

JACKSON-MILTON KINDERGARTEN REGISTRATION
AND SCREENING

If your child is turning five on or before September 30, 2019, it is now time to register/screen him/her for kindergarten for the 2019-2020 school year.

Registration and Screening will be:

Wednesday, March 6th 2019 - Friday, March 8th from
9:00am-3:00pm.

Also: Thursday, March 7th from 5:00pm-7:00pm

You must bring with you your child's **OFFICIAL** Birth Certificate, Social Security Card, Shot Records, Custody papers (if applicable) and Proof of Residency (2 utility bills, 2 charge statements or drivers license), **PLUS** house closing papers, mortgage document or rental agreement to complete the registration.

Please call (330) 538-2257 extension 1400 to schedule your appointment.

CONSENT FOR RELEASE OF EDUCATIONAL RECORDS

Student's Name: _____ Grade: _____

Date of Birth: _____ Age: _____ Sex: _____

This Student will enter Jackson-Milton through one of the following:

- Moved into J-M School District as resident
- Attending J-M district under Open Enrollment
- Court/Foster Placed to J-M School District

Former School: _____

Address: _____

Fax# _____ Phone # _____

Release records to: Jackson-Milton Elementary School IRN # 048322
 14110 Mahoning Ave.
 North Jackson, OH 44451

Or fax records to: 330-538-2259 Phone # 330-538-2257

Please send the following information:

- CUMULATIVE RECORDS, including grades, test scores and the last date of attendance in your school.
- HEALTH DATA, especially immunization records
- PSYCHOLOGICAL REPORTS, including latest I.E.P./ M.F.E
- ANY INFORMATION ON SPECIAL NEEDS
- PROFICIENCY TEST RESULTS
- SSID #

SIGNATURE OF PARENT/GUARDIAN

DATE

Date received: _____



JACKSON-MILTON LOCAL SCHOOLS REGISTRATION FORM

ADMISSION DATE _____ GRADE _____ TEACHER _____ BUS _____

First Name: _____ Middle Name: _____ Last Name: _____ Male Female
Address of Residence: _____ City: _____ Zip: _____
Mailing Address: _____ Home Phone Number: _____
Parent Broadcast Phone Number (only 1 number will be used): _____
Social Security Number: _____ Birth Date: _____ Birth City: _____
Ethnicity: White Black Asian Hispanic/Latino Am. Indian Multiracial

Mother's Name: _____ Maiden Name: _____
Mother's Email Address: _____
Father's Name: _____
Father's Email Address: _____

If another adult is living in the home, please fill in name and relationship:
Number of brothers: No. of older _____ No. of younger _____ Number of sisters: No. of older _____ No. of younger _____
Other children living in the household (step children etc.) _____

Has the student ever attended the JM school district before? Yes No If yes, last grade attended: _____
School district last attended: _____

Does student receive IEP services or have a 504 Plan? Yes No Special Education 504
Does the student receive Title One Services? Yes No Math Reading
Has the student been identified as Gifted? Yes No

Are there any other special needs which the school should be aware of concerning your child? (i.e., guidance counselor, OT, PT, behavior plan, etc.) _____

Emergency Phone Number and Name of a Relative or Neighbor (Do **NOT** leave this blank..the school **MUST** have this information).
1. _____
2. _____
3. _____

*** Over ***
Side 2 **MUST** be completed and signed

INFORMATION REGARDING LEGAL CUSTODY

Information regarding student parents: (Please check all that apply)

	Married	Living at Home	Legally Separated	Legally Divorced	Never Married	Legal Guardian	Deceased
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child lives with:

- | | |
|---|--|
| <input type="checkbox"/> both natural parents
<input type="checkbox"/> natural mother, step/adoptive father
<input type="checkbox"/> natural father, step/adoptive mother
<input type="checkbox"/> only mother | <input type="checkbox"/> only father
<input type="checkbox"/> grandparents (legal custody)
<input type="checkbox"/> other (explain) _____
_____ |
|---|--|

Part I.

Has the custody of this child ever been altered since the child's birth? (Divorce, foster, etc.)

