

2021-2022
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 2021-2022

August 16, Monday	1st Day of School
Sept 6	Labor Day (No School)
Oct 4-5	County Fair (No School)
November 18	Parent/Teacher Conferences
November 24-26	Thanksgiving Break (No School)
December 20-January 1	Christmas Break (No School)
January 17	Marin Luther King Day (No School)
February 21	President's Day (No School)
April 15-22	Spring Break (No School)
May 26	Graduation
May 26	Last Day for Students

Admission Standards

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

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

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 11th 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.

State Diploma with Honors

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

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

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

Science – 4 credits, including Physics and Chemistry

Social Studies – 4 credits

Foreign Language - 3 credits, must include no less than 2 units for which for which credit is sought.

i.e. 3 credits of one language or 2 credits each of two languages

Fine Arts – 1 credit

Grade Point Average – 3.5 on a 4.0 scale

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

Assessments

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

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

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

5 – Advanced

4 – Accelerated

3 – Proficient

2 – Basic

1 – Limited

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

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

Exam Retakes

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

Testing – required

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

Date	Name of Test	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

* 1st unexcused absences—parent/guardian notified

*2nd unexcused absences--Conference by phone with

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

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

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

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

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

If the student is over 18:

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

Code of Conduct

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

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

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

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

Student Discipline Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.			
Offensive Material	The production, possession, and/or distribution of materials that offend common decency or morals.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Other Overt Disruptive Behavior	Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of individual or the School.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Playground Behavior	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"> • Any use of physical force or violence • Throwing objects of any kind, including snow, and/or ice • Taking property of others (hats, gloves, etc.) • Not being in the supervised area • Improper use of playground equipment • Using unapproved playground equipment 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Reckless Endangerment	Any willful act that is not intended to cause harm but in fact places others in jeopardy of injury, or results in the damage, destruction, or defacement of School or private property.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Safety	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"> • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors • Possession of or use of tobacco, alcohol, or drugs • Leaving the school building or grounds without permission • Any of the inappropriate playground behaviors listed above 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.	Level 3 disciplinary action.	Level 4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
School Hall and Restrooms	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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

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

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

Harassment and Sexual Harassment

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

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

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

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

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

Harassment, Intimidation, and Bullying

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

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

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

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

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

Promoting Civility

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

Procedure for Reporting, Investigating & Documenting Harassment and Bullying

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

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

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

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

Procedure for Responding to and Disciplining Acts

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

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

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

Disciplinary intervention may take a wide number of forms.

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

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

Deliberately False Reports are Prohibited

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

Strategy for Protecting Victims and Prohibiting Retaliation or Additional Harassment

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

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

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

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

Disseminating this Policy

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

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

This policy shall be incorporated into in-service training.

Anti-Hazing Policy

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

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

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

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

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

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

Policy on Gang Activity & Other Prohibited Groups

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

Gangs and Gang Activity

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

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

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

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

Other Prohibited Groups

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

Zero Tolerance Policy

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

Change of Address, or Telephone

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

Classroom Discipline

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

College Credit Plus

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

CCP requires two fundamental conditions:

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

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

Computer Usage

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

Counseling

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

Driving to School

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

Emergency School Closing

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

Fire Drill Regulations

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

The rules for a fire drill are as follows:

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

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

Meals

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

Student Fees

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

Telephones

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

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

Tornado Drills

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

Visitors

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

Withdrawal from School

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

Work permits

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



Annual Report for the Coshocton Opportunity School

Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

efforts;

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

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

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

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

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

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

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

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

Parent and Family Involvement in Education

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

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

* Indicates IDEA 2004 Sections 650 & 644 parent involvement requirements

* Indicates Title I Section 1118 parent involvement requirements

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

Parent and Family Involvement in Schools

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

Guidance for Implementation

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

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

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

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

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

Parental Notification Regarding Medications

To: Parents and Guardians
Re: School Medication Policy

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

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

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

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

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

Medication Request Form

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

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

Name of Student:

