

## **STUDENT – PARENT/GUARDIAN SIGNATURE FORM**

By signing below, I am verifying that I have received and read copies of the policies, rules and regulations referred to and that I give permission for my child to participate in the designated activities. Initial each item in agreement.

### **ACKNOWLEDGE OF STUDENT HANDBOOK**

\_\_\_\_\_  
Parent Initials      Student Initials

I have read and understand the Student Handbook.

### **COMPUTER PRIVACY AND ACCEPTABLE USE POLICY**

\_\_\_\_\_  
Parent Initials      Student Initials

I have read and agree to the Network Privacy and Acceptable Use Policy. I will repay the District for any fees, expense, or damages incurred as a result of my or my child's use or misuse of the Network or equipment.

### **PERMISSION FOR PHOTOGRAPHY, VIDEOTAPING AND MEDIA PUBLISHING**

\_\_\_\_\_  
Parent Initials      Student Initials

There are potential dangers associated with the posting of personally identifiable information on a website since global access to the Internet does not allow us to control who may access such information. These dangers have always existed, however Coshocton Opportunity School recognizes that the first priority is the safety and privacy of our students. To this end, the district will implement the following procedures:

- The district will not publish a student's last name, address, phone, age or written description on our website.
- Individual pictures will only be posted with first name and only if consent is granted above.
- Groups of students in photos will have no names attached.

### **RIGHT TO SEARCH AGREEMENT**

\_\_\_\_\_  
Parent Initials      Student Initials

Any person or property (such as, but not limited to, backpacks, gym bags, lockers, band instrument cases, or any packages capable of concealing a weapon) may be searched with or without consent while under jurisdiction.

### **SCHOOL PROPERTY AGREEMENT**

\_\_\_\_\_  
Parent Initials      Student Initials

I will be financially responsible for any lost or damaged school property.

### **USE OF TRAINED DOGS**

\_\_\_\_\_  
Parent Initials      Student Initials

I understand that trained dogs may be used for blanket and individual searches.

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **ZERO TOLERANCE PERTAINING TO DRUGS AND  
ALCOHOL**

Coshocton Opportunity School prohibits the use, possession, concealment or distribution of any drug or any drug-related paraphernalia as the term as defined by law, on school grounds, on school vehicles, and at any school-sponsored events. The minimum punishment for violation of this policy will be one as per discipline section of the handbook.

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **FERPA and DIRECTORY INFORMATION (Policy #\*\*\*\*\*)**

I give permission to Coshocton Opportunity School to release directory information regarding my student. Directory information may include: student's name, address, telephone number, date and place of birth, major field of study, participation in activities and sports, height and weight if a member of an athletic teams, dates of attendance, date of graduation or awards received.

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **GOVERNING AUTHORITY MEMBERS QUALIFICATONS  
POLICY NO. 1470**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **SCHOOL ASSET POLICY  
POLICY NO. 1753**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **PROCUREMENT OF EPINEPHRINE AUTO-INJECTORS  
BY SCHOOLS  
POLICY NO. 2241**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **DIABETIC CARE  
POLICY NO. 2270**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **ADMINISTRATION OF NALOXONE  
POLICY NO. 2460**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **ENVIRONMENTAL SAFTEY  
POLICIES NO. 2500**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **CRISIS MANAGEMENT AND RESPONSE PLAN  
POLICY NO. 2630**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **ADMISSION PROCEDURE  
POLICY NO. 3511**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **KINDERGARTEN AND FIRST GRADE ADMISSION  
POLICY NO. 3512**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **COLLEGE CREDIT PLUS  
POLICY NO. 3670**

\_\_\_\_\_  
Parent Initials      \_\_\_\_\_  
Student Initials      **CAREER ADVISING  
POLICY NO. 3680**

\_\_\_\_\_  
Parent Initials      Student Initials      **INDEPENDENT EDUCATIONAL EVALUATION  
POLICY NO. 3710.2**

\_\_\_\_\_  
Parent Initials      Student Initials      **STUDENT RECORDS AND RELEASE OF INFORMATION  
POLICY NO. 3831  
FORM NO. 3831.1**

\_\_\_\_\_  
Parent Initials      Student Initials      **TRACKING MISSING CHILDREN  
POLICY NO. 3833**

\_\_\_\_\_  
Parent Initials      Student Initials      **STUDENT FINGERPRINTING  
POLICY NO. 6140**

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**Student's Signature**                      **Student's Printed Name**                      **Date**

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**Parent/Guardian's Signature**                      **Parent/Guardian's Printed Name**                      **Date**

I have read, understand and agree to abide by the terms of the "Technology, Computer Network and Internet Acceptable Use Policy" of the Coshocton City School District (adopted June 21, 2018). I have received a copy and understand that a copy is also available on the district web site.

\_\_\_\_\_  
Parent or Guardian signature(s) \_\_\_\_\_ Date \_\_\_\_\_

# COSHOCTON CITY SCHOOLS

## TECHNOLOGY, COMPUTER, NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

### INTRODUCTION:

*Coshocton City Schools* is pleased to make available access to interconnected computer systems within the district and the worldwide network to provide various means of accessing educational materials.

The following Acceptable Use Policy is created to ensure that the technology available through *Coshocton City Schools* provides a safe learning environment for our staff and students.

This policy is reviewed and updated yearly to remain current with changes in federal and state legislation as well as technology enhancements and is part of the student handbook.

The Acceptable Use Policy (AUP) is signed annually. A signed AUP is required for use of the District's computer and networking equipment. If you do not want your student to have access to these resources, you must submit in writing a request for no computer privileges.

### POLICY PURPOSE:

The purpose of this policy is to ensure school-level compliance with policies and guidelines concerning the use of Coshocton's technology equipment for educational purposes (*Coshocton Board of Education Policies 5136, 7540, 7540.01, 7540.02, 7540.03, 7540.06, 7542*). All activities that use our computer systems, whether they are during or after school, are covered by this policy. Use of a personal computing device follows the same guidelines as a school computer when connected to the network.

### POLICY CHANGES:

The school policies may be altered by action of Coshocton City School Board of Education at any of its regular meetings.

### NETWORK & INTERNET USE AGREEMENT:

Network and Internet access is coordinated through a complex association of government agencies, regional, and state networks. The smooth operation of the network relies upon the proper conduct of the end users who must take responsibility for appropriate ethical and legal use of this access. Internet access for *Coshocton City Schools* is a privilege, not a right. The signatures on the *Acceptable Use Policy* are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance. (Appendix A)

### COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system.

However, the use of the District's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a *Student Network and Internet Acceptable Use and Safety* form annually. (See also, Policy 7540.03)

The Superintendent shall develop and implement a written District Technology Plan (DTP). Procedures for the proper acquisition of technology shall be set forth in the DTP. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of the District's network(s), as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner.

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of District policy, and learning

appropriate responses if they are victims of cyberbullying.

Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, et cetera) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the District's network, provided such access has an educational purpose for which the instructional staff member has the prior approval of the Principal. However, personal access and use of social media, blogs, or chat rooms from the District's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board policy.

The Board authorizes the access and use of social media from the District's network to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the Superintendent.

The Superintendent shall review the DTP and make any changes, amendments or revisions.

#### **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY:**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have

been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology

Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments.

Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.

General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

#### **DISTRICT WEB PAGE**

The Board of Education authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee. The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

**A. Educate**

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

**B. Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

**C. Communicate**

Content may communicate information about the plans, policies and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.



When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the District's web site may: (1) include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web-site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

#### **COPYRIGHT-MULTI-MEDIA MATERIAL:**

*Coshocton City Schools* encourages the use of electronic media in student and staff projects but the following guidelines must be followed to be acceptable.

a. Any audio or video clip, whether downloaded or copied from home, must be limited to 10% or 30 seconds for music or 10% or 3 minutes for video, whichever is less. If a longer duration is needed, you must have permission by the owner to redistribute.

b. Any inclusion of copied Internet material, such as, text, video, audio, or images, must include proper credit to the copyright holder or the work is subject to student rules regarding plagiarism.

#### **DISTRICT-ISSUED STUDENT E-MAIL ACCOUNT:**

Students assigned a school e-mail account are required to utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

This policy and any corresponding guidelines serve to establish a framework for student's proper use of e-mail as an educational tool.

Personal e-mail accounts on providers other than the District's e-mail system may be blocked at any time if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any e-mails or attachments to e-mails that originate from unknown sources.

Students shall not send or forward mass e-mails, even if educationally-related, without prior approval of their classroom teacher or the Technology Director, or Superintendent/Principal.

Students may join list serves or other e-mail services (e.g. RSS feeds) that pertain to academic work, provided the e-mails received from the list serves or other e-mail services do not become excessive. If a student is unsure whether s/he has adequate storage or should subscribe to a list serv or RSS feed, s/he should discuss the issue with his/her classroom teacher, the building principal or the District's Technology Director. The Technology Director or Principal is authorized to block e-mail from list serves or e-mail services if the e-mails received by the student becomes excessive.

Students are encouraged to keep their inbox and folders organized by regularly reviewing e-mail messages and purging e-mails once they are read and no longer needed for school.

The Board does not authorize the use of its Technology Resources, including its computer network ("network"), to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet e-mail sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit e-mail to be sent to or through the network is unauthorized. Similarly, e-mail that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the e-mail, is also an unauthorized use of the network. The Board does not authorize the harvesting or collection of network e-mail addresses for the purposes of sending unsolicited e-mail. The Board reserves the right to take all legal and technical steps available to prevent unsolicited bulk e-mail or other unauthorized e-mail from entering, utilizing, or remaining within the network. Nothing in this policy is intended to grant any right to transmit or send e-mail to, or through, the network. The Board's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

#### **PERSONAL COMMUNICATION DEVICES:**

For purposes of this policy, "personal communication device" (PCD) includes computers, tablets (e.g., iPad-like devices), electronic readers ("e-readers"; e.g., Kindle-like devices), cell phones, smartphones (e.g., iPhones, Android devices, Windows Mobile devices, etc.), and/or other web-enabled devices of any type.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.)

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the Principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate

this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day or a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, classrooms, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and Principal are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag or on the student's person without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag or on a student's person shall be submitted, in writing, to the Principal. The District representative shall notify the parent(s), in writing, whether such request is denied or granted within five (5) days.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: 1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and 2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form.

Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The Principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD, recording device, or other device with one- or two-way audio communication technology in violation of this policy is required to report the violation to the Principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day at approved times with appropriate permission.

### **TECHNOLOGY PRIVACY**

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members shall be notified that they have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. All passwords or security codes must be registered with the Board. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are to be used for business and educational purposes.

Personal messages via Board-owned technology should be limited in accordance with the Superintendent's guidelines. Staff members are encouraged to keep their personal records and personal business at home. Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

Staff members are encouraged to keep their personal records and personal business at home.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the files/e-mail/voice mail constitute a public record or if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and technology staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission of the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board computer and may not bring software from outside sources for use on Board equipment without the prior approval of the Technology Coordinator. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

### **CONFIDENTIALITY AND STUDENT INFORMATION**

Users are responsible for maintaining security of student information and other personally identifiable

data that they access, even if they access such data accidentally or without permission, and for upholding FERPA (20

U.S.C. § 1232g), the student confidentiality law (Ohio Revised Code Section 3319.321), the Ohio Privacy Act (Chapter 1347 of the Ohio Revised Code), and any other applicable privacy policies and regulations. Users are responsible whether such data is downloaded from the Network to their computer screen, transmitted by e-mail, stored on a flash drive, portable device or laptop, copied by handwriting or by any or all other devices, forms of storage or methods. Negligence with respect to protecting the confidentiality of such data will be considered a violation of this Policy whether or not such negligence results in identity theft or other harm.

#### **CONSEQUENCES OF INAPPROPRIATE INTERNET & NETWORK BEHAVIOR:**

The staff or student's Building Principal or supervisor will reprimand any staff or student who does not comply with Policies and Guidelines accordingly. User infractions may result in appropriate disciplinary action as outlined in the disciplinary policy for the building/District. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft or destruction of school property. In addition to appropriate disciplinary actions, the user may be responsible for any charges, costs, liabilities or damages incurred by *Coshocton City Schools*. This includes (but is not limited to) the cost of time to repair the damaged component, cost of parts to repair the component, or the cost of outside companies to repair damaged components. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted using the school's technology. Penalties imposed under applicable federal, state, or local laws will supersede any local penalties.

#### **USER FEE/BREAKAGE FEE(S):**

- All students in grades 3-12 will be assessed \$20 for a 1:1 Device User Fee at the beginning of the school year.
- In the event that a student breaks his/her device, the student will be assessed an additional \$20.
- If a student breaks his/her second device, the student will be assessed an additional \$30.
- If a student breaks his/her third device (and any thereafter), the student will be assessed all costs associated with the breakage repair. This may include associated labor costs and full-replacement costs.
- Students who break another student's device will receive consequences from the office which may include financial responsibility.

**\*\*Students who have not paid the initial \$20 1:1 Device User Fee prior to their breakage will be assessed all costs associated with the breakage repair. This may include associated labor costs and full replacement costs.**

#### **DISTRICT LIABILITIES:**

*Coshocton City Schools* makes no warranties of any kind, whether expressed or implied, for the service it is providing. *Coshocton City Schools* will not be responsible for any damages users may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user's risk. *Coshocton City Schools* specifically denies any responsibility for the accuracy or quality of information obtained through its services. The user and parent(s) or guardian(s) agree to cooperate with the school in the event of an investigation of a person's use of computer access to the network, whether that use is on a school computer or on another's outside the district's network.

**A copy of these forms and the Board Policy can be found at: [www.coshoctonredskins.com](http://www.coshoctonredskins.com).**

## Coshocton City Schools

Technology, Computer Network and Internet Acceptable Use  
Policy (AUP)  
(Appendix A)

I have read, understand and agree to abide by the terms of the "Technology, Computer Network and Internet Acceptable Use Policy" of the Coshocton City School District (adopted June 21, 2018). I have received a copy and understand that a copy is also available on the district web site.

PLEASE PRINT STUDENT NAME: \_\_\_\_\_

Student Signature \_\_\_\_\_ Grade \_\_\_\_\_

PLEASE PRINT PARENT/GUARDIAN NAME: \_\_\_\_\_

Parent Signature (if student is under 18)

Date above signed: \_\_\_\_\_

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

\*\*\*\*\*

## OPT OUT OPTION

## DENIAL OF PERMISSION FOR INTERNET ACCESS BY PARENT OR GUARDIAN

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

I have received a copy of the "Technology, Computer Network and Internet Acceptable Use Policy" of the Coshocton City School District. **I DO NOT** wish the above student to have access to the Internet. I understand that my student may be required to complete alternate assignments as a result of this denial of permission for internet access.

\_\_\_\_\_  
Parent or Guardian name(s) PRINT CLEARLY

Parent or Guardian signature(s) \_\_\_\_\_ Date \_\_\_\_\_

**2019-2020**  
**COSHOCTON OPPORTUNITY SCHOOL**  
**Parent/Student Handbook**

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

THIS STUDENT HANDBOOK BELONGS TO:

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE \_\_\_\_\_

**Administration**

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

**School Board**

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



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

### ***Calendar for 2019-2020***

<b>August 12, Wednesday</b>	<b>1<sup>st</sup> Day of School</b>
Sept 2	Labor Day (No School)
Sept 30 – Oct 1	County Fair (No School)
November 20	Parent/Teacher Conferences
November 27-29	Thanksgiving Break (No School)
December 20-January 3	Christmas Break (No School)
January 20	Marin Luther King Day (No School)
February 17	President's Day (No School)
March 30	No School
April 9-14	Easter Break (No School)
TBA	Graduation
<b>May 21</b>	<b>Last Day for Students</b>

### ***Admission Standards***

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

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

### ***Requirements for graduation classes of 2018 and beyond:***

**English language arts** – 4 credits

**Social Studies** - 3 credits (must include .50 American History and .50 Government) Class of 2021 .50 world history)

**Science** – 3 credits (must include Life Science, Physical Science and Advanced Science (ex: chemistry, physics, advanced biology, earth or space science)

**Math** – 4 credits (must include Algebra II or the equivalent)

**Health** - .50 credit

**Physical Education** - .50 credit

**Electives** - 5 credits (must include any combination of fine arts, foreign language, business, career-technical education, family and consumer sciences, technology, agriculture or any additional CORE classes)

**AND**

### **MEET ONE OF THE FOLLOWING THREE:**

#### **Ohio's State Tests**

Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four point in math, for points in English and six point across science and social studies.

#### **End of course exams are:**

Algebra I and geometry or integrated math I and II

Biology

American history and American government

English I and English II

Students studying Advanced Placement (AP) or International Baccalaureate (IB) course in biology, American history or American government may take and substitute test scores for end-of course state exams to earn graduation points. Student also may substitute grades from College Credit Plus courses in these science and social studies subjects for end-of-course state exams.

#### **Industry credential and workforce readiness:**

Students earn 13 Points through a State Board of Education approved industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the Work Keys assessment. The state of Ohio will pay one time for those who take the Work Keys assessment.

#### **College and career readiness tests:**

Students earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11<sup>th</sup> grade students in the classes of 2018 and beyond to take either the ACT or SAT free of charge. The student’s district selection applies to all schools in the district for one school year. Test selection may change from one school year to the next.



## Overview of Graduation Requirements by Graduating Class

To provide a comprehensive overview of Ohio's graduation requirements in response to recent updates, the chart below outlines the options available to each cohort, as well as a description of the requirements.