- No ** If No, please sign this form*. Do NOT complete Part II.
 Yes * If Yes, please complete Part II and sign this form*.

Part II. Enrollment Information is to be completed by Parent/Guardian, or Representative from Agency of Custody if there has ever been a change of custody.

I hereby certify that the information contained on this form is complete and accurate. I understand that incorrect information regarding custody and residence will result in a violation of Section 3313.64 of the Ohio Revised Code.

Does the non-residential parent have visitation rights? _____ Explain: _____

Is there a court decision that states that the non-residential parent should **NOT** receive school information or attend school activities?

Yes No

Please attach a certified copy of the page of the court decision bearing the case numbers and those sections referring to visitation rights and contacts with the school. Also include the page bearing the judge's signature and court seal. This copy should include any and all modifications made as of the date for registration of the child in this school. It is also the responsibility of the parents to inform the school office principal of any subsequent modifications during the child's tenure at the school.

Parent/Guardian signature _____

Date _____

FOR OFFICE USE ONLY:

S.S. Card Official Birth Certificate Health Record Proof of Residency: Col. 1 Col. 2 Registration Form
 Consent for Release of Records Emergency Form Custody Papers O.E. Restraining Order
 Against: _____ District to pay tuition per court order: _____
 Nurse Transportation Homeroom Teacher Guidance SPED Coordinator EMIS

HOME LANGUAGE SURVEY

DATE: _____

SCHOOL DISTRICT: _____

NAME OF STUDENT _____
Family Name First Name Middle I.

DATE OF BIRTH / / PLACE OF BIRTH: _____
Month Day Year City State Country

NAME OF PARENT/GUARDIAN _____
Family Name First Name

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

HOME PHONE: _____ WORK PHONE: _____

For Parents/Guardians:

Please answer the following questions:

1. - What language did your son/daughter speak when he/she first learned to talk? _____
2. What language does your son/daughter use most frequently at home? _____
3. What language do you use most frequently to your son/daughter? _____
4. What language do the adults at home most often speak? _____
5. How long has your son/daughter attended school in the United States? _____

For School District Personnel:

If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS Student Data Element (G-1270), and proceed to assess the student's English language proficiency.

INITIAL ENGLISH LANGUAGE ASSESSMENT

Communication skill

Proficiency Level

Listening	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Speaking	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Reading	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Writing	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Comprehension*	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient
Composite**	_____ Pre-functional	_____ Beginning	_____ Intermediate	_____ Advanced	_____ Proficient

*The Comprehension level is derived from Listening and Reading

**The Composite level is derived from Listening, Speaking, Reading, Writing and Comprehension

Assessment instrument(s) used: _____

Student is LEP? _____ Yes _____ No

Indicate the student's status as LEP or not LEP in EMIS Student Data Element (G1230)

If student has been in U.S. schools for less than three years, is the student eligible for extended accommodations for statewide academic assessments? Yes _____ No _____