Student Address:

School Name:

Grade:

Name of Medication:

Dosage and Administration Intervals/Times:

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

Begin Date:

End Date:

Possible Adverse Reactions that Should Be Reported to Physician:

Special Storing, Handling, or Administration Requirements:

Physician Name:

Phone Number:

Physician Signature:

Date:

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

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

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

Parent Signature:

Date:

Address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name of Student: _____ Date: _____

Parent/Guardian Signature: _____

Internet & Technology Acceptable Use

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

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

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

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

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

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

Technology Use Guidelines

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

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

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

Use of Technology should conform to the following:

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

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

Supervision and Monitoring

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

Filtering

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

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

Disclaimer of Liability & Warranty

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

Signature

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

Student Name _____

Parent/Guardian Signature

Date

Student Signature

Date

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

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

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

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



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

Coshocton Opportunity School Student Success Plan

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

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

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

Name	Relationship

Contact Information

First and Last Name	
Home Address	
Phone	
Email	
Graduation Year	

Education and Training History

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

Additional Supports: (Check all that apply)

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

Career Pathway Organizer
Circle One: Grade 9 10 11 12

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

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

Attend technical school full time

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

Approval of Student Success Plan:

 Student Signature Date

 Parent/Guardian Signature Date

 Teacher/Counselor Signature Date

Academic Pathway Plan

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

Academic Pathway Plan – Course Planner

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

20 Credits in the appropriate areas are required for graduation

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

Assessment Record

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

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

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

Career Readiness Skills

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

Drug Free: The student commits to being drug free.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Career Exploration Activities

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

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

Additional Learning Activities

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

Postsecondary Education and Training Transitions

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

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

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

Military Transitions

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

Branch	Email
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Workforce Transitions and Apprenticeships

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

Planning Checklist

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

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

COSHOCTON OPPORTUNITY SCHOOL

TITLE IX COORDINATOR: Roger Moore

TITLE IX COORDINATOR CONTACT INFORMATION:

Address- 1205 Cambridge Road, Coshocton, Ohio 43812

Telephone- 740-622-3600

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

What is Title I?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How can parents get involved?

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

Coshocton Opportunity School Policy Manual

Student: _____ Date: _____

Policy No. 3330

Parent's Right-to-Know

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

Right to Know Notice

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

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

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

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

Automatic Notice

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

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

Federal: 20 U.S.C. § 6311.

Ohio: R.C. 3319.074.

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

Cushoeton Opportunity School Policy Manual

Form No. 3330.1

Parent's Right-to-Know Letter

Dear Parent/Guardian,

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

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

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

Sincerely,

Roger D. Moore
Superintendent
Cushoeton Opportunity School

Coshocton Opportunity School Policy Manual

Form No. 3330.2

Parent Notification Regarding Your Student's Teacher

Dear Parent:

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

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

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

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

Sincerely,

Roger D. Moore
Superintendent
Coshocton Opportunity School

2021 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: ODE Office of Ohio School
Sponsorship

Graduation Rates

4-Year Graduation Rate

Applies to the Class of 2020, i.e. students who entered 9th grade in 2017 and graduated by 2020.

Class of 2020 **Students** **Graduation**
Graduates: **Countable:** **Rate:** **Rate:**
33 41 80.5%



RATING

Not Rated

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

5-Year Graduation Rate

Applies to the Class of 2019, i.e. students who entered 9th grade in 2016 and graduated by 2020.

Class of 2019 **Students** **Graduation**
Graduates: **Countable:** **Rate:** **Rate:**
27 32 84.4%



RATING

Not Rated

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 2018, i.e. students who entered 9th grade in 2015 and graduated by 2020.

Class of 2018 **Students** **Graduation**
Graduates: **Countable:** **Rate:** **Rate:**
32 37 86.5%



RATING

Not Rated

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

7-Year Graduation Rate

Applies to the Class of 2017, i.e. students who entered the 9th grade in 2014 and graduated by 2020.