In addition to satisfying the required coursework, students in the classes of 2017 through 2023 and beyond will satisfy the following:

<b><u>Classes of 2017 and prior</u></b>	<b><u>Classes of 2018 and 2019</u></b>	<b><u>Class of 2020</u></b>	<b><u>Classes of 2021 and 2022</u></b>	<b><u>Classes of 2023 and beyond</u></b>
Students entering grade nine on or before <b>June 30, 2014</b>	Students who entered grade nine between <b>July 1, 2014</b> and <b>June 30, 2016</b>	Students who entered grade nine between <b>July 1, 2016</b> and <b>June 30, 2017</b>	Students who entered grade nine between <b>July 1, 2017</b> and <b>June 30, 2019</b>	Students entered grade nine between <b>July 1, 2019</b> and <b>June 30, 2020</b>
<b>Ohio Graduation Tests (OGT)</b>  OR <b>OGT Alternative Pathway</b>  OR <b>Three Pathways</b>  OR <b>OGT Test Substitutions</b>	<b>Three Pathways</b>  OR <b>Additional Graduation Options</b>  OR <b>Permanent Requirements</b>	<b>Three Pathways</b>  OR <b>Modified Additional Graduation Options</b>  OR <b>Permanent Requirements</b>	<b>Three Pathways</b>  OR <b>Permanent Requirements</b>	<b>Permanent Requirements</b>

### Ohio Graduation Tests

Students must pass the five Ohio Graduation Tests in math, reading, writing, science and social studies or meet one of the alternatives below:

1. Satisfy the requirements of the OGT Alternative pathway outlined here;
2. Satisfy the requirements of the "Three Pathways" listed below;
3. Meet the OGT substitutions outlined here.

## Three Pathways

Students must complete one of the following three pathways:

1. Earn 18 graduation points on Ohio's State Tests;
2. Earn a remediation-free score on the ACT or SAT;
3. Score work ready on the WorkKeys and earn a 12-point, approved industry-recognized credential (or group of credentials).

## Additional Options for Classes of 2018 and 2019

**Option 1:** In addition to passing required courses and taking all seven required tests, students must meet at least two of the below options:

- Attendance rate of 93 percent senior year;
- GPA of 2.5 during senior year;
- Senior year capstone project (locally defined);
- Work or community service totaling 120 hours (locally defined);
- Earn three or more credits through College Credit Plus;
- Earn an industry-recognized credential;
- Earn credit and set scores on Advanced Placement and International Baccalaureate exams;
- Earn a WorkKeys score of 3 on each test;
- Earn the OhioMeansJobs Readiness Seal.

**Option 2:** In addition to passing required courses and taking all seven required tests, students must finish a career-technical program and complete at least one of the below options:

- Earn proficient on all WebXams;
- Earn an approved industry-recognized credential;
- Complete 250 hours of workplace experience with positive evaluations.

## Modified Additional Graduation Options for the Class of 2020

**Option 1:** In addition to passing required courses and taking all seven required tests, students must meet at least two of the below options:

- GPA of 2.5 during the junior and senior years;
- Senior year capstone project (state defined);
- Work or community service totaling 120 hours (state defined);
- Earn three or more credits through College Credit Plus;
- Earn an industry-recognized credential;
- Earn credit and set scores on Advanced Placement and International Baccalaureate exams;
- Earn a WorkKeys score of 3 on each test;
- Earn the OhioMeansJobs Readiness Seal.

**Option 2:** Same as option 2 for classes of 2018 and 2019 as outlined above.

## Permanent Graduation Requirements

State law created new, permanent requirements that will be available starting with the class of 2018.\* Students in the classes of 2021 and 2022 who have met or are on track to meet one of the original three pathways (listed above) may continue to use those pathways to satisfy graduation requirements. Students in the classes of 2023 and beyond will be required to meet the permanent requirements in order to graduate. The permanent requirements are listed below:

1. **Demonstrate Competency:** Students must demonstrate competency in math and English by passing the state's algebra I and English II tests. Students who have taken required tests more than once without passing and have received remedial supports are able to show competency through one of the options below:
  - Earn credit for one math and/or one English course through College Credit Plus;
  - Demonstrate career readiness and technical skill through foundational and supporting options;
  - Enter into a contract to enlist in the military upon graduation.
2. **Preparation for College or Careers:** Students must earn two diploma seals, one of which must be state defined, to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions.

State System of Diploma Seals	
<u>OhioMeansJobs Readiness Seal</u>	<u>Honors Diploma Seal</u>
<u>State Seal of Biliteracy</u>	Technology Seal
Industry-Recognized Credential Seal	Citizenship Seal
College-Ready Seal	Fine and Performing Arts Seal (locally defined)
Military Enlistment Seal	Student Engagement Seal (locally defined)
Science Seal	Community Service Seal (locally defined)

*\*It is important to note that a number of the criteria for the newly passed graduation requirements are currently under development and more information will be available soon. Districts and schools should be thoughtful in utilizing the newly passed requirements for students in the classes of 2018-2020 as they are being developed.*





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

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

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

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





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

### Coshocton Opportunity School Student Success Plan

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

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

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

Name	Relationship

#### Contact Information

<b>First and Last Name</b>	
<b>Home Address</b>	
<b>Phone</b>	
<b>Email</b>	
<b>Graduation Year</b>	

#### Education and Training History

<b>Schools Attended</b>	<b>City and State</b>
<b>Elementary School(s)</b>	
<b>Middle School(s)</b>	<b>City and State</b>
<b>High School(s)</b>	<b>City and State</b>

**Additional Supports: (Check all that apply)**

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

**Career Pathway Organizer****Circle One: Grade 9 10 11 12**

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

- After High School, I plan to:** ☐ Work full time ☐ Work part time and attend school  
☐ Enter the military as a career ☐ Will matriculate to a 2 or 4 year postsecondary institution full time  
☐ Attend technical school full time
1. What is your career goal(s)?
  2. What interests, skills and knowledge support your career goals?
  3. What courses do you plan to take in high school to reach your goal(s)?
  4. What do you plan to do after high school to reach your goal(s)?
  5. What activities and skill training will you need to learn outside of school to reach your goal(s)?
  6. What degree, certification, licensure or specialized training will you need for your chosen career?
  7. Has your career goal(s) changed since last year?
  8. What other career goal(s) and educational plans have you considered as a second choice?

**Approval of Student Success Plan:**

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Parent/Guardian Signature                      Date

\_\_\_\_\_  
Teacher/Counselor Signature                      Date

**Academic Pathway Plan**

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

### Academic Pathway Plan – Course Planner

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

20 Credits in the appropriate areas are required for graduation

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

### Assessment Record

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

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

<b>ELA2</b>	Results: _____ _____	Results: _____ _____	Results: _____ _____
<b>Math</b>	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____
<b>Math</b>	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____
<b>Science</b>	Date: _____	Date: _____	Date: _____
<b>Science</b>	Tool: _____	Tool: _____	Tool: _____
<b>Social Studies</b>	Results: _____ _____	Results: _____ _____	Results: _____ _____
	Comments: _____ _____	Comments: _____ _____	Comments: _____ _____

### **Career Readiness Skills**

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

**Drug Free:** The student commits to being drug free.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Career Exploration Activities

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

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

### Additional Learning Activities

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

### Postsecondary Education and Training Transitions

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

<b>FAFSA PIN</b>	<b>Date Applied:</b>				
<b>FAFSA</b>	<b>Date Submitted:</b>				
<b>Postsecondary Applications</b>					
<b>College/Institution 1</b>	<b>Date Visited:</b>	<b>° Transcript Submitted</b>  <b>°FAFSA Sent</b>	<b>Application Deadline:</b>  <b>Date Sent</b>	<b>°Test Scores Submitted</b>	<b>Date Applied:</b>
<b>College/Institution 2</b>	<b>Date Visited:</b>	<b>° Transcript Submitted</b>  <b>°FAFSA Sent</b>	<b>Application Deadline:</b>  <b>Date Sent</b>	<b>°Test Scores Submitted</b>	<b>Date Applied:</b>
<b>College/Institution 3</b>	<b>Date Visited:</b>	<b>° Transcript Submitted</b>  <b>°FAFSA Sent</b>	<b>Application Deadline:</b>  <b>Date Sent</b>	<b>°Test Scores Submitted</b>	<b>Date Applied:</b>
<b>College/Institution 4</b>	<b>Date Visited:</b>	<b>° Transcript Submitted</b>  <b>°FAFSA Sent</b>	<b>Application Deadline:</b>  <b>Date Sent</b>	<b>°Test Scores Submitted</b>	<b>Date Applied:</b>

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

### Military Transitions

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

### Workforce Transitions and Apprenticeships

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

### Planning Checklist

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

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

## 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 his/her Student Success Plan.

Name	Title	Signature	Date
	Student		
	Teacher/Mentor		
	Teacher/Mentor		
	Teacher/Mentor		
	Teacher/Mentor		
	Teacher/Mentor		

**Notes:**

[illegible]

## ***State Diploma with Honors***

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

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

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

**Science** – 4 credits, including Physics and Chemistry

**Social Studies** – 4 credits

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

**Fine Arts** – 1 credit

**Grade Point Average** – 3.5 on a 4.0 scale

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

## ***Assessments***

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

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

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

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

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

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

## ***Exam Retakes***

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

## ***Testing – required***

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

Date	Name of Test	Grade Administered
January	Armed Services Vocational Aptitude Battery (ASVAB)	11
March	ACT	11
April/May	End of Year Assessment (EOC)	9, 10, 11

## ***Grades***

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

### **Grades or Marking System:**

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

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

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = below 60%

### **Basis for grades**

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

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

### **Final grades and credits**

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

### **Grade cards**

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

### **Attendance**

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

#### **Parent's Role/ Responsibility**

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

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

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

#### **Attendance Policy**

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

#### **Excused absent include:**

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

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

**Unexcused absences include:**

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

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

**Court Dates/Juvenile Detention Center (JDC)**

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

**College/Career Day**

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

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

**Field Trips**

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

**Doctor's statement**

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

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

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

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

### **Professional appointment**

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

Professional appointments include.

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

### **Procedures concerning absences**

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

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

### **TRANSPORTATION**

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

### **TRUANCY AND HABITUAL ABSENCE**

The following intervention may be used for habitual absences:

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

Administrators may follow this guideline for attendance intervention

- \*Use school data to determine absences
- \* 1<sup>st</sup> 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.
- \*4<sup>th</sup> unexcused absences—1<sup>st</sup> letter to parents & court to begin filing formal charges in juvenile court
- \*8<sup>th</sup> unexcused absences—2nd letter to parent & court with follow-up meeting with parent/student

\*12<sup>th</sup> unexcused absences—3<sup>rd</sup> letter to parent & court with court having a truancy hearing

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

If the student is over 18:

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

## ***Code of Conduct***

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

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

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

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

### **Student Discipline Program**

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

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

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

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

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



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

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

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

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

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

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

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other students, and running and/or making excessive noise in the building.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Dress Code Violations	Students are allowed to wear any clothing that does not disrupt the learning process and is in good taste. Clothing must be appropriate for school/job. Shorts/skirts have to be longer than finger tips. Students will not have sagging pants. Pants should be fastened with belt at the waist. Inappropriate clothing will be handled on a case by case basis. T-shirts will be provided to students who wear inappropriate tops/shirts.	Level 1 - 2 Parent may be called	Level 1 - 2 Parent may be called	Level 3 - 4
Electronic Access	The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.	Level 2 - 3 disciplinary action	Level 3 - 4 disciplinary action	Level 4 disciplinary action.
Electronic and Other Communication Devices	No Student shall use any electronic devices (cellular telephones, PDA's, C1) players, I-Pods, gaming devices, etc.) without approval, on School property between the hours of 8:00 a.m. to the conclusion of School.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Extortion/Robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion	1 year mandatory expulsion.	1 year mandatory expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gambling	Illegal participation in, or the organization of, games of chance for money and/or other items of value.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 4 disciplinary action.

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

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

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

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

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



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

### ***Harassment and Sexual Harassment***

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

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

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

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

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

### ***Harassment, Intimidation, and Bullying***

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

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

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

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

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

#### Promoting Civility

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

#### Procedure for Reporting, Investigating & Documenting Harassment and Bullying

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

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

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

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

## Procedure for Responding to and Disciplining Acts

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

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

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

Disciplinary intervention may take a wide number of forms.

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

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

## Deliberately False Reports are Prohibited

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

## Strategy for Protecting Victims and Prohibiting Retaliation or Additional Harassment

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

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

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

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

#### Disseminating this Policy

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

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

This policy shall be incorporated into in-service training.

### ***Anti-Hazing Policy***

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

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

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

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

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

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

### ***Policy on Gang Activity & Other Prohibited Groups***

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

#### **Gangs and Gang Activity**

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

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

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

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

#### **Other Prohibited Groups**

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

### ***Zero Tolerance Policy***

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

### ***Change of Address, or Telephone***

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

### ***Classroom Discipline***

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

### ***College Credit Plus***

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

CCP requires two fundamental conditions:

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

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

### ***Computer Usage***

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

## ***Counseling***

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

## ***Driving to School***

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

## ***Emergency School Closing***

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

## ***Fire Drill Regulations***

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

The rules for a fire drill are as follows:

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

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

## ***Meals***

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

## ***Student Fees***

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

## ***Telephones***

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

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

## ***Tornado Drills***

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



### ***Visitors***

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

### ***Withdrawal from School***

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

### ***Work permits***

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



## **Annual Report for the Coshocton Opportunity School**

### **Description**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**efforts;**

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

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

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

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

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

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

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

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

### **Parent and Family Involvement in Education**

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

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

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

\* Indicates Title I Section 1118 parent involvement requirements

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

### **Parent and Family Involvement in Schools**

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

### **Guidance for Implementation**

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

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

- Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
- Indicates Title I Section 1118 parent involvement requirements

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

- Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements
- Indicates Title I Section 1118 parent involvement requirement



### Parental Notification Regarding Medications

To: Parents and Guardians  
Re: School Medication Policy

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

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

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

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

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

## Medication Request Form

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

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

Name of Student:

Student Address:

School Name:

Grade:

Name of Medication:

Dosage and Administration Intervals/Times:

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

Begin Date:

End Date:

Possible Adverse Reactions that Should Be Reported to Physician:

Special Storing, Handling, or Administration Requirements:

Physician Name:

Phone Number:

Physician Signature:

Date:

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

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

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

Parent Signature:

Date:

Address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

## ***Internet & Technology Acceptable Use***

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

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

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

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

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

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

### **Technology Use Guidelines**

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

- Violating Ohio and Federal law regarding:
  - students' and employees privacy rights,
  - copyright laws and all licensing agreements,
  - illegal downloading; installing; or accessing internet files; software, shareware; and freeware, and
  - all other applicable laws.
- Engaging in cyber-bullying.
- Using/accessing profane, obscene, pornographic, threatening or otherwise inappropriate language/materials which may be offensive or intended to harass/bully other users.
- Using technology for the following purposes: illegal activity, activity inconsistent with the School's mission, and activity prohibited by the School's policy manual.
- Gaining unauthorized access, "hacking," or attempting to gain unauthorized access.
- Sending or forwarding "spam" to a large group of users.
- Damaging or attempting to damage technology. Damaging includes, but is not limited to, physically damaging hardware, damaging or negatively affecting software, changing the settings without authorization, or disrupting the network.
- Using the School's technology for personal gain or profit.
- Sharing passwords or logging in to any system with credential other than one's own.

Use of Technology should conform to the following:

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

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

#### Supervision and Monitoring

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

#### Filtering

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

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

#### Disclaimer of Liability & Warranty

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

#### Signature

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

Student Name \_\_\_\_\_

Parent/Guardian Signature

Date

\_\_\_\_\_

Student Signature

Date

\_\_\_\_\_

## 2019 DORP Report for Coshocton Opportunity School

IRN: 000598  
School Type: High School

Address: 1205 Cambridge Rd  
Coshocton, OH 43812-2741

County: Coshocton  
ITC: OME-RESA  
Sponsor: Office of School Sponsorship

### Graduation Rates

#### 4-Year Graduation Rate

Applies to the Class of 2018, i.e. students who entered 9th grade in 2015 and graduated by 2018.

Class of 2018	Students Graduated:	Countable:	Rate:
32	37		86.5%



RATING

**Exceeds Standards**

Exceeds 36.0-100.0%  
Meets 8.0-35.9%  
Does Not Meet 0.0-7.9%

#### 7-Year Graduation Rate

Applies to the Class of 2015, i.e. students who entered the 9th grade in 2012 and graduated by 2018.

Class of 2015	Students Graduated:	Countable:	Rate:
32	41		78.0%



RATING

**Exceeds Standards**

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

#### 8-Year Graduation Rate

Applies to the Class of 2014, i.e. students who entered the 9th grade in 2011 and graduated by 2018.

Class of 2014	Students Graduated:	Countable:	Rate:
22	26		84.6%



RATING

**Exceeds Standards**

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

#### 6-Year Graduation Rate

Applies to the Class of 2016, i.e. students who entered 9th grade in 2013 and graduated by 2018.

Class of 2016	Students Graduated:	Countable:	Rate:
22	28		78.6%



#### Combined Graduation Rate

The weighted average of the five individual graduation rates.

Combined Graduates:	Combined Students:	Graduation Rate:
134	168	79.8%



**RATING**

**Exceeds Standards**

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



**RATING**

**Exceeds Standards**

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



**RATING**

**Exceeds Standards**

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

### High School Assessment Test Passage Rate

The test passage rate is the percent of students in 12th grade or nearing 22 years old who have passed all required high school assessments.

Students in the School for a Full Academic Year:	Students Who Passed All Required Tests:	Students who Passed All Required Tests:
7	0	NC

Exceeds 68.0-100.0%  
Meets 32.0-67.9%  
Does Not Meet 0.0-31.9%

Graph not displayed because result was Not Calculated

**RATING**

**Not Rated**

### Progress

This measures the progress for all students in math and reading.