English Proficiency Levels—Descriptions

Language Domain	Listening	Speaking	Reading	Writing
Level I Pre-Functional	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language May understand some isolated words, some social conventions, and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide some basic information in response to requests and questions Can ask one or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate some basic concepts of print (front-to-back, top-to-bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
Level II Beginning	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multi-step directions Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic May still need repetition and rephrasing 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number, and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one or two-word answers 	<ul style="list-style-type: none"> Begins to identify the names of both upper and lower case letters of the alphabet Can identify where words begin and end Can follow multi-step directions depicted graphically During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number, and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience, or scaffolding Can begin to revise or edit own writing with teacher support
Level III Intermediate	<ul style="list-style-type: none"> Shows understanding simple questions and statements on familiar topics Often requires restatements in graphic terms or at a lower rate Can follow many simple directions Shows appropriate responses when read or told a story (example – laughs at humor) Has difficulty comprehending academic-related 	<ul style="list-style-type: none"> Can communicate ideas and feelings in English, but with some difficulty Speaks coherently, but with hesitations and with grammatical and syntactic errors Can retell a simple story, but detail may be lacking Can respond appropriately to many questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> Reads simple printed material within a familiar context Understands short discourse on familiar topics. Has a small repertoire of high frequency words Partially uses details to extract meaning Partially perceives the feeling and tone in a poem or story Has some weaknesses in predicting from details 	<ul style="list-style-type: none"> Composes short paragraphs that are mostly intelligible Begins to edit for sentence-level structure, spelling and mechanics and revises for content, organization and vocabulary, usually with the support of the teacher Writes with less dependency on visual supports, shared experiences, and scaffolding
Level IV Advanced	<ul style="list-style-type: none"> Understands conversations in most school/social settings Understands main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics May ask for clarification on oral information related to academic content Understands multiple meanings of words and can use context clues to understand messages 	<ul style="list-style-type: none"> Speaks in coherent, fluent sentences, but with occasional errors in vocabulary and syntax Has little difficulty communicating personal ideas and feeling in English Can respond appropriately to many questions in classroom settings, but makes some errors in more complex grammatical structures Can often use language to connect, tell and expand on a topic; and can begin to use it to reason 	<ul style="list-style-type: none"> Can read familiar text with little teacher or visual support; still needs those supports when reading to comprehend unfamiliar text Has oral fluency and uses self-monitoring and self-correction strategies when necessary Can identify main idea of many reading passages Able to identify most specific facts within a text May have some difficulty using details to make predictions 	<ul style="list-style-type: none"> Writes simple social correspondence with some errors in spelling and punctuation May have some difficulty in producing complex sentences Produces writing that generally addresses given topic Produces writing that is generally intelligible but lacking grade-level quality Produces writing that generally expresses complete thoughts
Level V Proficient	<ul style="list-style-type: none"> Shows understanding of academic topical conversations without difficulty Can follow complex and multi-level directions without difficulty Shows understanding of oral information provided via electronic media 	<ul style="list-style-type: none"> Speaks English fluently in social and grade-level academic settings Produces speech that include a variety of adverbs and transitional signals Participates in classroom discussions without difficulty Demonstrates control of age-appropriate syntax and vocabulary when speaking Can use language effectively to connect, tell, expand, and reason 	<ul style="list-style-type: none"> Reads and understands factual information in non-technical prose as well as discussion on concrete topics related to special events Comprehends standard newspaper items addressed to the general reader, correspondence reports and technical materials Shows understanding of the main idea Understands figurative language in a poem 	<ul style="list-style-type: none"> Writes short papers and clearly expresses statements of position, points of view and arguments Shows good control of sentence structure, spelling, and vocabulary Produces writing with wide range of vocabulary Edits for sentence-level structure, spelling, and mechanics and revises for content, organization and vocabulary

Sources: North Carolina Department of Education, 1999; Iowa Department of Education, 2000; IDEA Reading and Writing Proficiency Tests, Examiner's Manual, 1993, Ballard and Tighe; The State Collaborative on Assessment and Student Standards (SCASS) for Assessing Limited English Proficient Students and American Institutes for Research (AIR), English Language Development Assessment K-2 Test Administration Manual, 2006.



Student Name _____ Birth Date ____/____/____

Per United States Department of Education requirements, when collecting race/ethnicity information districts must collect this information by using a two-part question found below.

Part 1: ETHNICITY

Is the student Hispanic/Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race) _____ Yes _____ No

Regardless of whether your answer is Yes or No to Part 1, you must also select 1 or more racial groups in Part 2.

Part 2: RACIAL GROUP

Is the student from one or more of the following racial groups (check all that apply):

____ (W) White
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.

____ (B) Black or African American
Persons having origins in any of the black racial groups in Africa.

____ (A) Asian
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

____ (I) American Indian or Alaskan Native
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

____ (P) Native Hawaiian or Other Pacific Islander
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

PARENT OR GUARDIAN REFUSES TO LIST CHILD'S ETHNICITY AND RACIAL GROUP

I (parent or guardian) refuse to designate the ethnicity of my child and understand that the school district is required by the United States Department of Education to determine the ethnicity of my child based on their observation of the student.

