de-escalation techniques in an effort to help the student regain control; • remove the student from seclusion when the immediate risk of physical harm to self or others has dissipated; • conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and • complete all required reports and document staffs observations of the student.

Additional Prohibited Practices

The School prohibits the following practices under any circumstances:

- corporal punishment;
- child endangerment, as defined in R.C. 2919.22;
- deprivation of basic needs; and
- Aversive Behavioral Interventions. Aversive Behavioral Intervention is defined as any interventions that are intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors. This is defined to include applications of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

Reporting Restraint and/or Seclusion

Each use of Restraint and/or Seclusion shall be documented in writing and reported immediately to the building administration and the parent(s).

Additionally, the use of Restraint and/or Seclusion shall be documented in a written report. A copy of the written report shall be made available to the parent or guardian within twenty-four (24) hours of the use of Restraint and/or Seclusion. The School shall maintain a copy of the report in the student's file. These reports are educational records subject to the Family Educational Right to Privacy Act (FERPA). Pursuant to FERPA, the School is prohibited from releasing any personally identifiable information to anyone other than the parent.

The School shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education.

Repeated Dangerous Behavior

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment to identify the student's

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needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions

School District Monitoring and Complaint Procedures

Monitoring Procedure. To ensure this Policy is implemented, the School shall establish a monitoring procedure.

Complaint Procedure. The School shall also adopt a complaint procedure. The Complaint procedure shall be developed as follows:

- A parent may present written complaints to the Head Administrator to initiate a complaint investigation by the School regarding an incident of restraint and/or seclusion
- The School will respond to the Complaint within thirty days of the complaint's filing.

Availability of IDEA Complaint Process for Students with Disabilities

The Parent of a student with disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children (the "Office"), in accordance with the complaint procedures available concerning students disabilities. Complaints alleging injuries to a student with a disability or the use of restraints and/or seclusion shall not be deemed insufficient on the face if they are framed within the context of IDEA, including:

- a pattern of challenging behaviors that are related to the student's disability; • whether the student has had or should have a functional behavioral assessment (FBA) or a positive behavior support plan (PBSP); • whether the FBA and the PBSP are appropriate
- whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and • whether staff has been sufficiently trained in de-escalation and restraint techniques.

Training and Professional Development

The School shall train its staff in accordance with this Policy. The training shall include the following components:

- All student personnel shall be trained annually on the requirements of this Policy, O.A.C. 3301-35-15, and the School's policies and procedures regarding restraint and seclusion. Student Personnel include teachers, principals, counselors, social workers, school resource officers, teacher's aids, psychologists, bus drivers, or other School staff who interact directly with students.

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- The Head Administrator shall develop a plan regarding training student personnel as necessary to implement PBIS. This may be a multi-year process for a School that is not currently implementing PBIS across the entire program.
- The Head Administrator shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, and that their training is kept current in accordance with the requirements of the provider of the training.

Disseminating this Policy

This Policy shall be made available to parents annually. Additionally, if the School has a website, the School shall post this Policy on its website.

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Tracking Missing Children

Ohio law requires the School to assist in finding missing children. When the School is notified by a law enforcement agency that a missing child report has been filed and the missing child report regards a student who is currently or was previously enrolled in the School, the person in charge of admission at the School shall mark that student's records. Marks should be made according to Form No. 3833.1, Missing Child Report "Marking" Form. The mark shall be made so as to alert any school official that is responding to a records request that the school records belong to a missing child.

Upon receiving any request for a copy of or request for information regarding a student's records that have been marked, the person in charge of admission immediately shall report the request to the law enforcement agency that notified the School that the student is a missing child. When forwarding information from the student's records in response to a request, the person in charge of admission shall forward such information in such a way that the receiving district or school would be unable to discern that the student's records are marked. The school official, however, shall retain the mark in the student's records until the School is notified that the student is no longer a missing child.

When the law enforcement agency notifies the School that a student is no longer a missing child, the person in charge of admission shall remove the mark from the student's records, and destroy the mark securely.

Ohio: R.C. 3313.672.

Cross Reference: Policy 1741, Public Records Access Policy; Policy 1742, Internet Public Record Redaction Policy; Policy 1743, Retention, Management, and Disposal of Records; Policy 3831, Student Records and Release of Information; Policy 3832, Confidential and Public Records; Policy 5810, Personnel Records File.

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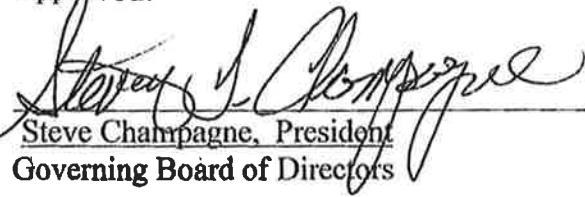
BOARD RESOLUTION
Coshocton Opportunity School

Whereas Coshocton Opportunity School provides an educational choice to students pursuing a high school diploma and;

Whereas the governing authority has reviewed the policies of Coshocton Opportunity School and choose to operate said school within the guidance of said policies:

NOW THEREFORE, BE IT RESOLVED that the Governing Authority of Coshocton Opportunity School recommends the adoption of the attached policies as outlined.

Approved: 04/11/2019



Steve Champagne, President
Governing Board of Directors