Progress Score	Mathematics	Overall
Reading	Not Rated	Not Rated

Exceeds 2.00 and up  
Meets -2.00 to 1.99  
Does Not Meet below -2.00

**RATING**

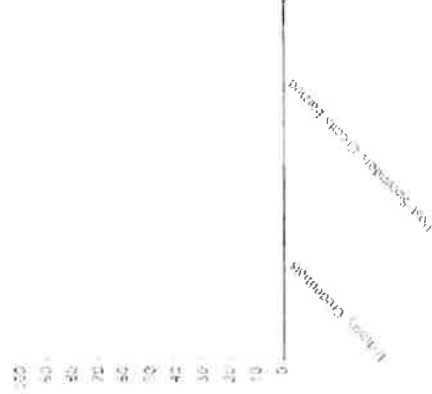
**Not Rated**



## Other Student Outcome Data

Denominator (Graduation Cohort for 2014 - 2018): 73

Industry Credentials	Student #	Pct
Post-Secondary Credits Earned	1	1.0
	0	0.0



## Annual Measurable Objectives

The Annual Measurable Objectives score is determined using multiple data points. For each student subgroup, the school's results are compared to the statewide Annual Measurable Objectives (AMOs). "Points" are earned based on how the school compared to the AMO, to their results last year (improvement), and to how far they were from meeting the AMO (the "gap"). These points are averaged to determine a preliminary score and rating, which may be demoted if certain minimum performance requirements are not met.

## AMO - English Language Arts Proficiency

Subgroup	Metrics	Took Test #	Perf Index	Goal	LT Goal	LT Gap	Took Test LY #	Perf Index LY	Improve	LT Gap Close %	VA Gain Index	Points
All Students		11	NC	85.8	100.0	NC	7	NC	NC	NC	NC	NR
Am. Indian or Alaskan Native		0	NC	79.8	88.1	NC	0	NC	NC	NC	NC	NR
Asian or Pacific Islander		0	NC	92.8	95.8	NC	0	NC	NC	NC	NC	NR
Black, Non-Hispanic		1	NC	65.4	79.7	NC	1	NC	NC	NC	NC	NR
Hispanic		0	NC	73.4	84.4	NC	2	NC	NC	NC	NC	NR
Multiracial		0	NC	79.5	88.0	NC	0	NC	NC	NC	NC	NR
White, Non-Hispanic		10	NC	87.1	92.4	NC	4	NC	NC	NC	NC	NR
Economic Disadvantage		8	NC	72.4	83.8	NC	7	NC	NC	NC	NC	NR
English Learner		0	NC	67.5	80.9	NC	0	NC	NC	NC	NC	NR
Students with Disabilities		3	NC	59.6	76.3	NC	0	NC	NC	NC	NC	NR

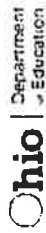
**Total of Subgroup Points: 0.0**  
**Possible Subgroup Points: 0.0**  
**English Language Arts Points Earned (Total / Possible): 0.0**

1. If Perf Index is greater than the (Short Term) Goal, then 100.0 points are earned and the Long Term Gap is N/A. If not, the LT Gap is the difference between Perf Index and the Long Term Goal. Subgroups of less than 20 students are Not Rated (NR).
2. A full 100.0 points are also awarded if the single year Value Added Gain Index for the subgroup is at least 1.0.
3. Otherwise, LT Gap Close % = (Improv / LT Gap) \* 100., and the points awarded are LT Gap Close % \* 10. It is impossible to earn more than 100 or less than zero points.
4. After all subgroup points have been calculated, they are added together. The total is divided by the maximum points possible (100 x number of subgroups that were not NR) to determine the final points for Reading.

#### AMO - Math Proficiency

Subgroup	Metrics	Took Test #	Perf Index	LT Goal	LT Gap	Took Test LY #	Perf Index LY	Improve	LT Gap Close %	VA Gain Index	Points
All Students		12	NC	86.2	100.0	NC	8	NC	NC	NC	NR
Am. Indian or Alaskan Native		0	NC	78.1	87.1	NC	0	NC	NC	NC	NR
Asian or Pacific Islander		0	NC	97.9	98.8	NC	0	NC	NC	NC	NR
Black, Non-Hispanic		1	NC	63.5	78.5	NC	2	NC	NC	NC	NR
Hispanic		0	NC	73.8	84.6	NC	2	NC	NC	NC	NR
Multiracial		0	NC	78.9	87.6	NC	0	NC	NC	NC	NR
White, Non-Hispanic		11	NC	88.3	93.1	NC	4	NC	NC	NC	NR
Economic Disadvantage		9	NC	72.7	84.0	NC	8	NC	NC	NC	NR
English Learner		0	NC	71.8	83.4	NC	0	NC	NC	NC	NR
Students with Disabilities		5	NC	60.5	76.8	NC	0	NC	NC	NC	NR

**Total of Subgroup Points: 0.0**  
**Possible Subgroup Points: 0.0**  
**Math Points Earned (Total / Possible): 0.0**



1. If Perf Index is greater than the (Short Term) Goal, then 100.0 points are earned and the Long Term Gap is N/A. If not, the LT Gap is the difference between Perf Index and the Long Term Goal. Subgroups of less than 20 students are Not Rated (NR).
2. A full 100.0 points are also awarded if the single year Value Added Gain Index for the subgroup is at least 1.0.
3. Otherwise, LT Gap Close % = (Improv / LT Gap) \* 100., and the points awarded are LT Gap Close % \* 10. It is impossible to earn more than 100 or less than zero points.
4. After all subgroup points have been calculated, they are added together. The total is divided by the maximum points possible (100 x number of subgroups that were not NR) to determine the final points for Math.

### AMO - Graduation Rate

Subgroup	Metrics	Grads #	Non-Grads #	Cohort Students #	Grad Rate %	Goal	Gap	Grads LY #	Non-Grads LY #	Cohort Students # LY	Grad Rate LY %	Improve Points
All Students		32	5	37	86.5	86.0	N/A	25	11	36	69.4	17.1 100.0
Am. Indian or Alaskan Native		0	0	0	0	NC	79.9	NC	0	0	0	NC NR
Asian or Pacific Islander		0	0	0	0	NC	89.3	NC	0	0	0	NC NR
Black, Non-Hispanic		2	0	2	NC	70.3	NC	0	0	0	0	NC NR
Hispanic		0	0	0	0	NC	76.2	NC	1	0	1	NC NR
Multiracial		2	0	2	NC	81.0	NC	2	0	2	2	NC NR
White, Non-Hispanic		28	5	33	84.8	89.1	8.2	22	11	33	66.7	16.7 100.0
Economic Disadvantage		32	5	37	86.5	75.7	N/A	24	11	35	68.6	17.9 100.0
English Learner		0	0	0	0	NC	61.2	NC	0	0	0	NC NR
Students with Disabilities		13	2	15	NC	73.8	NC	9	7	16	NC	NC NR

**Total of Subgroup Points: 300.0**

**Possible Subgroup Points: 300.0**

**Graduation Rate Points Earned (Total / Possible): 100.0**

1. If [Grad Rate %] is greater than the Goal, then 100.0 points are earned and the Gap is not applicable (N/A). If not, the Gap is the difference between [Grad Rate %] and the Goal. Subgroups of less than 20 students are Not Rated (NR).
2. Improvement from last year's result is [Grad Rate %] minus [Grad Rate LY %]. If Improvement is greater than the Gap, then 100.0 points are earned.
3. Otherwise, partial points are awarded using the formula (Improvement / Gap) \* 100. It is impossible to earn more than 100 or less than zero points.
4. After all subgroup points have been calculated, they are added together. The total is divided by the maximum points possible (100 x number of subgroups that were not NR) to determine the final points for Graduation Rate.

### AMO - English Learners

	This Year	Last Year	Change
EL Students #	0	0	
Proficient #	0	0	
Not Proficient, Met Growth Target #	0	0	
Met %	0.000	0.000	0.000
Interim Goal %	54.0		
Interim Goal Met?	*		
Long Term Goal %	75.0	75.0	
Long Term Goal Gap	0.000	75.000	-75.000

Met %	Current
Improvement	Year Gap
0.000	0.000 = 0.000% = 0.000 Points

- 1) Please note that intermediate calculations are not rounded. Although three decimal places are displayed in this table, \*all\* decimal places are used internally until the final calculation, where the final points earned are rounded to one decimal place.
- 2) If the gap improvement is more than 10%, so the maximum 100 points have been earned.

#### AMO - Preliminary Score

The preliminary score is the average of the English Language Arts, Math, and Graduation Rate from the preceding pages. The result is applied to the rating scale to determine a preliminary rating.

English Language Arts Points:	0.0	Rating Scale:	Exceeds Standards	36.0 - 100.0%	Preliminary Rating:
Math Points:	0.0		Meets Standards	1.0 - 35.9%	<b>Exceeds Standards</b>
Graduation Rate Points:	100.0				
English Learner Points:	0.0				
Preliminary Score:	100.0		Does Not Meet Standards	0.0 - 0.9%	

#### AMO - Rating Demotions

### Participation Rates

The minimum Participation Rate is 95.0%. If any subgroup does not meet this requirement in either English Language Arts or Math, a rating demotion occurs. Participation Rate is not calculated if a subgroup does not have at least 40 students required to take the test.

#### English Language Arts

Subgroup	Metrics	Required to Participate #	Participated #	Participation Rate %
All Students		18	18	NC
Am. Indian or Alaskan Native		0	0	NC
Asian or Pacific Islander		0	0	NC
Black, Non-Hispanic		1	1	NC
Hispanic		0	0	NC
Multiracial		0	0	NC
White, Non-Hispanic		17	17	NC
Economic Disadvantage		13	13	NC
English Learner		0	0	NC
Students with Disabilities		4	4	NC

#### Math

Subgroup	Metrics	Required to Participate #	Participated #	Participation Rate %
All Students		18	18	NC
Am. Indian or Alaskan Native		0	0	NC
Asian or Pacific Islander		0	0	NC
Black, Non-Hispanic		1	1	NC
Hispanic		0	0	NC
Multiracial		0	0	NC
White, Non-Hispanic		17	17	NC
Economic Disadvantage		13	13	NC
English Learner		0	0	NC
Students with Disabilities		6	6	NC

### AMO - Final Score and Rating

If a rating demotion is required, then the preliminary score is reduced by 5.0 points to determine the final score. The final score is applied to the rating scale to determine the final rating.

**Preliminary Rating:**  
**Exceeds Standards**

**Demotion Required?**  
**No**

**Final Score:**  
**100.0**

**Rating Scale:**

Exceeds Standards 36.0 - 100.0%  
Meets Standards 1.0 - 35.9%  
Does Not Meet Standards 0.0 - 0.9%

**RATING**

**Exceeds Standards**

**Overall Rating for the Dropout Recovery School**

**Combined Graduation Rate:**

**High School Assessment Test Passage:**

**Progress:**

**Annual Measurable Objectives:**

0 points earned out of a possible 0 = **0.0%**

A school that improves its High School Assessment Test Passage Rate and the 4-year, 5-year, 6-year, 7-year, and 8-year Graduation Rates by 10% or more in both the current and prior two year comparison periods can be rated no lower than Meets Expectations.

	2 Yrs Ago %	Last Year %	Improve %	Current %	Improve %
<b>H.S. Test Passage</b>	75.0	0.0	0.0	NC	0.0
<b>4-Year Grad Rate</b>	75.0	69.4	7.5	86.5	24.6
<b>5-Year Grad Rate</b>	84.2	88.0	4.8	72.2	-18.0
<b>6-Year Grad Rate</b>	84.6	84.2	-0.5	78.6	-6.7
<b>7-Year Grad Rate</b>	79.4	84.6	6.5	78.0	-7.8
<b>8-Year Grad Rate</b>	80.6	79.4	-1.5	84.6	6.5

**Met All Twelve Criteria? No**

[Click here](#) to see the Secure Data Center - Status of Reports report

**Rating Scale:**

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

**RATING**

**Not Rated**

# **COSHOCTON OPPORUTNITY SCHOOL BOARD POLICIES**

**2018-2019**

# COSHOCTON CITY SCHOOLS TECHNOLOGY, COMPUTER, NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

## INTRODUCTION:

Coshocton City Schools is pleased to make available access to interconnected computer systems within the district and its worldwide network to provide various means of accessing educational materials. The following Acceptable Use Policy is created to ensure that the technology is a benefit through Coshocton City Schools provides a safe learning environment for our staff and students. This policy is reviewed and updated yearly to remain current with changes in federal and state legislation as well as technology enhancements and is part of the student handbook. The Acceptable Use Policy (AUP) is signed annually. A signed AUP is required for use of the District's computer and networking equipment. If you do not want your student to have access to these resources, you must submit in writing a request for no computer privileges.

## POLICY PURPOSE:

The purpose of this policy is to ensure school-level compliance with policies and guidelines concerning the use of Coshocton's technology equipment for educational purposes (*Coshocton Board of Education Policies 57.06, 75.06, 75.06.01, 75.06.02, 75.06.03, 75.06.06, 75.02*). All activities that use our computer systems, whether they are during or after school, are covered by this policy. Use of a personal computing device follows the same guidelines as a school computer when connected to the network.

## POLICY CHANGES:

The school policies may be altered by action of Coshocton City School Board of Education at any of its regular meetings.

## NETWORK & INTERNET USE AGREEMENT:

Network and Internet access is coordinated through a computer association of government agencies, regional, and state networks. The smooth operation of the network relies upon the proper conduct of the end users who must take responsibility for appropriate ethical and legal use of this access. Internet access for Coshocton City Schools is a privilege, not a right. The signatures on the *Acceptable Use Policy* are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance. (Appendix A)

## COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system.

However, the use of the District's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a *Student Network and Internet Acceptable Use and Safety* form annually. (See also Policy 75.40.03.)

The Superintendent shall develop and implement a written District Technology Plan (DTP). Procedures for the proper acquisition of technology shall be set forth in the DTP. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of the District's networks as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner. Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media; interact with others online; interacting with other individuals in chat rooms or on blogs; and recognizing what constitutes cyberbullying; understanding cyberbullying is a violation of District policy; and learning

been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or technology to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cause or protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Technology Director may temporarily or permanently prohibit access to websites or online educational resources containing inappropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection status of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents or minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking," "harvesting," "digital privacy," "data mining," etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observation of online activities during class sessions, or use of specific monitoring tools to review browser history and network, server, and computer logs.

Buildings personnel are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology.



When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records. All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g., copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no web pages emanating from the District's web site may: (1) include statements or other items that support or endorse a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a law, or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Pages should neither an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have a written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

#### **COPYRIGHT-MULTI-MEDIA MATERIAL:**

*Canton City Schools* encourages the use of electronic media in student and staff projects but the following guidelines must be followed to be acceptable:

- a. Any audio or video clip, whether downloaded or copied from home, must be limited to 0% or 10 seconds for music or 10% or 3 minutes for video, whichever is less. If a longer duration is needed, you must have permission by the owner to redistribute.
- b. Any inclusion of copied Internet material, such as text, video, audio, or images, must include proper credit to the copyright holder or the work is subject to student rules regarding plagiarism.

#### **DISTRICT ISSUED STUDENT E-MAIL ACCOUNT:**

Students assigned a school e-mail account are required to utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District, with whom they are communicating for school-related projects and assignments. Further as directed and authorized by their teachers, they shall use their school-issued e-mail account when signing-up/creating for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

This policy and any corresponding guidelines serve to establish a framework for student's proper use of e-mail as an educational tool.

Personal e-mail accounts on providers other than the District's e-mail system may be blocked at any time if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any emails or attachments to emails that originate from unknown sources.

Students shall not send or forward mass e-mails, even if educational-related, without prior approval of their classroom teacher or the Technology Director or Superintendent/Principal.

this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day or a parent/guardian picks it up and may be directed to delete the audio and/or photographs file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of privacy exists. These locations and circumstances include, but are not limited to, classrooms, locker rooms, shower facilities, restrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and Principal are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students are expressly prohibited from using covert means to listen in or make a recording (audio or video) of any meeting or activity at school. This includes phoning recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located) within a student's backpack or on the student's person without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag or on a student's person shall be submitted in writing to the Principal. The District representative shall notify the parent(s) in writing, whether such request is denied or granted within five (5) days.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, harassed, intimidated or intimidated. See Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation), handicap, identity, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" (i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other material of a sexual nature in electronic or any other form.

Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise violates this privilege.

Violation of this policy may result in disciplinary action and/or confiscation of the PCD. The Principal will also refer the matter to law enforcement or child services, if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning in an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student completes with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody, unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5571 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

data that they access, even if they access such data accidentally or without permission, and for uploading FERPA (20 U.S.C. § 1232g), the student confidentiality law (Ohio Revised Code Section 3719.321), the Ohio Privacy Act (Chapter 147 of the Ohio Revised Code), and any other applicable privacy policies and regulations. Users are responsible whether such data is downloaded from the Network, to their computer screen, transmitted by e-mail, stored on a flash drive, portable device or laptop, copied by handwriting or by any or all other devices, forms or storage or methods. Negligence with respect to protecting the confidentiality of such data will be considered a violation of this Policy, whether or not such negligence results in identifying theft or other harm.

#### CONSEQUENCES OF INAPPROPRIATE INTERNET & NETWORK BEHAVIOR.

The staff or student's Building Principal or supervisor will recommend any staff or student who does not comply with Policies and Guidelines accordingly. User infractions may result in appropriate disciplinary action as outlined in the disciplinary policy for the building/District. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft or destruction of school property. In addition to appropriate disciplinary actions, the user may be responsible for any charges, costs, liabilities or damages incurred by *Catholicon City Schools*. This includes (but is not limited to) the cost of time to repair the damaged component, cost of parts to repair the component, or the cost of outside companies to repair damaged components. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted using the school's technology. Penalties imposed under applicable federal, state, or local laws will supersede any local penalties.