Parent or Guardian Signature _____ Date ____/____/____

FOR SCHOOL USE ONLY WHEN PARENT REFUSES TO LIST CHILD'S ETHNICITY AND RACIAL GROUP ABOVE

School District's determination of child's ethnicity based on observation:

____ Hispanic/Latino ____ White ____ Black or African American

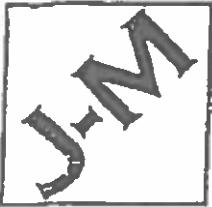
____ Asian ____ American Indian or Alaskan Native

____ Native Hawaiian or Other Pacific Islander

Name of School District employee determining child's ethnicity (please print) _____

Employee Signature: _____ Date: ____/____/____

**PROOF OF
RESIDENCY**



Student's Name _____ Birth Date _____ Grade _____ Sex _____

LEGAL ADDRESS

Number Street _____ Telephone/Home _____

City _____ State _____ Zip _____ Telephone/Work _____

I certify that I, the parent/guardian of the above student are residents of the Jackson-Milton Local School District or for open enrollment in an adjacent school district, and we reside at the address indicated. Residency is defined as the location at which you and the child sleep and eat most meals. IT IS A CRIMINAL OFFENSE SUBJECT TO FRAUD CHARGES TO FALSIFY RESIDENCY.

Signature of Parent/Guardian _____ Date _____

ADDITIONAL INFORMATIONAL MATERIALS REQUIRED BY STATE LAW

1. Birth certificate of child being enrolled
2. Proof of grade placement - current report card or school records
3. Proof of Child Custody or guardianship (if applicable)
4. Proof of Immunization
5. Proof of Social Security Number

Please circle and attach photocopies of appropriate documentation - one from each column.

Column 1

1. House Closing Papers
2. Deed
3. Mortgage Documents
4. Building Permit
5. Rental Agreement/Lease
6. Notarized Parent Residency Affidavit (on back)

Column 2

1. Two current utility bills
2. Two current charge statements
3. Drivers License
4. Tax statement

FOR OFFICIAL USE - TO BE COMPLETED BY SCHOOL ADMINISTRATOR

APPROVED FOR ENROLLMENT _____ TEMPORARY APPROVAL _____

School _____ Signature of Administrator _____ Date _____



Jackson-Milton Local Schools

RETURN THIS FORM IMMEDIATELY
Students risk exclusion for failure to return this form

Date: _____ Grade: _____

Teacher: _____

Name

Student Name: _____ Male _____ Female _____

Address: _____ City _____ Zip: _____

Home Phone: _____ Date of Birth: _____ Age: _____ SS# _____

Parent/Guardian & Relationship

Please check if any change in address and/or custody
(Must provide documentation)

Name: _____ Name: _____

Address: _____ Address: _____

City, Zip _____ City, Zip: _____

Work Phone #'s: _____ Work Phone #'s: _____

Other Phone #'s _____ Other Phone #'s _____

Email Address: _____ Email Address: _____

Relationship to Student: _____ Relationship to Student: _____

Daycare/Other: _____ Phone: _____

Siblings' Name & Date of Birth: 1. _____ 3. _____

2. _____ 4. _____

If Parents Are Separated Or Divorced Who Has Custody? (Court documentation must be on file at school)

Custodial Parent/Guardian: _____

Address: _____ Phone: _____

If Parents Are Not Available, In Case Of Emergency Call:

(The individual listed will be permitted to sign this student out of school when parent can't be contacted)

1. Name: _____ 3. Name: _____

Phone: _____ Phone: _____

Relationship to Student: _____ Relationship to Student: _____

2. Name: _____ 4. Name: _____

Phone: _____ Phone: _____

Relationship to Student: _____ Relationship to Student: _____

In Case Of Emergency Dismissal, My Child Should Go To This Local Address:

(OVER) SIDE 2 MUST BE COMPLETED

Please describe medical conditions your child has including instructions for school or hospital staff to follow in the event of an emergency: (please note that every effort possible will be made to contact individuals listed on this form first; however realize that it may not always be possible to reach those listed! Give information accordingly. Please list such things as allergies and medical conditions, etc.) This information will be provided to hospital staff (if necessary) or school staff unless instructed otherwise.