Class of 2017 **Students** **Graduation**
Graduates: **Countable:** **Rate:** **Rate:**
29 37 78.4%



RATING

Not Rated

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

8-Year Graduation Rate

Applies to the Class of 2016, i.e. students who entered the 9th grade in 2013 and graduated by 2020.

Class of 2016 **Students** **Graduation**
Graduates: **Countable:** **Rate:** **Rate:**
22 28 78.6%



RATING

Not Rated

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

Combined Graduation Rate

The weighted average of the five individual graduation rates.

Combined **Graduation**
Graduates: **Students:** **Rate:** **Rate:**
143 175 81.7%



RATING

Not Rated



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

RATING

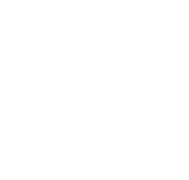
Not Rated



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

RATING

Not Rated



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

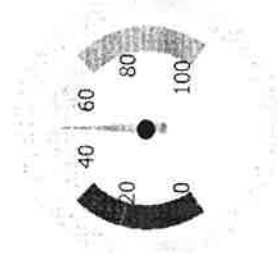
High School Assessment Test Passage Rate

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: 10

Students Who Passed All Required Tests: 5

Students who Passed All Required Tests: 50.0%



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



Not Rated

Progress

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

Progress Score	
Reading	Mathematics
Not Rated	Not Rated
Overall	
Not Rated	

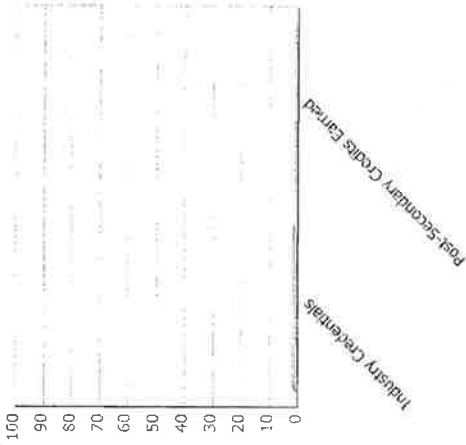
Exceeds 2.00 and up
Meets -2.00 to 1.99
Does Not Meet below -2.00

RATING

Not Rated



Other Student Outcome Data



Denominator (Graduation Cohort for 2016 - 73 2020):