#### USER FEE/BREAKAGE FEE(S):

- All students in grades 3-12 will be assessed \$20 for a 1:1 Device User Fee at the beginning of the school year.
- If the event that a student breaks his/her device, the student will be assessed an additional \$20.
- If a student breaks his/her second device, the student will be assessed an additional \$30.
- If a student breaks his/her third device (and any thereafter), the student will be assessed all costs associated with the breakage/repair. This may include associated labor costs and full replacement costs.
- Students who break another student's device will receive consequences from the office which may include financial responsibility.

--Students who have not paid the initial \$20 1:1 Device User Fee prior to their breakage will be assessed all costs associated with the breakage/repair. This may include associated labor costs and full replacement costs.

#### DISTRICT LIABILITIES:

*Catholicon City Schools* makes no warranties of any kind, whether expressed or implied, for the service it is providing. *Catholicon City Schools* will not be responsible for any damages users may suffer. This includes loss of data resulting from delays, non-delivery, mis-delivery, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user's risk. *Catholicon City Schools* specifically denies any responsibility for the accuracy or quality of information obtained through its services. The user and parent(s) or guardian(s) agree to cooperate with the school in the event of an investigation of a person's use of computer access to the network, whether that use is on a school computer or on another's outside the district's network.

## GOVERNING AUTHORITY MEMBERS QUALIFICATIONS

### Policy No. 1470

The Governing Authority shall consist of not less than five members, which members shall be chosen in the manner specified in the School's Code of Regulations.

All Governing Authority members shall be annually trained on open records and public meetings laws, along with all school leaders and administrative staff.

The school shall post on the School's website the name of each member of the Governing authority. The names and address of each Governing Authority member shall be provided to the School's sponsor and the Ohio department of Education.

#### Qualifications

No person shall serve on the governing authority under any of the following circumstances:

- The person is a member of a school board of education
- The person is a school district or educational service (ESC) employee, and the School is sponsored by that school district or ESC
- The person owes the state money or is in a dispute over whether the person owes the state any money concerning a community school that the State has closed
- The person would be unable to obtain a teaching license for reasons specified in R.C. 3319.21(B)
- The person has pleaded guilty to or been convicted of theft in office or a substantially similar offense in another state
- The person has not submitted a background check under R.C. 3319.39
- The Auditor of State has submitted a finding or recovery against the person which has not been resolved
- The person serves on the governing authority of five or more start-up community schools
- Additional requirements as provide for under Ohio's Ethics Laws
- Additional requirements as provide for in the Sponsor Contract and
- Additional requirements as provide for in the Code of Regulations

If the School is not sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member of the Governing Authority shall be an owner, employee, or consultant of any sponsor or operator until at least one year has elapsed since the member's membership on the Governing Authority terminated.

If the School is sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member, of the Governing Authority shall:

- Be an officer of the district board or service center governing board that serves as the School's sponsor, until at least one year has elapsed since the member's membership on the governing Authority terminated

- Serve as an employee of, or a consultant for, the department, division or section of the sponsoring district or service center that is directly responsible for sponsoring community schools, or have supervisory authority over such a department, division, or section, until at least one year has elapsed since the member's memberships on the governing authority terminated

Immediate relatives include spouses, children, parent, grandparents, and siblings, as well as individuals residing in the same household as the person serving on the governing authority.

#### Annual Disclosure Statement

Each governing authority member must annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed by any of the following within the past three years:

- The School's sponsor
- The School's operator
- Any school district or ESC that has contracted with the School
- Any vendor that has engaged in business with the school

#### Background Check

Prior to becoming a member, Governing Authority Members shall submit to a criminal background check(s) and/or fingerprinting(s) as required by law and/or by the Sponsor Contract.

#### Discretion to Approve Membership

The Governing Authority and the Sponsor, individually or as a unit, retain discretion to disapprove of any member's background check results and terminate membership on the Governing Authority. Additionally, no Governing Authority member shall serve if the background check reveals offenses that Ohio and/or Federal law prohibit the member from serving.

Ohio: R.C. 3314.02, 3314.19(f), 3319.39, 3319.391

## SCHOOL ASSET POLICY POLICY NO. 1753

The School maintains a number of assets that have been obtained from different sources. This policy ensures that all of the School's assets are properly handled and disposed of, and that the School complies with the Generally Accepted Accounting Principles as required by the auditor of state.

### Fixed Asset Policy

A "fixed asset" is defined as any asset which has a useful life of at least one (1) year and an initial cost equal to or exceeding \$5,000, regardless of whether the asset is leased or purchased.

**Valuation.** Fixed asset shall be recorded according to their historical cost. If the historical cost is unavailable, the fixed asset(s) shall be recorded according to their estimated historical cost, as determined by the Fiscal Agent in accordance with any applicable policies adopted by the auditor of the state. Any donated fixed assets shall be recorded according to the fair market value at the time the donated item was received. All fixed assets shall be depreciated using straight-line depreciation. The estimated life for all fixed assets, for purposes of depreciation, shall be determined in accordance with the guidelines established by the Association of School Business Officials (ASBO).

**Asset Records.** The following information shall be maintained regarding each fixed asset:

- Description of the asset
- Name of the person or entity owning title to the asset
- Classification of the asset (real property, furniture, equipment, or leased fixed asset)
- Identifying information (serial number, tag number, etc)
- Date acquired and vendor from whom acquired
- Current location and use of the asset
- Purchase price of the asset and the percentage of Federal government assistance
- Accumulated depreciation
- Current condition and estimated value of the asset
- Date and method of disposal of asset; and
- Records produced as a result of physical inventories

**Physical Inventory.** A physical inventory of all the School's assets shall be conducted at least once every year. The physical inventory serves to verify the existence and condition of all equipment. The records of the physical inventory shall be reconciled with the available asset records.

**Managing Assets.** Fixed assets should be maintained in working order. The School shall create and implement a system to help minimize the likelihood of theft, damage or loss of its assets. As part of this system, all fixed assets shall have a School asset sticker displayed in a conspicuous

location. No items should leave the School without the prior knowledge of the head Administrator or his/her designee. All reports of damage, loss, or theft will be investigated.

**Disposing Fixed Assets.** Fixed assets may be disposed of in any manner that is approved by the Governing Authority. When selling an asset, the asset must first be valued according a reasonable valuation procedure as established by the School.

### Title I Asset Policy

Assets that are purchased with Title I funds and/or are provided by a federal agency are subject additional statutes and regulations. These special rules and guidelines apply in addition to the rules and guidelines of the stated above. If there is a conflict, the specific provisions of this Policy shall prevail.

**Management and Disposal of Equipment Provided by a Federal Agency.** All assets that are provided by a federal agency shall be titled in the name of the Federal Government and shall be maintained and disposed of according to standards set or approved by the federal agency. In accordance with 2 C.F.R. 313(d)(4), the School maintains adequate maintenance procedures to ensure that property is kept in good condition.

**Management and Disposal of Title I Real Property.** All real property acquired with Title I funds shall be managed and disposed of according to the following rules and guidelines:

- The property shall be titled in the name of the School
- The property shall only be used for such purposes that are permitted according to the terms of the grant
- The School shall not sell, give, trade, or take any other action affecting the legal status of the title; and
- When the property is no longer being used for permitted purpose, then it shall be disposed of in a manner indicated or otherwise approved by the agency who originally granted the funds

**Management and disposal of Title I Equipment.** All equipment acquired with Title I Funds shall be managed and disposed of according to the following rules and guidelines:

- The equipment shall be used in the program and project or which it was acquired so long as needed, whether or not the project continues to be supported by Federal funds
- When the equipment is no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency, with priority begin given to any programs or projects currently or previously supported by the same Federal agency.
- The School shall not use the equipment to provide services for a fee
- When acquiring replacement equipment, the School must gain the approval of the Federal agency before either using the equipment as a trade-in or selling the equipment and putting the proceeds towards the cost of replacement equipment

- When the original or replacement equipment is no longer needed, it may be retained, sold, or otherwise disposed of, subject to the requirement that if the fair market value of the equipment exceeds \$5,000, the Federal agency may have a right to a portion of the fair market value of the equipment, as determined in accordance with 34 C.F.R. 80.31. State statutes may impose additional obligations upon the sale of such property.

*Federal: 34 C.F.R. 80.31, 34 C.F.R. 80.32*

*Ohio: R.C. 117.09, O.A.C. 117-2-02, O.A.C. 117-2-05*

*Cross-Reference: Policy 1757, duties and Responsibilities Related to Federal Grants, Policy 3130, Title I Compliance*

## **DUTIES AND RESPONSIBILITIES RELATED TO FEDERAL GRANTS**

### **POLICY NO. 1757**

The following duties and responsibilities are imposed upon the School when seeking, obtaining, monitoring, or otherwise administering grant money, as indicated below. This Policy supplements, rather than replaces, other existing and applicable Policies.

#### Grant Administration

The School shall designate an assigned employee who shall be responsible for ensuring compliance with all internal control measures related to grant money. In order to ensure that grants submitted and obtained by the School are effective and properly administered, the following duties and responsibilities are placed on the assigned employee:

- The duty to monitor all applications for federal grants that have been submitted but are still pending, and to prepare a report or summary regarding the status of all outstanding grant application, which shall be submitted at each regularly scheduled governing Authority meeting
- The duty to monitor the expenditures made from each federal grant and to prepare a report detailing the accumulated amount and type of expenditures made from each grant, which shall be submitted at each regularly scheduled Governing Authority meeting; and
- The duty to review each final expenditure report federal grant for accuracy and completeness, and to reconcile that final expenditure report with the School's other financial records

The assigned employee must follow all internal control guidelines as set forth in the "Standard for Internal Control in the Federal Government" issued by the Comptroller General of the United States.

In the event that an instance of noncompliance is identified by the assigned employee in an internal audit, prompt action must be taken by the School to correct such noncompliance.

#### Contract Procurement

When federal grant funds are used to obtain a contract for goods or services, the School shall adhere to the rules below:

- All policies and procedures established by the federal agency providing the grant are controlling, and, to the extent there is any conflict with these Policies, shall prevail
- Contracts shall be procured through a competitive process as required by law. If a bidding process is used, the contract shall be awarded to the bid which, from the perspective of the School, is most beneficial and cost-effective
- The School shall carefully review each contract funded with grant money to ensure that the products or services purchased are necessary
- With respect to equipment or other materials, the School shall compare the advantages and disadvantages associated with leasing versus purchasing

- The School shall perform a cost analysis before entering or approving any contract.
- All solicitation for products or services which shall be paid with grant money shall contain a sufficient amount of detail and information as required by federal grant regulations.

The School shall take all necessary steps in assuring that each party to contracts with is willing, able, and intends to fulfill the contract requirements.

- The School shall accurately document each step involved in procurement of a contract involving federal grant monies. This documentation shall indicate the process in which the contracts were procured, the reason for choosing that procurement process, the reason for awarding the contract to the contracting party, an explanation for the lack of competitive bidding, if applicable, and an analysis of the cost of the contract. These records shall be made available to the public upon request.
- The School, shall, to the extent reasonably possible, attempt to award contracts involving federal grant money to small businesses, as well as business owned or operated by women or minorities.
- All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R. 200.319.

The School shall ensure that each contract funded with grant money shall contain all necessary elements and provisions as required by the applicable federal grant regulations. Furthermore, federal regulations may require that the party awarded a contract, whether through a bidding process or otherwise, fulfill certain bonding requirements. If such bonding requirements are indicated, the School shall assure that they are carried out.

The School must maintain records sufficient to detail the history of all procurement. These records will include but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred. The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000, the School verifies that the vendor with whom the School intends to do business with is not excluded or disqualified. To foster greater economy and efficiency, the School may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

*Contract Administration.* The School shall ensure that the contracting party complies with all requirements and other provisions imposed by the contract. This duty may be delegated as necessary.

#### Financial Management System

The School maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award under 2 C.F.R. 200.302.

*Identification.* The School shall identify all federal awards received and expended and the federal programs under which they were received. Federal program and award identification must include the CFDS title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

*Financial Reporting.* Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements. The assigned employee is responsible for managing the budget and accounts payable of the School related to grant awards.

*Accounting Records.* The School must maintain records adequately identify the source and application of funds provided for federally-assisted activities. These must be supported by source documentation.

The assigned employee shall be responsible for compiling timely and accurate financial reports, subject to the review and approval of the governing Authority. The reports must be prepared and submitted as specified by the financial reporting clause of each grant or contract award, and include monthly and cumulative expenditures project budgets, and a balance remaining column.

*Budgeting.* Initial discussions regarding the budget shall begin prior to the School receiving the GAN. The School shall designate at the planning phase the parties involved in the initial budget discussions. The School shall base these early decisions on any prior year's grant award, if applicable, and make adjustments to this initial budget upon receipt of the GAN. The assigned parties shall take into account existing resources in determining the initial budget to determine if existing resources such as unused equipment could benefit the planned program.

The assigned employee reviews the items in the budget to ensure allowability. If it is determined that a cost is not allowable, then revisions to the budget must be made pursuant to this determination.

Once it is determined that all budget items are allowable, the budget is sent to the Governing Authority for final review and approval.

Upon receiving the GAN, the Governing Authority shall meet to discuss the initial grant budget; and any adjustments which need to be made based on the GAN.

*Amending the Budget.* Budget revisions are required in an object/function category exceeding 10% of the most current approved budget level.

*Budget Control.* The School monitors its financial performance by comparing and analyzing actual results. The assigned employee shall prepare reports which compare actual expenditures to budgeted amounts at least quarterly.

#### Spending Grant Funds

The School shall follow any and all federal, state and local requirements, including those requirements imposed by the award or grant itself. All costs must be adequately documented.

### Direct and Indirect Costs

*Determining Whether a Cost is Direct or Indirect.* Direct costs are costs identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. 2 C.F.R. 200.413(a).

Indirect costs are incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited. 2 C.F.R. 200.56.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. 2 C.F.R. 200.413(a).

The salaries of administrative and clerical staff shall be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity
- Individuals involved can be specifically identified with the project or activity
- Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
- The costs are not also recovered as indirect costs. 2 C.F.R. Part 230.

*Indirect Cost Rate.* The School shall approve an indirect cost rate pursuant to 2 C.F.R. Part 230.

*Applying the Indirect Cost Rate.* Once the School has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding disallowing items such as equipment, contracts in excess of \$25,000, pass-through funds, etc) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award. 34 C.F.R. 75.564; 34 C.F.R. 76.569.

*Determining Allowability of Costs.* When determining how the School will spend grant funds, the assigned employee shall review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or services. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 34.74 and 2 C.F.R. Part 200 (Subpart E). The assigned employee must consider these factors when making an allowability determination.

**Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award

- The restrictions or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award
- Market prices for comparable goods or services for the geographic area
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government
- Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's costs. 2 C.F.R. 200.404

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program
- Whether the cost is identified in the approved budget or application
- Whether there is an educational benefit associated with the cost
- Whether the cost aligns with results and funding from a needs assessment
- Whether the cost addresses program goals and objectives and is based on program data

**Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. 200.405

**Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.**

**Conform to any limitations or exclusions set forth as cost principles in the terms and conditions of the federal award.**

**Consistent treatment of costs for the same purpose in like circumstances.**

**Adequately documented.**

**Be determined in accordance with general accepted accounting principles (GAAP).**

**Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.**

**Be the net of all applicable credits.** 2 C.F.R. 200.406.

**Consider all state and local requirements related to items not addressed by federal rules, such as mileage, hotel points, etc.**

**Additionally, employees must consult federal, State and School requirements when spending federal funds.**

## Compensation for Personal Services-Time and Effort Policy

In accordance with this policy, all employees whose compensation is paid in full or in part, with Federal funds or whose compensation is used as matching funds on a federally funded grant program must maintain time distribution records in accordance with these established criteria. Employees must provide the information required on a timely basis and in accordance with these procedures. Time distribution records must be maintained to prevent disallowance of salary and wages charged to Federal grants. Federal Uniform Grant Guidance, 2 CFR Part 200.430

### Definitions:

**Cost Objective.** A program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of the processes, products, jobs, capital projects, etc. See 200.28 Uniform Grant Guidance.

**Employee Compensation.** All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipend, bonuses, and payments made under supplemental contracts.

**Multiple Cost Objectives Employees.** An employee is considered to work on multiple cost objectives if he or she works on:

- More than one Federal award
- A Federal award and a non-Federal award
- An indirect cost activity and a direct cost activity
- Two or more indirect activities which are allocated using different allocation bases
- An allowable activity and a direct or indirect cost activity; or
- More than one activity within a Federal activity within a Federal award that is separately tracked by the School

**Personnel Activity Report (PAR).** A document certifying that the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the-fact distribution of the activities performed; account for the total activity for which the employee is compensated; is prepared at least monthly; coincides with one or more pay periods; and must be signed by the employee.

**Semi-Annual Certification.** A document certifying that a single cost objective employee worked solely on one objective. The certification must be prepared at least every six months and must be signed by the employee's supervisory official having first-hand knowledge of the work performed by the employee.

**Procedure.** All employees paid with Federal funds must complete the appropriate time and effort records. These procedures also apply to employees paid with non-Federal funds that are used as a match (or in-kind contribution) in a Federal program.

## **Governing Authority Members:Qualifications**

The Governing Authority shall consist of not less than five members, which members shall be chosen in the manner specified in the School's Code of Regulations.

All Governing Authority members shall be annually trained on open records and public meeting laws, along with all school leaders and administrative staff.

The School shall post on the School's website the name of each member of the Governing Authority. The names and addresses of each Governing Authority member shall be provided upon request to the School's sponsor and the Ohio Department of Education.