Dentist: _____ Phone: _____

Doctor: _____ Phone: _____

Specialist: _____ Phone: _____

Permission to contact child's doctor if necessary: Yes _____ No _____

Health Insurance: _____ Policy # _____ Group # _____

Insured Name: _____

Preferred Hospital: _____

Medications: _____

PLEASE SIGN ONLY ONE LINE BELOW INDICATING YOUR WISHES:

Part I - To Grant Consent:

In the event reasonable attempts to contact me have been unsuccessful, I hereby give consent for (1) the administration of any treatment deemed necessary by above named doctor, or, in the event the designated preferred practitioner is not available, by another licensed physician or dentist; and (2) the transfer of the child to any hospital reasonably accessible.

This authorization does not cover major surgery, unless the medical opinions of two other licensed physicians or dentist, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery. Facts concerning the child's history including allergies, medications being taken, and any physical impairments to which a physician should be alerted are listed above.

Signature of Parent/Guardian

Date

Part II - Refusal to Consent:

I do not give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the school authorities to take the following action:

Signature of Parent/Guardian

Date



A NOTE FROM THE SCHOOL NURSE

SHOULD I KEEP MY CHILD HOME FROM SCHOOL BECAUSE OF ILLNESS?

In order for your child to be available for learning and to control communicable disease in school, it is very important for you to keep your child at home when he or she:

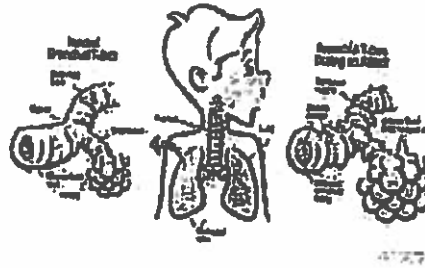
- Has a temperature of 100 degrees or more. Your child should remain at home in bed for the day and should be fever-free for 24 hours (without the aid of Tylenol or Motrin) before returning to school, as many children rebound with a temperature. This has been very frustrating lately as many children are returning to school after being sent home the day before with a fever, only to be sent home with fever again. Please consider that we need to attempt to control the spread of illness.
- Has been diagnosed with a strep infection. Your child should be on antibiotics for 24 hours before returning to school.
- Has vomited during the night or in the morning.
- Has persistent diarrhea during the night and into the morning.
- Has a moist productive cough, chest congestion, or discolored nasal discharge.
- Has red swollen eyes that itch and are draining pus (woke up with eyes glued shut).

If your child has been diagnosed with a communicable illness, contact your doctor or the school nurse to discuss when your child should return to school. Examples include, but are not limited to chicken pox, impetigo, scabies, lice and ringworm. Please inform the nurse or secretary when your child has a communicable illness so that a health alert may be distributed to classmates. Please send your child back to school with the necessary physician's release form indicating your child has been cleared for school.

WHAT HAPPENS IF MY CHILD SHOULD GET SICK AT SCHOOL?

When it is determined that a student should be sent home as a result of illness or injury, a parent/guardian who has legal custody will be notified and asked to come pick up the child from school. The student can be released to someone other than the parent if that person has been designated on the emergency medical form by the parent. Please inform the office of any change in phone numbers for work or home or an added cell phone or pager to assist us in being able to reach you in a timely manner. If your child is ill at school, he/she needs to be picked up from school in a timely manner, as the health office is very small and other children coming in will be at risk of exposure to the illness.

**Does your child have a health condition such as
Asthma, Allergies, Diabetes, Seizure Disorders, etc???**



Please notify the School Nurse, Mrs. Baker, in the event your child has an illness or medical condition. Preparations need to be started before the first day of the school year. Mrs. Baker can be reached at 330-538-2257 X 1405.

Students who will need medication during school hours must have written permission from the physician. A form has been attached for your convenience. (Please note, a different form is needed for asthma inhalers and epi-pens—call Mrs. Baker to request those forms.) Medication must be brought to the school by the parent. The medication must be in the original container. Please contact the School Nurse, Mrs. Baker, with any questions or concerns (330-538-2257 X1405).