	Student #	Pct
Industry Credentials	4	2.3
Post-Secondary Credits Earned	2	1.1

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		10	NC	89.9	100.0	NC	11	NC	NC	NC	NC	NR
Am. Indian or Alaskan Native		0	NC	82.2	88.1	NC	0	NC	NC	NC	NC	NR
Asian or Pacific Islander		0	NC	93.6	95.8	NC	0	NC	NC	NC	NC	NR
Black, Non-Hispanic		0	NC	69.5	79.7	NC	1	NC	NC	NC	NC	NR
Hispanic		0	NC	76.5	84.4	NC	0	NC	NC	NC	NC	NR
Multiracial		0	NC	81.9	88.0	NC	0	NC	NC	NC	NC	NR
White, Non-Hispanic		10	NC	88.6	92.4	NC	10	NC	NC	NC	NC	NR
Economic Disadvantage		10	NC	75.6	83.8	NC	8	NC	NC	NC	NC	NR
English Learner		0	NC	71.4	80.9	NC	0	NC	NC	NC	NC	NR
Students with Disabilities		5	NC	64.4	76.3	NC	3	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 15 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	Goal	LT Goal	LT Gap	Took Test LY #	Perf Index LY	Improve	LT Gap Close %	VA Gain Index	Points
All Students		10	NC	90.2	100.0	NC	13	NC	NC	NC	NC	NR
Am. Indian or Alaskan Native		0	NC	80.7	87.1	NC	0	NC	NC	NC	NC	NR
Asian or Pacific Islander		0	NC	98.1	98.8	NC	0	NC	NC	NC	NC	NR
Black, Non-Hispanic		0	NC	67.8	78.5	NC	1	NC	NC	NC	NC	NR
Hispanic		0	NC	76.9	84.6	NC	0	NC	NC	NC	NC	NR
Multiracial		0	NC	81.4	87.6	NC	0	NC	NC	NC	NC	NR
White, Non-Hispanic		10	NC	89.7	93.1	NC	12	NC	NC	NC	NC	NR
Economic Disadvantage		10	NC	75.9	84.0	NC	9	NC	NC	NC	NC	NR
English Learner		0	NC	75.1	83.4	NC	0	NC	NC	NC	NC	NR
Students with Disabilities		5	NC	65.1	76.8	NC	6	NC	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 15 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		33	8	41	80.5	88.0	12.5	25	7	32	78.1	2.4
Am. Indian or Alaskan Native		0	0	0	NC	82.3	NC	0	0	0	NC	NC
Asian or Pacific Islander		0	0	0	NC	90.4	NC	0	0	0	NC	NC
Black, Non-Hispanic		3	0	3	NC	73.8	NC	3	0	3	NC	NC
Hispanic		3	0	3	NC	79.0	NC	0	0	0	NC	NC
Multiracial		1	0	1	NC	83.3	NC	0	0	0	NC	NC
White, Non-Hispanic		26	8	34	76.5	90.2	16.5	22	7	29	75.9	0.6
Economic Disadvantage		31	8	39	79.5	78.6	N/A	22	3	25	88.0	(8.5)
English Learner		0	0	0	NC	65.8	NC	0	0	0	NC	NC
Students with Disabilities		5	5	10	NC	76.9	NC	8	2	10	NC	NC

Total of Subgroup Points: 236.4

Possible Subgroup Points: 300.0

Graduation Rate Points Earned (Total / Possible): 78.8

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 15 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	0
Proficient #	0	0	0
Not Proficient, Met Growth Target #	0	0	0
Met %	0.000	0.000	0.000
Interim Goal %	60.0		
Interim Goal Met?	*		
Long Term Goal %	75.0	75.0	75.0
Long Term Goal Gap	0.000	75.000	-75.000

Met % Improvement / Current 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 Preliminary Rating: **Not Rated**
 Math Points: 0.0 Rating Scale: Exceeds Standards 36.0 - 100.0%
 Graduation Rate Points: 78.8 Meets Standards 1.0 - 35.9%
 English Learner Points: 0.0

Preliminary Score: 78.8 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		28	28	NC
Am. Indian or Alaskan Native		0	0	NC
Asian or Pacific Islander		0	0	NC
Black, Non-Hispanic		0	0	NC
Hispanic		0	0	NC
Multiracial		0	0	NC
White, Non-Hispanic		28	28	NC
Economic Disadvantage		28	28	NC
English Learner		0	0	NC
Students with Disabilities		13	13	NC

Math

Subgroup	Metrics	Required to Participate #	Participated #	Participation Rate %
All Students		24	24	NC
Am. Indian or Alaskan Native		0	0	NC
Asian or Pacific Islander		0	0	NC
Black, Non-Hispanic		0	0	NC
Hispanic		0	0	NC
Multiracial		0	0	NC
White, Non-Hispanic		24	24	NC
Economic Disadvantage		24	24	NC
English Learner		0	0	NC
Students with Disabilities		10	10	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.

Demotion Required?

No

Final Score:

78.8

Rating Scale:

Exceeds Standards 36.0 - 100.0%

Meets Standards 1.0 - 35.9%

Does Not Meet Standards 0.0 - 0.9%

RATING

Not Rated

Overall Rating for the Dropout Recovery School



	Exceeds	Meets	Does Not Meet
Combined Graduation Rate:	30	20	0
High School Assessment Test Passage:	20	10	0
Progress:	30	20	0
Annual Measurable Objectives:	20	10	0

points earned out of a possible = **100.0%**

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.

Rating Scale:

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

100



Not Rated

Because the school earned enough points for a higher rating than Does Not Meet Standards, this calculation does not apply.

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