### Qualifications

No person shall serve on the governing authority under any of the following circumstances:

- the person is a member of a school district board of education;
- the person is a school district or educational service center (ESC) employee, and the School is sponsored by that school district or ESC;
- the person owes the state money or is in a dispute over whether the person owes the state any money concerning a community school that the State has closed;
- the person would be unable to obtain a teaching license for reasons specified in R.C. 3319.31(B);
- the person has pleaded guilty to or been convicted of theft in office or a substantially similar offense in another state;
- the person has not submitted to a background check under R.C. 3319.39;
- the Auditor of State has submitted a finding of recovery against the person which has not been resolved;
- the person serves on the governing authority of five or more start-up community schools;
- additional requirements as provided for under Ohio's Ethics Laws;
- additional requirements as provided for in the Sponsor Contract; and
- additional requirements as provided for in the Code of Regulations.

If the School is not sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member, of the Governing Authority shall be an owner, employee, or consultant of any sponsor or operator until at least one year has elapsed since the member's membership on the Governing Authority terminated.



If the School is sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member, of the Governing Authority shall:

Ohio: R.C. 3314.02, 3314.19(U), 3319.39, 3319.391.

- Be an officer of the district board or service center governing board that serves as the School's sponsor, until at least one year has elapsed since the member's membership on the Governing Authority terminated;
- Serve as an employee of, or a consultant for, the department, division, or section of the sponsoring district or service center that is directly responsible for sponsoring community schools, or have supervisory authority over such a department, division, or section, until at least one year has elapsed since the member's membership on the Governing Authority terminated.

Immediate relatives include spouses, children, parent, grandparents, and siblings, as well as in-laws residing in the same household as the person serving on the governing authority.

#### Annual Disclosure Statement

Each governing authority member must annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed by any of the following within the past three years:

- the School's sponsor,
- the School's operator,
- any School district or ESC that has contracted with the School, and
- any Vendor that has engaged in business with the School.

#### Background Check

Prior to becoming a member, Governing Authority Members shall submit to a criminal background check(s) and/or fingerprinting(s) as required by law and/or by the Sponsor Contract.

#### Discretion to Approve Membership

The Governing Authority and the Sponsor, individually or as a unit, retain discretion to disapprove of any member's background check results and terminate membership on the Governing Authority. Additionally, no Governing Authority Member shall serve if the background check reveals offenses that Ohio and/or Federal law prohibit the member from serving.

## **School Asset Policy**

The School maintains a number of assets that have been obtained from different sources. This policy ensures that all of the School's assets are properly handled and disposed of, and that the School complies with the Generally Accepted Accounting Principles, as required by the auditor of state.

### **Fixed Asset Policy**

A "Fixed asset" is defined as any asset which has a useful life of at least one (1) year and an initial cost equal to or exceeding \$5,000, regardless of whether the asset is leased or purchased.

**Valuation:** Fixed assets shall be recorded according to their historical cost. If the historical cost is unavailable, the fixed asset(s) shall be recorded according to their estimated historical cost, as determined by the Fiscal Agent in accordance with any applicable policies adopted by the auditor of state. Any donated fixed assets shall be recorded according to the fair market value at the time the donated item was received. All fixed assets shall be depreciated using straight-line depreciation. The estimated life for all fixed assets, for purposes of depreciation, shall be determined in accordance with the guidelines established by the Association of School Business Officials (ASBO).

**Asset Records:** The following information shall be maintained regarding each fixed asset:

- description of the asset;
- name of the person or entity owning title to the asset;
- classification of the asset (real property, furniture, equipment, or leased fixed asset);
- identifying information (serial number, tag number, etc.);
- date acquired and vendor from whom acquired;
- current location and use of the asset;
- purchase price of the asset and the percentage of federal government assistance;
- accumulated depreciation;
- current condition and estimated value of the asset;
- date and method of disposal of asset; and
- records produced as a result of physical inventories.

**Physical Inventory:** A physical inventory of all the School's assets shall be conducted at least once every year. The physical inventory serves to verify the existence and condition of all equipment. The records of the physical inventory shall be reconciled with the available asset records.

**Managing Assets:** Fixed assets should be maintained in working order. The School shall create and implement a system to help minimize the likelihood of theft, damage or loss of its assets. As part of this system, all fixed assets shall have a School asset sticker displayed in a conspicuous location. No items should leave the School without the prior knowledge of the Head Administrator or his/her designee. All reports of damage, loss, or theft will be investigated.

**Disposing Fixed Assets:** Fixed assets may be disposed of in any manner that is approved by the Governing Authority. When selling an asset, the asset must first be valued according to a reasonable valuation procedure as established by the School.

### Title I Asset Policy

Assets that are purchased with Title I funds and/or are provided by a federal agency are subject to additional statutes and regulations. These special rules and guidelines apply in addition to the rules and guidelines of the stated above. If there is a conflict, the specific provisions of this Policy shall prevail.

**Management and Disposal of Equipment Provided by a Federal Agency:** All assets that are provided by a federal agency shall be titled in the name of the Federal Government and shall be maintained and disposed of according to standards set or approved by the federal agency. In accordance with 2 C.F.R. § 313(d)(4), the School maintains adequate maintenance procedures to ensure that property is kept in good condition.

**Management and Disposal of Title I Real Property:** All real property acquired with Title I funds shall be managed and disposed of according to the following rules and guidelines:

- the property shall be titled in the name of the School;
- the property shall only be used for such purposes that are permitted according to the terms of the grant;
- the School shall not sell, give, trade, or take any other action affecting the legal status of the title; and
- when the property is no longer being used for a permitted purpose, then it shall be disposed of in a manner indicated or otherwise approved by the agency who originally granted the funds.

**Management and Disposal of Title I Equipment:** All equipment acquired with Title I funds shall be managed and disposed of according to the following rules and guidelines:

- the equipment shall be used in the program or project of which it was acquired so long as needed, whether or not the project or program continues to be supported by Federal funds;
- when the equipment is no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency, with priority being given to any programs or projects currently or previously supported by the same Federal agency;
- the School shall not use the equipment to provide services for a fee;
- when acquiring replacement equipment, the School must gain the approval of the Federal agency before either using the equipment as a trade-in or selling the equipment and putting the proceeds towards the cost of replacement equipment;
- when the original or replacement equipment is no longer needed, it may be retained, sold or otherwise disposed of subject to the requirement that if the fair market value of the equipment exceeds \$5,000, the Federal agency may have a right to a portion of the fair market value of the equipment, as determined in accordance with 34 C.F.R. 80.31. State statutes may impose additional obligations upon the sale of such property.

*Federal: 34 C.F.R. 80.31, 34 C.F.R. 80.32.*

*Ohio: R.C. 117.09, O.A.C. 117-2-07, O.A.C. 117-2-05.*

*Cross-Reference: Policy 1757, Duties and Responsibilities Related to Federal Grants; Policy 3130, Title I Compliance.*

### **Duties and Responsibilities Related to Federal Grants**

The following duties and responsibilities are imposed upon the School when seeking, obtaining, monitoring, or otherwise administering grant money, as indicated below. This Policy supplements, rather than replaces, other existing and applicable Policies.

#### **Grant Administration**

The School shall designate an assigned employee who shall be responsible for ensuring compliance with all internal control measures related to grant money. In order to ensure that grants submitted and obtained by the School are effective and properly administered, the following duties and responsibilities are placed on the assigned employee:

- the duty to monitor all applications for federal grants that have been submitted but are still pending, and to prepare a report or summary regarding the status of all outstanding grant applications, which shall be submitted at each regularly scheduled Governing Authority meeting;
- the duty to monitor the expenditures made from each federal grant and to prepare a report detailing the accumulated amount and type of expenditures made from each grant, which shall be submitted at each regularly scheduled Governing Authority meeting; and
- the duty to review each final expenditure report federal grant for accuracy and completeness, and to reconcile that final expenditure report with the School's other financial records.

The assigned employee must follow all internal control guidelines as set forth in the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States.

In the event that an instance of noncompliance is identified by the assigned employee in an internal audit, prompt action must be taken by the School to correct such noncompliance.

#### **Contract Procurement**

When federal grant funds are used to obtain a contract for goods or services, the School shall adhere to the rules below:

- All policies and procedures established by the federal agency providing the grant are controlling, and, to the extent there is any conflict with these Policies, shall prevail;
- Contracts shall be procured through a competitive process as required by law. If a bidding process is used, the contract shall be awarded to the bid, which, from the perspective of the School, is most beneficial and cost-effective.
- The School shall carefully review each contract funded with grant money to ensure that the products or services purchased are necessary;
- With respect to equipment or other materials, the School shall compare the advantages and disadvantages associated with leasing versus purchasing;
- The School shall perform a cost analysis before entering or approving any contract.

- All solicitations for products or services which shall be paid with grant money shall contain a sufficient amount of detail and information as required by federal grant regulations.
- The School shall take all necessary steps in assuring that each party it contracts with is willing, able, and intends to fulfill the contract requirements.
- The School shall accurately document each step involved in procurement of a contract involving federal grant monies. This documentation shall indicate the process in which the contracts were procured, the reason for choosing that procurement process, the reason for awarding the contract to the contracting party, an explanation for the lack of competitive bidding, if applicable, and an analysis of the cost of the contract. These records shall be made available to the public upon request.
- The School shall, to the extent reasonably possible, attempt to award contracts involving federal grant money to small businesses, as well as businesses owned or operated by women or minorities.
- All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R. §200.319.

The School shall ensure that each contract funded with grant money shall contain all necessary elements and provisions as required by the applicable federal grant regulations. Furthermore, federal regulations may require that the party awarded a contract, whether through a bidding process or otherwise, fulfill certain bonding requirements. If such bonding requirements are indicated, the School shall assure that they are carried out.

The School must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred. The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000, the School certifies that the vendor with whom the School intends to do business with is not excluded or disqualified.

To foster greater economy and efficiency, the School may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

*(Contract Administration.* The School shall ensure that the contracting party complies with all requirements and other provisions imposed by the contract. This duty may be delegated as necessary.

#### **Financial Management System**

The School maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award under 2 C.F.R. § 200.302.

#### **Identification**

The School shall identify all federal awards received and expended and the federal programs under which they were received. Federal program and award identification must include the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

#### **Financial Reporting**

Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements. The assigned employee is responsible for managing the budget and accounts payable of the School related to grant awards.

#### Accounting Records

The School must maintain records, which adequately identify the source and application of funds provided for federally assisted activities. These must be supported by source documentation.

The assigned employee shall be responsible for compiling timely and accurate financial reports, subject to the review and approval of the Governing Authority. The reports must be prepared and submitted as specified by the financial reporting clause of each grant or contract award, and include monthly and cumulative expenditures, project budgets, and a balance remaining column.

#### Budgeting

Initial discussions regarding the budget shall begin prior to the School receiving the GAN. The School shall designate at the planning phase the parties involved in the initial budget discussions. The School shall have these early decisions on any prior year's grant award, if applicable, and make adjustments to this initial budget upon receipt of the GAN. The assigned parties shall take into account existing resources in determining the initial budget to determine if existing resources such as unused equipment could benefit the planned program.

The assigned employee reviews the items in the budget to ensure allowability. If it is determined that a cost is not allowable, then revisions to the budget must be made pursuant to this determination.

Once it is determined that all budgeted items are allowable, the budget is sent to the Governing Authority for final review and approval.

Upon receiving the GAN, the Governing Authority shall meet to discuss the initial grant budget and any adjustments which need to be made based on the GAN.

#### Amending the Budget

Budget revisions are required prior to obligations in an object/functions category exceeding 10% of the most current approved budget cell.

#### Budget Control

The School monitors its financial performance by comparing and analyzing actual results with budgeted results. The assigned employee shall prepare reports, which compare actual expenditures to budgeted amounts at least quarterly.

#### Spending Grant Funds

The School shall follow all federal, state, and local requirements, including those requirements imposed by EDOAR and 2 CFR Part 200 the Uniform Administrative Requirements and any imposed by the award or grant itself. All costs must be adequately documented.

#### Direct and Indirect Costs

*Determining Whether a Cost is Direct or Indirect:* Direct costs are costs identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. 2 C.F.R. § 200.413(a).

Indirect costs are incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited. 2 C.F.R. § 200.56.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. 2 C.F.R. § 200.413(a).

The salaries of administrative and clerical staff shall be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity;
- Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
- The costs are not also recovered as indirect costs. 2 C.F.R. § 200.413(c).

*Indirect Cost Rate:* The School shall approve an indirect cost rate pursuant to 2 C.F.R. Part 230.

*Applying the Indirect Cost Rate:* Once the School has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, contracts in excess of \$25,000, pass-through funds, etc.) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award. 34 C.F.R. § 75.564; 34 C.F.R. § 76.569.

#### Determining Allowability of Costs

When determining how the School will spend grant funds, the assigned employee shall review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDOAR, 2 CFR Part 3474 and 2 CFR Part 200 (Subpart E). The assigned employee must consider these factors when making an allowability determination.

- **Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made.
- When determining reasonableness of a cost, consideration must be given to:
  - Whether the cost is generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award.
  - The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
  - Market prices for comparable goods or services for the geographic area.
  - Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government.

- Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. §200.404.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.

- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405.

- **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School**
- **Conform to any limitations or exclusions set forth as cost principles in the terms and conditions of the federal award.**
- Consistent treatment of costs for same purpose in like circumstances.
- Adequately documented.
- Be determined in accordance with general accepted accounting principles (GAAP).
- Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.
- **Be the net of all applicable credits.** 2 C.F.R. §200.406.
- **Consider all state and local requirements related to items not addressed by federal rules, such as mileage, hotel points, etc.**

Additionally, employees must consult federal, State and School requirements when spending federal funds.

#### Compensation for Personal Services—Time and Effort Policy

In accordance with this policy, all employees whose compensation is paid, in full or in part, with Federal funds or whose compensation is used as matching funds on a federally funded grant program must maintain time distribution records in accordance with these established criteria. Employees must provide the information required on a timely basis and in accordance with these procedures. Time distribution records must be maintained to prevent disallowance of salary and wages charged to Federal grants. Federal Uniform Grant Guidance, 2 CFR Part 200.430

#### Definitions

**Cost Objective:** A program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of the processes, products, jobs, capital projects, etc. See §200.28 Uniform Grant Guidance.

**Employee Compensation:** All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

**Multiple Cost Objectives Employees:** An employee is considered to work on multiple cost objectives if he or she works on:

- More than one Federal award;
- A Federal award and a non-Federal award;
- An indirect cost activity and a direct cost activity;
- Two or more indirect activities which are allocated using different allocation bases.
- An unallowable activity and a direct or indirect cost activity; or
- More than one activity within a Federal award that is separately tracked by the School

**Personnel Activity Report (PAR):** A document certifying that the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the-fact distribution of the activities performed; account for the total activity for which the employee is compensated; is prepared at least monthly; coincides with one or more pay periods; and must be signed by the employee.

**Semi-Annual Certification:** A document certifying that a single cost objective employee worked solely on one "1 objective. The certification must be prepared at least every six months and must be signed by the employee supervisor or official having first-hand knowledge of the work performed by the employee.

#### Procedure

All employees paid with Federal funds must complete the appropriate time and effort records. These procedures also apply to employees paid with non-Federal funds that are used as a match (or in-kind contribution) in a Federal program.

#### Single Cost Objective Employees

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be prepared at least every six months. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign and date the semi-annual certification.

A semi-annual certification must:

- Be executed after the work has been completed.
- State that the employee worked solely on activities related to a particular cost objective.
- Name the employee and the employee's position;
- Identify the single cost objective;
- Specify the reporting period;
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and
- Be dated.

#### *Multiple Cost Objective Employees*

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or equivalent documentation indicating the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR or equivalent documentation must be prepared at least every month. The employee must sign and date the PAR or equivalent documentation.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient);
- Account for the total activity for which each employee is compensated, including part-time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a Federal program) as well as any holiday, sick, and vacation time utilized;
- Name the employee and the employee's position;
- Identify all cost objectives including Federal program name and CFDA # being worked upon;
- Specify the reporting period;
- Be prepared at least monthly and coincide with one or more pay periods;
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature is not sufficient); and
- Be dated after the fact (when the work has been completed).

The PAR must be supported with documentation of actual effort, not estimates. Supporting documentation could be a work calendar, work product, time log, or class schedules. All multiple cost objective employees must complete the PAR.

#### *Supplemental Contracts*

If an employee works overtime, that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

#### *Stipends*

Employees may receive compensation in the form of stipends to participate in activities such as professional development. Employees receiving such stipends for School sponsored activities may satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

#### *Reconciliation*

Employee compensation costs shall be charged to Federal programs based on budget estimates that reasonably approximate how an employee will work during the year. The School will reconcile payroll charged as compared to the effort incurred in each employee's time and effort records at least quarterly.

If the School identifies a variance between how an employee's compensation was charged and how the employee actually worked, it will adjust its payroll charges so that the amount charged to Federal funds reflects the employee's actual time and effort. This shall be adjusted annually if an identified variance is less than 10%, or at least quarterly if an identified variance is 10% or more. The School will determine if the variance is an anomaly or if an amendment to the existing approved budget is required.

#### *In-Kind Contributions and Matching*

Employees who are paid with non-Federal funds used to meet a Federal match requirement must comply with the time distribution reporting requirements.

Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report.

#### *Document Retention*

**Time and effort records** including any employee supporting documentation must be maintained for a period of at least five (5) years.

#### *Federal Cash Management Policy/Procedures*

The School will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31 CFR Part 205.

If the School receives an advance in Federal grant funds, the School will remit interest earned on the advanced payment quarterly to the Federal agency, as provided for under 2 CFR §200.305(a)(9).

#### *Payment Methods*

**Reimbursements:** The School will initially charge Federal grant expenditures to non-Federal funds.

The School Assigned employee will request reimbursement for actual expenditures incurred under the Federal grants. All reimbursement requests must be in writing and signed by the person requesting reimbursement. The Assigned employee has the right to request additional documentation from the party requesting reimbursement prior to submitting any request. All reimbursements are based on actual disbursements, not on obligations.

Consistent with state and federal requirements, the School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Department of Education review upon request.

Reimbursements of actual expenditures do not require interest calculations.