Immunization Summary for School Attendance - Ohio

VACCINES	FALL 2019 IMMUNIZATIONS FOR SCHOOL ATTENDANCE
<p>DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis</p>	<p>Kindergarten Four (4) or more doses of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required. *</p> <p>1-12 Four (4) or more doses of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.</p> <p>Grades 7-12 One (1) dose of Tdap vaccine must be administered prior to entry. **</p>
<p>POLIO</p>	<p>K-9 Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required. ***</p> <p>Grades 10-12 Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p>
<p>MMR Measles, Mumps, Rubella</p>	<p>K-12 Two (2) doses of MMR. Dose one (1) must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose one (1).</p>
<p>HEP B Hepatitis B</p>	<p>K-12 Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.</p>
<p>Varicella (Chickenpox)</p>	<p>K-9 Two (2) doses of varicella vaccine must be administered prior to entry. Dose one (1) must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after the first dose, it is considered valid.</p> <p>Grades 10-12 One (1) dose of varicella vaccine must be administered on or after the first birthday.</p>
<p>MCV4 Meningococcal</p>	<p>Grades 7-10 One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.</p> <p>Grade 12 Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. ****</p>

NOTES:

- Vaccine should be administered according to the most recent version of the *Recommended Immunization Schedule for Children and Adolescents Aged 18 Years or Younger* or the *Catch-up Immunization Schedule for Persons Aged 4 Months Through 18 Years Who Start Late or Who Are More Than 1 Month Behind*, as published by the Advisory Committee on Immunization Practices. Schedules are available for print or download at <https://www.cdc.gov/vaccines/schedules/index.html>.
- Vaccine doses administered ≤ 4 days before the minimum interval or age are valid (grace period). Doses administered ≥ 5 days earlier than the minimum interval or age are not valid doses and should be repeated as age-appropriate. If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.
 - For additional information please refer to the Ohio Revised Code 3313.67 and 3313.671 for School Attendance and the ODH Director's Journal Entry (available at <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/Immunization/Required-Vaccines-Child-Care-School/>).

These documents list required and recommended immunizations and indicate exemptions to immunizations.

- Please contact the Ohio Department of Health Immunization Program at (800) 282-0546 or (614) 466-4643 with questions or concerns.

* Recommended DTaP or DT minimum intervals for kindergarten students four (4) weeks between doses 1-2 and 2-3; six (6) month minimum intervals between doses 3-4 and 4-5. If a fifth dose is administered prior to the 4th birthday, a sixth dose is recommended but not required.

** Pupils who received one dose of Tdap as part of the initial series are not required to receive another dose. Tdap can be given regardless of the interval since the last Tetanus or diphtheria-toxoid containing vaccine. DTaP given to patients age 7 or older can be counted as valid for the one-time Tdap dose.

*** The final polio dose in the IPV series must be administered at age 4 or older with at least six months between the final and previous dose.

**** Recommended MCV4 minimum interval of at least eight (8) weeks between dose one (1) and dose two (2). If the first (1st) dose of MCV4 was administered on or after the 16th birthday, a second (2nd) dose is not required. If a pupil is in 12th grade and is 15 years of age or younger, only 1 dose is required. Currently there are no school entry requirements for meningococcal B vaccine.

Ohio School Health History

To be used for Pre-and Elementary School

School _____
Enrolled _____

Child's name	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Age	Birthdate
Ethnicity <input type="checkbox"/> Caucasian <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian American <input type="checkbox"/> Other			
Who is the child's legal guardian?	Who does the child live with?	Child's address	
Parent/Guardian	Parent/Guardian Address	Home phone number	

Social Service History

Mark the box if you have contact with any of the following agencies:

- Child Protective Services if yes, Case worker's name: _____
 Legal/Court System
 Family Counseling Services
 Mental Health Provider
 Other: _____

Mark the box if you or your child receive any of the following medical assistance:

- SSI, Disability Healthy Start Insurance (Blue Cross/Blue Shield, HMO)
 LEAP Medicaid/CHIP Other: _____

Family History

Please list first and last name of all the child's family members including parents and siblings.

Name	Birthdate	Gender	Health Concerns	Is the child in school?	If so, where?
1.					
2.					
3.					
4.					
5.					