**Advances:** To the extent, the School receives advance payments of Federal grant funds, the School will strive to expend the Federal funds on allowable expenditures as expeditiously as possible. Specifically, all drawdowns of Federal funds must be expended within 72 hours of receipt.

Cash advances are limited to the immediate cash needs associated with the grant and all advances must be prorated to meet immediate cash needs.

The School will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School's account.

Interest will be calculated quarterly. Total federal grant cash balances will be calculated on cash balances per grant and applying the School's interest rate. Within 30 days of the end of the quarter, the School will remit interest earned on U.S. Department of Education grants. The School may retain up to \$500 of interest earned per quarter.

#### *Timely Obligation of Funds*

Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

<b>If the obligation is for:</b>	<b>The obligation is made:</b>
Acquisition of property	On the date which the School makes a binding written commitment to acquire the property
Personal services by an employee of the School	When the services are performed
Personal services by a contractor who is not an employee of the School	On the date which the School makes a binding written commitment to obtain the services
Public utility services	When the School receives the services
Travel	When the travel is taken
Rental of property	When the School uses the property
A pre-agreement cost that was approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E- Cost Principles	
On the first day of the project period.	

#### *Period of Performance of Federal Funds*

All obligations must occur on or between the beginning and ending dates of the grant project ("the period of performance").

Regardless of the period of availability, the School must liquidate all obligations incurred under the award no later than 90 days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the awarding agency.

#### *Carryover*

*State-Administered Grants:* The Lydings Amendment extends the period of availability and permits recipients to "carry over" any funds left over at the end of the initial 15 month period for an additional 12 months. The Assigned employee is responsible for tracking carryover and creating a carryover reporting sheet annually.

*Direct Grants:* School is authorized to extend a direct grant automatically for one 12-month period. The School must provide written notice of extension to the federal awarding agency at least 10 calendar days before the end of the period of performance specified in the award. This one-time extension may not be exercised merely for using unobligated balances. The written notice must provide the reasons for the extension as well as the revised period of performance. Any proposed notice for extension must be approved by the Governing Authority at least 30 days prior to the end of the period of performance.

The School will seek prior approval from the federal agency when the extension will not be contrary to federal statute, regulation or grant conditions and:

- The terms and conditions of the Federal award prohibit the extension;
- The extension requires additional Federal funds; or
- The extension involves any change in the approved objectives or scope of the project.

#### Conflict of Interest Requirements

##### *Standards of Conduct*

In accordance with 2 C.F.R. § 200.18(c)(1), the School maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the School may neither solicit, nor accept, gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

Any conflict of interest shall be immediately reported to the Assigned employee or the Governing Authority. In the event of a conflict of interest, the officer, employee, or agent involved shall be immediately removed from the contract procurement transaction, which removal shall be documented.

School shall disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable policies and laws. The annual audit must also include a description of all conflicts, which arose throughout the year.

The School must disclose, in a timely manner, any federal criminal law violation involving fraud, bribery, or gratuity violations potentially affecting the federal award.

#### *Disciplinary Actions*

Any individual who violates the standards of conduct shall be disciplined in accordance with the School's employee discipline policies.

#### Record Keeping

##### *Record Retention*

The School maintains all records that fully show: (1) the amount of funds under the grant or subgrant; (2) how those funds are used; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. The School also maintains records of significant project experiences and results. These records and accounts must be retained and made available for programmatic or financial audit.

##### *Collection and Transmission of Records*

Records shall be collected and transmitted in accordance with 2 C.F.R. §200.336.

#### *Access to Records*

The School provides the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives the right of access to any documents, papers, or

other records of the School which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the School's personnel for the purpose of interview and discussion related to such documents.

#### *Privacy*

The School shall take reasonable measures to safeguard protected personally identifiable information and other information that the awarding agency or pass-through entity designates as sensitive in accordance with all federal, state, and local laws regarding privacy and obligations of confidentiality.

*Cross-Reference* Policy 1753, School Asset Policy.

#### Diabetic Care

Policy No. 2270

The School is committed to ensuring that each student enrolled with diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician.

The diabetes care to be provided includes any of the following: checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels; responding to blood glucose levels that are outside of the student's target range; in the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed; administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses; providing oral diabetes medications; understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order; following the physician's instructions regarding meals, snacks, and physical activity; and administering diabetes medication, as long as the conditions described below are satisfied.

Within fourteen (14) days after the School receives an order signed by the student's treating physician, it shall inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes.

The administration of diabetes medication shall be in accordance with Policy No. 2250 Medication Administration. Also, a School employee who has received training provided by the School which training complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements: The training must be coordinated by a School nurse; or if the School does not employ a School nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes; The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes; Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care; The School nurse, medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.

The head of school will distribute a written notice to each employee containing the following information: A statement that the School is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care; A description of the tasks to be performed; A statement that participation is voluntary and that the School will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care; A statement that training will be provided by a School nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care; A statement that a trained employee will not be subject to disciplinary action by the Board for providing care or performing duties to students



with diabetes; A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct). The name of the individual to contact if an employee is interested in providing diabetes care.

A student's diabetes medication will be kept in an easily accessible location.

A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and School-sponsored activities only if: the student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at School and the student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the School or School grounds, and at any School-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the School will revoke the student's permission to attend to the care and management of the student's diabetes.

The School will provide training in the recognition of hypoglycemia and hyperglycemia, and actions to take in response to emergency situations involving these conditions, to both of the following: a School employee who has primary responsibility for supervising a student with diabetes during some portion of the school day; and a bus driver employed by the School who transports a student with diabetes.

By December 31 of each year, the School will report to the Ohio Department of Education the following information regarding students with diabetes: the number of students with diabetes enrolled in the School during the previous school year, and the number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

*Ohio: R.C. 3313.712; R.C. 3314.03.*

*Cross-Reference: Policy 2230, Medication Administration; Form 2230.1, Medication Request Form; Form 2230.2, Parental Notification Regarding Medications.*

#### Appendix 2460.1 Protocol for Administering Naloxone

*The following protocol must be established by a physician or County Board of Health and include: (1) A description of the clinical pharmacology of naloxone; (2) Precautions and contraindications concerning the administration of naloxone; (3) Any limitations concerning the individuals to whom naloxone may be administered; (4) The naloxone dosage that may be administered and any variation in the dosage based on circumstances specified in the protocol; (5) Labeling, storage, record-keeping, and administrative requirements; and (6) Training requirements that must be met before an individual can be authorized to administer naloxone.*

Compliance with Federal and State Safety Programs

The Governing Authority seeks to protect the safety of all students, Staff members, and School visitors. Accordingly, the School will hereby comply with all applicable federal and state statutes and regulations designed to ensure the health and safety of students, Staff members, and visitors.

Occupational Safety and Health Administration (OSHA)

The Head Administrator shall develop, implement, and maintain sufficient guidelines and standards to prevent accidents and to limit their effects. The Head Administrator shall designate an employee or Staff member to do routine health and safety checks in compliance with the Federal OSHA standards adopted by the State of Ohio. Any health or safety violations that are discovered during these routine, periodic safety checks shall be reported to the Head Administrator and corrected immediately. In the case of an inspection by an OSHA representative, the Head Administrator shall report the results, as received by the School, at the next regularly scheduled Governing Authority meeting.

Public Employees Risk Reduction Advisory Commission (PERRAC)

**The Head Administrator shall ensure that all students and Staff members are aware of their right to be in an educational and work environment free from safety hazards. Necessary safety devices and equipment shall be readily available, and students and Staff members shall be properly trained in safety techniques and methods. The Head Administrator is responsible for ensuring that, in accordance with PERRAC regulations, administrative rules are developed and maintained, and proper records are kept and maintained. In the case of an inspection by a PERRAC representative, the Head Administrator shall report the results, as received by the School, at the next regularly scheduled Governing Authority meeting.**

Environmental Safety

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*Ohio R.C. 4167.01, R.C. 4167.04, R.C. 4167.05.*

*Cross Reference: Policy 2520, Chemical Hazard Communication Program; Policy 2530, OSHA Exposure Control Plan; Policy 2540, Asbestos Hazards; Policy 2550, Lead Poisoning Prevention; Policy 2560 Chemical Hygiene; Policy 2570, Hazard Review and Inspection.*

### Chemical Hazard Communication Program

The Governing Authority recognizes that it is important to know the hazards and chemicals they are exposed to when working or learning. This knowledge will allow Staff members to take steps to reduce exposures, substitute less hazardous materials, and establish proper work practices. To facilitate this knowledge in a clear and effective manner, the School shall adopt a Chemical Hazard Communication Program. The School's Chemical Hazard Communication Program shall be developed, implemented, and maintained in accordance with this Policy. A copy of this Policy shall be made available to Staff members at all times.

#### Labeling Hazardous Chemicals

The Head Administrator shall designate a Toxic Hazard Preparedness Officer (THP Officer). The THP Officer shall be responsible for ensuring that all containers of hazardous chemicals are appropriately labeled prior to being used. A container will not be released for use until an appropriate label is affixed to the container.

For hazardous chemicals stored in the manufacturer's original container, the THP Officer must verify that the following information is legibly and prominently displayed on the label: the identity of the substance, an appropriate hazard warning, and the name and address of the manufacturer. If the label is incorrect, the THP Officer shall notify the manufacturer or supplier.

For hazardous chemicals that are not stored in the manufacturer's original container, but rather a secondary container, the THP Officer must verify that either a copy of the original manufacturer's label is applied to the container or verify that the label correctly states the identity of the substance, an appropriate hazard warning, and the name and address of the manufacturer.

The THP Officer is responsible for ensuring that, if this required information is changed that such changes or alterations appear on the respective labels.

#### Material Safety Data Sheets

Material Safety Data Sheets (MSDS) provide detailed information about each hazardous chemical, including its potential hazardous effects, its physical and chemical characteristics, and recommendations for appropriate protective measures. It is crucial that Staff members have access to MSDS for every hazardous chemical used. The THP Officer is responsible for developing and implementing administrative rules and policies to assure the following:

- the School maintains a comprehensive list of all chemicals used or stored within the School;
- an updated MSDS for each chemical used or stored is accessible and on file in the School office; and

- an updated MSDS for each chemical used or stored is accessible and maintained in an accessible file where the chemical is used

The THP Officer shall review each MSDS for accuracy and completeness. A product will not be released for use until a completed MSDS is on file. If a new chemical is used for which an MSDS is unavailable or is otherwise not on file with the School, the THP Officer shall be immediately notified. If any changes are made to an MSDS, the THP Officer shall assure that the appropriate changes are reflected on each copy of the respective MSDS throughout the School. If it is discovered that a MSDS is incomplete or missing, the THP Officer shall request a new copy from the manufacturer.

#### Staff Information and Training

Prior to starting work with hazardous substances, each Staff member will be trained regarding the handling of chemicals. This initial training shall provide the following information:

- regulations contained within the Hazard Communication Regulation, and an explanation of the School's policies;
- where MSDS is located;
- how to read and interpret MSDS;
- physical and health hazards of the substances in their work area and the steps the School has taken to eliminate or reduce the risks of exposure to hazardous chemicals; and
- the ways the Staff members can protect themselves, through protective equipment and safe work habits.

When a new hazardous chemical is introduced for use by an existing Staff member, the THP Officer shall be responsible for ensuring for training and informing the appropriate Staff members. When a Staff member is required to perform a non-routine task which involves the risk of exposure to a new or additional hazardous chemical, the THP Officer shall ensure that the Staff member is provided with the following information:

- specific hazards to which the Staff member may be exposed;
- ways in which the Staff member can protect himself against this risk of exposure, including protective equipment and safe work habits; and
- steps the School has taken to eliminate or reduce the hazards, including adequate ventilation, breathing devices, emergency procedures, and the presence of another Staff member

*Federal: 42 U.S.C. 9601 et seq., 29 C.F.R. 1910.1200.*

*Cross Reference: Policy 2520, Personal Safety; Policy 2510, Compliance with Federal and Safety Programs; Policy 2530, OSHA Exposure Control Plan; Policy 2540, Asbestos Hazards; Policy*

## **Integrated Pest Management Policy**

### **School Pest Management Policy Statement**

Pests can pose significant problems to people, property, and the environment. Pesticides pose similar risks. Children spend a great deal of time in school and face potential for health effects resulting from pest and pesticide exposure. By reducing reliance on pesticides and incorporating low-risk control options, Integrated Pest Management (IPM) reduces both pest and pesticide risks. It is therefore the policy of the School to use IPM procedures for controlling pests.

### **Pest Management**

Pests are living organisms that interfere with use of the facility by students and staff. Strategies for managing pest populations will be based on the pest species and whether that species poses a threat to people, property, or the environment.

### **IPM Coordinator**

The school shall appoint an IPM Coordinator who shall have primary responsibility for ensuring that this policy is carried out. The IPM Coordinator will manage pest control contractors and staff to ensure implementation of pest prevention measures, communicate with school administration to carry out posting and notification, recordkeeping, and education requirements, provide information to the school community (including parents) and answer questions on IPM topics, and present an annual report evaluating the progress of the IPM program.

### **Integrated Pest Management Procedures**

IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

In each situation, staff shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

The application of pesticides is subject to school policies and procedures, EPA regulations, OSHA regulations, and federal, state and local regulations.

**THIS SCHOOL/FACILITY RECOGNIZES AND ADHERES TO THE FOLLOWING PROCEDURES:**

1. Integrated Pest Management programs are designed prevent pest problems whenever possible, via monitoring, regular inspections, high standards of sanitation and pest proofing measures, or modification of environmental conditions leading to pest problems.
2. The school/facility will establish pest tolerance thresholds for common pests. These thresholds will serve as an indicator for pest population levels and the point at which control measures will be undertaken. Control measures will not be undertaken if pest populations are below threshold levels. In such cases, managers will use preventive measures such as improved sanitation, clutter reduction and exclusion of pests.
3. When pests do exceed tolerance thresholds, non-chemical pest control measures will be practiced where possible.
4. Pesticides will be used when appropriate, along with other management practices or when other non-chemical measures have failed. When a pesticide must be used, the smallest amount that will meet pest management goals will be used.
5. Insecticides will be used in containerized baits, or for spot treatments targeted to insect infestations or problem areas. Rodent baits shall not be used unless in childproof bait boxes. Bait boxes shall be inaccessible to children and tethered when appropriate.
6. Pesticide Use: To ensure the safety of students and staff, the management will use the following criteria to ensure that the least hazardous method of control is utilized:
  - a. No use of any pesticide classified as highly acutely toxic by the U.S. EPA.
  - b. The school/facility shall not use any pesticide unless all ingredients have been evaluated by the EPA and found to include no possible, probable, known, or likely human carcinogens, no reproductive toxicants, no known probable or suspected endocrine disruptors, and no nervous system toxicants.
  - c. All ingredients in pesticides used shall have a soil half-life of 30 days or less.
  - d. Properly applied gel bait or tamper-resistant containerized bait can be exempted from 6a, 6b, and 6c if it is the least hazardous treatment option.
7. Pesticide Applications: The School must approve pesticide applications in advance; antimicrobial agents and insecticide and rodenticide baits, because they pose less risk to human health, are exempt from approval. Pesticides will be applied only when no one is present in the building or the grounds of the school to be treated.

### **Education**

Students and parents or guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program. Staff, students, pest managers, and the public will be educated about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives.

1. Parents will be informed annually about the IPM policy.
2. Staff will receive information and/or training on their role in pest management.

### **Record Keeping**

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

### **Notification**

The School shall notify the school staff, students, and parents of upcoming pesticide treatments via parent handout, mail, email, or any other method approved by the governing authority. Antimicrobial agents, such as sanitizers and insecticide and rodenticide baits, are exempt from notification requirements. Exemptions from prior notification shall include emergency situations and applications of bait pesticides and/or container-delivery systems.

Facility Management will see to the following:

1. All parents and staff will be notified of a pesticide application at least three business days prior to any pesticide applications, with the exception of exempt applications. Parents should be notified each time a non-exempt pesticide is applied. Neighbors immediately adjacent to the school property will be notified at least two business days in advance of outdoor pesticide applications.
2. Applications exempt from prior notification are antimicrobial agents, insecticide and rodenticide baits, container-delivery systems, emergency situations.
3. In situations where pesticides must be applied on an emergency basis, notification to parents and school staff will occur within two business days following the application.
4. Contractors: The School will provide written notification to all pest control, construction and landscape contractors of the IPM policy. Pest control contractors will be expected to provide recommendations for structural improvements or repairs, and sanitation measures required to reduce or prevent recurrence of pest problems.
5. Posting: Signs will be posted at least three business days in advance of pesticide use. These signs will include the pesticide used; date and time of application; warning statements from product label; and a contact phone number for those seeking additional information. Outdoor applications will be cordoned off and flagged. Signs shall remain in place for one week, or as specified by the pesticide label.

### **Pesticide Purchase**

Pesticides will be stored and disposed of in accordance with the EPA-registered label directions and state regulations. Pesticides must be stored in an appropriate, secure site not accessible to students or unauthorized personnel.

### **Pesticide Applicators**

Pesticide applicators must be educated and trained in the principles and practices of IPM and the use of pesticides approved by this School. Applicators must follow regulations and label precautions.

**OSHA Exposure Control Plan**

The School shall adopt an Exposure Control Plan (ECP) to eliminate or minimize personal exposure to bloody bodily fluids. "Personal exposure to bloody bodily fluids" is defined to mean contact with blood, bloody body fluids, or bloody cleaning products through the eye, the mouth, or any cut or break in the skin such as a cut or other injury.

The Head Administrator is responsible for developing and implementing the administrative policies, guidelines, and trainings necessary to implement the ECP.