Perinatal History

Did the mother have any unusual physical or emotional illness during this pregnancy? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain briefly.
How old was the mother when the child was born? Was the infant born: <input type="checkbox"/> Full term <input type="checkbox"/> Early <input type="checkbox"/> Late What was the infants birth weight? _____ Lbs. _____ Oz.
Did the infant have any sickness or problems? <input type="checkbox"/> Yes <input type="checkbox"/> No

Developmental History

Please give the approximate age at which this child:

Walked alone _____ Spoke in sentences _____

Toilet trained _____ Dressed Self _____

How does this child's development compare to other children, such as his or her brothers/sisters or playmates?

About the same Delayed Advanced

Allergies

Please list and describe allergies or reactions.

Medications/drugs

Foods/plants/animals/other

Recommended treatment if allergy is severe

Injuries, Illnesses & Hospitalizations

Please list any severe injuries, illnesses and hospitalizations including inpatient and outpatient surgical procedures.

Injuries/Illness/Hospitalizations	Age	If hospitalized, please explain.

Does your child always wear a seatbelt while riding in automobiles

Yes No

Does the student wear a helmet when bicycling, skating/rollerblading or riding a motorcycle?

Yes No

Medication Information

Please describe any medications that your child takes daily and frequently.

Name of Medication	What is the medication taken for?	How often is the medication taken? What time is the medication administered?

Health Conditions

Please check any medical conditions that the child currently has or has had in the past.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Abnormal spinal curvature (Scoliosis) | <input type="checkbox"/> Hemophilia |
| <input checked="" type="checkbox"/> Allergies/hayfever | <input type="checkbox"/> Hepatitis |
| <input type="checkbox"/> Anemia | <input type="checkbox"/> HIV positive |
| <input type="checkbox"/> Anaphylactic reaction | <input type="checkbox"/> Hyperactivity |
| <input type="checkbox"/> Asthma or wheezing | <input type="checkbox"/> Juvenile Arthritis |
| <input type="checkbox"/> Attention deficit disorder (ADD) | <input type="checkbox"/> Kidney disease type _____ |
| <input type="checkbox"/> Behavior problem | <input type="checkbox"/> Measles (10 day) |
| <input type="checkbox"/> Birth or congenital malformation | <input type="checkbox"/> Meningitis or Encephalitis |
| <input type="checkbox"/> Cancer type _____ | <input type="checkbox"/> Mumps |
| <input type="checkbox"/> Chickenpox when _____ | <input type="checkbox"/> Mutism |
| <input type="checkbox"/> Chronic diarrhea or constipation | <input type="checkbox"/> Near-drowning/Near-suffocation |
| <input type="checkbox"/> Chronic ear infections | <input type="checkbox"/> Nervous twitches or tics |
| <input type="checkbox"/> Concern about relation with siblings or friends | <input type="checkbox"/> Poisoning |
| <input type="checkbox"/> Cystic Fibrosis | <input type="checkbox"/> Rheumatic fever |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Seizure disorder/Epilepsy |
| <input type="checkbox"/> Eczema/Chronic skin conditions | <input type="checkbox"/> Sickle Cell Disease |
| <input type="checkbox"/> Emotional problems | <input type="checkbox"/> Speech difficulties |
| <input type="checkbox"/> Eye problems, poor vision | <input type="checkbox"/> Stool soiling |
| <input type="checkbox"/> Frequent headaches | <input type="checkbox"/> Toothaches or dental problems |
| <input type="checkbox"/> Frequent sore throats | <input type="checkbox"/> Tourette's Syndrome |
| <input type="checkbox"/> Heart disease type _____ | <input type="checkbox"/> Urinary tract infections |
| | <input type="checkbox"/> Wetting during the day or night |

Behavioral History

The child is usually: Very active Normally active Rather inactive

Has your child every been violent or acted out in the following manner towards adults or children:

- Hitting
- Kicking
- Biting
- Fighting
- Scratching

Do you have any concern about how your child gets along with other children?

- Yes
- No If yes, explain _____

Please add any comments or concerns you have about your child's health, development, behavior, family, or home life that you would like the school to be aware of. _____

Is this student enrolled in special education course? Yes No