The ECP shall conform to the Occupational Safety and Health Administration (OSHA) standards and all other applicable laws. The plan shall contain:

- guidelines for maintaining a safe, health school environment;
- exposure determinations for all applicable employees;
- provisions of protective materials and equipment to all applicable employees;
- procedures for cleaning up bloody/bodily fluids;
- communicating hazards to Employees through education and training;
- record keeping of any incidents of exposure to bloody/bodily fluids;
- records of input from applicable employees

The ECP shall be reviewed and updated on an annual basis and as necessary to reflect new or modified tasks and procedures. The School shall also solicit input from non-managerial employees responsible for direct patient care who are potentially exposed to injuries from contaminated sharps in identifying, evaluating and selecting effective work practice controls.

**Disseminating the Exposure Control Plan**

The School shall ensure that a copy of the Exposure Control Plan is accessible to staff members.

*Federal: 29 C.F.R. 1910.1030.*

*Cross Reference: Policy 2320, Personal Safety; Policy 2440, Bodily Fluid Exposure Control; Policy 2510, Compliance with Federal and Safety Programs; Policy 2520, Chemical Hazard Communication Program; Policy 2540, Asbestos Hazards; Policy 2550, Lead Poisoning Prevention; Policy 2560, Chemical Hygiene; Policy 2570, Hazard Review and Inspection; Policy 5444, Reporting Accidents and Treating Injuries.*

**Asbestos Hazards**

The Governing Authority is concerned for the safety of the students and Staff members and, accordingly, will comply with all federal and state statutes and regulations to protect them from hazards caused by asbestos materials used in previous construction.

**Asbestos Hazards**

The School, in compliance with the law, has adopted the following rules to protect students and staff members from exposure to asbestos. The School shall:

- inspect all School buildings for the existence of asbestos or asbestos-containing materials;
- take appropriate action based on the inspections;
- re-inspect asbestos-containing material every three (3) years;
- establish a program for dealing with friable asbestos, if found;
- develop, maintain, and update an asbestos management plan;
- comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing material; and
- provide custodial staff with asbestos-awareness training.

The School's Head Administrator shall designate a Staff Member to develop and implement the Asbestos Management Plan. This individual will be responsible for the ensuring the School complies with federal and state laws and regulations, and appropriately instructs students and Staff members. A Model Asbestos Management Plan, designed to assist the School in complying with all federal regulations, is included as **Form 2540.1**.

The Head Administrator shall also verify that, when conducting asbestos abatement projects, each contractor employed by the School is appropriately licensed pursuant to the Ohio Department of Health Regulations.

Nothing in this Policy shall be construed, in any way, as an assumption of liability by the Governing Authority for any death, injury, or illness that is the consequence of an accident or equipment failure or negligence or deliberate act beyond the control of the School, the Governing Authority, its officers, or staff members.

*Federal: 40 C.F.R. 763.92; 15 U.S.C. 2641; 20 U.S.C. 4011; 42 U.S.C. 9601, et seq*

Cross Reference: Policy 2320, Personal Safety; Policy 2510, Compliance with Federal and State Safety Programs; Policy 2530, OSR, L.A. Exposure Control Plan; Form 2540.1, Model Asbestos Management Plan.

## ADDITIONAL INFORMATION ON Lead Poisoning

Online brochures & resources  
for childhood lead poisoning:

Ohio Department of Health (ODH)  
<http://www.odh.ohio.gov>  
(Index; Lead Poisoning - Children)  
1-877-LEAD SAFE

Centers for Disease Control and Prevention (CDC)  
<http://www.cdc.gov/nceh/lead>

American Academy of Pediatrics  
<http://aapolicy.aappublications.org>  
(search keyword= lead poisoning)

Ohio Department of Job & Family  
Services <http://dfs.ohio.gov/Ohn>  
<http://www.jfs.ohio.gov>

National Center for Healthy Housing  
<http://www.nchh.org/>

Housing and Urban Development (HUD)  
<http://www.hud.gov/lead>

U.S. Environmental Protection Agency (EPA)  
<http://www.epa.gov/odp/lead/index.htm>

## Chemical Hygiene

Policy No. 2560

Form No. 2560.1

As part of a continued effort to maintain a safe environment for all students and Staff members the School is committed to managing chemical safety and hygiene.

The Head Administrator is ultimately responsible for the development, implementation, and annual review of a Chemical Hygiene Plan, although some or all of these duties may be delegated to a Chemical Hygiene Officer appointed by the Head Administrator. The Chemical Hygiene Plan applies to students, Staff members, and administrators, and shall contain information about potential chemical hazards and proper rules and procedures to be followed when encountering these hazards.

Each employee shall be provided with a copy of the Chemical Hygiene Plan and, upon receipt, shall sign an acknowledgement form, included herein as Form 2560.2. Acknowledgement of Receipt of Chemical Hygiene Plan. The Chemical Hygiene Plan shall be made readily available to all Staff members and other School employees.

A sample Chemical Hygiene Plan is included as Form 2560.1, Chemical Hygiene Plan.

*Federal:* 29 C.F.R. 1910.1450.

*Cross Reference:* Policy 2320, Personal Safety; Policy 2510, Compliance with Federal and State Safety Programs; Policy 2530 OSHA Exposure Control Plan; Policy 2570, Hazard Review and Inspection; Form 2560.1, Chemical Hygiene Plan; Form 2560.2, Acknowledgment of Receipt of Chemical Hygiene Plan; Policy 5444, Reporting Accidents and Treating Injuries

## Chemical Hygiene Plan

In compliance with the Federal Laboratory Standard, the Governing Authority realizes its responsibility for protecting its students, Staff members, and other employees. To protect all School members the School shall adopt a Chemical Hygiene Plan (the "Plan"). The Plan shall set forth operating procedures and work policies designed to control chemical hazards.

The School hereby appoints the Head of the Science Department to serve as the School's Chemical Hygiene Officer. The Chemical Hygiene Officer has the knowledge and the authority to make needed decisions regarding this Plan in order for it to remain effective and current. The School realizes, however, that the success of the Plan rests with all Staff members and students. Therefore, the ultimate responsibility for this Plan rests with the Head Administrator.

### Responsibilities

*Head Administrator.* The Head Administrator is responsible for enforcement of federal, state, and local health, safety, and environmental regulations and policies, including this Plan.

*Chemical Hygiene Officer.* The Chemical Hygiene Officer is responsible for fully implementing the provisions contained within this Plan. Accordingly, the Chemical Hygiene Officer is responsible for:

- being familiar with all aspects of the Plan;
- ensuring that this Plan is distributed to all Staff members and is available at all times in the School office;
- developing and implementing employee training programs;
- inspect the School every three (3) months for compliance with this Plan, and documenting the results of each inspection;
- maintaining copies of chemical inventories and all necessary MSDS;
- ensuring that the School has an emergency medical plan in place with regards to chemical spills or other accidents;
- coordinating pick-up and disposal of unwanted chemicals from the School; and
- maintaining records of all employee exposures to hazardous chemicals and all submitted accident reports.

The Chemical Hygiene Officer shall annually review the Plan, and this policy, and make any necessary changes.

*Teachers/Staff Members.* Teachers and staff members are responsible for ensuring that this Plan is implemented in their classrooms and adhered to at all times. Accordingly, each Staff member is responsible for:



- understanding the obligations imposed by this plan, by attending all training offered by the School and requesting additional information or training when necessary
- ensuring that all necessary safety equipment or personal protective equipment is available and in working order
- being familiar with the hazards associated with each equipment conducted
- inspecting all chemicals for proper labeling prior to use
- maintain a personal awareness of the location and proper use of MSDS.
- ensuring that students are aware of applicable chemical hazards and safety procedures, including the proper use of personal protective equipment
- ensuring that all safety rules are followed, all chemical are properly disposed of and all spills are promptly cleaned
- reporting all accidents to the Head Administrator or Chemical Hygiene Officer and
- using and modeling good chemical hygiene habits.

*Students* Students shall adhere to safety procedures and practice good chemical hygiene habits. They should report all accidents or unsafe conditions to the appropriate staff member and shall maintain an awareness of health, safety, and emergency procedures. A student shall not begin any experiment unless and until the student is familiar with the procedures to use as well as the hazards associated with the chemicals being used. Students shall listen to and follow the staff members instruction at all times.

#### Standard Operating Procedures

*General Safety Rules and Procedures:* The following general laboratory rules shall be adhered to at all time by students and staff members.

- The head administrator will be contacted when any accident occurs
- Appropriate eye protection shall be worn at all times. Chemical splash goggles must be worn anytime chemicals, glassware, or heat are used in the laboratory
- Pants and closed-toed shoes shall be worn at all time in the laboratory. Loose clothing and jewelry shall not be worn in the laboratory. Scarves and long hair shall be tied back or otherwise secured
- Never work alone in the laboratory; chemical prep or storage areas
- Only procedures and experiments that are authorized by a staff member shall be performed in the laboratory
- Emergency phone numbers shall be posted in the chemical storage area
- Emergency plans shall be posted in the laboratory and practiced regularly
- Double-check all chemical labels prior to use and know the hazards associated with each chemical that is being used
- Do not use chipped, etched, or cracked glassware. Dispose of all such glassware in appropriate waste containers
- Keep all aisles clear and do not block fire exits.
- Do not run in the laboratory.
- No unlabeled products should be stored anywhere in the science facility.
- Chemical spills should be cleaned up immediately or as soon as safely possible
- Chemicals shall not be removed from the laboratory.

*Personal Chemical Hygiene Guidelines* Personal hygiene with respect to chemicals

decreases the chances of exposure. Accordingly, the following rules and procedures shall be adhered to:

- Do not apply cosmetic or smoke, eat, chew gum, or drink in the laboratory.
- Do not smell or taste chemicals.
- Do not drink from lab glassware or other lab vessels.
- Do not pipette by mouth - always use a pipet bulb or other appropriate suction device.
- Wash thoroughly after any chemical exposure and before leaving the laboratory.
- Never smell chemicals directly; if instructed to smell chemical, the odors should be wafted using the hands.
- Never bring food into the laboratory.

#### Protective Equipment Requirements

The following rules ensure that that proper protective equipment is available and properly functioning at all times:

- Eye goggles and aprons shall be made available at all times. Goggles and aprons shall be inspected prior to each use to ensure that they are clean and in working order.
- All laboratories shall have proper ventilation. Fume hoods shall be inspected annually to ensure effective performance.
- All laboratories shall have safety showers, which shall be inspected annually.
- All laboratories shall have a fire blanket easily accessible in case of an accident.
- All laboratories shall have an eyewash station capable of treating both eyes continuously for fifteen (15) minutes. Eyewash stations shall be tested each week by running them continuously for three (3) minutes and checking for continuous, copious water flow.
- Fire extinguishers of the appropriate type (ABC) shall be available and properly functioning at all times. Fire extinguishers shall be checked in accordance with established standards.

#### Housekeeping Rules

To keep a laboratory clean and safe:

- Keep chemicals in the chemical prep and storage areas. If chemicals are moved to the classroom for lab, they must be returned to their proper storage location at the end of the day's laboratory periods
- Waste shall be stored and disposed of in properly labeled containers. Wastes shall not be poured down the drain or disposed of in the normal trash can
- Items shall not be stored in the fume hood. The storage of items in the fume hood is a fire hazard and decrease the efficiency of the fume hood
- All chemicals, including solutions shall labels with the names of the contained chemical(s) and the associated hazard(s)
- Exits and emergency equipment should be easily accessible at all times
- All spills shall be cleaned up promptly
- Work areas and floors should be cleaned regularly and kept free of clutter
- After an experiment is completed, all material, chemicals and equipment shall be cleaned

and stored appropriately. Unused chemicals shall not be returned to the original containers, but rather shall be disposed of properly.

#### Spill and Accident Procedures

If a spill is minor and can be easily cleaned up, the student shall immediately clean the spill in accordance with the safety procedures established in the plan. With respect to any large or hazardous spills, or any other accident occurring in the laboratory, the following procedures shall be adhered to:

- The appropriate staff member shall be notified of the accident or spill immediately
- All students and unnecessary staff members shall be evacuated from the area
- Individuals who were exposed to the chemical or other hazardous material shall be tended to immediately to minimize the exposure to attendant effects
- Spill should be cleaned up immediately, using all necessary safety equipment and procedures
- All material and chemicals, including disposable gloves, shall be disposed of in accordance with this plan
- After the spill is appropriately cleaned or the accident otherwise dealt with, a detailed accident report shall be filled out and submitted to the Head Administrator

#### Chemical Procurement, Distribution, and Storage Rules and Procedures

It is important that staff members store all chemicals appropriately and in accordance with the following rules and guidelines:

- All chemicals shall be stored in a separate and secure area, which, if possible, shall have two (2) separate exits. A clear entranceway to and from the storage area shall be maintained.
- Students shall never be permitted in the chemical storage area
- Chemicals shall be stored in chemically compatible families
- An updated chemical inventory shall be maintained, including information about all chemicals, their amounts, and their location
- Stored chemicals shall be examined annually for replacement, deterioration, and chemical integrity.
- All chemicals and chemical solutions shall be labeled with the identity of the contents, the purchase or mixture date, the date the container was first opened, the concentration, applicable hazard information, and the responsible Staff member. Where appropriate, the container shall also be labeled with the disposal date. (e.g. Peroxide forming chemicals shall be disposed of within 6 months of opening, or sooner if periodic testing reveals the presence of peroxides.)
- Only the minimum amount of chemicals needed shall be maintained in storage.
- Do not store chemicals under a fume hood.
- The storage area and cabinets should be labeled as to identify the hazardous nature of the products stored within. This will allow fire department officials to quickly see a potentially hazardous area.
- Shelving sections should be secured to walls or floor to prevent tipping of entire sections. Shelves should be equipped with lips to prevent containers from rolling off. Shelving above any work area, such as a sink, should be free of chemicals or other loose

miscellany. Avoid storing chemicals on shelves above eye level.

- Chemicals should not be stored on the floor except in approved shipping containers.
- Upon receipt, all chemical labels shall be checked for special storage instructions.
- Flammable chemicals shall only be stored in a refrigerator if it is of explosion-proof or explosion-safe design. Never store food in a laboratory refrigerator.
- Corrosives shall be stored in appropriate corrosive cabinets.
- Flammable materials shall be stored in an approved flammable storage cabinet or in safety cans.
- Store all poisons in a locked cabinet.
- Chemical exposure to heat or direct sunlight should be avoided.
- The chemical storage area shall be ventilated appropriately to ensure that chemical emissions do not spread to any other part of the School
- Neutralizer for both acids and bases should be available in the chemical storage room in case of a chemical spill.

#### Employee Training Program

The School shall provide ongoing training for Staff members and employees. This training shall include information about:

- Awareness and location of this Plan and the OSHA Lab Standard;
- The location and availability of Chemical Material Safety Data Sheets (MSDSs) and other chemical safety reference materials;
- Potential hazards involved in using chemicals;
- The location, proper use and maintenance of safety and protective equipment as well as information about proper work habits and safety procedures
- Signs and symptoms associated with overexposure to chemicals
- Observation techniques and other methods used to detect potentially harmful exposures before exposure occurs
- Information about the Threshold Limit Values (TLVs) and Permissible Exposure Limits (PELs)

#### Exposure Investigation

It is the School's policy to investigate all suspected overexposures to chemical in a prompt and timely fashion.

In the event of a possible overexposure, the initial information include in the complaint, as well as the School's decision to investigate or not to investigate the complaint, shall be recorded. If the complaint is not investigated the reasoning for this decision shall be documented. If the complaint is investigated, the following information shall be recorded:

- Information obtained from the victim about the circumstances of the possible exposure and the chemicals involved
- A comparison of the symptoms experienced by the victim and the overexposure symptoms described in the respective MSDSs
- Information about the use of safety equipment and personal protective equipment; and
- The results of air testing or monitoring

This information obtained in the course of an investigation shall be used to change safety practices and further improve lab safety. The files shall be maintained in a way that is accessible to all employees

### Medical Evaluations

It is the School's policy to make medical consultation and examination available to all staff members and employees whenever an overexposure is suspected, such as:

- when an employee presents any sign or symptom of overexposure (nausea, dizziness, skin rash, etc.);
- when a chemical container is accidentally broken or cracked; and
- when a hazardous chemical splashed into the eyes or onto the skin of a staff member

The medical consultation and examination will be free-of-charge to the employee or staff member and shall not result in a loss of pay. The physician or medical professional consulted will be provided with the name of the chemical(s) to which overexposure is suspected. Medical records shall be kept in accordance with applicable laws and regulations. All employees working under the same conditions shall be notified of the suspected overexposure.

### Mandatory Signs and Labels

Signs shall be posted throughout the laboratory as follows:

- all laboratory refrigerators shall be labeled "No Food";
- all containers, including waste disposal receptacles, shall be labeled appropriately;
- The location of all safety equipment (eye wash station, fire blanket, fire extinguisher, etc.) shall be clearly labeled;
- all exits shall be clearly identified and labeled as such;
- phone numbers for emergency personnel, local hospitals, administrative employees, and the responsible Staff member shall be posted in a conspicuous location; and
- any specific locations or equipment posing a particular hazard or danger shall be labeled appropriately.

*Federal: 29 C.F.R. 1910.1450.*

*Cross-Reference: Policy 2520, Chemical Hazard Communication Program; Policy 2560, Chemical Hygiene: Form 2560.2, Acknowledgement of Receipt of Chemical Hygiene Plan; Policy 5444, Reporting Accidents and Treating Injuries.*

Form No. 2560.2

### Acknowledgement of Receipt of Chemical Hygiene Plan

*Do not sign and return this Acknowledgement until you have received and read the School's Chemical Hygiene Plan.*

I, \_\_\_\_\_ hereby acknowledge that I have received a copy of the School's Chemical Hygiene Plan. I have read and understand my obligations under this Plan, and was given an opportunity ask questions. I hereby accept the obligations responsibilities imposed upon me through this Plan.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Hazard Review and Inspection**

The Governing Authority shall periodically review its Policies and procedures to ensure that students, Staff members, and other persons using the School building are safe from any known hazards in the School building or on School grounds that, in the judgment of the Governing Authority, pose an immediate risk to health or safety. The Governing Authority shall further ensure that its policies and procedures comply with all federal laws and regulations regarding health and safety applicable to School buildings.

In accordance with state law, the local health department shall inspect all School buildings for sanitary conditions. This inspection shall be conducted at least semi-annually, but may be conducted more often if, in the opinion of the local health department, it is necessary. This inspection will be conducted according to standards established by the local health department.

If the local health department finds any condition that is detrimental to health or well-being, the local health department may serve upon the School an order for the abatement of such nuisance or condition. When the School receives such an order, the respective nuisances shall be abated or the detrimental conditions corrected within a reasonable time as specified on the order.

*Ohio: R.C. 3313.86, R.C. 3707.03, R.C. 3707.26.*

*Cross Reference: Policy 2320, Personal Safety; Policy 2510, Compliance with Federal and State Safety Programs; Policy 2520, Chemical Hazard Communication Plan; Policy 2530, OSHA Exposure Control Plan; Policy 2540, Asbestos Hazards; Policy 2550, Lead Poisoning Prevention; Policy 2560, Chemical Hygiene; Policy 5444, Reporting Accidents and Treating Injuries.*

**Crisis Management and Response Plan**

The School's crisis management and response plan has been created in consultation with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school district emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

Schools are safe environments, but violence or any other type of crisis and/or crisis can happen anytime and anywhere. The School's Crisis Management and Response Plan is focused around three central foundational principles: Readiness, Response and Recovery.

The READINESS component includes:

- Analyzing our facilities for safety, security, equipment capabilities and other areas of operational and functional ability.
- Research and preplanning to determine the most probable scenarios that could adversely affect our staff and the community we serve.
- Training for our staff members so they can act as a team to mitigate a threat or minimize the impact to our children when a natural or man-made disaster occurs.
- Constant vigilance to make necessary changes when protocols or actions need to be modified. The

RESPONSE component includes:

- Recognizing a crisis or disaster early and communicating initial actions to co-workers, students and parents.
- Early notification of public safety officials when appropriate (911, Police, Fire, Rescue, Sheriff)
- Staff implementing actions that follow a predetermined plan to mitigate a threat or minimize the impact to our students when a natural or man-made disaster occurs.
- Staff working seamlessly with public safety officers when they arrive to maximize positive outcomes.

The RECOVERY component includes:

- Having predetermined programs in place to provide counseling services to staff, students and parents when a situation and/or need arises.

- Having the ability to continue operations or the capacity to restore basic services quickly and effectively.

- Maintaining a fiscally sound and financially conservative business model so the School has a "rainy-day" funding mechanism.

- Utilize "hot-wash" methodology (immediate review of the response to the situation), so we can continue to reinforce the readiness process.

A School Safety Plan is developed to assist the School with preparation, communication and education. This Plan is available to all staff members at each facility and provides a step-by-step procedure to follow for most of the predictable scenarios the School may experience.

#### Critical Steps for Effective Crisis Management

1. Assess the situation.
2. Call 911 or other crisis numbers as appropriate.
3. Secure the building for the safety of students and staff. Take initial actions as provided by the School Safety Plan.
4. Notify the Superintendent and other appropriate personnel.
5. Refer media inquiries to the designated Crisis Media Management representative.
6. Notify families of the students and/or people involved.
7. Mobilize the building and/or School Crisis Management Team.
8. Keep a log of all activity.

#### Communications

All staff shall be given a copy of the School's School Safety Plan, including all building-specific plans, as well as periodic training on plan implementation. Students and parents shall be made aware of the school district's crisis management policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

Internal Direct Response to Crisis Situations - Communications are established between all sites of the School and the appropriate public safety agencies. There are several public safety entities, which may be involved, depending on the location of the situations or event. These agencies are:

- Local Police and Fire Departments
- County Sheriff and Crisis Management
- Ohio State Patrol
- Ambulance Services
- Local Hospitals and Local and County Health Department
- Poison Control Center
- County and State Emergency Management Agencies
- Local Public Works Departments and Utility Companies

External Direct Response - School personnel will communicate information and procedures to the public in the event of a crisis involving the School. Things that may be communicated include:

- Crisis situation information
- Dismissal procedures
- Family unification procedures

If school must be canceled or dismissed early due to weather conditions or other emergencies, an announcement will be made through School website, area television and radio stations, and other media sources (direct parent messaging, twitter, blogs, etc.).

#### Warning and Notification Systems

1. Maintenance of the School Warning System: The School shall maintain a warning system designed to inform students, parents, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis.

2. Notification of the District Warning System to Staff, Parents, and Students: The School shall inform students, parents, and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation.

*Cross Reference: Policy 2620, School Safety Plan; Policy 2640, Emergency Evacuation Drills; Policy 6220, Crisis Media Management.*

## **Parental Involvement and Participation**

Policy No. 3310

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 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**

The School shall collaborate with community-based programs, including health and human service providers, to ensure that the families have the resources they need to be involved in their children's education, growth and development, including such programs as Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Programs, preschool, special education, gifted students' services, and parent resource centers.

### **Implementing the Parental and Family Involvement Plan**

The School, via the Head Administrator, shall develop a comprehensive family and community engagement plan, based on family, student and school needs, with defined outcomes, measurements, strategies and activities grounded in research and logically linked to academic achievement. This plan shall be evaluated at least annually with input from families, students, school staff and community members. Special attention shall be given to support strategies for low-achieving students.

The School shall designate a Parent and Family Coordinator, whose role is to coordinate family and community engagement strategies.

Federal: 20 U.S.C. §6310(d)(2), 20 U.S.C. § 6311(d).

Ohio: R.C. 3313.472.

Cross Reference: Policy 2130, Wellness Policy; Policy 3320, Title I Parental Involvement Policy; Policy 3330, Parents' Right-to-Know; Policy 3340, Parental Rights under the Protection of Pupil Rights Amendment; Policy 3550, Core Curriculum Requirements.

## Policy No. 3511

### Admission Procedure

Admission is open to any individual between the ages of five (5) and twenty-two (22) who, pursuant to state law, is entitled to attend school. In making admission decisions, the School shall not discriminate based on race, color, creed, sex, or disabling condition. In the event that the racial composition of the enrollment of the School is in violation of a federal segregation order, the School shall take all corrective measures to comply with the desegregation order.

The School shall not limit admission on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. If the student to be admitted has a disability, the School shall comply with all federal and state laws regarding the education of students with disabilities.

The School shall restrict admission to [Sub-section of home district; home district; home and adjacent; all of Ohio].

Admission to the School is limited to those students who have attained grade levels kindergarten through fourth grade. The School shall admit only the number of students that does not exceed the capacity restrictions of the School's programs, classes, grade levels, and facilities. If the number of applicants exceeds the capacity restrictions of the School, students will be admitted based on a lottery system, with the following students given preference:

- students who attended the School the previous year;
- siblings of students attending the School the previous year;
- students who are the children of full-time staff members employed by the School;
- provided the total number of students receiving this preference is less than 5% of the School's total enrollment; and
- students who reside in the district in which the School is located.

The lottery system adopted by the School functions as described below.

- Each applicant exceeding the capacity of the School shall be assigned a number.
- A neutral third party will randomly select numbers, and as each number is selected, the respective student is placed on the permanent waiting list. Once placed on the permanent

waiting list, the student retains the position from year-to-year unless the student is no longer an eligible student, is no longer interested in admission, or is selected for admission and thereby removed from the permanent waiting list.

- The School may, in its sole discretion, decide to institute one lottery system and permanent waiting list, or may decide to institute separate lottery systems and permanent waiting lists for each age or grade.

Ohio: R.C. 3314.06; R.C. 3313.98, 3321.01

Cross Reference: Policy 3512, Kindergarten Admission.

**Kindergarten and First Grade Admission**

If a child is admitted for the first time to kindergarten in August or September, the child must be at least 5 years old by September 30 of the year of admission. If a child is admitted for the first time to first grade in August or September, the child must be at least 6 years old by September 30th of the year of admission.

**Exception for Recommended Admittance**

A child that does not meet the age requirements may be admitted if the child has been recommended in accordance with the School's acceleration policy and the child will be at least 5 or 6, respectively, by January 1st in the school year in which admission is requested. The child shall be evaluated for early admittance upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. The School's referral form is available at, Form 3512.1, Early Entrance to Kindergarten.

The School shall evaluate the child upon referral in accordance with the considerations listed in Form 3512.1, and the decision shall be made by the Governing Authority to accept or deny the child admission based upon the evaluation.

**Exception for Transfer Student Admission**

The School will not deny a transferring student admission, based on the student's age, if the student had been admitted to kindergarten by another school.

*Ohio, R.C. 3314.06, R.C. 3314.08, R.C. 3321.01.*

*Cross Reference: Policy 3511, Admission Procedure; Form 3512.1, Early Entrance to Kindergarten*

**College Credit Plus**

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

**Program**

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

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

**Participation Requirements**

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

- Prior to April 1 of each year, the student or the student's parent shall inform the School of intent to participate in the Program for the following year. If notice is not given by this date, the Head Administrator's written consent is required. Within ten days of receiving a late notice, the Head Administrator shall notify the department of education of the student's intent to participate. If the principal does not provide written consent, the student may appeal to the State Board. Within 30 days of notice, the State Board shall hear the appeal and decide to either grant or deny that student's participation.

- The student must apply to an eligible college or university and meeting the standards for admission and course placement.
- The student and the student's parent shall sign a form stating they have received counseling and understand the responsibilities they must assume in the program.

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

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



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

#### Effect of Expulsion

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

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

#### Awarding Credit

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

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

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

#### Information Regarding and Promotion of the Program

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

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

#### Reimbursement Where Student Fails Course

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

*Ohio: R.C. 3365.*

*Cross Reference: Policy 3350, Core Curriculum Requirements; Policy 3620, Credit Flexibility Policy; Policy*

3650, Advanced Placement Program; Form 3670.1, College Credit Plus Program Counseling; Policy 3680, Policy on Career Advising.

### **Policy on Career Advising**

The School directs the Head Administrator or his/her designee to develop a plan for career advising which includes providing:

*A Link between School and Career Fields.* The plan will provide students with grade-level examples that link their schoolwork to one or more career fields. The School may use career connections developed under R.C. 3307.079 for this purpose.

*Career Advising.* The plan will provide career advising to students in grades six through twelve, which may include meeting with each student annually to discuss academic and career pathways.

*Employee Training.* The plan will include training employees on how to advise students on career pathways. This may also include other tools developed by the School that offer resources for students for discovering career interests, exploring career and education options, and supporting development of the student success plan.

*Multiple Pathways to Graduation.* The plan will ensure that there are multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma. This may include opportunities to earn industry-recognized credentials, and postsecondary course credit through credit plus and other appropriate programs as discussed in Policy 3670, College Credit Plus.

*Specific Classes.* The school will communicate courses that can award students both traditional academic and career-technical credit. This communication may include the school's Credit Flexibility Plan-Policy 3620, Post-Secondary Enrollment Program-Policy 3670, and access to educational options.

*Documentation on Career Advising.* The School shall document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The School shall not otherwise release this information without the written consent of the student's parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student if the student is at least eighteen years old.

### **Independent Educational Evaluation**

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

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

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

#### **Procedure to Obtain an IEE at Public Expense:**

1. The parents should submit to the School a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the School. However, the School will not deny parents a publicly funded IEE because they fail to provide the School with such a written request or fail to provide reasons for requesting an IEE.
2. If a parent requests an IEE, the School will provide the following information:
  - a. A list of the names and addresses of IEE Examiners located in the area. The list will consist of IEE Examiners who, in the School's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the School will identify a qualified examiner
  - b. A description of the School's criteria for selection of IEE Examiners.
3. **Minimum Qualifications for IEE Examiners; Evaluation Instruments and Written Reports:**
  - a. The School will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.

b. The prospective IEF Examiner (the "Examiner") must hold a college degree and appropriate and valid license from the State of Ohio in the field related to the known or suspected disability. The Examiner must have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.

c. Minimum requirements and maximum fee:

- i. Medical/physical examinations - must be conducted by licensed medical doctor or doctor of osteopathy; up to \$200;
- ii. General intelligence and achievement evaluations - must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychologist certificate/license from the Ohio Department of Education; up to \$1,000;
- iii. Visual evaluations - must be conducted by an optometrist or ophthalmologist; up to \$200;
- iv. Audiological evaluations - must be conducted by an audiologist who holds a license from the Ohio Board of Speech Pathology and Audiology; an Ohio special education teacher's certificate/license for audiology from the Ohio Department of Education; and at least a Master's Degree in audiology or its equivalent from an accredited institution; up to \$200;
- v. Speech and language evaluations - must be conducted by a speech/language pathologist who holds a license from the Ohio Board of Speech Pathology and Audiology and/or an Ohio special education teacher's certificate/license for speech and hearing therapy from the Ohio Department of Education; up to \$300;
- vi. Physical therapy/ Occupational therapy evaluations - must be conducted by a physical therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a special education teacher's certificate/license for physical therapy from the Ohio Department of Education; up to \$350;
- vii. Social/emotional/behavioral assessments - must be conducted by professionals with appropriate certification or licensure in relevant field, such as psychology, psychiatry, counseling or social work; up to \$600
- viii. Other evaluations must be conducted by qualified professionals as determined by the State and Federal law and regulations and by professionals with the same qualifications as the School uses in its evaluation team reports including, but not limited to, credentials, licenses, certificates, background and educational-related experience (including experience in a public school educational setting).

ix. Comprehensive IEF - up to \$2300.

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

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

4. The Examiner must be located within 50 miles of the School and take place in the County in which the School is located. This requirement may be waived or modified in special circumstances when unique diagnostic expertise is warranted, provided the parents demonstrate the necessity of using an evaluator outside the specified geographic area.
  - a) The Examiner may only charge fees for educational evaluation services that, in the sole judgment of the School, are reasonable.
  - b) The Examiner shall have no history of consistent bias against public schools.

5. The evaluation instruments utilized must be age appropriate, current, have acceptable reliability and validity according to professional testing standards, be generally accepted in the field of educational evaluation, be relevant to the educational questions to be addressed by the evaluation, and administered, scored and interpreted in conformance with the publisher's instructions and in accordance with all applicable professional criteria and standards.

- a) Test must be administered in a way to accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure.
- b) The Examiner must make at least one thirty minute observation of the child in his/her educational setting. If the child received any services at the School, one observation must be conducted at the school. The observation requirement will be waived for any evaluation that is presented strictly for purposes of clinical diagnosis of a disability.
- c) The IEF must also include interview of school personnel, a description of the educational history, including a listing of educational interventions and a review and summary of education records.

6. The complete written evaluation results must be delivered directly from the Examiner to the School. Evaluation results that have been redacted or altered or contain incomplete or missing information are not acceptable. The parent must sign a release of their right to confidentiality of information and a release of any privilege regarding information related to the IEE to permit consultation and discussion between school staff and the Examiner with regard to the IEE. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.

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

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

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

OAC 3301-51-05; 06, 34 CFR 300502.

### **Student Records and Release of Information**

The School maintains records of students. The School prohibits the release of personally identifiable information except as is permitted by law or by this policy manual. The Student Record File is available to the student, the Student's Parents/legal guardians, or school officials who have a legitimate purpose for accessing the File.

#### **Access by Parents & Students**

The student's parent/guardian, or if the student is eighteen (18) years of age or older, the student himself/herself, may request to:

- *Inspect and Review Education Records.* Records requests are to be made in writing and shall be conducted within forty-five (45) days of the School's receipt of the request.
  - *Challenge the accuracy of information contained in the records.* A parent or qualifying student may challenge the content of such student's education records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy rights of students. The School shall provide an opportunity for the correction or deletion of any such inaccuracies, misleading, or otherwise inappropriate data and to insert into such records a written explanation of the parents respecting the content of such records.
- Should the School decide not to amend the records, the School shall advise the requesting party of their right to a hearing regarding the request for amending the record.
- *Authorizing Release of Written Information.* Records requests by parents/guardians or eligible children are to be made in writing.

#### **Release of Information**

The School may release "directory information" as provided under Ohio and Federal law. Directory information includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, date of graduation, sports and activities participated in, degrees, honors and awards received, most recent educational agency or institution attended, and in the case of athletic team members, the height and weight of the student. If the School chooses to issue personally identifiable information, then it must provide a proper notice.

The School may release "personally identifiable information" in certain instances. This information may be released to for:

- *School Officials.* Teachers and other School Officials having legitimate educational interests may make access a student's records. A legitimate educational interest includes: accessing the record pertains to a task in the official's job description, contact, or other

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

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

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

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

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

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

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

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

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by within ten (10) days of receiving this notice. Notice in writing may be performed by completing this form. Additionally, FERPA and Ohio law authorize disclosure of personally identifiable information in certain instances without consent. These exceptions include:

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- appropriate parties in connection with financial aid;
- state and Federal Officials for purposes of audits and law enforcement investigations;
- in response to court orders and subpoenas;
- military recruiters unless the parent requests in writing that the School not release the student's information;
- anti-terrorism purposes;
- cases of missing children;
- Ohio Department of Education requests; and
- the School's Sponsor.

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

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

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

### 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.

- Students may not bring friends, siblings, or children to COS without permission from the administrator.

### Student Fingerprinting

The Governing Authority recognizes that immediate access to student fingerprints are useful in situations involving an abducted or missing student. Accordingly, the School may provide a voluntary fingerprinting program for the protection of its students.

A voluntary fingerprinting program shall be carried out in cooperation with local law enforcement officials and shall be conducted in accordance with applicable state and federal law.

Participation in any School-sponsored fingerprinting program shall be strictly voluntary.

*Cross Reference:* Policy 3831, Student Records and release of information; Policy 3833, Tracking Missing Children.